BEAR II project
Better Education for Africa’s Rise II 2017–2021
Formulation report
# Table of Contents

Acronyms and abbreviations .............................................................................................................................................................................. 1  
Overview of the BEAR II project ......................................................................................................................................................................... 4  
**Chapter 1. Introduction** ............................................................................................................................................................................. 9  
**Chapter 2. BEAR II proposals for the five beneficiary countries** ........................................................................................................ 13  
BEAR II proposal for Ethiopia ............................................................................................................................................................................ 15  
BEAR II proposed intervention for Ethiopia ................................................................................................................................................. 17  
BEAR II proposal for Kenya ................................................................................................................................................................................. 25  
BEAR II proposal for Madagascar ..................................................................................................................................................................... 39  
BEAR II proposal for Uganda ............................................................................................................................................................................. 49  
BEAR II proposal for United Republic of Tanzania ...................................................................................................................................... 61  
**Chapter 3. Cross-country activities under BEAR II project** ................................................................................................................. 73  
**Chapter 4. Follow up action in BEAR I beneficiary countries** ............................................................................................................. 77  
**Chapter 5. Conclusion and next steps** ......................................................................................................................................................... 83  
References ............................................................................................................................................................................................................... 85
List of Tables

Table 1 Target Sectors in BEAR II beneficiary countries  6
Table 2 Overview of activities under BEAR II project across five countries  6
Table 3 Proposed timeframe for the BEAR II project  10
Table 4 Target Sectors in BEAR II beneficiary countries  14
Table 5 Project activities and indicative budget  22
Table 6 Project activities and indicative budget  36
Table 7 Project activities and indicative budget  47
Table 8 Project activities and indicative budget  58
Table 9 Project activities and indicative budget  70
Table 9 Project activities and indicative budget  75

List of Figures

Figure 1 Organisational framework for BEAR II in Ethiopia  21
Figure 2 Organisational framework for BEAR II in Kenya  34
Figure 3 Organisational framework for BEAR II in Madagascar  45
Figure 4 Organisational framework for BEAR II in Uganda  56
Figure 5 Organisational framework for BEAR II in United Republic of Tanzania  68
## Acronyms and abbreviations

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AfDB</td>
<td>African Development Bank</td>
</tr>
<tr>
<td>BEAR</td>
<td>Better Education for Africa’s Rise</td>
</tr>
<tr>
<td>CBET</td>
<td>competency-based education and training</td>
</tr>
<tr>
<td>CESAFEA</td>
<td>Continental Education Strategy for East Africa</td>
</tr>
<tr>
<td>CDEA</td>
<td>Culture and Development East Africa</td>
</tr>
<tr>
<td>CPD</td>
<td>continuous professional development</td>
</tr>
<tr>
<td>GIZ</td>
<td>Deutsche Gesellschaft für Internationale Zusammenarbeit</td>
</tr>
<tr>
<td>GOP</td>
<td>global operational plan</td>
</tr>
<tr>
<td>ICT</td>
<td>information and communications technology</td>
</tr>
<tr>
<td>ILO</td>
<td>International Labour Organization</td>
</tr>
<tr>
<td>KRIVET</td>
<td>Korea Research Institute for Vocational Education and Training</td>
</tr>
<tr>
<td>LMA</td>
<td>labour market analysis</td>
</tr>
<tr>
<td>LMIS</td>
<td>labour market information system</td>
</tr>
<tr>
<td>LMTIS</td>
<td>labour market and training information system</td>
</tr>
<tr>
<td>NGO</td>
<td>non-governmental organization</td>
</tr>
<tr>
<td>NPO</td>
<td>national project officer</td>
</tr>
<tr>
<td>PSC</td>
<td>Project Steering Committee</td>
</tr>
<tr>
<td>SADC</td>
<td>Southern Africa Development Community</td>
</tr>
<tr>
<td>SDGs</td>
<td>Sustainable Development Goals</td>
</tr>
<tr>
<td>SMEs</td>
<td>small and medium-scale enterprises</td>
</tr>
<tr>
<td>SSC</td>
<td>sector skills councils/committee</td>
</tr>
<tr>
<td>TVET</td>
<td>technical and vocational education and training</td>
</tr>
<tr>
<td>UN</td>
<td>United Nations</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational Scientific and Cultural Organization</td>
</tr>
<tr>
<td>YLS</td>
<td>UNESCO Section for Youth, Literacy and Skills Development</td>
</tr>
</tbody>
</table>

### Ethiopia

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATA</td>
<td>Agricultural Transformation Agency</td>
</tr>
<tr>
<td>CoC</td>
<td>centre of competence</td>
</tr>
<tr>
<td>GTP</td>
<td>Growth and Transformation Plan</td>
</tr>
<tr>
<td>MoLSA</td>
<td>Ministry of Labour and Social Affairs</td>
</tr>
</tbody>
</table>

### Kenya

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AOP</td>
<td>annual operational plans</td>
</tr>
<tr>
<td>CiCan</td>
<td>Colleges and Institutes of Canada</td>
</tr>
<tr>
<td>CDACC</td>
<td>Curriculum Development, Assessment and Certification Council</td>
</tr>
<tr>
<td>ECDE</td>
<td>early childhood development and education</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>KATTI</td>
<td>Kenya Association of Technical Training Institutes</td>
</tr>
<tr>
<td>KEPSA</td>
<td>Kenya Private Sector Alliance</td>
</tr>
<tr>
<td>KNAPCO</td>
<td>Kenya National Association of Private College Owners</td>
</tr>
<tr>
<td>KNQF</td>
<td>Kenya National Qualifications Framework</td>
</tr>
<tr>
<td>KTTC</td>
<td>Kenya Technical Trainers Institute</td>
</tr>
<tr>
<td>MoE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>MoL</td>
<td>Ministry of Labour</td>
</tr>
<tr>
<td>MTP</td>
<td>medium term plan</td>
</tr>
<tr>
<td>NITA</td>
<td>National Industrial Training Authority</td>
</tr>
<tr>
<td>NQA</td>
<td>National Qualifications Authority</td>
</tr>
<tr>
<td>PWP</td>
<td>provisional work plan</td>
</tr>
<tr>
<td>TSC</td>
<td>Teacher Service Commission</td>
</tr>
<tr>
<td>TTI</td>
<td>technical training institute</td>
</tr>
<tr>
<td>TVETA</td>
<td>Technical and Vocational Education and Training Authority</td>
</tr>
<tr>
<td>VTC</td>
<td>vocational training centre</td>
</tr>
</tbody>
</table>

**Madagascar**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CapED</td>
<td>Capacity Development for Education</td>
</tr>
<tr>
<td>GEFP</td>
<td>Madagascar Export Processing Zone Association</td>
</tr>
<tr>
<td>INFOR</td>
<td>Institute for Vocational Training</td>
</tr>
<tr>
<td>MEETFP</td>
<td>Ministry of Employment and Technical and Vocational Education</td>
</tr>
<tr>
<td>MIDSP</td>
<td>Ministry of Industry and Private Sector Development</td>
</tr>
<tr>
<td>NQEFP</td>
<td>National Employment and Vocational Training Policy</td>
</tr>
<tr>
<td>TCA</td>
<td>textiles, clothing and accessories</td>
</tr>
<tr>
<td>VAE</td>
<td>validation of acquired experience</td>
</tr>
</tbody>
</table>

**Uganda**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTC</td>
<td>Belgium Development Agency</td>
</tr>
<tr>
<td>BTVET</td>
<td>business, technical and vocational education and training (Directorate of) Business, Technical and Vocational Education and Training</td>
</tr>
<tr>
<td>DIT</td>
<td>Directorate of Industrial Training</td>
</tr>
<tr>
<td>EAC</td>
<td>East African Community</td>
</tr>
<tr>
<td>GoU</td>
<td>Government of Uganda</td>
</tr>
<tr>
<td>HQ</td>
<td>headquarters</td>
</tr>
<tr>
<td>IDA</td>
<td>International Development Association, World Bank</td>
</tr>
<tr>
<td>JICA</td>
<td>Japanese International Cooperation Agency</td>
</tr>
<tr>
<td>MAAIF</td>
<td>Ministry of Agriculture, Animal Industry and Fisheries</td>
</tr>
<tr>
<td>MoES</td>
<td>Ministry of Education and Sports</td>
</tr>
<tr>
<td>NDP</td>
<td>National Development Plan</td>
</tr>
<tr>
<td>OPEC</td>
<td>Organization of Petroleum Exporting Countries</td>
</tr>
<tr>
<td>UBTEB</td>
<td>Uganda Business and Technical Examinations Board</td>
</tr>
<tr>
<td>UGIF</td>
<td>Uganda International Trade Fair</td>
</tr>
<tr>
<td>UMA</td>
<td>Uganda Manufacturers Association</td>
</tr>
<tr>
<td>Acronyms and abbreviations</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>ATE</td>
<td>Association of Tanzania Employers</td>
</tr>
<tr>
<td>CEFA</td>
<td>CEFA Seed of Solidarity (NGO)</td>
</tr>
<tr>
<td>CTI</td>
<td>Confederation of Tanzania Industries</td>
</tr>
<tr>
<td>IYF</td>
<td>International Youth Foundation</td>
</tr>
<tr>
<td>MoEST</td>
<td>Ministry of Education, Science, Technology and Vocational Training</td>
</tr>
<tr>
<td>MOP</td>
<td>Malaria Operation Plan</td>
</tr>
<tr>
<td>NACTE</td>
<td>National Council for Technical Education</td>
</tr>
<tr>
<td>NBS</td>
<td>National Bureau of Statistics</td>
</tr>
<tr>
<td>NEMC</td>
<td>National Environment Management Council</td>
</tr>
<tr>
<td>NEPAD</td>
<td>New Partnership for Africa’s Development</td>
</tr>
<tr>
<td>NTA</td>
<td>National Training Award</td>
</tr>
<tr>
<td>PMO-LYED</td>
<td>Prime Minister Office, Labour Youth Employment and Persons with Disability</td>
</tr>
<tr>
<td>SIDO</td>
<td>Small Industries Development Organisation</td>
</tr>
<tr>
<td>TAESA</td>
<td>Tanzania Employment Service Agency</td>
</tr>
<tr>
<td>TAMISEMI</td>
<td>Tawala za Mikoa na Serikali za Mitaa (PORALG)</td>
</tr>
<tr>
<td>TCCIA</td>
<td>Tanzania Chamber of Commerce, Industry and Agriculture</td>
</tr>
<tr>
<td>TPSF</td>
<td>Tanzania Private Sector Foundation</td>
</tr>
<tr>
<td>VET</td>
<td>vocational education training</td>
</tr>
<tr>
<td>VETA</td>
<td>Vocational Education Training Authority</td>
</tr>
<tr>
<td>VSO</td>
<td>Voluntary Service Overseas</td>
</tr>
</tbody>
</table>

**United Republic of Tanzania**
Overview of the BEAR II project

Introduction

The Better Education for Africa’s Rise (BEAR) project is a joint initiative between UNESCO and the Republic of Korea to improve the Technical and Vocational education and Training (TVET) systems of five beneficiary countries in Eastern Africa (Ethiopia, Kenya, Madagascar, the United Republic of Tanzania and Uganda) over 2017–21. The project has been conceptualised in response to each target country’s needs based on national development plans and national education and training strategic plans. The project is also aligned with the 2030 Education Agenda and the UNESCO Strategy for TVET 2016-21. This second phase of the project (BEAR II) builds on BEAR I (2011-2016) that has yielded positive and sustainable outcomes in five countries of the Southern Africa Development Community (SADC), namely Botswana, Democratic Republic of the Congo, Malawi, Namibia and Zambia.

BEAR II aims to give young people in Eastern Africa a better chance of accessing decent employment or of generating self-employment, through improvements in the TVET systems of the beneficiary countries while adopting a sector skills approach. A broad range of activities will be conducted under the framework of the project, corresponding to the following three result areas: i. increasing the relevance of TVET to the needs of the economy by developing training curriculums to respond to market demand of skills, ii. enhancing the quality of TVET delivered to trainees by building capacities of TVET trainers and institutions, and iii. improving the perception of TVET among young people, enterprises and society, therefore making it a more appealing education option.

The BEAR II project activities have been planned with the objective of building capacities within the ministries, private sector and other institutions responsible for TVET in the beneficiary countries. Sustainable partnerships will also be established between TVET systems and stakeholders in the economy, to ensure that the impact of the project lasts beyond its period of implementation.

Background: Global and regional strategies in education and TVET

The 2030 Agenda for Sustainable Development (United Nations, 2015), adopted by the United Nations General Assembly in 2015, includes 17 Sustainable Development Goals (SDGs) covering all three dimensions of sustainable development: economic, social and environmental. Education is central to the realisation of the 2030 Agenda. It is a goal in itself (SDG 4) as well as linked to almost all of the SDGs, as it is considered essential for achieving them.

Sustainable Development Goal 4, ‘Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’, pays considerable attention to TVET, with specific targets referring to technical and vocational skills, education and training. Specifically, SDG 4 specifies targets relating to the equal access to quality TVET, the number of young people and adults having technical and vocational skills for employment, decent jobs and entrepreneurship and to the elimination of all forms of inequalities in the access to TVET, including for people with disabilities, indigenous people and children in vulnerable situations.

Aligned with the Agenda 2030 and SDG4, UNESCO’s current TVET strategy 2016-2021 (UNESCO, 2016) aims to support the efforts of Member States to ‘enhance the relevance of their TVET systems and to equip all youth and adults with the skills required for employment, decent work, entrepreneurship and lifelong learning’. The strategy has three priority areas: i. Fostering youth employment and entrepreneurship, ii. Promoting equity and gender equality and iii. Facilitating the transition to green economies and sustainable societies. The objectives and activities of the BEAR II project are fully aligned with and will contribute to all three areas of the strategy.

The Eastern African context for BEAR II intervention

The activities of the BEAR II project will concentrate in five Eastern African countries: Ethiopia, Kenya, Madagascar, the United Republic of Tanzania and Uganda. The activities have been designed taking into account the broader context in the African region and current processes for strengthening TVET in Eastern Africa.

The African Union Heads of State and Governments have adopted the Continental Education Strategy for Africa or CESA 2016-2025 (African Union, 2015) as a framework for transforming education and training in Africa, in the context
of SDG 4. One of CESA’s strategic objectives is to ‘expand TVET opportunities at both secondary and tertiary levels and strengthen linkages between the world of work and education and training systems’. Improving the relevance, quality and attractiveness of TVET through the establishment of links and partnerships with the private sector and focusing on entrepreneurship and innovation are seen as key in achieving the strategic objective.

Within this context, UNESCO convened in 2016 a Regional Forum for Eastern Africa in Seychelles. The theme of the Regional Forum was ‘Skills for youth employment and entrepreneurship’. Key stakeholders from 13 countries from the region discussed and shared promising practices and innovations in TVET and skills development programmes for young people in the region. The participants to the Forum formulated six key recommendations that make up the ‘Mahe process’ (UNESCO, 2016), an initiative to strengthen TVET in the region by strengthening the quality and relevance of the TVET systems.

Outcomes of the first phase of the project: BEAR I

The BEAR I project (2011-2017) succeeded in putting TVET in the spotlight in five SADC countries, highlighting its importance as a vehicle to address youth unemployment and support both social and economic development in the countries and in the SADC region more broadly. There has been significant impact both at the individual (learner and trainer) and at the TVET training institution level in all beneficiary countries. The project has also supported the emergence of sector skills approaches with the view to enhance public-private partnerships that look at changing skill needs from the perspective of a particular sector and ensures that skills development meets the needs of the labour market and individuals in that sector.

The project aimed to increase the relevance, quality and attractiveness of TVET in each of the beneficiary countries and simultaneously boost access, especially for women and disadvantaged groups through activities focusing on labour market analysis (LMA) and sector skills development, teacher training and the development of TVET Management Information Systems (TVET MIS).

Specifically, during the period of its implementation, BEAR I achieved numerous results, including the establishment or reinforcement of sector skills committees/councils, the development of five LMAs and 12 corresponding curricula, training of 744 teachers and the design of TVET MIS in four out of the five countries. In addition, in Namibia a National Skills competition was developed and implemented, boosting the reputation and attractiveness of TVET in the country.

A critical factor to the success of the project as a whole has been the collaborative design and development of activities with local stakeholders. The emphasis on building local capacity and expertise and ensuring a close alignment with government priorities for TVET, has ensured project outcomes are context specific, address local and national policy priorities, and are sustainable beyond the life of the project. A similar approach working in close partnership with national governments and local stakeholders has been adopted for the planning and implementation of the BEAR II activities in Eastern Africa.

The objectives and planned activities under the BEAR II project

In Eastern Africa, issues and challenges similar to those faced in the BEAR I countries have been broadly identified regarding the relevance, quality and perception of TVET. The BEAR II project aims to support its beneficiary countries to reform and develop their TVET systems by capitalising on the valuable knowledge and experience gained from the BEAR I experience. The challenges to be addressed in the TVET sector, identified during intensive scoping missions conducted in countries, can be categorised as (i) lack of relevance created by a mismatch between market demand of skills and supply of skills in the form of TVET graduates; (ii) inadequate quality of TVET programmes delivered, given the low capacities of trainers and institutions; and (iii) lack of attractiveness of TVET, given a low perception of TVET as an education option.

Given the above challenges identified in TVET systems in the Eastern African context, the BEAR II project will focus its intervention on three result areas that will aim to:

- Increase the relevance of TVET programmes
- Enhance the quality of TVET delivery
- Improve the perception of TVET among youth, parents and society in general

To achieve these specified objectives, the BEAR II project adopts a sector skills development approach by targeting specific sectors in each beneficiary country. The sectors were identified and selected in collaboration with the national governments and other key stakeholders and reflect the strategic priorities in each country. Table 1 below presents the targeted economic sectors for BEAR intervention in the five
countries.

Table 1 Target Sectors in BEAR II beneficiary countries

<table>
<thead>
<tr>
<th>Country</th>
<th>Target sectors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethiopia</td>
<td>Agro-processing</td>
</tr>
<tr>
<td>Kenya</td>
<td>Environmental technology</td>
</tr>
<tr>
<td>Madagascar</td>
<td>Textile, Clothing and Accessories</td>
</tr>
<tr>
<td>Uganda</td>
<td>Agriculture (Agro-processing and post-harvest management)</td>
</tr>
<tr>
<td>Tanzania</td>
<td>Agri-business and creative industry (Handicrafts)</td>
</tr>
</tbody>
</table>

A detailed plan of action for each country has been elaborated where the different activities and actions under each expected result area of the project are presented in detail. Table 2 presents a broad overview of the types of activities that are planned under each expected result.

Table 2 Overview of activities under BEAR II project across five countries

<table>
<thead>
<tr>
<th>Result area</th>
<th>Activities</th>
<th>Indicative expected outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance</td>
<td>• Reviewing the skills assessment and anticipation approaches and tools</td>
<td>• At least ten new curricula and training programmes developed and implemented</td>
</tr>
<tr>
<td></td>
<td>• Enhancing capacities for skills assessment and anticipation</td>
<td>• 5 national skills assessment tools revised or developed</td>
</tr>
<tr>
<td></td>
<td>• Reforming existing and developing new curricula</td>
<td></td>
</tr>
<tr>
<td>Quality</td>
<td>• Implementing new curricula in selected TVET institutions</td>
<td>• Five continuing professional development programmes and annual teacher training plans developed and implemented</td>
</tr>
<tr>
<td></td>
<td>• Developing the capacities of TVET leaders and managers</td>
<td>• At least 500 teachers and managers trained</td>
</tr>
<tr>
<td></td>
<td>• Mainstreaming entrepreneurial and digital skills</td>
<td></td>
</tr>
<tr>
<td>Perception</td>
<td>• Developing career guidance systems</td>
<td>• Four national skills competitions organized</td>
</tr>
<tr>
<td></td>
<td>• Organising skills competitions in the context of vocational skills weeks</td>
<td>• Four new or revised career guidance systems implemented</td>
</tr>
<tr>
<td></td>
<td>• Setting up online information and guidance tools such as skills gateways</td>
<td>• Three online ‘skills gateway’ tools in operation</td>
</tr>
</tbody>
</table>

The BEAR II interventions will be conducted in four phases:

i) Formulation phase, for the conceptualisation of the project;

ii) Inception phase, for the detailed operational planning of the project;

iii) Implementation phase, covering the execution of the project plan on the ground in each beneficiary country; and

iv) Closure and scale-up phase, wherein conditions for the sustainability of outputs will be defined and a follow-up strategy will be formulated.

**Partnerships with other development partners**

The BEAR II project will establish and/or enhance close collaboration with technical and financial partners and the United Nations Country Team (UNCT)\(^1\) and other donor coordination mechanisms in the field of education and training at the country, regional and international levels.

**Regional cooperation and cross-country activities**

The BEAR II project will provide an exchange and debate platform for the issues and challenges facing TVET and employment in the Eastern Africa region, with a particular focus on the five beneficiary countries. The project will support this dialogue through the design and implementation of relevant cross-country activities, leading to concrete knowledge sharing and production as well as peer learning. In this context, each country has to contribute from the perspective of its own specific experience, thereby creating a rich interaction among peers and a strong desire to continue the dialogue beyond the project’s lifecycle, including through virtual communities, to be created in the framework of the project plan.

Cross-country cooperation is a voluntary process and its effectiveness depends on recognition of its important contribution to supporting national policies and initiatives. Equally important is the impact of regional perspectives on national policy-making processes, which is also a major project issue. Networks of experts from the different country teams will discuss, share knowledge and learn from each other, in the context of activities such as sharing of resources and materials, organisation of peer learning events, conducting comparative analysis on specific issues and participating in the regional annual fora.

Regional cooperation and cross-country activities will contribute to the sustainability of the project’s outcomes and results in each country. These collaborative activities will enhance each country’s capacities, as they will create networks of knowledge and expertise and shared resources that countries will be able to draw upon when working on enhancing their own TVET systems.

---

\(^1\) The United Nations Country Team (UNCT) exists in 131 countries, covering all of the 165 countries where there are United Nations programmes. The UNCT encompasses all the entities of the UN system that carry out operational activities for development, emergency, recovery and transition in programme countries. The UNCT ensures inter-agency coordination and decision-making at the country level. The main purpose of the country team is for individual agencies to plan and work together, as part of the Resident Coordinator system, to ensure the delivery of tangible results in support of the development agenda of the Government. https://undg.org/leadership/un-country-teams/

---
Chapter 1.
Introduction
The Better Education for Africa’s Rise project

The Better Education for Africa’s Rise II (BEAR II) project is a joint initiative between UNESCO and the Republic of Korea to improve the TVET systems of five beneficiary countries in Eastern Africa (Ethiopia, Kenya, Madagascar, the United Republic of Tanzania and Uganda) over 2017–21. The BEAR II project is conceptualised in alignment to each target country’s needs based on national development plans and national education strategic plans, as well as to the 2030 Education Agenda and the UNESCO Strategy for TVET 2016-21. It builds on the BEAR I project (2011-2017) that has yielded positive and sustainable outcomes in five countries of the Southern Africa Development Community (SADC), namely Botswana, Democratic Republic of the Congo, Malawi, Namibia and Zambia.

In the larger context, the BEAR II aims to give young people in Eastern Africa a better chance of accessing decent employment or of generating self-employment, through improvements in the TVET systems of beneficiary countries. A broad range of activities will be conducted under the framework of the project, corresponding to the following three result areas:

- Increasing the relevance of TVET to the needs of the economy,
- Enhancing the quality of TVET delivered to trainees, and
- Improving the perception of TVET among young people and society.

The activities have been planned with the objective of building capacities within the ministries and other institutions responsible for TVET in the beneficiary countries. Sustainable partnerships will also be established between TVET systems and stakeholders in the economy, to ensure that the impact of the project lasts beyond its period of implementation.

The BEAR II intervention will be conducted in four phases:

- **Phase I** or the Formulation phase, wherein the objectives, expected results and activities of the project will be specified with respect to the situation of TVET in the country;
- **Phase II** or the Inception phase, wherein detailed operational work plans will be prepared, and governance and management structures will be established, including steering committees, programme coordination and monitoring mechanisms;
- **Phase III** or Implementation phase, will involve the execution of the project plan on the ground in each beneficiary country; and
- **Phase IV** or Closure and scale-up phase, wherein conditions for the sustainability of outputs will be defined and a follow-up strategy will be formulated.

The proposed timeframe of the project is as follows:

Table 3 Proposed timeframe for the BEAR II project

<table>
<thead>
<tr>
<th>Phases</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulation phase</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inception phase</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Establishing governance and management structures and define operational workplans)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation of the project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closure and scale-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Background: Global and regional strategies for education and TVET**

1. **2030 Agenda for Sustainable Development**

The international community has set an ambitious 2030 Agenda for Sustainable Development (United Nations, 2015). It calls for an integrated approach to development which recognizes that eradicating poverty in all its forms and dimensions, combating inequality within and among countries, preserving the planet, creating inclusive and sustainable economic growth, achieving full and productive employment and decent work for all women and men, and ensuring full gender equality and fostering social inclusion are interdependent. As a result, education and training are central to the achievement of the 2030 global agenda.

The vision of the Incheon Declaration: Education 2030 (UNESCO,
2016) is fully captured by Sustainable Development Goal (SDG) 4: ‘Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.’ UNESCO’s efforts in facilitating consultations of Member States on the formulation of the 2030 Agenda resulted in considerable attention to technical and vocational skills development, specifically regarding access to affordable quality TVET; acquisition of technical and vocational skills for employment, decent work and entrepreneurship; elimination of gender disparity and ensuring access for the vulnerable social groups. Therefore, TVET is expected to address multiple demands of an economic, social and environmental nature by helping young people and adults to develop the skills they need for employment, decent work and entrepreneurship, promoting equitable, inclusive and sustainable economic growth, and supporting transitions to green economies and environmental sustainability.

2. Continental Education Strategy for Africa


Heads of state called on member states, regional economic communities, partners, the private sector and the New Partnership for Africa’s Development (NEPAD) technical body to popularize and raise awareness on CESA 2016–2025, develop implementation plans and mobilize domestic resources for implementation, and collaborate with the Commission towards the implementation of CESA. The heads of state and government in their decision have also requested that the Commission, in collaboration with UNESCO, coordinate educational partnerships and support the implementation of the process of harmonization of education in Africa. They have further requested member states and partners to promote alignment of TVET skills portability initiatives with ongoing work on harmonization and quality assurance in higher education, to expand TVET opportunities at both secondary and tertiary levels, and strengthen linkages between the world of work and education and training systems. The growing global and continental importance of TVET in the education and development policy arenas is also observed in national education and training strategies.

3. The Mahe process to strengthen TVET in Eastern Africa

It is in the context of the implementation of the SDGs, CESA and of the UNESCO Strategy for TVET (2016–2021) that a Regional Forum for Eastern Africa was convened in Mahe, Seychelles from March 16 to 18, 2016, to address the problem of youth unemployment in the region. The TVET Sub-Regional Forum for Eastern Africa on the theme “Skills for Youth Employment and Entrepreneurship” brought together key stakeholders within the Eastern African region, including the 13 member states of the region, to identify and share potential promising practices and successful innovations in skills development programs for youth in the region. In addition to national experts, partner institutions such as the African Union, Universities, Civil Society Organizations, the European Union and the UN agencies participated in the Forum.

The Forum participants formulated the following six (6) key recommendations that make up the ‘Mahe Process’ as an initiative to strengthen TVET in the region: (i) developing quality assurance mechanisms; (ii) enhancing the quality of TVET teacher training; (iii) strengthening the teaching of entrepreneurship, basic and generic skills in TVET; (iv) facilitating transition to self-employment; (v) developing and strengthening partnerships with the private sector; and (vi) developing and strengthening funding mechanisms for youth enterprise start-ups.

4. UNESCO’s TVET Strategy 2016–21

In full alignment with the SDG4, UNESCO has developed and launched a new strategy for TVET for the period 2016–21 (UNESCO, 2016), which aims to support the efforts of Member States to enhance the relevance of their TVET systems, to equip all young people and adults with the skills required for employment, decent work, entrepreneurship and lifelong learning, and to contribute to the implementation of the 2030 Agenda for Sustainable Development as a whole.

The Strategy focuses on three key areas: fostering youth employment and entrepreneurship, promoting equity and gender equality, and facilitating the transition to green economies and sustainable societies.
Chapter 2.

BEAR II proposals for the five beneficiary countries
The BEAR II project proposals for each of the five beneficiary countries have been developed as a result of a series of meetings and consultations held during scoping missions in all five countries in May 2017. During the scoping missions, the UNESCO team consisted of programme specialists from UNESCO Headquarters in Paris as well as from the respective country offices, accompanied by selected international and local experts. In each beneficiary country, the teams met with stakeholders of the TVET sector in the country, including Government representatives, regulators and supervisors of TVET, and select providers of formal and informal TVET.

The key findings of the scoping missions and an in depth research of the labour market situation of the five countries led to the identification of specific target sectors in each country, in alignment with the economic priorities and labour market needs of the country. The below table illustrates the different sectors selected in each beneficiary country.

Table 4 Target Sectors in BEAR II beneficiary countries

<table>
<thead>
<tr>
<th>Country</th>
<th>Target sectors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethiopia</td>
<td>Agro-processing</td>
</tr>
<tr>
<td>Kenya</td>
<td>Environmental technology</td>
</tr>
<tr>
<td>Madagascar</td>
<td>Textile, Clothing and Accessories</td>
</tr>
<tr>
<td>Uganda</td>
<td>Agriculture (Agro-processing and post-harvest management)</td>
</tr>
<tr>
<td>Tanzania</td>
<td>Agri-business and creative industry (Handicrafts)</td>
</tr>
</tbody>
</table>

This chapter presents country proposals under the framework of the BEAR II project for each of the five beneficiary countries, namely Ethiopia, Kenya, Madagascar, Uganda and the United Republic of Tanzania. Each country proposal explains the main problems in the TVET sector identified during the scoping mission. The proposal outlines the overall objective, the specific objectives, expected results, activities and targeted beneficiaries of the BEAR II project, based on which a detailed logical framework has been developed that will guide the implementation of the project.
BEAR II proposal for Ethiopia
The BEAR II project intervention in Ethiopia will target the Agro processing sector.

The agricultural sector remains a dominant sector in the Ethiopian economy and an important source of economic growth. Agriculture comprises 45 percent of total output and continues to dominate employment (78 percent). The sector is also a major contributor to export earnings, with over 80 percent of goods exports. Despite its declining share in the economy, the agriculture sector is growing rapidly. Over the past 15 years, the average rate of growth has been around 7 percent per year according to official statistics.

The agro processing sector is a relevant choice in the context of Ethiopia as the Second Growth and Transformation Plan (GTP II) (2015/16 - 2019/20) of Ethiopia is centred on agricultural-based, manufacturing sector-driven and export-led development. GTP II pursued the growth through the export-driven industrialization strategy, and agro-processing industry is one of the priority areas of GTP II.

Given the scale of the BEAR II interventions, it is recommended that the activities focus on the agro-processing sector, in view of (a) the contribution of this sector to the country’s economic growth; (b) the potential for job creation in the labour market and absorption of the workforce; (c) the potential for generating synergies by collaborating with other development partners, and in particular with other UN organizations and bilateral development agencies; and (d) the fact that agro-processing is a priority sector of the Federal TVET Agency, the key national counterpart of this project.

Among the priority areas of GTP II, the Federal TVET Agency has decided to focus on agro-processing as the target sector of BEAR II project, in view of: (i) its potential for job creation and contribution to economic growth; (ii) its relevance to the national development policy (GTP II); and (iii) the sectors that are being supported by other development partners and entities in Ethiopia.

Key Findings of the scoping mission

The scoping mission for the BEAR II project was conducted in Ethiopia from the 15-19 May 2017. Through meetings with the national authorities of Tanzania as well as other stakeholders from the TVET sector. The key challenges identified by the scoping mission are enumerate below:

1. Links with the labour market

There is a need to make the TVET system more relevant to the labour market, by strengthening the links between TVET and employers or self-employment needs in the labour market. According to the Federal TVET Agency, skills obtained from TVET institutions either do not match the needs of the labour market or are of insufficient quality. Employers pointed out that they have to re-train the graduates they recruit from TVET institutions – and often prefer to recruit unskilled labour that they can train themselves. Although there is a policy for dual-style cooperative training, the target of 70 per cent in-company training has not been yet achieved.

2. Inter-ministerial coordination and coordination between federal and regional authorities

The Federal TVET Agency under the Ministry of Education is responsible for the overall coordination of TVET in Ethiopia, including policy formulation, the development of curricula and occupational standards, and supervision of the occupational competence assessments by accredited centres of competence (CoC). However, according to the Federal TVET Agency, there is room for improvement in terms of the cooperation or coordination between the different line ministries involved in skills development and formal TVET under the Ministry of Education. There are also gaps in coordination between the Federal Agency and the regional TVET authorities. The capacity of the Federal TVET Agency should be strengthened so that it can fully perform its functions.
3. Institutional capacities

In recent years, there have been systematic efforts to strengthen the institutional capacities in TVET. Examples include the establishment of the Federal TVET Agency and TVET Institute, organizations that have specific mandates and responsibilities for policy formulation, coordination and teacher training in TVET. There are however still gaps in the capacities of these relatively new organizations to achieve maximum impact, as discussed with relevant stakeholders during the scoping mission.

4. TVET teachers and trainers and institutional leaders

There is a need to improve the quality of TVET teachers. According to the Federal TVET Institute, there are skills gaps in teacher quality, especially with regard to teachers who possess industry or workplace experience. The shortage of qualified TVET teachers was repeatedly pointed out as one of the obstacles in the provision of good-quality TVET in Ethiopia. Given the importance of strong leadership in the organization and delivery of TVET programmes, the capacities of institutional leaders should also be strengthened.

5. Attractiveness of TVET

Given the shortage of skilled workers in many key sectors in the economy, as was signalled by stakeholders during the mission, TVET graduates may have an advantage when seeking employment or in their efforts to become self-employed. TVET however suffers from a poor image among students and their families, which may discourage many young people from pursuing it as a learning pathway.

BEAR II proposed intervention for Ethiopia

1. Overall project objective

The overall objective of the BEAR II project is to give young people a better chance of accessing decent employment or of generating self-employment, through improvements in the TVET systems of the beneficiary countries.

The BEAR II project reflects this overall objective through its specific objectives, expected results and proposed activities.

2. Specific project objectives

The specific objective of the project is to increase relevance, quality and perception of TVET in agro-processing sector with a view to expand the achievements to TVET system.

3. Expected results and activities

The expected results of the project are aligned with the three specific objectives outlined above:

- Result 1: reinforced capacities in assessing and anticipating skills demands and using the results to make informed TVET policy and programme decisions
- Result 2: improved capacities in using the results of skills assessment and anticipation to promote quality TVET pathways
- Result 3: increased attractiveness of TVET.

The activities listed below are proposed for the BEAR II project in Ethiopia, and will be concentrated on the agro-processing sector.
Expected result 1: Increasing the relevance of TVET to labour market needs

The aim of this expected result is to reinforce stakeholders’ capacities in assessing and anticipating skills demands and using this information to make TVET policy and programme decisions in the agro-processing sector more relevant. One of the main challenges of TVET in Ethiopia is the low levels of cooperation and coordination between different stakeholders, including different ministries and agencies, private sector employers and training providers, including in the use of labour market intelligence. The BEAR II project can help to strengthen some of the tools already in existence (such as those developed by the Ministry of Labour and Social Affairs, MoLSA) and develop further the capacities of stakeholders to use this information to make TVET programmes more relevant. There will be a particular focus on the analysis of value chains with a development potential in the agro-processing sector, and the mapping of the existing supply of training in comparison with the skills needed for the expansion of the selected value chains. The activities under this expected result will aim both to develop learning outcomes-based curricula that correspond to the needs of the labour market, but also to develop the capacity of stakeholders in labour market analysis and curriculum development. Capacity development is an essential element to ensure the project’s scalability and sustainability.

Activity 1.1: Improving the use of labour market intelligence for the training of the agro-processing sector

The project will aim at improving the use of labour market intelligence to develop relevant curricula and qualifications in the agro-processing sector. A mapping of existing tools and methodologies will be carried out to identify gaps and areas that require support, building on the tools and expertise already available.

Actions:

- **Action 1.1.1** Map approaches and tools for skills needs assessment and anticipation. In addition, map existing sources and contents of information, data and indicators on skills supply and demand in the labour market, focusing on the agro-processing sector. The mapping will be done in particular on selected value chains in order to: (i) identify key areas that require support, (ii) formalize methodologies, and (iii) develop a manual of procedures.

- **Action 1.1.2** Design and implement capacity-development activities for key relevant stakeholders on labour market intelligence in the agro-processing sector to ensure evidence-based planning and implementation of TVET.

- **Action 1.1.3** Plan and develop an appropriate output, such as publication on TVET provision and skills demand aimed at policy-makers, TVET leaders and teachers, focusing on the agro-processing sector.

- **Action 1.1.4** Design and conduct tracer studies in selected TVET colleges offering programmes in the agro-processing sector

Activity 1.2: Improving governance of skills needs assessment and anticipation

The project will aim at reinforcing the governance of skills needs assessment and anticipation. Where relevant, BEAR II will also build on the partnerships developed through other donor projects. The project will reinforce the capacities of social partner representatives to leverage the discussion of results achieved in Activity 1 and foster informed decision-making at policy and sectoral level.

Actions:

- **Action 1.2.1** Support the setting-up or reinforcement of sectoral coordination mechanisms envisaged by the government, such as sector skills councils of the agro-processing sector.

- **Action 1.2.2** Support the capacities of stakeholders to use sector profiles to inform qualifications and curriculum development, and training programmes including work-based, entrepreneurship and career guidance and counselling, focusing on the agro-processing sector.

Activity 1.3 Adapting qualifications and curricula to changing skills needs

This activity will contribute to the strategic goals and objectives of the TVET Proclamation with particular focus on the objective: Establishing a quality-driven management system.

The development and reinforcement of quality systems integrated through the review of qualifications and curricula in the agro-processing sector ensures that the TVET system adapts to the changing needs of industry.
**Actions:**

- Action 1.3.1: Carry out an occupational mapping of the agro-processing sector, in partnership with relevant industries, line ministries, MoLSA and research institutions.

- Action 1.3.2: Develop new qualifications in the agro-processing sector based on the existing labour market intelligence system (LMIS) and sectoral analysis and mapping conducted under Action 1.3.1.

- Action 1.3.3: Develop new curricula and related learning materials and assessment tools in agro-processing.

- Action 1.3.4: Plan the implementation of the curricula in selected TVET institutions.

**Expected result 2: Enhancing the quality of TVET programmes and institutions**

The activities under this result aim to enhance the quality of TVET particularly in the agro-processing sector. The focus will be on upgrading the skills of TVET teachers and trainers, as well as the leaders and managers of TVET institutions, to prepare new or revise and update existing curricula in the selected target sector(s) in line with the demand from the labour market. Training quality in TVET is multidimensional and dependent on a number of factors, including

- professional and pedagogical preparation of teachers;
- availability of relevant and appropriate teaching and learning materials;
- quality of the physical and academic infrastructure, including libraries, training manuals, workshops and laboratories;
- technology inputs or technology-mediated learning; industry involvement in training delivery and assessment of learning outcomes; and
- adequate practice by learners or trainees.

In addition, adequate funding and innovative financing mechanisms are needed to support quality training. However, the single most important factor in quality training provision is the competence of teachers.

**Activity 2.1: Improving the quality of TVET teachers**

Teacher development and upgrading must therefore be given priority in the BEAR II project, focusing on the development of agro-processing teachers and trainers. The project team will work closely with staff at the Federal TVET Institute, Ethiopia’s TVET teacher training institution, to ensure that the capacities of local staff are developed and that the outcomes are sustainable. The team will support the Institute in designing, planning, delivering, monitoring and evaluating TVET teacher training. The Institute will also reach out to relevant industries to improve the opportunities available to trainee teachers to acquire practical experience in industry.

**Actions:**

- Action 2.1.1 Review TVET teacher training curricula in the agro-processing sector, revise them where necessary in consultation with relevant industry representatives, and develop teaching and learning materials based on the curricula. Particular emphasis will be placed on improving the industrial experience of TVET teachers, as this was identified as a weak element in the current teaching training arrangements.

- Action 2.1.2 Train administrators and trainers on TVET programme delivery (including negotiation with industry representatives to ensure there are opportunities for placements and internships for TVET teachers and trainees).

- Action 2.1.3 Plan, organize and deliver TVET teacher training to the selected training institutions in the agro-processing sector.
Activity 2.2 Design and implement leadership training for heads of TVET institutions

This activity will contribute to the strategic goals and objectives of the Proclamation with particular focus on the objective of encouraging TVET institutions to focus on action research and undertake labour market studies. The leadership and managerial competence of heads of TVET institutions is one of the key factors that help to promote innovation in training delivery and the overall development of the institution. TVET leaders should be equipped with not only administrative skills but also team-building, negotiation, communication and fundraising skills. Training programmes for institutional heads will need to be designed as a module under the teacher development package. Synergies will be sought with the UNESCO-UNEVOC Leadership training programme, and the activities will be planned and organized in partnership with the TVET Federal Institute to ensure that the outcomes are sustainable.

Actions:

- Action 2.2.1 Provide support in developing a model of functioning of TVET institutions oriented towards the labour market and the needs of small and micro-enterprises and the local communities.
- Action 2.2.2 Develop curricula and implement leadership training programmes, ensuring the involvement of enterprises in the sectors concerned.
- Action 2.2.3 Support selected TVET institutions in the agro-processing sector in implementing the new model of functioning of TVET institutions.

Expected result 3: Improve the perception of TVET

TVET in Ethiopia, as in many other countries, is not an attractive option for young people, who often prefer to follow a more academic learning path. TVET is often considered a route for those who cannot access higher education following the Grade 10 examination. At the same time, there is a shortage of skilled workers in many key sectors in the economy, as was signalled by all of the stakeholders who were consulted during the mission. TVET graduates may have an advantage when seeking employment or in their efforts to become self-employed. One reason for this low attractiveness is the lack of clear and transparent information on the benefits of pursuing TVET in terms of career development. The BEAR II project will aim to improve the perception of TVET by young people, their families and potential employers, by reinforcing the career guidance and counselling system to provide learners and workers with tailored career advice early on, through the following activities.

Activity 3.1 Providing career guidance to help improve the perception of TVET

Developing a strong career guidance and counselling system will help to inform young people of the choices available to them and the possible employment outcomes, and assist them in making well-informed decisions about their future. Currently, the career guidance services are fragmented, making it challenging for young people to obtain advice and information on career choices. The career guidance system in Ethiopia would benefit from support through the BEAR II interventions, through the development of a national policy framework. This could serve as the basis and starting point for the development and implementation of a national career development policy for the country, which could further be supported by strategies for promoting the attractiveness of TVET to guide action and assign roles and responsibilities both horizontally (among ministries) and vertically (institutions below each of the ministerial entities). It is also important to ensure that any career guidance system is aligned with the labour market information system (LMIS) in order to provide up-to-date information on skills demand and supply. Particular attention will be given to approaches that are gender-sensitive and designed to attract more women and girls to TVET. The MoE should be the lead agency for the formulation of such policy framework.

Given the diversity of provision of TVET and skills development in Ethiopia, developing an online platform where there is information available on training, qualifications and occupational profiles would enable young people and their families, teachers and employers to navigate a complex system and make decisions on careers based on valid and up-to-date information.

Actions:

- Action 3.1.1 Develop a national career guidance policy framework.
- Action 3.1.2 Develop an online platform for disseminating career and occupational information on the target sector, paying particular attention to gender-sensitive information.
Project Management and Governance Structure

1. Project Management

A National Project Officer (NPO) will be responsible for the coordination of the BEAR II activities in the country and for reporting to the relevant national authorities and to UNESCO, both the Liaison Office in Addis Ababa and Headquarters. The NPO will coordinate the project activities based on the work plans to be prepared by the project’s steering committee. The NPO will be based at the UNESCO Liaison Office in Addis Ababa and will be supported by UNESCO HQs and the Regional Office in Nairobi.

The activities will be planned and implemented in partnership with the Ethiopian national authorities. Given the nature and scope of the planned activities, the UNESCO team, including the NPO based at the Liaison Office in Addis Ababa, HQs and the Regional Office in Nairobi, would expect to work with the Ethiopian Ministry of Education (MoE) and the Federal TVET Agency, particularly on activities under expected results 2 and 3; and MOLSA, particularly on activities under expected result 1. The project will be overseen by a project steering committee (PSC) consisting of representatives of the above-mentioned entities, as well as other relevant national stakeholders and experts, to ensure a wide range of expertise in its implementation and the ownership of outcomes. In particular, relevant key ministries and organizations in relation to agro-processing will be engaged in the implementation of the project, including the Ministry of Industry, the Ministry of Agriculture and the Agricultural Transformation Agency (ATA).

The implementation of the project will be according to UNESCO’s procedures, rules and regulations. The organisational framework for the BEAR II project in Ethiopia is presented in the figure below.

2. Project execution

Overall management for the project will rely primarily on UNESCO (UNESCO Addis Ababa Office and UNESCO Regional Office for Eastern Africa in Nairobi) in coordination with the national authorities. The Section for Youth, Literacy and Skills Development at UNESCO Headquarters will be responsible for coordination with the government of the Republic of Korea and overall monitoring and reporting of the five BEAR II beneficiary countries. The UNESCO Addis Ababa Office will be responsible for project execution and financial management in coordination with UNESCO Nairobi Office. A national project officer (NPO), recruited locally, will coordinate budgeting, procurement and reporting on all administrative and financial aspects of the project. The NPO will take the role of project coordinator, based in Addis Ababa, to monitor everyday project activities and report on project progress from the field.
3. Gender aspect

In recent years, UNESCO has paid particular and increasing attention to the mainstreaming of gender equality issues in TVET programmes. Both men and women, if equipped with market-responsive skills, can make a significant contribution to their own well-being and the country’s economy. Many training interventions, however, do not cater for the specific needs of women, who are under-represented in formal training programmes and are often directed towards traditionally female occupations. Throughout implementation of the BEAR II project, efforts will be made to ensure that both males and females have equal access to TVET programmes in Ethiopia. Special attention will be paid to gender sensitivity in training provision, methodology, and training content in the curriculum development exercise under the BEAR II project. There is also a need to change the perception that women are more suited for ‘softer’ jobs such as hairdressing and beauty therapy, towards which they have typically been steered.

4. Audit, monitoring and evaluation

For each of the activities under the three results, the project has defined clear, and where possible quantifiable, outputs. These outputs are described in the project’s logical framework. Key indicators for overall objectives, project specific objectives and results are included in the logical framework matrix in Appendix. Close monitoring of progress will allow the Focal Point and the PSC to use these indicators for a continuous assessment of project implementation. The Focal Point will provide regular progress reports to the PSC for approval. The Focal Point will also present annual progress reports as part of annual work plans and budget proposals. In addition, a midterm review will be carried out at the end of Year 3. There will be a final evaluation at the end of the project.

5. Budget and financial plan

The total budget allocation for the project in Ethiopia is approximately USD 1.57 million. The allocation by type of activity is presented in the table below.

<table>
<thead>
<tr>
<th>Results/activities</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Total (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Result 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 1.1: Improving the use of labour market intelligence for the training of the agro-processing sector</td>
<td>90000</td>
<td>90000</td>
<td>80000</td>
<td>40000</td>
<td>300,000</td>
<td></td>
</tr>
<tr>
<td>Activity 1.2: Improving governance of skills needs assessment and anticipation</td>
<td>35000</td>
<td>35000</td>
<td>35000</td>
<td>20000</td>
<td>125,000</td>
<td></td>
</tr>
<tr>
<td>Activity 1.3 Adapting qualifications and curricula to changing skills needs</td>
<td>43000</td>
<td>36000</td>
<td>36000</td>
<td>20000</td>
<td>135,000</td>
<td></td>
</tr>
<tr>
<td>Result 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 2.1: Improving the quality of TVET teachers</td>
<td>80000</td>
<td>190000</td>
<td>50000</td>
<td>40000</td>
<td>360,000</td>
<td></td>
</tr>
<tr>
<td>Activity 2.2: Design and implement leadership training for heads of TVET institutions</td>
<td>105000</td>
<td>105000</td>
<td>55000</td>
<td>35000</td>
<td>300,000</td>
<td></td>
</tr>
<tr>
<td>Result 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 3.1: Providing career guidance to help improve the perception of TVET</td>
<td>80000</td>
<td>80000</td>
<td>80000</td>
<td>60000</td>
<td>300,000</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>6000</td>
<td>4000</td>
<td>4000</td>
<td>7912</td>
<td>21,912</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>12000</td>
<td>12000</td>
<td></td>
<td></td>
<td>24,000</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,565,912</td>
</tr>
</tbody>
</table>

6. Reporting

Inception report

An inception plan will be prepared by UNESCO with inputs from local beneficiaries, and submitted to the PSC for approval within three months of commencing the project. This will include the Standard Budget Work plan, the envisaged methodology and organization of the NPO’s work, including a Global Operational Plan (GOP).

Quarterly reports

Short quarterly progress reports will be submitted by UNESCO to the PSC. These reports will be comprehensive and provide information on scope, schedule, cost and quality issues. They will indicate bottlenecks, difficulties and suggestions for eventual adjustments and corrective actions. They will focus on project progress: what the project team has accomplished and predictions of future achievements. They will also include
information on risk and procurement; a section covering the activity reports of each international expert, and where appropriate mission reports from international and local short-term experts.

**Annual reports**

Annual progress reports will be submitted by UNESCO to the PSC. These reports will record and analyse project performance, success, effectiveness and lessons learned. Annual reports should refer to the annual work plan that established the framework for performance measurement.

### Logical framework for BEAR II in Ethiopia

<table>
<thead>
<tr>
<th>Intervention logic</th>
<th>Objectively verifiable indicators</th>
<th>Sources of verification</th>
<th>Assumptions</th>
</tr>
</thead>
</table>
| **Overall objective** | TVET programmes are relevant to the skills needs of industries and individuals | • Employment rate of TVET graduates is increased  
• Level of satisfaction of employers concerning the skills of graduates is increased  
• (Baseline and target for the above indicators to be determined at the start of the project based on the government strategy) | • National employment statistics  
• World Bank Enterprise survey | • Government continues to support programmes and reforms to make TVET more relevant and better quality |
| **Specific objective** | Enhance the TVET system’s quality and relevance to improve the employability of those completing formal TVET programmes in the agro-processing sector | • At least 50% of graduates of agro-processing sector are employed in relevant occupations six months after graduation  
• Over 20 formal agreements for work placement between businesses and training institutions in agro-processing have been signed by the end of the project | • Annual reports from training institutions  
• Tracer studies to be conducted in the context of the BEAR II project | • Agro-processing remains an important sector in the economy |
| **Results** | Result 1: increase the relevance of TVET to labour market needs | • A national framework of tools for sector skills needs assessment is developed and is operational in the agro-processing sector  
• At least two new TVET programmes in the agro-processing sector are developed and implemented with employer engagement  
• A plan for at least one additional sector to adopt the national framework for skills needs assessment is developed and ready for implementation. | • Quarterly and annual project reports  
• Curriculum documentation  
• Learning and assessment materials | • Active involvement of all relevant stakeholders in all activities, particularly MoLSA  
• Institutional management and trainers support the implementation of the new curricula  
• Government provides necessary human resources and financial resources to implement the newly developed programmes |
| **Results** | Result 2: Enhancing the quality of TVET programmes and institutions | • A new teacher training programme is developed and implemented  
• At least 100 TVET teachers and managers trained in line with the new TVET programmes under the CPD system  
• At least two beneficiary institutions deliver the new TVET programmes through adequately trained teachers | • Quarterly and annual project reports | • Sufficient technical and administrative capacities are in place at the host organisation, the Federal TVET Institute  
• Partner organisations in industry and other related stakeholders are active participants in the development of the teacher training programmes |
| **Results** | Result 3: Improve the perception of TVET | • National career guidance framework developed  
• Online career guidance tool developed and operational at the end of the project | • Quarterly and annual project reports  
• Career guidance website | • Importance of career guidance and counselling is highlighted and supported by all relevant government stakeholders, including MoE and MoLSA  
• Active contributions from all relevant stakeholders to ensure a relevant framework is developed |
BEAR II proposal for Kenya
Environment Technology constitutes an important sector in the context of the Kenyan government strategy for economic development. The choice of the Environment technology sector is relevant in Kenya given that the environment has already been focused on as one of key areas in order to improve the quality of life for all Kenyans in the Social Pillar of Vision 2030. Furthermore, it is a promising, high value-added sector with great potential for job creation, including for women and girls, within the Kenya Green Economy Strategy and Implementation Plan, 2016-2030.

Furthermore, Kenya Green Economy Strategy and Implementation Plan 2016-2030 prioritizes TVET to promote employability in the green economy and also emphasizes harnessing innovation and creation of enterprises that will accelerate job opportunities in sustainable natural resource management, resource efficiency and resilience building.

Within the framework of the BEARII project, a Labour Market Analysis will be carried out that will help define relevant environmental technology skills required to be developed in the Kenyan economy of Kenya, which will then be developed in the implementation phase of the project.

**Key findings of the scoping mission**

The scoping mission for the BEAR II project was conducted in Kenya from 15-19 May 2017. Through meetings with the national authorities of Kenya as well as other stakeholders from the TVET sector, the key challenges identified by the scoping mission are enumerated below:

1. **There is a relevant and comprehensive TVET policy, but strategic implementation plans are lacking.**

   Kenya has developed several strategies, plans and policies. The key issue emerging from the analysis of the TVET system is the need to develop the capacity to shift from policy design to effective implementation. An alignment between the policy, oversight and delivery levels is emerging; however it will require intensive capacity development and support. While there is clear attention to quality control and quality assurance, a proper monitoring and evaluation system is lacking, as evidenced by challenges related to management information systems and the absence of an evaluation culture and of tools such as tracer studies and impact studies. TVET institutions generally do not evaluate the training programmes and courses they offer from the perspective of how they meet labour market demands.

2. **There is a leadership role for MoE through the state TVET Department. However, inter-ministerial coordination is weak.**

   While there is clear leadership at the national ministry level, the newly created institutions are lacking capacities and human resources to lead the sector and achieve the expected objectives. To be effective, TVET policy must guarantee sustainable capacities, support coordination, and promote cooperation. Successful policy implementation depends on breaking down barriers to effective inter-ministerial coordination (particularly between MoE and the Ministry of East African Community, Labour and Social protection-MoL), streamlining the regulatory (oversight) function, and developing monitoring and evaluation procedures.
3. Proposed new governance and management systems are still not operational.

The TVET system exhibits an institutional arrangement in which there is a clear separation of the bodies responsible for policy-making, oversight (including monitoring and evaluation), and delivery. Following the reform, there is now clear separation of policy and oversight functions, with the emergence of new regulatory institutions including TVETA, CDACC and the Kenya National Qualifications Framework (KNQF). Effective governance and management depends on enhancing the capacities of the new institutions.

4. TVET institutions are aligning with national regulations, but well-articulated development plans are lacking.

The potential success of these reforms rests largely on the TVET institutions (VTCs, universities and others) that are responsible for transforming policy into practice. For TVET institutions to deliver on the many demands of an integrated economic, social and environmental nature, leaders must be able to formulate a strategy for their system or institution, taking responsibility for realizing it. TVET institution managers have an important role to play in translating broad TVET policies into institutional actions. At present, few TVET institutions have development plans reflecting the key areas of MTP I, including reducing drop-outs, improving learning outcomes and labour market outcomes, and improving the link with the labour market and work-based learning.

5. Several initiatives for assessing and anticipating skills demand exist. However, they are mostly donor-driven and do not fit well with each other.

There are no appropriate capacities to assess and anticipate the demands for skills. The information on the labour market is neither sufficient nor systematically integrated into the curricula. Both MoE and MoL envisage the setting-up of sectoral skills mechanisms. However, these initiatives are being conducted in isolation, while there is little or no private sector involvement and intervention in the anticipation and identification of skills needs. As a result, the match between skills demand and supply remains weak.

There is a need for a structured and coordinated working mechanism with the Permanent Working Group on Technical Industrial Vocational Training, which runs sector skills committees, while ensuring clear linkages of industry with academia.

6. The transition to CBET is supported at different levels, but implementation remains slow.

The TVET system faces major challenges related to the quality of TVET programmes, including unqualified teachers and outdated curricula in some cases (particularly in VTCs), and poor infrastructure and resources for teaching and learning. A much larger investment in capacity building will be required to ensure effective implementation of the CBET curricula.

7. The equipment of training centres is sometimes deficient and sometimes totally lacking and outdated.

TVET seems to have suffered from under-investment for a long time. As a result, the equipment in workshops in VTCs and TTIs has not evolved to keep up with the increase in enrolment or with rapid technological change in the economy. Public VTCs seem to have been particularly affected. The situation however is different in the national polytechnics visited, where there have been recent investments in infrastructure.

8. The government is scaling up efforts to improve TVET perception and attractiveness. However, efforts are fragmented and lack key pillars such as career guidance and information.

The government, private sector and a range of TVET associations have undertaken several initiatives in this regard. These include events such as the Hands on the Future National TVET Conference and Kenya Skills Show, local skills competitions and media campaigns. However, the efforts are suffering from fragmentation and insufficient coordination, for example between TVETA and the National Industrial Training Authority (NITA). The system is also missing the key building blocks such as an effective career guidance and counselling system to provide learners and workers with tailored career advice early on, linking it to individuals’ abilities and aspirations. Another initiative to be considered is to develop a platform, offering in an attractive and user-friendly way up-to-date and transparent information regarding the demand and supply of skills, employment, entrepreneurship and business opportunities, and available support measures. Finally, during the mission, the Ministry of Labour, Social Security and Services mentioned a new initiative to create an LMIS, a web-based platform for matching demand and supply of employment. This initiative is still under preparation and no links are foreseen with the MoE.
9. Ongoing donors’ interventions and plans share the same understanding of the situation but propose stand-alone and fragmented solutions.

There are a number of external development partners, donors, multilateral or bilateral organizations involved in interventions in the TVET sector. However, during the mission several issues were highlighted, including the lack of coordination among donors and with the government, the lack of a strategic framework integrating government and donor actions, overlap of support etc.

**BEAR II project proposal for Kenya**

The BEAR II project aims to give young people a better chance of accessing decent employment or of generating self-employment, through improvements in the TVET systems of beneficiary countries.

The assessment of the present status of TVET in Kenya and the key findings outlined above led to the identification of three areas of interventions for BEAR II. These areas are: (i) improving relevance, (ii) enhancing quality, and (iii) transforming perception. Each of the areas is associated with a number of intervention options. This section presents each area of intervention through its proposed results and activities.

1. **Overall project objective**

The overall objective of the project is to support national authorities together with the private sector to improve the relevance, quality and perception of TVET in Kenya.

2. **Specific project objective**

The project specifically aims to enhance TVET system capacity and increase collaboration with the private sector to ensure employability of student graduates from TVET programmes in Environment Sector.

3. **Expected results and activities**

The expected results are:

- **Result 1**: Capacities in assessing and anticipating the skills demands enhanced
- **Result 2**: Capacities for using the results of skills assessment and anticipation to promote quality TVET pathways are enhanced
- **Result 3**: Capacities to develop and implement approaches to increase the attractiveness of TVET are enhanced

The project will focus on the TVET system, with specific attention to the structures and programmes under the responsibility of the MoE, other relevant ministries and local authorities. While the activities will cover the system as a whole, the pilot testing of tools and approaches will mainly focus on the Environmental Technology sector.

**Expected Result 1: Capacities in assessing and anticipating the skills demands enhanced**

**Rationale**

There are strong policy messages regarding the government commitment to invest in TVET. The Kenya TVET Act, 2013 (Government of Kenya, 2013) and the Medium Term Strategic Plans took important steps toward developing a coherent and high-quality TVET system. The setting-up of institutions in charge of regulatory functions, the development of a network of TVET providers including the national polytechnics, and different forms of partnership with the private sector, have been important achievements under the above initiatives.

However, the TVET system is facing competing challenges including developing the regulatory dimension and reinforcing the newly established institutions, expanding the system and improving quality and relevance.

TVET in Kenya is at the early stages of these structural reforms. For example, it lacks detailed strategic planning based on the anticipated demands of the labour market to enable short-term successes and long-term sustainability of outcomes. Although most priority economic sectors are getting donor support, this support is often fragmented, and the approaches for assessing and anticipating the skills demand are not standardized and harmonized. The value that can be added by BEAR II is to bring the fragmented institutions together to stabilize a methodology for assessing and anticipating skills demands, and thus build a cost-effective and efficient system. This result will be achieved through two major activities: (1) Strengthen the national system for skills needs assessment and anticipation; and (2) Improve its governance. This result will be implemented in complementarity and synergy with other partners including AfDB, whose project supports TVETA and TVET CDACC for the development of a CBET curriculum alongside occupational standards.
Activity 1.1: Strengthen the national system for skills needs assessment and anticipation

This activity aims at taking stock, complementing and formalizing the range of skills assessment and anticipation tools developed by the government (institutions under MoE, MoL including CDAAC and other actors) and technical and financial partners. The project will aim at developing and formalizing the skills advisory committees envisaged by the 2016–2020 Strategy while ensuring synergies with other sectoral bodies including those under MoL. Where relevant, BEAR II will also build on the partnerships developed through other donor projects, as well as the sector committees set up by MoL. The project will reinforce the capacities of social partner representatives to leverage the discussion of results and foster informed decision-making at policy and sectoral level. Better matching of government investment in TVET to rapidly changing skills needs, shaped by ongoing investments in the environment sector, as identified in the economic context section, requires a well-developed ability to anticipate skills requirements, and matching infrastructure and tools. The project will put these tools at the disposal of national stakeholders, focusing on the sector of Environmental Technology. The project will further support national stakeholders in developing capacities to use such tools, to turn the results of skills assessment and anticipation activities into TVET programmes and qualifications.

Actions:

- Action 1.1.1: Support the setting up or reinforcement of skills advisory committees and inter-sectoral coordination mechanisms envisaged by the government including their regulation, financing, work plans and monitoring and evaluation tools focusing on the Environmental Technology sector
- Action 1.1.2: Develop standardized tools for skills assessment and anticipation, and build capacities of relevant key stakeholders to pilot test them to define the relevant environment technology skills to be focused through BEAR II
- Action 1.1.3: Produce a mapping of existing and forthcoming skills needs assessment and anticipation in Kenya, focusing on Environmental Technology
- Action 1.1.4: Build capacities of relevant key stakeholders in analysing existing and forthcoming labour market intelligence to inform decision-making on TVET on Environmental Technology.
- Action 1.1.5: Design and conduct tracer studies in selected TVET colleges offering programmes in the environment technology sector

Activity 1.2: Strengthen national systems to efficiently produce demand-driven curricula

This activity aims to ensure that skills identified through activity 1.1 are converted into effective demand-driven curricula. The activities involve working closely with key stakeholders including sector skills councils to scale up the implementation of skills development programmes nationally. The activities will produce four critical outputs: curricular blueprint(s); curricula which address skills gaps; assessment strategies; and monitoring, evaluation and review strategies. Facilitating these outputs, the project and associated stakeholders will encourage and enhance current systems to promote efficiency and effectiveness, and ensure sustainability and repeatability in the national context. It will be imperative that this activity, through sensitization workshops and the dissemination of relevant information address special needs and gender issues so they can be incorporated into the outputs of the activity.

Actions:

- Action 1.2.1 Develop the capacities of stakeholders to use the sector profile to produce curricular blueprints which complement and enhance current TVET strategies and policies in Kenya, including approaches to work placement, entrepreneurship and career guidance and counselling.
- Action 1.2.2 Develop the capacities of stakeholders to use sector analysis to inform and develop curriculum content, which addresses skills gaps to meet current and anticipated demand.
- Action 1.2.3 Develop strategies with stakeholders to develop assessment tools and methodologies, which are valid, practical, measurable and implementable.
- Action 1.2.4 Develop strategies with stakeholders to monitor, evaluate and review curriculum implementation.
**Expected Result 2: Capacities for using the results of skills assessment and anticipation to promote quality TVET pathways are enhanced**

**Rationale**

Producing sound labour market intelligence is simply not enough. There is a need to deepen institutional and operational processes that better coordinate stakeholder involvement and widen the reach of labour market signals to the design and implementation of TVET programmes. In this context, the implementation of the curricula represents a key ‘proof of concept’ criterion, which is initiated with the capactiation of institutions to implement and deliver to completion the newly developed demand-driven curricula and to embed digital skills across the curriculum.

Implementation of curricula is not only a pedagogical intervention; it also entails a change in the management of the TVET institution concerned, and alignment with national quality assurance standards. A combination of activities are required in this context. A key factor, however, is the capacity of the teaching staff (TVET teachers and managers) to understand and lead these processes effectively.

There are already teaching staff skills gaps in the TVET provision in Kenya. From the scoping mission it is clear that large numbers of staff need their skills upgraded. There is a lack of systematic professional development, target groups are not identified, and plans are not based on information systems for TVET teachers’ needs and qualifications.

In line with the TVET Strategy, the BEAR II project will support the establishment of a national system of Continuing Professional development (CPD) in close cooperation with national organizations with similar experiences. Kenya Technical Trainers Institute (KTTC) and TSC, which arranges industry attachments for capacity-building, will provide a platform for learning from previous interventions and thus improve existing capacity-building initiatives.

The project will also support the modelling of a competency profile for TVET institution managers, who will be capable of performing the functions of planning, organizing, staffing, leading and controlling in targeted TVET institutions (the list of institutions to receive support will be defined at later stage). The project will then capacitate a selected number of TVET institutions in designing and implementing development plans and quality assurance systems.

**Activity 2.1: Strengthen national approaches to supporting the implementation of TVET teachers’ CPD**

This activity aims to capacitate staff to identify training needs which correlate with demand-driven curricula, and implement strategies to up skill trainers through CPD. Staff at TVET institutions and the MoE will assist with the development of a CPD model and associated standards to match the specific needs of the relevant authorities in Kenya. This includes pedagogy to develop quality teaching and learning approaches, administration and management, to ensure the quality implementation of programmes developed through Result 1. Approaches to upgrade the skills of trainers, including their digital skills with particular reference to e-learning, to ensure they have the abilities necessary to implement demand-driven curricula will be a focus of CPD. Led by training of trainer experts, the result will endeavour to develop associated training material and assessment approaches to ensure the recognition and certification of CPD activities. It is recommended that CPD be piloted through the Environmental Technology sector (in selected institutions) and gradually rolled out to other training institutions.

**Actions:**

- **Action 2.1.1:** Produce policy guidelines for the implementation of CPD for teaching, administration and management staff.
- **Action 2.1.2:** Develop standardized tools for the implementation, monitoring and evaluation of CPD for teaching, administration and management staff.
- **Action 2.1.3:** Build capacities of relevant key stakeholders (KTTC, TSC, TVETA, CDAAC) to implement, monitor and evaluate a CPD system.
- **Action 2.1.4:** Conduct CPD for the Environmental Technology sector TVET trainers based on capacity gap analysis.

**Activity 2.2: Improve TVET institution management**

Key to ensuring a successful and quality implementation of the demand-driven relevant programmes developed through Result 1 will be how they are implemented and managed at TVET institutions. Activity 2.2 will work closely with TVET
institution managers, the Kenya Association of Technical Training Institutes (KATTI), the Kenya National Association of Private College Owners (KNAPCO) and other national stakeholders to define a standardized competence profile of TVET institution managers. The project will work closely with current donor initiatives involved in the design and implementation of management training programmes. This activity will be conducted to complement and synergise with a CiCan project targeting the management of ten national polytechnics. The objective of BEAR II will be to reinforce the training through practical application of management skills linked directly to the programmes developed as part of Result 1. The activity will then capacitate selected TVET institutions managers in the review of their institutions’ processes of strategic planning in line with the needs of demand-driven curricula and quality assurance guidelines. Further, the implementation of management skills to optimally utilise resources (human, capital, equipment) will be enhanced through the development of comprehensive monitoring and evaluation tools to ensure compliance with quality assurance systems.

**Actions:**

- **Action 2.2.1:** Develop the institutions’ strategic planning in relation to the implementation of quality assurance systems, including training strategies.
- **Action 2.2.2:** Develop institutions’ capacities to improve approaches to the utilization of resources to ensure quality delivery of programmes.
- **Action 2.2.3:** Build the capacities of institutions to implement, monitor and evaluate quality assurance systems.

**Expected Result 3: Capacities to develop and implement approaches to increase the attractiveness of TVET are enhanced**

**Rationale**

In general, TVET in Kenya is a relatively unattractive educational option compared with higher education. However, it is noteworthy that a meaningful change in the perception of TVET is slowly taking place in Kenya. Young people are now getting interested in TVET and the number attending technical institutes and colleges is increasing. During the scoping mission, through meetings held with TVET providers, employers and students, it was confirmed that TVET is becoming a more attractive option to young people. However it is true that in Kenya, owing to the stigma of their being labelled as ‘not of university quality’, TVET still serves as a deterrent to many potential applicants. The public’s poor image of TVET is still unrelenting, and may influence applicants in their choice of programme. For all these reasons, the negative public image of TVET needs to be rectified. Studies (such as Muigai, 2014) show that the majority of high school students in Kenya do not receive career guidance. They do not have accurate information about occupational opportunities so find it difficult to make appropriate career and degree choices.

The TVET Policy and Strategic Plan (Government of Kenya, 2007) also has an inclination towards inclusivity. However, evidence on the ground still shows that more effort is needed to translate such policies into actions that go beyond planning stages. This result area therefore will ensure equitable access and retention of female students and all vulnerable persons (such as males and females with disabilities, and those from disadvantaged communities/backgrounds) in the TVET programmes.

The BEAR II project will reinforce the on-going efforts of the government and national stakeholders and support the development of key building blocks such as an effective career guidance and counselling system to provide learners and workers with tailored career advice early on, linking it to individual abilities and aspirations. Another important area is developing a skills gateway, to provide in an attractive and user-friendly manner, up-to-date and transparent information regarding the demand and supply of skills, employment, entrepreneurship and business opportunities, and available support measures. Finally, the project will support the harmonization, mainstreaming and amplification of the fragmented promotion activities through the organization of a national skills competition as part of a ‘skills week’ to be established as part of the project support.
Activity 3.1: Support the development of a career guidance and counselling system

Kenya’s TVET Policy and Strategic plan aims at building effective guidance and counselling services. Guidance and counselling policy and guidelines have been developed for TVET institutions, and efforts to institutionalize career guidance and counselling units in TVET institutions have started. Building on these achievements, BEAR II will support further the development of a coherent career guidance and counselling system with a view to informing young people of the choices available to them and the possible employment outcomes, and assisting them in making well-informed decisions about their future.

At present, under the MOE State Department of Basic Education (covering the ECDE to secondary levels), guidance and counselling is situated in the Directorate of Secondary Education’s Department of Guidance and Counselling. In TVET institutions and universities, guidance and counselling is supervised by the office of the Dean of Students. Under the ongoing curriculum reforms, the Kenya Institute of Curriculum Development (KICD) has undertaken scope and sequence activities, in which guidance and counselling is being considered under the heading of ‘pertinent and contemporary issues’. However, a decision is required regarding the institutional home for a career guidance and counselling function.

The career guidance system in Kenya would benefit from support through the BEAR II project in reinforcing the capacity of the entity in charge of career guidance, upgrading the skills of career counsellors and developing relevant materials (including online resources). It is also important to ensure that the system is aligned with the LMIS in order to provide up-to-date information on skills demand and supply. This will require the inclusion of employers in any consultation processes regarding career guidance. Particular attention will be given to approaches that are gender-sensitive and will attract more women and girls to TVET.

**Actions:**

- Action 3.1.1: Support the harmonization and organization of career guidance and counselling services in the MoE.
- Action 3.1.2: Develop short career guidance courses for in-service career counsellors and advisers.
- Action 3.1.3: Develop career guidance materials for TVET institutions, and support their use.
- Action 3.1.4: Review TVET programmes to attract male and female students to bridge gaps in gender bias courses as well as to other training programmes.

Activity 3.2: Improve capacities for the development and implementation of procedures and policies for a skills gateway

The internet is of growing importance in TVET, and updated information on the labour market is of increasing relevance in rapidly changing economies. This brings about the need for a comprehensive platform for participants working in the field of TVET, students and parents, teachers, institutions and employers alike, to acquire and exchange information and transfer knowledge. Such a platform would contribute to the improvement of TVET quality and support reforms in TVET. The TVET platform should be developed through a joint initiative of ministries involved in TVET, and in particular MoL and MoE, because TVET administration is fragmented in Kenya. The host organization should be nominated by the government, before the start of the project.

The main objectives of this platform are: (i) to provide a means of disseminating crosscutting information, such as that related to occupational profiles and certificates and diplomas, using the common language of the KNQF; (ii) to provide a means for employers and training providers to work closely together in the development and delivery of training. Advanced features such as job search and course search enable job seekers to identify the training required for their jobs of preference, and where to get that training; and (iii) to provide different tools of communication and a collection of relevant links and documents for experts and interested persons in the field of TVET.
Actions:

- **Action 3.2.1**: Develop interventions to address current gaps in the existing provision for a skills information gateway, including gender-sensitive information.

- **Action 3.2.2**: Provide training on the skills information gateway to identified stakeholders, both in TVET institutions and in employment sectors.

- **Action 3.2.3**: Develop monitoring and evaluation plans to assess the impact of the skills information gateway, making recommendations for amendments and improvements as necessary.

**Activity 3.3: Improve capacities for the development and implementation of procedures and policies for national skills competitions**

As part of activities to promote the perception of TVET, it is worth seeking to symbolize the pinnacle of excellence in TVET. In this regard, county and national skills expositions and competitions deserve to be considered as high profile in the efforts to make TVET more attractive to young people and to society as a whole. A county/national skills exhibition and competition is an event to showcase vocational education and skills excellence. In Kenya, several skills competitions and skills fairs have been held. In addition, it is noteworthy that Kenya participated in the first East Africa Skills Competition held on December 2016 in Tanzania (WorldSkills, 2016). The competition was relatively small but it attracted talent from three countries – Tanzania, Kenya, and Zambia – who competed in mechatronics, bricklaying and hairdressing. During the scoping mission, through the meetings with principals and instructors in some technical institutions, it was learned that they were very proud of their institutions’ participation in this competition.

Given this situation in Kenya, we propose that organizing county/national skills competitions as part of a skills week should be one of the project interventions to change negative societal perceptions about TVET. During the main week, the skills competition will be complemented and supported by events/activities such as a press conference, conference, workshops and a closing awards ceremony. The week will also be underpinned by a sustained communication campaign. Through this activity, technical assistance and support to design the skills week and implement national skills competitions will focus on raising public awareness of TVET and giving young people a positive understanding of it. Partners involved will be the government, employers’ organizations, KATTI, KNAPCO, the Kenya Association of Manufacturers, Kenya Private Sector Alliance (KEPSA), Kenya Federation of Employers and other national stakeholders.

**Actions:**

- **Action 3.3.1**: Create linkages with institutions and industries to develop partnerships for the implementation of a skills week and national skills competitions.

- **Action 3.3.2**: Develop capacities to produce policy guidelines, standards and manuals for the implementation of the skills week and national skills competitions.

- **Action 3.3.3**: Develop implementation strategies with monitoring and evaluation plans to review the impact of the skills week and national skills competitions, and determine lessons learned for the future.

- **Action 3.3.4**: Support the participation of Kenya in the international skills competition in Kazan, Russia in 2019.
4. Project Management and Governance Structure

**Project management**

Achieving a successful project result is dependent on the structures established to implement the project and monitor and evaluate its progress. The organizations that will be responsible for the implementation of the project are shown in the figure below.

The **Focal Team**, made up of representatives of the lead organization (with experience in the sector and of curriculum development) will lead the day to day running of the project. The role of the Focal Team is to:

- ensure there is communication throughout the project between the members of the team and the stakeholders
- assist with forming committees
- assist UNESCO with the development of implementation plans
- provide advice and assist UNESCO with decision-making in relation to project activities
- advise on the conceptualization and implementation of workshops and interim activities
- monitor and evaluate the implementation of the project and provide recommendations to the Steering Committee.

The **Project Steering Committee (PSC)**, made up of key decision-makers in the lead organization (MoE) and associated ministries plus key industry representatives, will finalize project plans and make key decisions regarding the overall direction of the project. It will meet each quarter, and update the Focal Team on progress, bottlenecks and necessary interventions.

The terms of reference for the PSC are to:

- secure the commitment of governmental authorities to the project
- define implementation modalities at institution level with the aim of supporting and steering short-term expertise missions and capitalizing on achievements
- identify those responsible for the implementation of the project in each institution involved
- agree on the priorities, steer actions according to work plans and make recommendations regarding any changes in the project
- approve the Global Operational Plan (GOP), the Annual Operational Plans (AOP) and the Provisional Work Plan for Year 1 (PWP)
- secure full ownership of the project by the line ministries involved in implementation and other relevant organizations
- secure coherence and coordination with other TVET projects, development partners and donors
- submit for approval the results and strategic papers produced by the other working groups to the ministries involved in the project and other relevant authorities responsible for policy-making, decision-making and implementation
- ensure that project activities are aligned to government initiatives and sector policy documents
- promote the project within the MoE, to the public and the sector as a whole.

The Kenya Government will establish the PSC to oversee the sound implementation of the project and to ensure country ownership and commitment to the project. Its role is paramount in the smooth implementation of the project. It is
also partly through the PSC that a common understanding of the objectives of the project will be reached

The Skills Advisory Committee (which could also be known as the Sector Committee) is responsible for ensuring the relevance and quality of sector reports, curricula, assessments and learning material produced through the project, aligning with sector skills councils (SSCs). It will comprise industry representatives including practitioners and managers who are directly related to the employment of graduates in the sector. This committee is expected to meet each quarter and be updated by the Focal Team on sector and curriculum-related outputs. Its terms of reference include to:

- update the Focal Team on current practices in the sector
- support the project in skills analysis, quality measurement and assessment
- provide links within the sector for occupational analysis and evaluation of project outputs
- support the validation of the curriculum and assessment tools
- support implementing organizations
- support the development of strategies and subsequent implementation of work placements
- provide feedback to the project on the skills level and quality of students undertaking pilot programmes
- promote the project within the sector and encourage participation by other organizations.

The Curriculum Team/Committee will include curriculum developers, trainers, quality assurance practitioners and trainers of trainers from the implementing colleges and the lead organization. The team, led by the Focal Point, will for example be responsible for writing curricula, assessments and learning material based on advice provided through the Sector Committee and informed through labour market analysis. It is envisaged that different development teams may be required for different activities within the project. The Development Team will participate in all workshops and interim activities during the course of the project. Its terms of reference include to:

- define outputs and work plans in line with their proposed area of responsibility within the project
- provide advice and support to UNESCO on members’ areas of specialization and the local capacities of implementing organizations
- contribute to planning, and participate in, project workshops and interim activities
- produce project outputs including labour market analysis, curricula, assessments, learning material, occupational standards, occupational analysis charts assessment tools and other related project documentation
- ensure that all programmes developed through the project are evaluated for validation/accreditation by awarding bodies
- assist with the development of detailed curriculum implementation plans in collaboration with implementing organizations
- support organizations with the administration and management of the pilot implementation
- participate in, monitor, evaluate and review project outputs in line with experiences of curriculum implementation
- review, make recommendations and adjust project documents based on the results of monitoring and evaluation
- determine plans to scale up project activities to other potential implementing organizations
- provide a source of knowledge and support for the sustainability of the project once complete.

Project execution

Supervision and procurement for the project will rely primarily on UNESCO staff, in both the UNESCO Regional Office for Eastern Africa in Nairobi and the Headquarters (HQ) in Paris. The UNESCO Section for Youth, Literacy and Skills Development (YLS) at UNESCO HQ will be responsible for overall monitoring and evaluation, conducting two supervision missions each year. The YLS section will also be responsible for coordination with the Government of the Republic of Korea. The multi-sectoral regional office of UNESCO in Nairobi will be responsible for project execution and financial management in coordination with UNESCO HQ. A national project officer (NPO) recruited locally and based in the Nairobi Office will be responsible for monitoring everyday project activities and reporting on project progress on the ground to the UNESCO Office in Nairobi and the HQ. The NPO will coordinate for budgeting, procurement and reporting on all administrative and financial aspects of the project.
Gender aspect

In recent years, UNESCO has paid particular and increasing attention to the mainstreaming of gender equality issues in TVET programmes. Both men and women, if equipped with market-responsive skills, can make a significant contribution to their own well-being and the country’s economy. Many training interventions, however, do not cater for the specific needs of women, who are under-represented in formal training programmes and are often directed towards traditionally female occupations. Throughout implementation of the BEAR II project, efforts will be made to ensure that both males and females have equal access to TVET programmes in Kenya. Special attention will be paid to gender sensitivity in training provision, methodology, and training content in the curriculum development exercise under the BEAR II project. There is also a need to change the perception that women are more suited for ‘softer’ jobs such as hairdressing and beauty therapy, towards which they have typically been steered.

Audit, monitoring and evaluation

For each of the activities under the three results, the project has defined clear, and where possible quantifiable, outputs. These outputs are described in the project’s logical framework. Key indicators for overall objectives, project specific objectives and results are included in the logical framework matrix in Appendix. Close monitoring of progress will allow the Focal Point and the PSC to use these indicators for a continuous assessment of project implementation. The Focal Point will provide regular progress reports to the PSC for approval. The Focal Point will also present annual progress reports as part of annual work plans and budget proposals. In addition, a mid-term review will be carried-out at the end of Year 3. There will be a final evaluation at the end of the project.

Budget and Financial plan

The total budget allocation for the project in Kenya is approximately USD 1.57 million. The allocation by type of activity is presented in the table below.

<table>
<thead>
<tr>
<th>Table 6 Project activities and indicative budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results/activities</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Result 1</td>
</tr>
<tr>
<td>Activity 1.1: Strengthen national system for skills needs assessment and anticipation</td>
</tr>
<tr>
<td>Activity 1.2: Improve governance of skills needs assessment and anticipation</td>
</tr>
<tr>
<td>Result 2</td>
</tr>
<tr>
<td>Activity 2.1: Strengthen national approaches to supporting the implementation of TVET teachers’ CPD</td>
</tr>
<tr>
<td>Activity 2.2: Improve TVET institution management</td>
</tr>
<tr>
<td>Result 3</td>
</tr>
<tr>
<td>Activity 3.1: Support the development of a career guidance and counselling system</td>
</tr>
<tr>
<td>Activity 3.2: Improve capacities for the development and implementation of procedures and policies for a skills gateway</td>
</tr>
<tr>
<td>Activity 3.3: Improve capacities for the development and implementation of procedures and policies for national skills competitions</td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Evaluation</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

In addition to the activity-related costs described above, the budget includes the operational cost at the field office level (e.g. personnel, running cost etc.).

Reporting

i) Inception report

An Inception Plan will be prepared by NPO assisted by UNESCO HQ with inputs from local beneficiaries, and submitted to the PSC for approval within three months of the NPO commencing work. This will include the Standard Budget Work plan, the envisaged methodology and organization of the NPO’s work, including a Global Operational Plan (GOP). The NPO will present a Provisional Work Plan covering the inception phase (Year 1), which will include a request for initial payment by UNESCO.

ii) Quarterly reports

Short quarterly progress reports will be submitted by NPO to the PSC with copies to UNESCO. These reports will be comprehensive and provide information on scope, schedule, cost and quality issues. They will indicate bottlenecks, difficulties and suggestions for eventual adjustments and corrective actions. They will focus on project progress: what the project team has accomplished and predictions of future
achievements. They will also include information on risk and procurement; a section covering the activity reports of each international expert, and when necessary mission reports from international and local short-term experts. The format of these reports will be agreed with UNESCO.

### iii) Annual reports

Annual progress reports will be submitted by the NPO to the PSC and UNESCO. These reports will record and analyse project performance, success, effectiveness and lessons learned. Annual reports should refer to the annual work plan that established the framework for performance measurement.

#### iv) Final report

A final report will be submitted by the NPO by the end of the project. It includes records and analysis of project performances, success, effectiveness and lessons learned. In addition to the above formal reports, the NPO shall provide information on project progress as is reasonably required by UNESCO and Beneficiary country.

---

### Logical framework for BEAR II in Kenya

<table>
<thead>
<tr>
<th>Intervention logic</th>
<th>Objectively verifiable indicators</th>
<th>Sources of verification</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall objective</td>
<td>TVET programmes are relevant to the skills needs of businesses and individuals</td>
<td>Employment rate of TVET graduates is increased</td>
<td>National employment statistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level of satisfaction of employers concerning the skills of graduates is increased</td>
<td>World Bank Enterprise survey</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Baseline and target for the above indicators to be determined at the start of the project based on the government strategy)</td>
<td>Perception that TVET training offers employability skills ensuring transition to the world of work</td>
</tr>
<tr>
<td>Project specific objectives</td>
<td>Enhance TVET system capacity and increase collaboration with the private sector to ensure employability of student graduates from formal TVET programmes in the environment technology sector</td>
<td>Over 20 formal agreements for work placement between businesses and training institutions in the environment technology sector have been signed by the end of the project</td>
<td>Annual report from beneficiary organizations/institution</td>
</tr>
<tr>
<td></td>
<td></td>
<td>At least 50% of graduates of the environment technology sector are employed in relevant occupations six months after graduation</td>
<td>Tracer studies to be conducted in the BEAR II project context</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sector economic growth continues</td>
<td></td>
</tr>
<tr>
<td>Results</td>
<td>Result 1: Capacities in assessing and anticipating skills demands enhanced</td>
<td>A National system and tools for skills needs assessment are developed and operational for use in the Environment technology sector</td>
<td>National system has been revised and proved effective</td>
</tr>
<tr>
<td></td>
<td></td>
<td>At least two new TVET programmes in the Environment technology sector are developed and implemented with employer engagement</td>
<td>National organizations take part in defining the system and associated tools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plans for at least one additional sector to adapt and implement the national skills needs assessment tool and anticipation are developed and ready for implementation by the end of the project</td>
<td>Active members of the governance structures include sector councils</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A Continuing Professional Development (CPD) system for TVET trainers and managers including guidelines and policies is developed and implemented with the support of a teacher training &quot;home&quot; institution</td>
<td>Institution management and trainers support the implementation of the new curricula</td>
</tr>
<tr>
<td></td>
<td></td>
<td>At least two beneficiary institutions deliver the new TVET programmes through adequately trained teachers by the end of the project</td>
<td>Government provide necessary human resources and financial resources to implement the newly developed programmes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>At least 100 trainers and managers are trained under the CPD system</td>
<td></td>
</tr>
<tr>
<td>Results</td>
<td>Result 2: Capacities for using the results of skills assessment and anticipation to increase the attractiveness of TVET pathways are enhanced</td>
<td>Project report</td>
<td>CPD home organization is identified and active in the development process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CPD policy</td>
<td>Beneficiary colleges promote the benefits of CPD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CPD guidelines and tools</td>
<td>Partner organizations in industry and other related stakeholders are willing participants in developing CPD for institution staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monitoring and evaluation plan</td>
<td>Institutions are active in improving governance through CPD, quality assurance and resource utilization</td>
</tr>
<tr>
<td>Results</td>
<td>Result 3: Capacities to develop and implement approaches to increase the attractiveness of TVET is enhanced</td>
<td>Project report</td>
<td>Importance of career guidance and counselling is highlighted and reported through government structures which promote employment and skills training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Career guidance and counselling guidelines</td>
<td>Government willingness to operate a newly developed skills gateway platform</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skills gateway procedures, policies and manuals</td>
<td>Government wide acceptance of a national skills competition to promote the perceptions of TVET</td>
</tr>
<tr>
<td></td>
<td></td>
<td>National skills competition policies, guidelines and manuals</td>
<td>Active contributions from all relevant stakeholders to ensure competition is a success</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monitoring and evaluation plan</td>
<td></td>
</tr>
</tbody>
</table>

---
BEAR II proposal for Madagascar
Through its varied range of activities, the challenges that the TCA sector faces tally with those of the economy in terms of industrialization and modernization, and it has the potential to contribute greatly to the enhancement of Madagascar’s participation in global value chains. As both a traditional and rapidly developing sector that is open to ICT, it draws together a wide range of activities – procurement, design, production and marketing – across the crafts (more than 2 million workers) and manufacturing sectors (120,000 jobs, which is half the total manufacturing industry workforce). The TCA sector, which has developed its sectoral strategy within the framework of the PNEFP, is a major mass employment provider and, owing to the nature of the raw materials, has a wider knock-on effect (with one direct job creating two to three indirect jobs).

Key findings of the scoping mission

The TVET system in the Madagascar is faced with many challenges that have already been highlighted in the assessments of national strategic documents. The BEAR II project, under its mandate to identify such challenges, has been able make the following observations:

- The TVET system remains weakly impregnated by the world of work. Learners have too little exposure in the course of their training to immersion in the working environment, whether through apprenticeships or sandwich courses.

- The employability of TVET system graduates is generally less than satisfactory and underrated by employers. Owing to an inadequate provision of training and a low participation rate on the part of girls, together with a lack of diversification in terms of the courses and quality of training delivered, formal sector companies rarely turn to the TVET system and, when they do hire a graduate, they find that they have to supplement the training in order to render them operational. The skills acquired through the training do not tally with the employers’ needs. There are too few curricula and those that do exist are no longer suited to developing the skills that the employers are seeking. Meanwhile, cross-disciplinary, digital and green skills are required to meet the challenges of modernizing the Malagasy economy and are openly sought by the employers interviewed. The procedures for adapting curricula to the local demand are rather lengthy and complex.

- The teaching profession is ageing and does not benefit from full in-service training. In spite of the current reform of training systems design, which is paving the way for the introduction of a competency-based approach, the trainers interviewed are dismayed at being cut off from the technological realities of the world of work in the performance of their duties.

- The MEETFP does not take account of the situation in the labour market – the promising trades, trades in short supply and entrepreneurial opportunities – and has too low a profile to organize properly the overall provision of training. That lack of information also has a bearing on the training centres themselves, both public and private, which are unable to adapt what they have to offer to the sectors and trades in demand. Meanwhile, the identification of the skills needs within each sector needs to be made systematic, with the appropriate tools and procedures. The National Employment and Training Office has been entrusted with that key role in this area through the execution and extension of studies and surveys on skills development in the labour market. Notwithstanding the efforts already made, however, the appropriate human resources and financial means are lacking.

- Owing to the low standing of the diplomas earned through predominantly residential training courses, TVET is relatively unappealing to employers. The young people taking the courses are themselves uninformed as to the recruitment
prospects in various sectors, for want of an effective vocational guidance system.

- The training centre directors often lack the necessary tools and expertise to improve the running of their establishments and to foster local partnerships with economic operators with a view to adapting the existing curricula or introducing new types or methods of training to meet the skills needs specific to the local context. The training establishments lack trainers with a background in training systems design and the current procedures at the central and regional levels are relatively lengthy.

**BEAR II project proposal for Madagascar**

1. **Overall objective**

The general objective of the BEAR II project is to give young people a better chance to find decent jobs or create their own jobs, thanks to improvements made to TVET systems in the beneficiary countries.

2. **Specific project objectives**

The project aims to improve the relevance, the quality and the attractiveness of TVET in the area of textiles, clothing and accessories for expanding the results on all the TVET system.

3. **Expected results and activities**

The project's expected results are aligned with the three specific objectives mentioned above:

- Result 1: Developed capacities for understanding and anticipating the skills demand and using the results to assess and anticipate to take informed decisions in terms of TVET policies and programmes;
- Result 2: Improved skills in terms of the use of results of skills anticipation to promote quality TVET pathways; and
- Result 3: Improved attractiveness of TVET.

The validation workshop held on 26-27 September 2017 endorsed the activities described below for the BEAR II project in Madagascar. These activities focus on the Textile, Clothing and Accessories (TCA) pilot sector, aiming to respond to the needs expressed by the identification mission, namely:

**Expected result 1: Increasing the relevance of TVET to the needs of the labour market**

The first outcome of the BEAR II project aims to improve the relevance of the training provided in relation to development needs. National capacities to identify and anticipate skills requirements will be raised by providing appropriate methodologies and strengthening capacities in order to both implement the methodologies and use their regular results to develop certifications, in the framework of the support provided by the UNESCO CapED Programme for the creation of a sectoral framework of certifications and in order to guide the provision of training. An effective sectoral partnership will be constructed to strengthen links between training, certification and enterprise.

**Activity 1.1 – Build capacities to identify the current and future skills requirements of the labour market, particularly in the textile, clothing and accessories sector, and improve the ability to use the results to develop certifications and guide the provision of training**

The relevance of the TVET system and the training provided in Madagascar depends on relevant and regular information on skills requirements in the job market, including in specific local sectors (rural areas, informal employment and self-employment). That information should be generated regularly by economic actors, equipped with monitoring and data collection tools, and should be processed by the Regional Employment Services. The information should take account of recruitment forecasts by economic operators, in relation to future developments, but it should also relate to the potential of each zone and to opportunities in terms of value chains and the skill sets that the workforce needs to acquire. The BEAR II project will focus its efforts particularly on the TCA sector, working with its economic actors and the relevant ministries in order to strengthen capacities and take ownership of the tools needed to identify skills requirements in the short and medium terms, in coordination with the country’s development plans (PNEFP, National Development Plan and regional variations).

The BEAR II project will promote correct use by the actors concerned of job market analyses which will be conducted so that their results can be translated into planning the provision of TVET at the national level, with TCA as a pilot sector. This activity will be closely coordinated with the support for the development of a sectoral framework of certifications implemented
through CapED. One component will relate to support for improving the production of quality statistics for the information systems of the labour market and that of TVET. Another component will support a sectoral committee of the pilot branch (comprising representatives of the main public- and private-sector actors) in strategic planning and the development of a sectoral skills development strategy. Capacity-building will be provided to the National Employment and Training Office (NETO), to make it a centre of expertise producing prospective studies on the evolution of the workforce and future training needs.

**Actions:**

- **Action 1.1.1** – Review methodologies for analysing skills requirements and available data
- **Action 1.1.2** – Create data collection and analysis tools, ensuring that they are formalized and institutionalized, and support the implementation of the Labour Market and Training Information System (LMTIS)
- **Action 1.1.3** – Train sector operators and the responsible unit within the MEETFP in strategic planning and the use of the analysis and forecasting tools developed, and set up a structure to monitor sectoral skills requirements
- **Action 1.1.4** – Support the production, processing and dissemination of quality statistics (reliable and valid)
- **Action 1.1.5** – Design and conduct tracer studies in selected TVET colleges offering programmes in the textile-clothing and accessories sector

**Activity 1.2 – Strengthen and enhance the national sectoral partnership between businesses and training centres in the Textile, Clothing and Accessories (TCA) sector**

As the strategic priority sector of the PNEFP, the TCA sector receives support to develop a sectoral strategy. In line with this strategy, the BEAR II project will establish and/or consolidate a partnership framework between economic and training actors. It will promote the creation of an annual forum for discussion and planning relating to labour supply and needs in the sector, based on the latest studies and analyses, and creating on-the-job apprenticeships in partner businesses.

**Actions:**

- **Action 1.2.1** – Organize partnerships among actors in the TCA sector (MEETFP, MIDSP, GEM, the Madagascar Export Processing Zone Association (GEFP) and the National Centre of Malagasy Crafts), representatives of key businesses, and of public- and private-sector training centres.
- **Action 1.2.2** – Develop apprenticeship training and workplace “sandwich courses” in the sector.
- **Action 1.2.3** – Develop certification mapping in the TCA sector with review through the National Certification Framework (CNC).
- **Action 1.2.4** – Support the setting up and implementation of the TCA sectoral committee

**Expected result 2: Enhancing the quality of TVET programmes and institutions**

The second outcome of the BEAR II project aims to improve national capacities for the provision of quality training. This institutional support will target curricular updating in the pilot sector (TCA) with relevant institutions and promote the development of a system for the training of trainers in that sector, as a pilot project. Lastly, quality will also be improved in the sector’s establishments with the development of training for head teachers and support for an institutional and monitoring framework for the development of establishment projects.

**Activity 2.1 – Improve the quality of training provided in the TCA sector**

The quality of training provided depends to a considerable degree on the use of curricula which are standardized and harmonized with the skills needed in the labour market, which helps to enhance the value of the certifications issued to various entities, particularly businesses. The BEAR II project provides for the review and redesign of curricula in the TCA sector, under the direction of the Department for Certifications and Quality Assurance and in collaboration with representatives of the sector, coordinated with the work conducted in the framework of the CapED programme on establishing a national sectoral framework for certifications and on the adoption of a procedure for validation of acquired experience (VAE). Support will be provided for the implementation of new curricula.
Actions:

1. Action 2.1.1 – Mapping of existing training curricula and standards in the TCA sector
2. Action 2.1.2- Updating training curricula in coordination with work on the National Certification Framework and VAE (TCA pilot sector)
3. Action 2.1.3 – Establishment of new standards and curricula and assisting and supporting the implementation of new or revised curricula
4. Action 2.1.4 – Implementing a system and structure for monitoring and assessing the relevance of standards.

Activity 2.2 – Capacity-building for TVET teachers in the TCA sector to enable them to deliver quality training

In addition to updated curricula, the quality of training delivered also depends on a TVET teaching workforce possessing technical, pedagogical and administrative skills and which is therefore able to work in cooperation with economic operators, to improve the employability of graduates from the TVET system. Capacity-building for TVET teachers and the institutional strengthening of the national structure responsible for the teacher training is therefore an essential component of the BEAR II project, which will include support in the design, planning, formation, monitoring and assessment of TVET teachers and will focus on the TCA sector.

Actions:

1. Action 2.2.1 - Develop within the INFOR vocational training institute a mechanism for continued training of public- and private-sector instructors in the TCA sector and develop the teaching materials
2. Action 2.2.2 – Capacity-building for instructors’ trainers and partnership with businesses for training agreements
3. Action 2.2.3 – Implement the continued training programme with a pilot group

Activity 2.3 – Strengthen the capacity of head teachers of TVET establishments to implement a quality training framework as part of the economic environment

Good performance by TVET training centres and the provision of quality training requires functioning which is innovative, more autonomous and open to its economic environment and harmonized with the PNEFP. To that end, in partnership with UNESCO-UNEVOC, the capacities of head teachers of selected institutions will be reinforced with managerial and leadership skills to bring their institutions to greater effectiveness and responsiveness to deliver quality training with suitable staff and improved cooperation with businesses, particularly through the adoption of institutional projects. This includes capacities for fundraising, negotiation, team-building and communication, which will be parts of a programme designed to enable head teachers to successfully manage TVET centres.

Actions:

1. Action 2.3.1 – Develop and implement a training programme for school managers
2. Action 2.3.2 – Support the development of institutional projects in the TCA sector
3. Action 2.3.3 – Create an institutional framework to follow up the development of institutional projects

Expected result 3: Improving the perception of TVET

The third result of BEAR II will promote the image of TVET in Madagascar through various actions to improve the availability of information on skills requirements, the supply of training and its employment outlets in the TCA sector, in some cases on a pilot basis. A platform for information and guidance will be created, together with a system to train a cohort of employment guidance counsellors, to complement the activities of CapED. The positive image of TVET as a suitable source of training and improved employability will be developed by supporting the organization of a national TVET show and an annual skills fair in the TCA sector.
Activity 3.1 - Institutionalize, build capacity and promote the vocational guidance function (targeting young people and adults)

In Madagascar, as in other countries, TVET has an image deficit because it is often seen as a second- or third-rate educational track suitable for people who have not been able to pursue longer-term studies. The country’s TVET system has no employment guidance structure suitable for the development ambitions contained in the PNEFP and National Development Plan. The BEAR II project aims to institutionalize vocational guidance by providing staff with the appropriate knowledge and skills, to enable adults and young people to make informed choices. It will also support the development of the necessary materials for the training of advisers and for guidance and communication.

Actions:

- Action 3.1.1 – Develop institutional capacities in the system to organize, design and deliver training in vocational guidance
- Action 3.1.2 - Develop appropriate training, guidance and information materials
- Action 3.1.3 – Develop a training information and guidance platform in Madagascar

Activity 3.2 – Promote the sector’s image and raise the profile of its occupations for all actors (TVET, businesses, job counsellors)

The promotion of TVET through the BEAR II project will also involve supporting the organization of a show (skills week) and a skills fair with TCA as its pilot sector. In partnership with selected businesses in the sector (microenterprises/SMEs/free-trade zones), the skills fair will reward the know-how of the best recipients of training in the sector. Graduates from the TCA sector skills fair will receive support for the launching of their employment activities.

Actions:

- Action 3.2.1 – Organize an awareness-raising day on technical and vocational training and a skills competition among TCA training establishments
- Action 3.2.2 - Organize an annual national skills fair in the TCA sector, an information week on TCA jobs and participation in the upcoming WorldSkills competition in Kazan in 2019
- Action 3.2.3 – Support the entrepreneurial start-ups of five graduates
- Action 3.2.4 –Design and implement information and communication strategies
4. Project Management and Governance structure

Project management

The organisations responsible for the implementation of the project are indicated below.

Figure 3 Organisational framework for BEAR II in Madagascar

The Focal team will be formed by representatives of the MEETFP with an experience in the TCA sector and in the development of programmes, and leading the advancing of the project. The role of this Focal Team will be:

- Ensuring a good communication within the project between members of the Team and its actors;
- Supporting the establishment of the committees;
- Supporting UNESCO in the development of the implementation plans;
- Providing advices and assisting UNESCO in the decision-making with respect to the activities of the project;
- Advising on the conceptualisation and the implementation of workshops and the intermission activities;
- Following and evaluating the implementation of the project and releasing advices for the Steering Committee.

The project will be supervised by a Steering Committee containing representatives of the main directions of MEETFP implicated in the project, as well as other actors and relevant national experts, in order to ensure a large representability of the national expertise in the implementation and the appropriation of its results. In particular, the ministers and the key-organisations relatively in the textile-clothing and accessories sector, will be engaged in the implementation of the project, including the Ministry of Industry and Private Sector Development (or Ministère de l’Industrie et du Développement du Secteur Privé or MIDSP), and the Union of Industries of Madagascar (or Syndicat des Industries de Madagascar or SIM), the GEFP.

The validation workshop has identified the main players to be directly involved in project implementation and represented on the steering committee.

Individual entities will be responsible for appointing their own representatives.

<table>
<thead>
<tr>
<th>Ministries</th>
<th>TCA private sector</th>
<th>Training providers</th>
<th>Technical and financial partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>• MEETFP</td>
<td>• GEFP</td>
<td>• UNESCO</td>
<td>• Representative of local group</td>
</tr>
<tr>
<td>• MIDSP</td>
<td>• CENAM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• MFB</td>
<td>• GTM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• MINFOP</td>
<td>• CS2PC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• MEN</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• MPPSPF</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Sector Committee TCA will be responsible of ensuring the relevance and the quality of the reports, programmes, evaluations, and sector learning equipment developed in the context of the project. The Sector Committee will be formed of representatives in the TCA sector, including practitioners and managers directly implicated in the employment in this sector. The committee will reunite quarterly, and will be informed by the Focal Team on the results related to the programme. Its function includes:

- Updating the Focal Team on the practices ongoing in the TCA sector;
- Supporting the project in the analysis of skills, evaluation and measurement of the quality;
- Facilitating the contacts with companies of the sector;
- Supporting the validation of the programmes and evaluations;
- Supporting the implementation organisations;
- Supporting the development of strategies and the
implementation of work placement;

- Furnishing a feedback of the project on the level and the quality of the trainees’ skills undertaking the steering programmes;

- Promoting the project within the sector and encourage the participation of other organisations.

**Project execution**

Supervision and procurement for the project will rely primarily on UNESCO staff, in both the UNESCO Regional Office for Eastern Africa in Nairobi and the HQ in Paris. The Youth, Literacy and Skills Development (YLS) section at UNESCO HQ will be responsible for overall monitoring and evaluation, conducting two supervision missions each year. The YLS section will also be responsible for coordination with the Government of the Republic of Korea. The multi-sectoral regional office of UNESCO in Nairobi will be responsible for project execution and financial management in coordination with UNESCO HQ. A national project officer (NPO) recruited locally and based in Antananarivo will be responsible for monitoring everyday project activities and reporting on project progress on the ground to the UNESCO Office in Nairobi and the HQ. The NPO will coordinate for budgeting, procurement and reporting on all administrative and financial aspects of the project.

**Gender aspect**

In recent years, UNESCO has paid particular and increasing attention to the mainstreaming of gender equality issues in TVET programmes. Both men and women, if equipped with market-responsive skills, can make a significant contribution to their own well-being and the country’s economy. Many training interventions, however, do not cater for the specific needs of women, who are under-represented in formal training programmes and are directed towards traditionally female occupations.

The textiles sector is among the largest employers of women workers. However, in some cases, work insecurity and low labour conditions are affecting quality of jobs in the sector, and this is mostly due to unstable and volatile waves of demand from multinational corporations. Furthermore, informal garment and textile workers often experience isolation, invisibility and lack of power, especially those who produce from their homes.

Particular focus will be placed on developing strategies to promote women’s access to Textiles sector occupational areas that offer better employment prospects; identifying relevant international promising practices, including improving the monitoring and evaluation of gender equality in TVET and labour market; and facilitating capacity-building and advocacy which targets key actors, including labour market stakeholders.

**Audit and evaluation**

For each of the activities under the three results, the project has defined clear, and where possible quantifiable, outputs. These outputs are described in the project’s logical framework. Key indicators for overall objectives, project specific objectives and results are included in the logical framework matrix in Appendix. Close monitoring of progress will allow the Focal Point and the PSC to use these indicators for a continuous assessment of project implementation. The Focal Point will provide regular progress reports to the PSC for approval. The Focal Point will also present annual progress reports as part of annual work plans and budget proposals. In addition, a mid-term review will be carried-out at the end of Year 3. There will be a final evaluation at the end of the project.

**Indicative budget**

Total budget allocation for the project in Madagascar is approximately USD 1.57 million. The allocation by type of activity is presented in the table below:
Table 7 Project activities and indicative budget

<table>
<thead>
<tr>
<th>Results/activities</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Total (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Result 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 1.1. Enhance the identification capacities of the current demands and future skills in the market, in particular in the Textile-Clothing and Accessories sector.</td>
<td>120,000</td>
<td>100,000</td>
<td>50,000</td>
<td>30,000</td>
<td>300,000</td>
<td></td>
</tr>
<tr>
<td>Activity 1.2. Enhance and promote the national sector partnership between the companies and TVET institutions in the sector of Textile-Clothing and Accessories</td>
<td>60,000</td>
<td>60,000</td>
<td>50,000</td>
<td>10,000</td>
<td>180,000</td>
<td></td>
</tr>
<tr>
<td>Result 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 2.1. Improve the quality of trainings delivered in the sector of Textile-Clothing and Accessories</td>
<td>50,000</td>
<td>130,000</td>
<td>130,000</td>
<td>10,000</td>
<td>320,000</td>
<td></td>
</tr>
<tr>
<td>Activity 2.2. Enhance the capacities of TVET trainers (specialty Textile-Clothing and Accessories) to deliver a quality training.</td>
<td>20,000</td>
<td>180,000</td>
<td>120,000</td>
<td>20,000</td>
<td>340,000</td>
<td></td>
</tr>
<tr>
<td>Result 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 3.1. Institutionalising, enhancing the capacities and promoting the function of vocational guidance (aiming for young and adult people)</td>
<td>30,000</td>
<td>50,000</td>
<td>50,000</td>
<td>10,000</td>
<td>140,000</td>
<td></td>
</tr>
<tr>
<td>Activity 3.2. Promoting the image of the sector and improving the visibility of these professions for all the actors (TVET, Companies, adviser in employment).</td>
<td>40,000</td>
<td>120,000</td>
<td>40,000</td>
<td>40,000</td>
<td>240,000</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>6,000</td>
<td>4,000</td>
<td>4,000</td>
<td>7,912</td>
<td>21,912</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td></td>
<td>12,000</td>
<td>12,000</td>
<td>24,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,565,912</td>
<td></td>
</tr>
</tbody>
</table>

In addition to the activity-related costs described above, the budget includes the operational cost at the field office level (e.g. personnel, running cost etc.).

**Reporting**

i) Inception report

A launch report will be elaborated and submitted to the steering committee three months after the launch of the project.

ii) Quarterly report

Quarterly execution reports will be prepared. These reports, established on the basis of an outline agreed upon between the parts, will emphasis on the progress of the activities, their coherence with the project’s objectives and the work plans, the eventual difficulties encountered and the measures to be taken, the execution of the project expenses, and the forecast of activities for the following period.

iii) Annual report

Every 12 months, the quarter report will be more detailed (annual report) and recover the whole activities.

iv) Final report

The final report will include the first analysis of the impact of the project regarding the objectives and the expected results.
### Logical framework for BEAR II in Madagascar

<table>
<thead>
<tr>
<th>Intervention logic</th>
<th>Objectively verifiable indicators</th>
<th>Sources of verification</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall objective</strong></td>
<td>Providing to young people a better chance to obtain a decent job or to generate their own job, thanks to the improvements brought to TVET system in Madagascar</td>
<td>• Employment of TVET graduates and number of entrepreneurs is increased • Level of satisfaction of employers concerning the skills of graduates is increased • (Baseline and target for the above indicators to be determined at the start of the project based on the government strategy)</td>
<td>• Availability of relevant resources and facilitators for the steering and the monitoring activities</td>
</tr>
<tr>
<td><strong>Specific objective</strong></td>
<td>Enhance the TVET system's quality and relevance to improve the employability of those completing formal TVET programmes in Textile-Clothing sector</td>
<td>• At least 50% of the graduates of the textile clothing and accessories sector find employment in relevant occupations six months after graduation • At least 25% of the companies in the sector of textile-clothing and accessories offer internships or placement learning opportunities</td>
<td>• Tracer studies to be conducted in the BEAR II project context • Statistic reports for TVET • Availability of relevant resources and facilitators for the steering and the monitoring activities.</td>
</tr>
<tr>
<td><strong>Results</strong></td>
<td><strong>Result 1: The relevance of TVET in regards to the demands of the market</strong></td>
<td>• A national framework of tools for sector skills needs assessment is developed and is operational in the textile-clothing and accessories sector. • A public-private partnership in the sector of textile-clothing and accessories for skills development is implemented and operational by the end of 2019 • At least 50% of the learners in the sector of textile-clothing and accessories follow an internship or a traineeship in a work place. • A plan of expansion of such partnerships to at least one additional sector is developed and ready for implementation</td>
<td>• Annual report of the project • Statistic reports for TVET • Availability of relevant resources and facilitators for the steering and monitoring activities.</td>
</tr>
<tr>
<td><strong>Result 2: The quality of the programmes and TVET institutions has improved</strong></td>
<td>• At least two new TVET programmes are elaborated in the textile-clothing and accessories sector • At least 100 trainers and institution managers are trained in line with the new programmes developed • At least two beneficiary institutions deliver the new programmes through adequately trained teachers before the end of the project.</td>
<td>• Annual report of the project</td>
<td>• Availability of relevant resources and facilitators for the steering and monitoring activities</td>
</tr>
<tr>
<td><strong>Result 3: the attractiveness of TVET has increased</strong></td>
<td>• An upgraded career guidance and counselling system in the target sector is developed and implemented by the end of the project. • At least two skills competitions and a skills week are organised during the project. • A communication and outreach strategy on TVET is launched by the end of 2019</td>
<td>• Annual report of the project</td>
<td>• Availability of relevant resources and facilitators for the steering and monitoring activities</td>
</tr>
</tbody>
</table>
BEAR II proposal for Uganda
In the context of Uganda, the BEAR II project intervention will target the sector of agriculture with a focus on agro-processing and post-harvest management.

The choice of this sector is relevant given that in Uganda a large proportion of the population, including the youth (aged 18-30 years) remains dependent on agricultural and related activities for subsistence. Further, agriculture is one of the key priority sectors for economic development identified in the second National Development Plan (NDPII 2015/16-2019/20) of Uganda.

Given that poverty is still prevalent in Uganda, particularly in rural areas, the government considers that investment in agriculture to achieve higher growth rates is the most effective way of reducing poverty. Furthermore, other organizations involved in overseas development assistance in Uganda, such as the World Bank, European Union and African Development Bank, have already been supporting initiatives to raise productivity directly related to agricultural production.

However, the World Bank (World Bank, 2015) suggests that agriculture’s export potential remains narrow because of the emphasis on primary products, with Uganda’s exports lacking sophistication. It suggests that through improving on technology and labour skills, there is significant potential to broaden the country’s economic base to include agro-processing activities.

Given the above, the key intervention under the BEAR II project to improve agro-processing and post-harvest production will not only benefit from a synergy effect because of existing initiatives in this sector but is also expected to help raise overall productivity considerably throughout the agricultural products supply chain.

Key findings of the scoping mission

In spite of the TVET reforms that are currently being conducted by GoU, the quality and relevance of BTVET in Uganda remains a challenge, as does the lack of resources and technical expertise for BTVET.

Currently the BTVET system does not produce the appropriately skilled workforce that Uganda needs to increase incomes and employment and to compete in the East African and international markets. Less than 40 per cent of large and medium-sized firms regard courses offered by the BTVET institutions as relevant (World Bank IDA, 2014, p.6), with BTVET courses falling short on the quality of training and a lack of connection with market needs.

The World Bank (World Bank IDA, 2014) highlighted concerns with TVET including:

- outdated curricula organized by semesters or quarters (not by modules of different time duration), lack of attention to soft skills such as occupational health and safety, and more emphasis on theory than on practice
- inefficient utilization of capacity
- untrained teachers without industry-based in-service training using chalk and talk as a preferred method of instruction in the absence of well-equipped workshops and modern training methods
- no effective student tracking system from graduation to placement and thereafter
- weak or non-existent linkages with the employment sector
- poor infrastructure and ill-equipped workshops with obsolete and non-functioning equipment and inadequate training materials
- Inadequate and inconsistent funding which is subject to erratic release.

In reality, with over 50 per cent of Uganda’s population regarded as young, even with substantial donor support there are not enough skilled graduates in the market to drive industrial growth. Uganda Manufacturers Association (UMA) members cannot get enough trained TVET graduates and now have a fully-fledged training department, which carries out employee training outside of the public sector, with curricula directly addressing the needs of the labour market.

The fragmented nature of the TVET provision in Uganda, involving several regulatory bodies and a lack of coordination mechanisms, means that stakeholders do not work towards...
common goals and priorities. The development of standard systems to promote public–private partnerships and produce demand-driven labour market analysis is often ad hoc and complicated because the organizational structures in the TVET sector take unilateral initiatives to address gaps in the labour market. This is compounded by a large number of diverse donor agencies working on separate and in some cases overlapping skills development initiatives:

i) Organization of Petroleum Exporting Countries (OPEC): Support for building and equipping nine technical colleges with co-funding from GoU. Currently seven have been completed.


iii) Goal Ireland: Infrastructure, building classrooms.

iv) AfDB and Government of the Republic of Korea: Infrastructure, equipment and expert support for Iganga Technical Institute and four other institutes.

v) World Bank: Infrastructure and curriculum development support for Uganda Hotel and Tourism Institute in Jinja.

vi) Support for the development of curricula for secondary school TVET and rebranding strategy for TVET.

vii) Belgium Development Agency (BTC), European Union and Government of Ireland: Support for the implementation of the Skilling Uganda Strategic Plan.


ix) Governments of the Netherlands and Italy: Agriculture curriculum and equipment support.

x) Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ, the German development agency): Supporting oil and gas programmes with BTC and the World Bank.

As donor support is targeted to upgrading infrastructure and providing equipment and expertise in specific institutes and sectors, it has resulted in an imbalance in TVET provision, with some sectors being emphasized while others are ignored, and with donor-supported colleges having better facilities than others. This is compounded by a lack of emphasis on implementing quality standards throughout the TVET system. Staff at donor-supported colleges have support and training on new equipment whereas others either do not receive the same level of training or receive no training at all. There is a need for capacity development of teachers and trainers, as staff find it challenging to implement curricula because they lack skills in handling new technology and processes. Some donor-supported colleges also lack important infrastructure, equipment and capacity. Although Nakawa Vocational Training Institute provides an example of a model that can be adapted and scaled, it currently provides instructor training in certain areas, electricity, electronics, metal fabrication, motor vehicle, civil and tailoring.

With regard to public perception of TVET, as in other countries in Africa, TVET in Uganda has been considered a relatively unattractive educational option, according to MoES. The public’s poor image of TVET is still negative and deters many applicants in their choice of programmes.

In summary, key issues relating to relevance include:

• The majority of individuals entering the labour market do not have the necessary skills and knowledge. Employers point out the strong academic and theoretical nature of BTVE, and the fact that recent BTVE graduates are find it difficult to perform the tasks required on the job in a wide range of occupations (Government of Uganda, 2011).

Key issues relating to financing include:

• Most BTVE institutions are not adequately resourced and facilitated to keep pace with rapidly changing workplace conditions and requirements.

• There is significant under-investment in the subsector; public expenditure per student in BTVE is the lowest among all education subsectors, and continues to fall even though this is a technically oriented sector which is more expensive than general education in most countries. This means that in certain situations, the subsector is not well situated to respond to the challenges of creating a technically skilled labour force for growth sectors.

Key issues in relation to quality include:

• Major challenges with the current BTVE system are its lack of a systematic approach to determine the demand for relevant skills from the labour market. This in turn affects the quality of training in subsectors.

• Little emphasis has been placed on the training of trainers (instructors/tutors/lecturers) for BTVE, and newly qualified learners or graduates (who have neither employment and field experience, or any pedagogical training) are immediately posted to institutions as trainers. However some initiatives such as those at Nakawa Vocational Training Institute offer opportunities which can be explored further.
The lack of systemic approaches to make the TVET system more responsive to the labour market needs has resulted in outdated curricula and teaching methods, and a lack of knowledge of the needs of the labour market.

With the exception of a few well managed and resourced BTVEI institutions, the quality of training is low in both public and private institutions.

Taking into account the rapidly changing technology and labour market, the content and quality of vocational training have failed to adapt to the new challenges of the labour market in as much as the training provided does not give students the ability to adjust to economic and technological changes and upgrade their skills accordingly.

Key issues in relation to perception include:

- Because of ‘degree syndrome’ (Observer, 2013), Ugandan society is generally oriented towards acquiring general or academic diplomas and degrees. This has driven many students into courses that lead to those qualifications.
- The label ‘BTVEI’ still serves as a deterrent to many potential applicants. The public image of TVET may influence applicants in their choice of programmes.

**BEAR II proposal for Uganda**

The assessment of the present status of TVET in Uganda led to the identification of three areas of interventions for BEAR II: improving relevance, enhancing quality, and transforming perception. Each of these areas is associated with intervention options. This section reviews each area of intervention.

1. **Overall project objective**
   The overall objective of the project is to support national authorities together with the private sector to improve the relevance, quality and perception of TVET in Uganda and ensure that TVET programmes are relevant to the skills needs of businesses and individuals.

2. **Specific project objective**
   The project specifically aims to enhance TVET system capacity to ensure the employability of student graduates from formal TVET programme in agriculture (agro-processing and post-harvest management).

3. **Expected results and activities**
   The expected results of the project are:
   - Result 1: Capacities in assessing and anticipating demands for skills are enhanced.
   - Result 2: Capacities for using the results of skills assessment and anticipation to promote quality TVET in agriculture (agro-processing and post-harvest management) are enhanced.
   - Result 3: Capacities to develop and implement approaches to increase the attractiveness of TVET are enhanced.

**Expected Result 1: Capacities in assessing and anticipating skills demands are enhanced**

**Rationale**

The BTVEI Act 2008 and Skilling Uganda: BTVEI Strategic Plan 2011–2020 (Uganda, 2011b) represented important steps towards developing a TVET system, with significant achievements including the setting-up of institutions in charge of regulatory functions, the development of the network of TVET providers including the national polytechnics, and different forms of partnership with the private sector. However, the system is facing competing challenges including developing the regulatory dimension, expanding the system, and improving quality and relevance. There are strong policy messages regarding the government commitment to invest in TVET.

The interventions proposed through the BEAR II project are relevant here because they rely on bringing together all key stakeholders to develop approaches and systems to improve the relevance of TVET. The intervention will begin by introducing systems and capacity building to establish the needs of industry through a detailed labour market analysis to determine the ‘demand’ areas and thus occupational standards. Further, the BEAR project introduces systems to convert the analysis into an actual curriculum using modern methodologies. The objective of this stage is not only to produce relevant curricula,
which match the needs and demands of industry, but also to capacitate relevant staff with the necessary skills to carry out comprehensive labour market research and analysis to identify skills gaps in the labour market and thus produce outcomes-based curricula. With sustainability being core to the principles of BEAR II, guides and manuals written specially for the Ugandan context will be produced to enable the fast scaling of the system to other sectors to generate relevant curricula.

Activity 1.1: Strengthen the capacity to use labour market intelligence for planning and implementation of TVET in agriculture (agro-processing and post-harvest management)

This activity aims at: (i) taking stock of existing labour market intelligence, including skills needs assessment and anticipation in the agriculture sector; and (ii) facilitating the use of relevant data and information for the design and implementation of TVET courses in agriculture (agro-processing and post-harvest management). The project team will work closely with the National Planning Authority (NPA) and the Ministry of Agriculture, Animal Industries and Fisheries (MAAIF) to use existing and potential resources and materials identified during the scoping mission (such as manpower surveys, employment diagnostic reports, initiatives on public–private partnerships with the Ministry of Finance, regional skills development centres of excellence, the national labour market observatories established with the Ministry of Gender, Labour and Social Development and Uganda Bureau of Statistics) and provide technical support on the use of relevant information for planning and implementation of TVET in agriculture (agro-processing and post-harvest management) to the key stakeholders under the overall coordination of MoES and MAAIF.

Actions:

- **Action 1.1.1:** Set up or reinforce inter-sectoral coordination mechanisms envisaged by the government.
- **Action 1.1.2:** Produce a mapping of existing and forthcoming resources and materials on labour market intelligence including skills needs assessment and anticipation and establish a coordination mechanism between DIT and BTVET.
- **Action 1.1.3:** Develop an action-oriented guideline for the use of existing and forthcoming labour market intelligence and build capacities of relevant key stakeholders.
- **Action 1.1.4:** Support the design and conduct tracer studies in programmes targeted by the BEAR II

Activity 1.2: Strengthen national systems to efficiently produce demand-driven curricula

This activity aims to ensure that skills identified through activity 1.1 are converted into effective demand-driven curricula. The activities involve working closely with key stakeholders including sector skills councils to scale up the implementation of skills development programmes nationally. The activities will produce four critical outputs: curricular blueprint(s); curricula which address skills gaps; assessment strategies; and monitoring, evaluation and review strategies. Facilitating these outputs, the project and associated stakeholders will encourage and enhance current systems to promote efficiency and effectiveness, and ensure sustainability and repeatability in the national context.

Actions:

- **Action 1.2.1** Develop the capacities of the MoES to produce curricular blueprints, which complement and enhance current TVET strategies and policies, ensuring the coordination among relevant Ministries and stakeholders on work placement and entrepreneurship.
- **Action 1.2.2** Develop the capacities of stakeholders to use sector analysis to inform and develop curriculum content, which addresses skills gaps to meet current and anticipated demand.
- **Action 1.2.3** Develop strategies with stakeholders to develop assessment tools and methodologies, which are valid, practical, measurable and implementable.
- **Action 1.2.4** Develop strategies with stakeholders to monitor, evaluate and review curriculum implementation
**Expected result 2: Capacities for using the results of skills assessment and anticipation to promote quality TVET in agriculture (agro-processing and post-harvest management) are enhanced**

**Rationale**

The implementation of the curricula represents key ‘proof of concept’ criteria, which are initiated with the capacitation of institutions to implement and deliver to completion the newly developed demand-driven curricula. Trainer skills gaps already exist in the TVET provision in Uganda. The BEAR project will therefore work closely with institutions and the Ministry of Education and Sport to develop a continuous professional development (CPD) system to ensure staff and trainers remain up to date with modern trends not only emanating from industry, but in the education field (including technical skills, pedagogy, and administration and management).

In the pilot sector (agro-food processing and post-harvest management), the BEAR II project will provide opportunities for trainers to not only update their skills, but also improve their pedagogy, administration and management. With their new technical skills and enhanced ICT skills trainers will be expected to produce modern training materials and approaches to assessment. The acquisition of administration and management skills will improve implementation plans, efficiency, and strengthen existing quality assurance systems administered through UBT. Further, the BEAR project will provide equipment to ensure pilot colleges can implement their new capacities to train the ‘work ready’ graduates required by industry.

Under the overall coordination of MoES, the project team will conduct the activities below with the MAAIF, Bukalasa Agricultural Technical College, Nakawa Vocational Training Institute, and any other relevant key entities proposed by MAAIF.

**Activity 2.1: Strengthen national approaches to support the implementation of CPD**

This activity aims to build the capacity of teaching staff and trainers in order to identify training needs, which correlate with demand-driven curricula, and implement strategies to upskill trainers through CPD. Staff at institutions and the MoES will assist with the development of a CPD model and associated standards to match the specific needs of the relevant authorities in Uganda. This includes pedagogy to develop quality teaching approaches considering diverse learning styles, administration and management to ensure the quality implementation of programmes developed through Result 1, and approaches to upgrade the skills of trainers, including ICT skills, to ensure they are able to implement demand-driven curricula. Led by training of trainer experts, the activity will endeavour to develop associated training material and assessment approaches to ensure the recognition and certification of CPD activities.

**Actions:**

- **Action 2.1.1:** Conduct a training needs assessment for TVET personnel in terms of pedagogical and technical skills and produce policy guidelines for the implementation of CPD for TVET teachers.
- **Action 2.1.2:** Develop standardized tools such as generic modules, assessment criteria and resources (training materials, tools and equipment) for the implementation, monitoring and evaluation of CPD.
- **Action 2.1.3:** Build capacities of relevant stakeholders to implement, monitor and evaluate CPD.
- **Action 2.1.4:** Conduct CPD for agro-food and post-harvest management sector TVET trainers based on capacity gap analysis.

**Activity 2.2: Improve institutional governance through the implementation of quality assurance mechanisms**

The key to ensuring successful high-quality implementation of the demand-driven relevant programmes developed through result 1 is the qualified staff responsible for the management of TVET at the institutional level. Activity 2.2 will work closely with management to capacitate the review of strategic and implementation plans, in line with the needs of demand-driven curricula and quality assurance requirements. This includes the need to strategically plan the improvement of the skills base at the institution through the implementation of CPD. In addition, building the capacity of staff to develop and revise approaches to quality assurance and the utilization of resources (human, capital, equipment, consumables, utilization etc.) will enhance the TVET provision at institutional level. In order to ensure successful management of relevant curricula and provide accurate data relating to the programme implementation, plans must be put in place to evaluate, review and revise the existing curricula.
Actions:

- **Action 2.2.1:** Develop the institution’s strategic planning in relation to the implementation of quality assurance systems, including training strategies.

- **Action 2.2.2:** Develop institutions’ capacities to improve approaches to the utilization of resources to ensure quality delivery of programmes.

- **Action 2.2.3:** Strengthen the capacities of institutions to implement, monitor and evaluate quality assurance systems.

**Expected result 3: Capacities to develop and implement approaches to increase the attractiveness of TVET are enhanced**

**Rationale**

Improving the attractiveness of TVET requires a combination of policy measures including organization of skills weeks and skills competitions, and the development of career guidance and counselling. In Uganda, there is no regular competition focused on vocational skills. A Uganda International Trade Fare (UGITF) is organized by UMA every year, but this is designed to show case employee skills and to provide a platform for marketing products and services. Government officials confirmed, during the scoping mission, that they have identified a skills competition as one of the main policy choices in order to draw more attention of the public to TVET. In Uganda, the career guidance and counselling system is weak. Several studies have noted that that the majority of students at primary and secondary level do not receive career guidance to help them select the most appropriate educational option (Abeka, 2017; Baryamureeba, 2014; Okinyal, 2012).

The BEAR II project will reinforce the ongoing efforts of GoU and national stakeholders, and support the development of key building blocks such as an effective career guidance and counselling system to provide learners and workers with tailored career advice early on, linked to individual abilities and aspirations. The project will also support the organization of a national skills competition as part of a ‘skills week’ with a view to raising the status of TVET and enabling young people to gain a greater understanding of the TVET opportunities and their potential.

**Activity 3.1: Improve capacities for the development and implementation of procedures and policies for national skills competitions**

Working together with industry, concerned ministries and other stakeholders, the project aims to develop and implement national skills competitions as part of a national skills week. The project will ensure that those involved are able to identify potential areas for skills competitions, which highlight Uganda’s commitment to quality TVET. Through sustainable approaches, the project will ensure that staff can initiate and manage such events.

**Actions:**

- **Action 3.1.1:** Create linkages with institutions and industries to develop partnerships for the implementation of national skills competitions and a skills week.

- **Action 3.1.2:** Develop capacities to produce policy guidelines, standards and manuals for the implementation of national skills competitions and a skills week.

- **Action 3.1.3:** Develop implementation strategies with monitoring and evaluation plans to review the impact of national skills competitions and skills weeks, and determine lessons learned for the future.

- **Action 3.1.4:** Support the participation of Uganda in international skills competitions such as that in Kazan, Russia in 2019.

- **Action 3.1.5:** Launch national skills competitions.

**Activity 3.2: Improve capacities for the development and implementation of procedures and policies for career guidance and counselling**

Making the right career choices is key to improving the perception of TVET. Skilled workers are in high demand, so the need
is paramount to introduce modern systems for informing potential students about jobs and careers, and in particular those to which TVET programmes lead. This activity harnesses technology to develop a national career guidance system linking students, institutions and industry, supported by career guidance counsellors who can develop, monitor and maintain the system. This service will be promoted using existing statistics and data provided by the National Planning Authority and Uganda Bureau of Statistics.

**Actions:**

- **Action 3.2.1:** Develop interventions to address current gaps in the provision for career guidance and counselling.

- **Action 3.2.2:** Provide training on the career guidance and counselling system to identified in-service counsellors and advisers.

- **Action 3.2.3:** Develop monitoring and evaluation plans to assess the impact of the career guidance and counselling system, making recommendations for amendments and improvements as necessary.

- **Action 3.2.4:** Implement a revised career guidance and counselling system.

4. **Project Management and Governance structure**

   **Project management**

   The organizations that will be responsible for the implementation of the BEAR II project are shown in the figure.

   The **Focal Team**, made up of representatives of MoES, relevant line ministries and MAAIF (with experience in the sector and of curriculum development) will lead the **day-to-day** running of the project. The role of the Focal Team is to:

   - ensure there is communication throughout the project between the members of the team and the stakeholders

   - assist with forming committees

   - assist UNESCO with the development of implementation plans

   - provide advice and assist UNESCO with decision-making in relation to project activities

   - advise on the conceptualization and implementation of workshops and interim activities

   - monitor and evaluate the implementation of the project and provide recommendations to the Steering Committee.

   The **Project Steering Committee (PSC)**, made up of key decision-makers in the MoES and associated ministries plus key industry representatives, will finalize project plans and make key decisions regarding the overall direction of the project. It will meet each quarter, and update the Focal Team on progress, bottlenecks and necessary interventions.

   The terms of reference for the PSC are to:

   - secure the commitment of governmental authorities to the project
define implementation modalities at institution level with the aim of supporting and steering short-term expertise missions and capitalizing on achievements

identify those responsible for the implementation of the project in each institution involved

agree on the priorities, steer actions according to work plans and make recommendations regarding any changes in the project

approve the Global Operational Plan (GOP), the Annual Operational Plans (AOP) and the Provisional Work Plan for Year 1 (PWP)

secure full ownership of the project by the line ministries involved in implementation and other relevant organizations

secure coherence and coordination with other TVET projects and donors

submit for approval the results and strategic papers produced by the other working groups to the ministries involved in the project and other relevant authorities responsible for policy-making, decision-making and implementation

ensure that project activities are aligned to government initiatives and sector policy documents

promote the project within MoES and with other relevant entities.

GoU will establish the PSC to oversee the sound implementation of the project and to ensure country ownership and commitment to the project. Its role is paramount in the smooth implementation of the project. It is also partly through the PSC that a common understanding of the objectives of the project will be reached.

The Sector Committee is responsible for ensuring the relevance and quality of sector reports, curricula, assessments and learning material produced through the project, aligning with the SSCs. The Sector Committee is made up of industry representatives, including practitioners and managers who are directly involved in employment in the sector. It is expected to meet each quarter and be updated by the Focal Team on sector and curriculum-related outputs. Its role includes:

- updating the focal team on current practices in the sector
- supporting the project in terms of skills analysis, quality measurement and assessment
- providing linkages in the sector
- supporting curriculum and assessment approval

supporting the implementing organizations

supporting the development of strategies and subsequent implementation of work placements

providing feedback to the project on the skills level and quality of students undertaking pilot programmes

promoting the project within the sector and encouraging participation by other organizations.

The Development Team/Committee will include curriculum developers, trainers, quality assurance practitioners and trainers of trainers from the implementing colleges and the lead organization. The team, led by the Focal Point, will for example be responsible for writing curricula, assessments and learning material based on advice provided through the Sector Committee and informed through labour market analysis. It is envisaged that different development teams may be required for different activities within the project. The Development Team will participate in all workshops and interim activities during the course of the project. Its terms of reference include to:

- define outputs and work plans in line with their proposed area of responsibility within the project
- provide advice and support to UNESCO on members’ areas of specialization and the local capacities of implementing organizations
- contribute to planning, and participate in, project workshops and interim activities
- produce project outputs including labour market analysis, curricula, assessments, learning material, occupational standards, occupational analysis charts assessment tools and other related project documentation
- ensure that all programmes developed through the project are evaluated for validation/accreditation by awarding

Project execution

Supervision and procurement for the project will rely primarily on UNESCO staff, in both the UNESCO Regional Office for Eastern Africa in Nairobi and the HQ in Paris. The Youth, Literacy and Skills Development (YLS) section at UNESCO HQ will be responsible for overall monitoring and evaluation, conducting two supervision missions each year. The YLS section will also be responsible for coordination with the Government of the Republic of Korea. The multi-sectoral regional office of UNESCO in Nairobi will be responsible for project execution and financial management in coordination with UNESCO HQ. A national project officer (NPO) recruited locally and based in...
Kampala will be responsible for monitoring everyday project activities and reporting on project progress on the ground to the UNESCO Office in Nairobi and the HQ. The NPO will coordinate for budgeting, procurement and reporting on all administrative and financial aspects of the project.

**Gender aspect**

In recent years, UNESCO has paid particular and increasing attention to the mainstreaming of gender equality issues in TVET programmes. Both men and women, if equipped with market-responsive skills, can make a significant contribution to their own well-being and the country’s economy. Many training interventions, however, do not cater for the specific needs of women, who are under-represented in formal training programmes and are often directed towards traditionally female occupations. Until now, Uganda’s TVET sector has not adequately considered gender differences in training provision, methodology, training content and transition to labour markets, and there have been no result-based objectives or follow-up.

According to Uganda Census of Agriculture 2008/09, it was estimated that there were 19.3 million persons belonged in Agriculture Households of which 50.5 percent were males and 49.5 percent were females. Throughout implementation of the BEAR II project, efforts will be made to ensure that both males and females have equal access to TVET programmes. The ‘softer’ jobs such as hairdressing and beauty therapy to which women have typically been steered provide less scope for good pay and long-term career development than many male-dominated occupations. It is imperative that more efforts be made to support females in training for more challenging (and typically male-dominated) occupations.

**Audit, monitoring and evaluation**

For each of the activities under the three results, the project has defined clear outputs, which are quantifiable whenever it is possible. These outputs are described in the project’s logical framework. Key indicators for overall objectives, project-specific objectives and results are included in the logical framework matrix in Appendix. The project funding will allow for regular monitoring during its implementation. Close monitoring of progress will allow the Focal Team and the PSC to use these indicators for a continuous assessment of project implementation. The Focal team and UNESCO will report regularly on progress to the PSC. UNESCO will also present annual progress reports as part of the annual work plans and budget proposals. There is also budgeting for regular monitoring two times each year led by UNESCO HQ in coordination with the UNESCO Regional Office in Nairobi. In addition, a mid-term review will be carried-out at the end of Year 3. There will be a final report at the end of the project followed by terminal evaluation undertaken by an external expert.

**Budget and Financial plan**

The total budget allocation for the project in Uganda is approximately USD 1.57 million. The allocation by type of activity is presented in the table below.

<table>
<thead>
<tr>
<th>Table 8 Project activities and indicative budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results/activities</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td><strong>Result 1</strong></td>
</tr>
<tr>
<td>Activity 1.1: Strengthen the capacity to use labour market intelligence for planning and implementation of TVET in agriculture (agro-processing and post-harvest management)</td>
</tr>
<tr>
<td>Activity 1.2: Strengthen national system to efficiently produce demand-driven curricula</td>
</tr>
<tr>
<td><strong>Result 2</strong></td>
</tr>
<tr>
<td>Activity 2.1: Strengthen national approaches to support the implementation of CPD</td>
</tr>
<tr>
<td>Activity 2.2: Improve institutional governance through the implementation of quality assurance mechanisms</td>
</tr>
<tr>
<td><strong>Result 3</strong></td>
</tr>
<tr>
<td>Activity 3.1: Improve capacities for the development and implementation of procedures and policies for national skills competitions</td>
</tr>
<tr>
<td>Activity 3.2: Improve capacities for the development and implementation of procedures and policies for career guidance and counseling</td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Evaluation</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
In addition to the activity-related costs described above, the budget includes the operational cost at the field office level (e.g. personnel, running cost etc.).

**Reporting**

**i) Inception report**

An Inception Plan will be prepared by UNESCO with inputs from local beneficiaries, and submitted to the PSC for approval within three months of commencing the project. This will include the Standard Budget Work plan, the envisaged methodology and organization of the NPO’s work, including a Global Operational Plan (GOP).

**ii) Quarterly reports**

Short quarterly progress reports will be submitted by UNESCO to the PSC. These reports will be comprehensive and provide information on scope, schedule, cost and quality issues. They will indicate bottlenecks, difficulties and suggestions for eventual adjustments and corrective actions. They will focus on project progress: what the project team has accomplished and predictions of future achievements. They will also include information on risk and procurement; a section covering the activity reports of each international expert, and when necessary mission reports from international and local short-term experts.

**iii) Annual reports**

Annual progress reports will be submitted by UNESCO to the PSC. These reports will record and analyse project performance, success, effectiveness and lessons learned. Annual reports should refer to the annual work plan that established the framework for performance measurement.

**iv) Final report**

A final report will be submitted by UNESCO at the end of the project. It will include records and analysis of project performances, success, effectiveness and lessons learned. In addition to the above formal reports, UNESCO shall provide information on project progress as is reasonably required by the beneficiary country.

### Logical framework for BEAR II in Uganda

<table>
<thead>
<tr>
<th>Intervention logic</th>
<th>Objectively verifiable indicators</th>
<th>Sources of verification</th>
<th>Assumptions</th>
</tr>
</thead>
</table>
| **Overall objective** | TVET programmes are relevant to the skills needs of industries and individuals | • Employment of TVET graduates is increased  
• Level of satisfaction of employers concerning the skills of graduates is increased  
• (Baseline and target for the above indicators to be determined at the start of the project based on the government strategy) | • National employment statistics  
• World Bank Enterprise surveys | • Perception that TVET training offers employable skills ensuring transition to the world of work |
| **Project-specific objectives** | Enhance TVET system capacity to ensure employability of those completing formal TVET programmes in agriculture (post-harvest management and agro-processing) | • Over 20 formal agreements for work placement between businesses and training institutions in agriculture (post-harvest management and agro-processing) have been signed by the end of the project  
• At least 50 per cent of the graduates of the post-harvest management and agro-processing sector are employed in relevant occupations six months after graduation | • Annual report from beneficiary organizations/institutions  
• Tracer studies to be conducted in the BEAR II project context | • Sector economic growth continues |
| **Results** | Result 1: Capacities in assessing and anticipating the skills demands enhanced | • A National system and tools for skills needs assessment are developed or updated for use in the post-harvest management and agro-processing sector  
• Two new training programmes (along with an assessment framework and learning materials) in the post-harvest management and agro-processing sector are developed and implemented at beneficiary organizations  
• Plans to review and adopt the national skills needs assessment system to at least one additional sector are in place by the end of the project | • Project report  
• Curriculum documentation  
• Assessment documentation  
• Learning materials  
• Work placement strategies  
• Entrepreneurship strategies  
• Programme implementation review | • National System has been revised and proved effective  
• National organizations take part in defining the system and associated tools  
• Active members of the governance structures including sector councils  
• Institutional management and trainers support the implementation of the new curricula  
• Government provides necessary human resources and financial resources to implement the newly developed programmes |
<table>
<thead>
<tr>
<th>Intervention logic</th>
<th>Objectively verifiable indicators</th>
<th>Sources of verification</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results</strong></td>
<td><strong>Result 2: Capacities for using</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the results of skills assessment</td>
<td>A continuing Professional Development (CPD) system for TVET teachers and trainers including guidelines and policies are developed and implemented with the support of a teacher training at the “home” institution - Nakawa Vocational Training Institute</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and anticipation to promote quality TVET in agriculture (post-harvest management and agro-processing) are enhanced</td>
<td>At least 100 TVET trainers and institution managers are trained using CPD to implement TVET programmes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>At least two beneficiary TVET institutions deliver the new TVET programmes through adequately trained teachers by the end of the project</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• CPD home organization is identified and active in the development process</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Beneficiary colleges promote the benefits of CPD</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Partner organizations in industry and other related stakeholders are willing participants in developing CPD for institution staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Institutions are active in improving governance through CPD, quality assurance and resource utilization</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project report</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CPD policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CPD guidelines and tools</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monitoring and evaluation plan</td>
<td></td>
</tr>
<tr>
<td><strong>Results</strong></td>
<td><strong>Result 3: Capacities to develop</strong></td>
<td>At least one national skills competition and a skills week is implemented, monitored and evaluated by the end of the project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and implement approaches to increase the attractiveness of TVET are enhanced</td>
<td>An upgraded career guidance and counselling system in the target sector is developed and implemented by the end of the project</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project report</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>National skills competition policies, guidelines and manuals</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Career guidance and counselling guidelines</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monitoring and evaluation plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Government wide acceptance of national skills competition to promote the perceptions of TVET</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Active contributions from all relevant stakeholders to ensure competition is a success</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Importance of career guidance and counselling is highlighted and reported through government structures which promote employment and skills training</td>
<td></td>
</tr>
</tbody>
</table>
BEAR II proposal for
United Republic of Tanzania
In the context of the United Republic of Tanzania, the BEAR II project intervention will target the agri-business sector as well as the creative industry with a focus on handicrafts. The choice of these sectors for the BEAR II project is based on their relevance to the economy of Tanzania.

Agriculture and related sectors contribute substantially to the Tanzanian economy and also employ a significant proportion of the labour force, thus contributing to poverty alleviation in the country. Currently, the majority of Tanzania’s agricultural produce is exported raw or unprocessed. Opportunities in processing and other value-adding activities from agricultural raw materials are emerging as local and foreign investors increasingly recognize this sector’s potential. In line with the 2025 Vision of the Ministry of Agriculture, there should be some new development of the agro-processing products from agricultural raw materials such as staple crops, horticultural crops, livestock and fisheries. The focus of the BEAR II project on agri-business can greatly contribute to the raise overall productivity and considerably help strengthen the agricultural products supply chain.

The handicrafts industry, accounting for about 20 percent of labour in the informal sector, is a potential source of employment and contributor to social empowerment, economic development and rural development in Tanzania. The BEAR II project aims to help boost this relatively less capital intensive sector (compared to other sectors) as it is a favourable domain for start-up businesses, especially for women and other marginalized groups.

Key findings of the scoping mission

The BEAR II scoping mission, conducted from 15–20 May 2017, identified key issues faced by the TVET system in the United Republic of Tanzania, based on consultation with a wide range of stakeholders, data collection and field visits to TVET institutions. The stakeholders and institutions included ministries (Education, Labour, Agriculture, Environment, Regional Administration and Local Government), public authorities in charge of TVET (VETA, NACTE), numerous private-sector organizations and trade unions, public, private and NGO training providers, and development partners (including the European Union, Germany and Switzerland, among others).

The key issues identified by the scoping mission are outlined below.

i) Inadequate training environment

Training institutions have a limited number of trainers, many of whom are not adequately conversant with new and emerging technologies. They often use outdated infrastructural facilities, which makes it difficult to equip trainees with up-to-date, hands-on skills that meet labour market demands. Training of trainers for the TVET system is generally inadequate. There is only one training institute for trainers, and this is not well equipped and staffed. In addition, there is a lack of links between formal training and industry. Both trainers and trainees lack hands-on skills acquired outside the classroom, and particularly in workplace settings.

Training programmes for formal TVET tend to comprise fixed modules, each of which is designed to be a preparation for progress to the next level, therefore they are necessarily classroom-based and exam-oriented. Formal TVET institutions mainly enrol young people rather than older people with workforce experience, particularly those who have successfully completed earlier levels of training and are able to pay the fees. Thus enrolment in formal TVET depends on making a formal application, possessing academic qualifications, and the ability to pay the fees. The large majority who do not meet these conditions are left out, although they are the real labour force on the ground.

ii) Lack of relevance of TVET programmes and linkage with industry

Close to 90 per cent of business activities in Tanzania are informal. Formal TVET training focuses on the formal job market, which is a very small sector of the economy, and does
not prepare students for the opportunities in the informal sector or for self-employment. Even in this limited section of the economy, the skills match between supply and demand is often missing, largely because of the lack of links between training institutions and employers.

The informal sector offers many more opportunities for work, and in particular there is a big potential for self-employment in rural areas. The limiting factors in exploiting these opportunities are not just the lack of relevant hands-on skills, but the lack of support for those starting small businesses or entering self-employment. Many of the informal TVET providers however do focus on hands-on skills for which there is a genuine demand, and as a result they tend to obtain better employment results. Only about 60 per cent of graduates from the formal VET sector obtain either employment or self-employment. In contrast, close to 100 per cent of those who receive informal TVET training are subsequently engaged in some form of related economic activity, often close to their place of residence. As well as emphasizing hands-on skills training, the informal training sector tends to monitor outcomes more closely than do formal TVET institutions.

iii) Lack of apprenticeship and internship programmes for TVET trainees

There is a lack of a practical and effective apprenticeship and internship policy that would improve the availability of these elements in the TVET system. As indicated earlier, the linkage with industry is often lacking, and many employers do not offer TVET students places for internship (in other words, work experience) or apprenticeships.

iv) Inadequate or lack of outreach training services by formal TVET institutions

The formal training institutions do not have outreach services that encourage hard-to-reach individuals to enrol for their courses. As a result many individuals miss the opportunity to enrol in TVET institutions, including (but not limited to) those who fail to meet their standard entry requirements. Among them are many young people who remain in their home villages and have very few opportunities for formal employment. They are left with no option but to carry on with traditional economic activities such as subsistence farming. Many of them live in difficult circumstances, and aspire to improve upon existing skills or acquire new ones in order to enhance their livelihood in their local setting. The non-formal TVET sector has been very responsive to such demands, carrying out needs assessment for specific social groups and communities, and preparing tailored training programmes. Often these integrate training in employment-related skills with training in general life skills, education on environmental and climate change issues, the introduction of new (often electronic) technologies and so on.

v) Lack of standardized curricula for informal training programmes

Implementation of training curricula in formal TVET institutions in Tanzania requires approval by the relevant regulatory authority. This imposes a measure of uniformity, which can be useful but at the same time may limit the institutions’ ability to be flexible and meet local economic demands. For example, the content of training on entrepreneurship varies from one provider to another and from one programme to another. The same is applies to business skills and other aspects of the courses. This leads to the opposite failings to those of the formal sector: there is good account taken of local needs and the requirements of the target group, but the courses often do not lead to transportable qualifications. There is an overall lack of standard practices that are applicable nationwide, and a shortage of coherence and efficiency in the system. Non-formal and informal training provision needs to be coordinated to ensure the sharing of best practices and improve its efficiency.

vi) Inadequate funding of the TVET institutions

The main source of funding for the formal TVET sector is the government, which mainly meets recurrent expenditure. External financing is the major source of development funds, to provide for renovations, improvements, modernization of equipment and so on. Funds going to TVET take three main channels: one is through the government channel, second through bilateral donors agreements with TVET institutions, and third development partners who fund training programmes specifically designed for given social groups, economic activities, centres, etc. However, the main source of funds for informal TVET training is development partners. The technical and financial partners support to TVET in Tanzania will be presented further below.

BEAR II proposal for Tanzania

1. Overall objective

The overall objective of BEAR II is to contribute to the promotion of a TVET system that is relevant to the needs of the labour market and the needs of individuals and communities.

2. Specific objectives

The specific objective of BEAR II in Tanzania is to enhance TVET system relevance, quality and attractiveness in agro-
business and creative industries sector with a view to expand achievements to other sectors.

The expected results are:

- **Result 1:** Increased relevance of TVET to the needs of the communities and the labour market
- **Result 2:** Enhanced quality of TVET institutions in Tanzania, including the quality of their teaching staff
- **Result 3:** Improved perception of TVET among young people, employers and communities.

3. Expected results and activities

A broad range of activities will be conducted corresponding to the overall and specific objectives of the project outlined above.

### Expected result 1: Increased relevance of TVET to the needs of the communities and the labour market

**Rationale**

The current TVET system in Tanzania is not well linked to industries and the needs of the economy. There is a weak link between training and the industry. In addition, many economic activities, including small-scale community activities, are not environmentally sustainable. The skills that are taught or enhanced should include environmental conservation to ensure that greater sustainability is achieved. Therefore, under Result 1, the BEAR II project in collaboration with the relevant authorities and stakeholders will undertake the following activities.

### Activity 1.1: Enhance capacity for skills needs assessment and anticipation at sectoral and community levels

This activity aims at: (i) taking stock of existing labour market intelligence, including skills needs assessment and anticipation, with a specific focus on agri-business and creative industries; and (ii) facilitating the use of relevant data and information for the design and implementation of TVET programmes, particularly in non-formal TVET. The project team will work closely with the Agriculture Department, Prime Minister Office-Labour, Youth, Employment and Persons with Disabilities (PMO-LYED Employment Department), National Environment Management Council (NEMC), Small Industries Development Organisation (SIDO), the Tanzania Employment Service Agency (TAESA), National Bureau of Statistics (NBS) and the private sector. The lead organization is the PMO-LYED Employment Department. The objective is to develop a comprehensive mapping report regarding data sources, skills assessment tools and available results. This will then be used to provide technical support on the use of relevant information for planning and implementation of TVET programmes (particularly those related to agri-businesses and creative industries) to the key stakeholders under the overall coordination of MoEST and PMO-LYED Employment Department. The activity will aim at establishing or reinforcing skills governance at sectoral and local levels. This should include sectoral skills councils/networks and partnerships between local enterprises and TVET providers.

**Actions:**

- **Action 1.1.1:** Map ‘what works’ in skills needs assessment and anticipation, including in relation to rural development, agricultural value chains, environmental conservation and informal sector skills needs.
- **Action 1.1.2:** Support the institutionalization, integration and use of the results to improve decision-making at national, sectoral and community levels.
- **Action 1.1.3:** Pilot the integrated approach of skills assessment and anticipation in the agro-processing and creative industries and in selected communities.
- **Action 1.1.4:** Support the capacity of sectoral/community stakeholders to leverage the results of skills assessment and anticipation exercise to identify mismatches and gaps between demand and supply of skills.
- **Action 1.1.5** Support the design and conduct tracer studies in programmes targeted by the BEAR II

### Activity 1.2: Adapt TVET qualifications and curricula to changing skills needs

This activity aims to ensure that skills identified through Activity 1.1 are converted into effective demand-driven decentralized TVET schemes designed to increase equitable access, with a focus on non-formal TVET programmes, especially those that
apply alternative delivery modes. The activities involve working closely with key stakeholders to analyse barriers to accessing TVET, to establish partnerships between local enterprises and TVET providers, to pilot the programmes in selected areas and communities, and to examine the prospect of scaling up the implementation of skills development programmes nationally. The project will provide technical support to establish sectoral coordination mechanisms at national level and to local enterprise–TVET provider partnerships at local/community levels, with a view to expanding learning opportunities including through work-based learning (via internships, apprenticeships and similar schemes). The work-based learning approach will use the adopted national framework for work-based learning (ILO, 2017). The project team will work closely with the Institute of Adult Education and TVET providers. The lead organizations will be VETA and NACTE.

**Actions:**

- **Action 1.2.1:** Review and develop a curriculum framework for mainstreaming environmental sustainability, digital and entrepreneurship skills in TVET training, and apply it to the new programmes.
- **Action 1.2.2:** Review and develop new programmes based on the sectoral analysis conducted.
- **Action 1.2.3:** Establish partnerships between local enterprises and TVET providers to improve relevance and access through work-based learning.

**Expected result 2: Enhanced quality of TVET institutions and teaching staff**

**Rationale**

TVET training institutions have a limited number of trainers, many of whom are not adequately conversant with the new and emerging technologies. They use outdated infrastructural facilities, which do not provide an up-to-date and facilitative learning environment for trainees. Training of trainers for the TVET system is generally weak, with only one training institute for trainers, which is not well equipped and staffed. Therefore, the BEAR II project will undertake the following activities under Result 2.

**Activity 2.1: Improve the quality of TVET teachers**

This activity aims to create an effective system for continuing training of TVET teachers and pilot it in the chosen sectors (agri-business and creative industries). In these sectors activities will build the capacity to identify TVET teachers training needs which correlate with demand-driven curricula, and implement strategies to upskill trainers through a system of continuous professional development. The Ministry of Education, Science, Technology and Vocational Training (MoEST) will lead this activity and mobilize the teacher training institutions (Morogoro Vocational Teachers Training Centre and Kieruu Teachers Training College). VETA, NACTE, private-sector organizations (TPSF, TCCIA, CTI, ATE) and NGOs (CEFA, CDEA, PLAN) should also be involved.

**Actions:**

- **Action 2.1.1:** Support the upgrading of the TVET teacher training institution so that it effectively meets the needs of the TVET system.
- **Action 2.1.2:** Engage industries in TVET teacher training and develop appropriate incentives for them to offer placements and internships to TVET teachers.
- **Action 2.2.3:** Support the TVET teacher training institution to plan, organize and deliver TVET teacher training in related sectors and trades (Agri-business and creative-industries).
- **Action 2.2.4:** Establish and improve the links between TVET trainers, the industries for which they train workers, and local communities.
- **Action 2.2.5:** Support TVET teachers to attend training on delivery of CBET curricula.
Activity 2.2: Strengthen the capacity of TVET institutions to respond to the needs of the labour market and local communities

Key to ensuring successful high-quality implementation of the demand-driven programmes developed through Result 1 are the qualified staff who are responsible for the management of TVET at the institutional level and for developing partnerships with local enterprises. This activity aims to capacitate the managers of TVET providers to develop plans for their training centres to meet the needs of demand-driven curricula and quality assurance requirements, and use their resources effectively (both human resources and physical resources, including buildings, equipment and supplies). It will support TVET providers in developing effective organization and operational models that meet the needs of local communities. This activity will involve MoEST, VETA, NACTE, TPSF, TCCIA, CTI, ATE, CEFA, CDEA, PLAN and other bodies.

Actions:

- Action 2.2.1: Support the development of a model of TVET institution functioning that is oriented to the labour market and to the needs of small and micro-enterprises and local communities.
- Action 2.2.2: Carry out a needs analysis of training providers to identify key areas where there are capacity gaps to meet the requirements of the new model of functioning.
- Action 2.2.3: Design and implement capacity-development programmes for selected managers of TVET institutions in the chosen sectors.

Expected result 3: Improved perception of TVET among young people and society

Rationale

Currently TVET is not attractive to young persons, their parents, enterprises and the society in general. At the same time as improving the TVET system itself, BEAR II seeks to enhance the perception of it by young people and the broader society. This should increase both their motivation to enrol for a TVET course and the effort they put into the learning process, which in turn will improve the participation and learning outcomes for TVET training. BEAR II will draw on the experiences and best practices of BEAR I, which was implemented in five other selected Southern Africa Development Community (SADC) countries, to design a skills week and competition programme for TVET trainees and graduates in Tanzania. In this regard, the following activities will be undertaken during the implementation of BEAR II.

Activity 3.1: Develop appropriate career guidance and counselling mechanisms

Making the right career choices is key to improving access to and perception of TVET. This activity aims at establishing a national career guidance and counselling system linking students, institutions and industry, supported by career guidance counsellors who can develop, monitor and maintain the system. The activity will involve a wide range of institutions and actors including MOEST (including VETA and NACTE), TAMISEMI (PORALG), SIDO, PMO-LYED), NGOs (VSQ, IFY, BBC Media Action), private-sector organizations, Financial Institutions, media organizations (Clouds media and East Africa Television), Airtel V-SOMO, TAESA and others. The activity will be co-led by VETA and NACTE.

Actions:

- Action 3.1.1: Identify the skills needs of counselling specialists (VETA tutors, school teachers, youth officers and national life skills facilitators).
Action 3.1.2: Conduct a capacity-development programme for counselling specialists.

Action 3.1.3: Identify a lead entity to develop a career guidance and counselling system at national, regional and local levels.

Action 3.1.4: Explore the possibilities of developing a pre-vocational training programme through school extracurricular activities.

Activity 3.2: Set up a skills competition in the context of a skills week to promote TVET

This activity aims to develop and implement national skills competitions as part of a national skills week. The project will ensure that those involved are able to identify potential areas for skills competitions which highlight Tanzania’s commitment to quality TVET. Through sustainable approaches, the project will ensure that staff can initiate and manage such events. The skills week should be designed as the culmination of continuous initiatives and events conducted by stakeholders at national, regional, local and sectoral levels.

Actions:

- Action 3.2.1: Create linkages with institutions and industries to develop partnerships for the implementation of a national skills week and competition.

- Action 3.2.2: Develop capacities to produce policy guidelines, standards and manuals for the implementation of a national skills week and competition.

- Action 3.2.3: Develop implementation strategies with monitoring and evaluation plans to review the impact of the national skills week and competition and determine lessons learned for the future.

- Action 3.2.4: Support the participation of Tanzania in the international skills competition to be held in Kazan (Russia) in 2019.

Activity 3.3: Set up a national skills gateway

The internet has growing importance in TVET, and in rapidly changing economies up-to-date information on the labour market is increasingly necessary. This brings about the need for a comprehensive platform for participants in the field of TVET, including students and parents, teachers, institutions and employers, to acquire and exchange information and transfer knowledge. This TVET platform should be developed through a joint initiative involving a range of relevant actors.

Actions:

- Action 3.3.1: Map the sources of information on skills demand and supply.

- Action 3.3.2: Develop interventions to address gaps in the existing provision of information for individuals and enterprises.

- Action 3.3.3: Identify a lead institution and develop its capacities to host and maintain a skills gateway.

- Action 3.3.4: Develop monitoring and evaluation plans to assess the impact of the skills gateway, making recommendations for amendments and improvements as necessary.
4. Project management and Governance structures

**Project management**

The organizations that will be responsible for the implementation of the project are shown in the figure below.

*Figure 5 Organizational framework for BEAR II in United Republic of Tanzania*

The **Focal Team**, made up of representatives of the MoEST and MOP-LYED (with experience in the sector and in TVET curriculum development) will lead the day-to-day running of the project. The role of the Focal Team is to:

- ensure there is communication throughout the project between the members of the team and the stakeholders
- assist with forming committees
- assist UNESCO with the development of implementation plans
- provide advice and assist UNESCO with decision-making in relation to project activities
- advise on the conceptualization and implementation of workshops and interim activities
- monitor and evaluate the implementation of the project and provide recommendations to the Steering Committee.

The **Project Steering Committee (PSC)**, made up of key decision-makers in the lead organization (MoEST) and associated ministries plus key industry representatives, will finalize project plans and make key decisions regarding the overall direction of the project. It will meet each quarter.

The terms of reference for the PSC are to:

- secure the commitment of governmental authorities to the project
- define implementation modalities at institution level with the aim of supporting and steering short-term expertise missions and capitalizing on achievements
- identify those responsible for the implementation of the project in each institution involved
- agree on the priorities, steer actions according to work plans and make recommendations regarding any changes in the project
- approve the Global Operational Plan (GOP), Annual Operational Plans (AOP) and the Provisional Work Plan for Year 1 (PWP)
- secure full ownership of the project by the line ministries involved in implementation and other relevant organizations
- secure coherence and coordination with other TVET projects and donors
- submit for approval the results and strategic papers produced by the other working groups to the ministries involved in the project and other relevant authorities responsible for policy-making, decision-making and implementation
- ensure that project activities are aligned to government initiatives and sector policy documents
- promote the project within MoE, MOP and with other relevant entities.

The role of the PSC is paramount in the smooth implementation of the project. It is also partly through the PSC that a common understanding of the objectives of the project will be reached.

The **Sector Skills Committee** is responsible for ensuring the relevance and quality of sector reports, curricula, assessments and learning material produced through the project, aligning with the Sector Skills Committees (SSCs). The Sector Committee is made up of industry representatives, including practitioners and managers who are directly involved in employment in the sector. It is expected to meet each quarter and be updated by the Focal Team on sector and curriculum-related outputs. Its role includes:

- updating the Focal Team on current practices in the sector
• supporting the project in terms of skills analysis, quality measurement and assessment
• providing links in the sector
• supporting curriculum and assessment approval
• supporting the implementing organizations
• supporting the development of strategies and subsequent implementation of work placements
• providing feedback to the project on the skills level and quality of students undertaking pilot programmes
• promoting the project within the sector and encouraging participation by other organizations.

**Project execution**

Overall management for the project will rely primarily on UNESCO (UNESCO Dar es-Salaam Office and UNESCO Regional Office for Eastern Africa in Nairobi) in coordination with the national authorities. The Section for Youth, Literacy and Skills Development at UNESCO Headquarters will be responsible for coordination with the government of the Republic of Korea and overall monitoring and reporting of the five BEAR II beneficiary countries. The UNESCO Dar es-Salaam Office will be responsible for project execution and financial management in coordination with UNESCO Nairobi Office. A national project officer (NPO), recruited locally, will coordinate budgeting, procurement and reporting on all administrative and financial aspects of the project. The NPO will take the role of project coordinator, based in Dar es-Salaam, to monitor everyday project activities and report on project progress from the field.

**Gender aspect**

In recent years, UNESCO has paid particular and increasing attention to the mainstreaming of gender equality issues in TVET programmes. Both men and women, if equipped with market-responsive skills, can make a significant contribution to their own well-being and the country’s economy. Many training interventions, however, do not cater for the specific needs of women, who are under-represented in formal training programmes and are often directed towards traditionally female occupations. Until now, Tanzania’s TVET sector has not adequately considered gender differences in training provision, methodology, training content and transition to labour markets, and there have been no result-based objectives or follow-up.

Throughout implementation of the BEAR II project, efforts will be made to ensure that both males and females have equal access to TVET programmes.

**Audit, monitoring and evaluation**

For each of the activities under the three results, the project has defined clear outputs, which are quantifiable whenever it is possible. These outputs are described in the project’s logical framework. Key indicators for overall objectives, project-specific objectives and results are included in the logical framework matrix in next section. The project funding will allow for regular monitoring during its implementation. Close monitoring of progress will allow the Focal Team and the PSC to use these indicators for a continuous assessment of project implementation. The Focal Team and UNESCO will report regularly on progress to the PSC. UNESCO will also present annual progress reports as part of the annual work plans. There is also budgeting for regular monitoring twice each year led by UNESCO HQ in coordination with the UNESCO Regional Office in Nairobi. In addition, a mid-term review will be carried-out at the end of Year 3. There will be a final report at the end of the project, followed by terminal evaluation undertaken by an external expert.

**Budget and Financial plan**

The total budget allocation for the project in Tanzania is approximately USD 1.57 million. The allocation by type of activity is presented in the table below.
Table 9 Project activities and indicative budget

<table>
<thead>
<tr>
<th>Results/activities</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Total (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Formulation Year</td>
<td>80,000</td>
<td>80,000</td>
<td>70,000</td>
<td>30,000</td>
<td>260,000</td>
</tr>
<tr>
<td>Result 1</td>
<td>Activity 1.1: Enhance capacity for skills needs assessment and anticipation at sectoral and community levels</td>
<td>80,000</td>
<td>80,000</td>
<td>70,000</td>
<td>30,000</td>
<td>260,000</td>
</tr>
<tr>
<td></td>
<td>Activity 1.2: Adapt TVET qualifications and curricula to changing skills needs</td>
<td>100,000</td>
<td>90,000</td>
<td>80,000</td>
<td>30,000</td>
<td>300,000</td>
</tr>
<tr>
<td></td>
<td>Result 2</td>
<td>60,000</td>
<td>200,000</td>
<td>50,000</td>
<td>50,000</td>
<td>360,000</td>
</tr>
<tr>
<td></td>
<td>Activity 2.1: Improve the quality of TVET teachers</td>
<td>60,000</td>
<td>200,000</td>
<td>50,000</td>
<td>50,000</td>
<td>360,000</td>
</tr>
<tr>
<td></td>
<td>Activity 2.2: Strengthen the capacity of TVET institutions to respond to the needs of the labour market and local communities</td>
<td>90,000</td>
<td>140,000</td>
<td>55,000</td>
<td>15,000</td>
<td>300,000</td>
</tr>
<tr>
<td>Result 3</td>
<td>Activity 3.1: Develop appropriate career guidance and counselling mechanisms</td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
<td>10,000</td>
<td>70,000</td>
</tr>
<tr>
<td></td>
<td>Activity 3.2: Set up skills competitions in the context of a skills week to promote TVET</td>
<td>10,000</td>
<td>70,000</td>
<td>50,000</td>
<td>20,000</td>
<td>150,000</td>
</tr>
<tr>
<td></td>
<td>Activity 3.3: Set up a national skills gateway</td>
<td>20,000</td>
<td>35,000</td>
<td>15,000</td>
<td>10,000</td>
<td>80,000</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td>6,000</td>
<td>4,000</td>
<td>4,000</td>
<td>7,912</td>
<td>21,912</td>
</tr>
<tr>
<td></td>
<td>Evaluation</td>
<td>12,000</td>
<td>12,000</td>
<td>24,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,565,912</td>
<td></td>
</tr>
</tbody>
</table>

In addition to the activity-related costs described above, the budget includes the operational costs at the field office level (e.g. personnel, running cost etc.).

**Reporting**

i) **Inception report**

An Inception Plan will be prepared by UNESCO and the Government counterparts, with inputs from local beneficiaries, and submitted to the PSC for approval within three months of commencing the project. This will include the Standard Work Plan, and the envisaged methodology and organization of the work, including a Global Operational Plan (GOP).

ii) **Quarterly reports**

Short quarterly progress reports will be submitted by UNESCO to the PSC. These reports will be comprehensive, and provide information on scope, schedule, cost and quality issues. They will indicate bottlenecks, difficulties and suggestions for eventual adjustments and corrective actions. They will focus on project progress: what the project team has accomplished and predictions of future achievements. They will also include information on risk and procurement, a section covering the activity reports of each international expert, and when necessary mission reports from international and local short-term experts.

iii) **Annual reports**

Annual progress reports will be submitted by UNESCO to the PSC. These reports will record and analyse project performance, success, effectiveness and lessons learned. Annual reports should refer to the annual work plan that established the framework for performance measurement.

iv) **Final report**

A final report will be submitted by UNESCO by the end of the project. It will include records and analysis of project performances, success, effectiveness and lessons learned.
**Logical framework for BEAR II in United Republic of Tanzania**

<table>
<thead>
<tr>
<th>Intervention logic</th>
<th>Objectively verifiable indicators</th>
<th>Sources of verification</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Objective</strong></td>
<td>Contribute to the promotion of a TVET system that is relevant to the needs of the labour market and the needs of individuals and communities</td>
<td>Employment of TVET graduates is increased</td>
<td>Government continues to support programmes and reforms to make TVET more relevant and better quality</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level of satisfaction of employers increased concerning the skills of graduates</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Baseline and target for the above indicators to be determined at the start of the project based on the government strategy)</td>
<td></td>
</tr>
<tr>
<td><strong>Specific Objective</strong></td>
<td>Enhance TVET system relevance, quality and attractiveness in agri-business and creative industries sectors with a view to expand achievements to other sectors</td>
<td>At least 50 per cent of TVET graduates in agri-business and creative industry find relevant employment and have skills that satisfy their employers or self-employment aspirations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Programme data on TVET trainees and graduates</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Survey by Industries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Employment database</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tracer studies to be conducted in the BEAR II project context</td>
</tr>
<tr>
<td><strong>Results</strong></td>
<td><strong>R1: Increased relevance of TVET</strong></td>
<td>A plan for mainstreaming entrepreneurial, green and digital skills is in place and in use by TVET providers at the end of 2020</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>At least two TVET programmes in agri-business and creative industry sector are developed and implemented by the end of the project</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>At least 50 per cent of trainees in TVET programmes in the agri-business and creative industries sector obtain relevant work-based learning opportunities (apprenticeships or internships)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NACTE &amp; VETA reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TVET institutions’ database</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Employers will cooperate and act accordingly</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>All other stakeholders will cooperate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TVET authorities and institutions will be cooperative throughout</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other stakeholders in the TVET sector will cooperate accordingly</td>
</tr>
<tr>
<td><strong>R2. Enhanced quality of TVET institutions and teaching staff</strong></td>
<td></td>
<td>At least 50 per cent of teaching staff in the TVET Teacher Training Institutions (Morogoro Vocational Teachers Training Centre and Kieruu Teachers Training College) are trained or have upgraded qualifications</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>At least 100 TVET teachers and managers are trained to effectively deliver TVET programmes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>At least two beneficiary institutions deliver the new TVET programmes through adequately trained teachers by the end of the project</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TVET institutions’ database</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Project monitoring database</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Annual TVET teachers training plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TVET teachers policy is in place</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The managers are willing and available to participate in the training effectively</td>
</tr>
<tr>
<td><strong>R3. Improved perception of TVET among young people and society</strong></td>
<td></td>
<td>All TVET trainees in the target sectors have access to appropriate career guidance and counselling by the end of the project</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>At least one skills competition and one skills week are conducted during the project life cycle</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The national skills gateway is functional and at least 50% of the TCCIA registered firms and all TVET trainees are informed of its existence</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Annual report of the MOEST, NACTE, VETA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Skills week and competition report</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mailing list of the Skills gateway leaflet</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Young people and other stakeholders in TVET will participate in the competitions</td>
</tr>
</tbody>
</table>
Chapter 3.

Cross-country activities under BEAR II project
In addition to the strong national focus and interventions, the architecture of the BEAR II project aims to develop into an exchange and debate platform for the issues and challenges facing TVET and employment in the Eastern Africa region with particular focus on the five beneficiary countries. The project should support this dialogue through the design and implementation of relevant activities leading to concrete knowledge sharing and production as well as peer learning processes. In this context, each country has to contribute from the perspective of its own specific experience, thereby creating a rich interaction among peers and a strong desire to continue the dialogue, including through virtual communities, to be created in the framework of the project plan.

Cross-country cooperation will be a voluntary process and its effectiveness will depend on the recognition of its contribution to supporting national policies and initiatives. Equally important is the impact of regional perspectives on national policy-making processes. The sets of themes and topics covered by BEAR are in line with the regional and national challenges. These include the anticipation and assessment of skills needs and its links to decision-making; TVET curricula reforms and mainstreaming of entrepreneurial and digital skills; TVET institutions and teaching staff development, career guidance and counselling and skills competitions.

1. Experience gained from BEAR I

The first lesson to be learned from BEAR I implementation is that countries are in need and require regional cooperation to inform their national reform agendas and programmes. In addition to regional cooperation, countries are broadly interested to engage in international cooperation and learn from the Republic of Korea experience.

The second lesson is that the impact of BEAR I project in beneficiary countries has been uneven. Nevertheless, the insights gained - following several regional and national events, reviews, stocktaking and comparative analyses - have helped strengthen the existing knowledge base of TVET policies and practices in the SADC region, making it possible to enrich the discussion of policy options and develop a sharper policy focus. A key element of this has been the regular reporting regarding BEAR I achievements to SADC Ministerial meetings.

The third and final lesson is that regional cooperation is multi-dimensional. It includes the cooperation and exchange among the project management teams in each country thus facilitating the cooperation among peers across countries. It is also about peer learning and knowledge sharing among TVET decision makers and practitioners in beneficiary countries.

One final value addition of the regional and international cooperation that took place in the context of BEAR I has been the organisation of several workshops in cooperation with Korean institutions including KRIVET and HRD, which while aimed primarily at exposing the beneficiary countries to the Republic of Korea experience, it also helped strengthening cooperation and knowledge sharing among beneficiary countries themselves. For example, KRIVET’s workshop on LMA and curriculum development held in December 2015, in the Republic of Korea, aimed at sharing lessons learnt and challenges faced during the implementation of associated activities.

2. The action plan

The authorities from the BEAR II beneficiary countries have nominated experts and institutions that will be beneficiaries of, as well as contributors to, the project activities and results. The country teams composed of all these experts are the core of the project and represent a community of practices, which will be engaged in sharing knowledge and experiences.

With the knowledge gathered so far with regard to the keys to success but also on the obstacles to progress, the BEAR II project will continue, with its available resources, to support initiatives that promote cross-country networking, knowledge sharing and peer learning.

These networks are supposed to share progress, disseminate and exchange information in their respective fields, to carry out peer learning and comparative analysis and to promote regional co-operation in this area. The networks will provide a practical framework, based on BEAR II project achievements and national and international experiences, allowing genuine peer learning and capacity development activities. Virtual tools that will be made available via the BEAR II project website will support each network. Each network will conduct, at the least, the following actions:

a) Share resources and materials
b) Organise peer learning events and activities
c) Conduct comparative analysis
d) Share progress in the context of the Regional Annual Forum
The costs of the regional cooperation will be covered by the project budget through country plans and resources. Additional resources may be mobilised through Korean institutions or technical and financial partners active in the region.

The cross-country cooperation will be articulated around three main activities:

**Activity 1: A Cross-country Forum on technical and vocational education and training (TVET) for employment and entrepreneurship**. This Forum, which will take place after the mid-term review of the project and at the end of the project, is intended to exchange experiences and good practices, report on progress in implementation, improve efficiency and discuss the follow-up and sustainability of the project. It aims as well at promoting synergy with other projects, networks and institutions in the region (EAC) and at continental level (Africa). This event will act as a focal meeting place for policy makers, social partners, civil society, international partners and all other people active in the BEAR II project. It will mobilise all the networks set-up in the context of the cross-country cooperation.

**Activity 2: A cross-country network on skills anticipation for TVET and employment**. The network will support, among others, the production of comparative analyses on skills anticipation, assessment and mismatches. The comparative analysis will analyse and synthesize in an accessible format the current knowledge on approaches used to anticipate and assess skills demand relevant for beneficiary countries building on existing research, models and experiences, including from other regions. In addition, a sector skills profile of the BEAR II target sectors (see table) will be developed based on BEAR II project outcomes and other UN and non-UN partners. This network will also discuss the ways the results of skills assessment and anticipation can support career guidance and counselling function within the countries TVET systems. The network will consist of representatives of institutions and stakeholders engaged in labour market analysis and skills anticipation as well as career guidance and counselling. These should involve both the Ministry of Education and the Ministry of Labour of participating countries.

**Activity 3: A cross-country network on TVET quality**. This network is supposed to share progress, disseminate and exchange information on TVET quality, to carry out peer learning and comparative analysis and to promote regional co-operation in this area. The network will support, among others, the production of comparative analyses on in-service training of trainers and teachers with focus on TVET teachers in-service training in the region and mainstreaming entrepreneurial and digital skills in TVET. The network will also look at activities aiming at enhancing employability of youth by developing their entrepreneurial and digital skills. This network will consist of representatives of TVET Teachers Training Institutions and TVET Curriculum Development Institutions. Actions will include an analysis of practices, methods and tools used by service providers, transferring good practice between the institutions.

3. **Partnerships**

The component of regional cooperation on TVET under the BEAR II project will require close cooperation with regional stakeholders including the Eastern African Community (EAC) and the Common Market for Eastern and Southern Africa (COMESA). It will build on UNESCO’s *Mahe Process* and engage with other regional initiatives in the field of TVET implemented by other partners including UN agencies, ILO, GIZ, Cican, AfDB, others.

Such a regional cooperation initiative may also benefit from Korean institutions support, for example through the mobilisation of expertise, organisation of events and study tours and knowledge sharing.

4. **Sustainability**

Regional cooperation will serve as a key systemic framework for the five target countries of the BEAR II project to share amongst themselves knowledge and experiences obtained during the implementation of the project. It is expected that through this cooperation, each country will continue to develop its capacities for the improvement of TVET systems. It is also anticipated that the national TVET strategies and policies of the BEAR II beneficiary countries will benefit from such activities and will move towards more dynamic ways to meet changing labour market needs at the national and at the regional level.

5. **Budget to be earmarked for Cross-country activities**

The below table presents the budget proposed to be earmarked to carry out cross-country activities:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Year 1 Formulation Phase</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Total (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1</td>
<td>-</td>
<td>- 50,000</td>
<td>- 50,000</td>
<td>100,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 2</td>
<td>30,000</td>
<td>30,000</td>
<td>30,000</td>
<td>30,000</td>
<td>120,000</td>
<td></td>
</tr>
<tr>
<td>Activity 3</td>
<td>30,000</td>
<td>30,000</td>
<td>30,000</td>
<td>30,000</td>
<td>120,000</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>60,000</td>
<td>110,000</td>
<td>60,000</td>
<td>110,000</td>
<td>340,000</td>
<td></td>
</tr>
</tbody>
</table>
Chapter 4.

Follow up action in BEAR I beneficiary countries
The Better Education for Africa’s Rise I (BEAR I) project, implemented in 2011-2017, targeted five countries in Southern Africa: Botswana, Democratic Republic of the Congo, Malawi, Namibia and Zambia. The project aimed to increase the quality of TVET provision and its relevance to the needs of industry, to improve access, especially for women and disadvantageous groups, and to enhance the reputation and attractiveness of TVET for learners.

Specifically, the project focused on three core areas in the five countries – teacher training, labour market analysis and curriculum development, and developing management information systems. Efforts targeted specific sectors in each country, carefully chosen for their potential for creating jobs and promoting inclusive and sustainable development. A formal agreement will be made on the content of follow-up actions between UNESCO and each beneficiary country of BEAR-I project.

1. Achievements of the BEAR I project in beneficiary countries

The key achievements of BEAR project in the five (5) beneficiary countries are as follows:

- In Botswana, the BEAR team has been working on a labour market analysis, developing curricula for new courses on culinary arts, hospitality management and travel management as well as teacher training covering pedagogy, administration and management and subject-specific skills.

- In the Democratic Republic of the Congo, the BEAR team has been working on a labour market analysis of the building sector, developing curricula for new courses on metal fabrication and building electricity, teacher training covering pedagogy, administration and management and subject-specific skills and a new transferrable model for managing schools. A TVET Management Information System is now being developed.

- In Malawi, the BEAR team has been working on a labour market analysis, developing curricula for new courses in agro-processing and interior design and wood finishing as well as teacher training covering pedagogy, administration and management and subject-specific skills. A TVET Management Information System is now being developed.

- In Namibia, the BEAR team has been working on a labour market analysis, developing curricula for new courses on carpentry and operating process plants as well as teacher training covering pedagogy, administration and management and subject-specific skills. The first National Skills Competition was launched in September 2016.

- In Zambia, the BEAR team has been working on a labour market analysis, developing curricula for new courses in carpentry and joinery, electricity and construction, welding and metal fabrication, housekeeping, and finally, bricklaying and plumbing, as well as teacher training covering pedagogy, administration and management and subject-specific skills. A TVET Management Information System is now being developed.

2. Follow-up actions proposed in 2018 and 2019

**Botswana**

Under the framework of BEAR project, UNESCO provided technical support for the development TVET management information system (MIS) for Botswana in 2016 and 2017. Based on the design of TVET-MIS developed with the Government of Botswana, UNESCO provided support for the development of customized software solution and planned to conduct pilot-testing of the software and in-country capacity development in Botswana in coordination with the Ministry of Tertiary Education, Research, Science and Technology (henceforth, “the Ministry”). In August 2017, however, the Ministry officially requested UNESCO to terminate TVET-MIS related activities; the reasons given are the recent revival of the existing governmental Quality Assurance and Assessment Information System (QAAIS) to collect and manage TVET data and statistics in Botswana hence a duplication of activities on BEAR-supported TVET-MIS.
In November 2017, UNESCO had a consultation meeting with the Ministry to discuss follow-up actions in the course of 2018 and 2019 in order to scale-up the achievements of BEAR project in Botswana. At the meeting, the Ministry requested UNESCO’s support for further enhancement of QAAIS in view of: (i) ensuring the harmonization of TVET data and statistics with other BEAR beneficiary countries in Southern Africa; and (ii) integration of existing available labor market information in Botswana into QAAIS, based on the technical assistance provided for the development of TVET-MIS under BEAR project.

The following follow-up activities are proposed to be undertaken in the course of 2018 and 2019, however, contingent upon: (i) the submission of a formal request to UNESCO on further enhancement of QAAIS; and (ii) sharing the technical, administrative and management details of QAAIS with UNESCO, both by the Ministry.

1) Assessment of the implementation of QAAIS: According to the Ministry, QAAIS has been operational and items on student registration, enrolment, examination results and grading have been collected from public Vocational Training Centres (VTCs). Once the first set of data will be released in early 2018, technical, administrative and managerial robustness and flexibility of QAAIS will be assessed and examined in order to consider its further enhancement.

2) Enhancement of QAAIS: A plan of further enhancement of QAAIS will be developed and implemented with a view to strengthening the national data collection and management system on TVET. Both (i) the expansion of the scope of data covered by QAAIS and (ii) the use of QAAIS data for TVET policy making and implementation will be addressed. Technical support will be provided to: (i) systematically collect and manage data from other TVET institutions (e.g. brigades and private institutions) by QAAIS; and (ii) integrate existing available labour market and employment information in Botswana into QAAIS in coordination with key stakeholders (particularly with Human Resource Development Council). In addition, capacity development will be provided to the decision makers of the Ministry and other key TVET stakeholders in Botswana to help them use the data collected by QAAIS for TVET-related policy development and implementation.

3) Promoting regional cooperation: In view of the decision made by the Government of Botswana to request UNESCO’s technical assistance on QAAIS to ensure the harmonization of its TVET data and statistics with other countries in Southern Africa, a regional dialogue on managing and using TVET data and statistics will be facilitated. Given that there is a variation of the stage of development of data management information system across countries, peer-learning and networking activities will be organized first, and then possibility of regional cooperation on the harmonization of TVET data and statistics in Southern Africa will be taken into account.

The overall indicative budget earmarked for the follow-up activities in Botswana is USD 75 000.

Democratic Republic of the Congo

Additional technical assistance will be provided in order to maintain and scale-up the TVET management information system, which was initiated with the support of BEAR project in the Democratic Republic of the Congo.

One of the common priorities of UNESCO’s TVET Strategy, the African Union’s action plan for the Second Decade of Education for Africa and the South African Development Community (SADC) Education Programme is "an efficient and well-documented Education Management Information System (EMIS)”. Furthermore, timely and reliable data and statistics on training will be necessary for the countries to benefit from a cross-country regional reference framework, such as the Southern African Development Community Qualifications Framework (SADCQF).

In order to address these issues, the first phase of BEAR project supported these three countries to: (i) develop a customized software solution based on the approved design and detailed specifications of the TVET-MIS; (ii) conduct pilot-testing of the software; and (iii) conduct capacity development of key technical officials and experts for the maintenance and future scale-up of TVET-MIS.

In order to ensure the operationalization and further scaling up of TVET-MIS (after pilot-testing of the customized software), the following actions will be planned and implemented in 2018 and 2019 in the Democratic Republic of the Congo:

a) Capacity development: Technical assistance will be provided to the central data repository and the TVET institutions covered by the MIS in order to, among other things: (i) solve technical problems and challenges of entering, processing, cleaning and/or extracting data for the use of decision makers; (ii) modify the configuration of the software in view of the changing and emerging data needs in the Democratic Republic of the Congo; and (iii) facilitate the better use of data collected by TVET-MIS, including the calculation, production and dissemination of relevant indicators and collecting new data items from TVET institutions. In addition, technical support will be provided to increase the number of TVET institutions...
covered by the MIS.

b) **Provision of equipment**: Due to the governmental policy of managing public data, using external cloud hosting services is not an option in some cases. The provision of minimum required equipment, such as servers, will be considered with a view to ensuring the continuous operation of TVET-MIS. Provision of technical support for the installation of the equipment and the initial technical maintenance will also be taken into account.

c) **Scaling-up**: Based on the capacity development and the equipment provided by BEAR project, technical support will be provided to assist the Democratic Republic of the Congo to scale-up the TVET-MIS, focusing on: (i) increasing the number of TVET institutions covered by the MIS; (ii) increasing and updating the items covered by the MIS; and (iii) engaging new stakeholders to update the MIS.

The overall indicative budget earmarked for the follow-up activities in DRC is USD 75 000.

**Malawi**

Additional technical assistance will be provided in order to maintain and scale-up the TVET management information system which was initiated with the support of BEAR project in Malawi.

One of the common priorities of UNESCO’s TVET Strategy, the African Union’s action plan for the Second Decade of Education for Africa and the South African Development Community (SADC) Education Programme is “an efficient and well-documented Education Management Information System (EMIS)”. Furthermore, timely and reliable data and statistics on training will be necessary for the countries to benefit from a cross-country regional reference framework, such as the Southern African Development Community Qualifications Framework (SADCQF).

In order to address these issues, the first phase of BEAR project supported these three countries to: (i) develop a customized software solution based on the approved design and detailed specifications of the TVET-MIS; (ii) conduct pilot-testing of the software; and (iii) conduct capacity development of key technical officials and experts for the maintenance and future scale-up of TVET-MIS.

In order to ensure the operationalization and further scaling up of TVET-MIS (after pilot-testing of the customized software), the following actions will be planned and implemented in 2018 and 2019 in Malawi:

a) **Capacity development**: Technical assistance will be provided to the central data repository and the TVET institutions covered by the MIS in order to, among other things: (i) solve technical problems and challenges of entering, processing, cleaning and/or extracting data for the use of decision makers; (ii) modify the configuration of the software in view of the changing and emerging data needs in Malawi; and (iii) facilitate the better use of data collected by TVET-MIS, including the calculation, production and dissemination of relevant indicators and collecting new data items from TVET institutions. In addition, technical support will be provided to increase the number of TVET institutions covered by the MIS.

b) **Provision of equipment**: Due to the governmental policy of managing public data, using external cloud hosting services is not an option in some cases. The provision of minimum required equipment, such as servers, will also be considered with a view to ensuring the continuous operation of TVET-MIS. Provision of technical support for the installation of the equipment and the initial technical maintenance will also be taken into account.

c) **Scaling-up**: Based on the capacity development and the equipment provided by BEAR project, technical support will be provided to assist Malawi to scale-up the TVET-MIS, focusing on: (i) increasing the number of TVET institutions covered by the MIS; (ii) increasing and updating the items covered by the MIS; and (iii) engaging new stakeholders to update the MIS.

The overall indicative budget earmarked for the follow-up activities in Malawi is USD 75 000.

**Namibia**

In the case of Namibia, additional technical assistance will be provided in order to scale-up the National Skills Competitions that was held for the first time in Namibia in 2016 with the support of BEAR project.

One of the key achievements highlighted as a benchmark under BEAR I is the successful implementation of the first Namibia Skills Competition, as it greatly contributed to the attractiveness and reputation of TVET in the SADC region. The impact of this activity has been so significant that the Skills Competition is being proposed as a key activity for enhancing attractiveness of TVET under the second phase of the BEAR project.

In order to ensure continuous improvement of the TVET system initiated with the implementation of Skills Competition, follow up activities are necessary for reinforcing the achievements made in Namibia. These actions will take place with the aim of enhancing capacities for the improvement of Skills Competition in Namibia, focusing on technical assistance
of how to scale up the overall operating system for Skills Competition at the regional and at the national level.

In order to ensure further scaling up of Skills Competition in Namibia, the following actions are proposed to be implemented from 2018 to 2019 in Namibia:

a) **Capacity development**: Technical assistance will be provided to the local institutions engaged in the Skills Competition to enhance personnel capacities and the skill level of selected competitors from the region. It is expected that this action would contribute to improving the level of competitors in the Skills Competition held at the national level.

b) **Scaling-up**: Based on the capacity development exercise, technical support will also be provided to assist Namibia in scaling-up the National Skills Competition, focusing on: (i) increase the number of skill areas in the Skills Competition. Considering the changing labour market and the needs of industry, at least 2 skills areas are proposed to be added. (ii) increase the number of participants in the National Skills Competition. The above actions are proposed to be undertaken in preparation for the National Skills Competition to be held in September 2018. In addition, technical support will be provide to the NTA to become an institutional home for sharing its knowledge and experience on the Skills Competitions with other countries especially within the SADC region, and also with the BEAR II beneficiary countries.

c) **Provision of strategic plan for the next World Skills Competition**: A quick win approach to improve the skill levels of international competitors is proposed to be developed and implemented through the provision of technical assistance, in preparation of the World Skills Competition, to be held in Kazan 2019.

The overall indicative budget earmarked for the follow-up activities in Namibia is USD 75 000.

**Zambia**

Additional technical assistance will be provided in order to maintain and scale-up the TVET management information system which was initiated with the support of BEAR project in Zambia.

One of the common priorities of UNESCO’s TVET Strategy, the African Union’s action plan for the Second Decade of Education for Africa and the South African Development Community (SADC) Education Programme is “an efficient and well-documented Education Management Information System (EMIS)”. Furthermore, timely and reliable data and statistics on training will be necessary for the countries to benefit from a cross-country regional reference framework, such as the Southern African Development Community Qualifications Framework (SADCQF).

In order to address these issues, the first phase of BEAR project supported these three countries to: (i) develop a customized software solution based on the approved design and detailed specifications of the TVET-MIS; (ii) conduct pilot-testing of the software; and (iii) conduct capacity development of key technical officials and experts for the maintenance and future scale-up of TVET-MIS.

In order to ensure the operationalization and further scaling up of TVET-MIS (after pilot-testing of the customized software), the following actions will be planned and implemented in 2018 and 2019 in Zambia:

a) **Capacity development**: Technical assistance will be provided to the central data repository and the TVET institutions covered by the MIS in order to, among other things: (i) solve technical problems and challenges of entering, processing, cleaning and/or extracting data for the use of decision makers; (ii) modify the configuration of the software in view of the changing and emerging data needs in Zambia; and (iii) facilitate the better use of data collected by TVET-MIS, including the calculation, production and dissemination of relevant indicators and collecting new data items from TVET institutions. In addition, technical support will be provided to increase the number of TVET institutions covered by the MIS.

b) **Provision of equipment**: Due to the governmental policy of managing public data, using external cloud hosting services is not an option in some cases. The provision of minimum required equipment, such as servers, will be considered with a view to ensuring the continuous operation of TVET-MIS. Provision of technical support for the installation of the equipment and the initial technical maintenance will also be taken into account.

c) **Scaling-up**: Based on the capacity development and the equipment provided by BEAR project, technical support will be provided to assist Zambia to scale-up the TVET-MIS, focusing on: (i) increasing the number of TVET institutions covered by the MIS; (ii) increasing and updating the items covered by the MIS; and (iii) engaging new stakeholders to update the MIS.

The overall indicative budget earmarked for the follow-up activities in Zambia is USD 75 000.
Chapter 5.

Conclusion and next steps
With the finalization and the adoption of the BEAR II formulation report, the project will now enter into its inception phase. The official launch of the BEAR II project is scheduled to be held on the 11-13 December 2017 in Seoul, Republic of Korea. The launch event is expected to be attended by national representatives and relevant stakeholders from both BEAR II and BEAR I beneficiary countries.

The launch event will provide a platform for discussions among the Ministry of Education of the Republic of Korea, UNESCO and the representatives of beneficiary countries of the BEAR II project, regarding the objectives, implementation modalities and expected outcomes of the project. The event will be a knowledge sharing and peer learning exercise between the beneficiaries of both phases of the project. During the launch workshop, study visits to TVET institutions, small and medium enterprises, business incubators and other relevant organisations in the Republic of Korea will be organised.

The official launch event will be followed by the inception phase in the beneficiary countries, wherein the operational work plans will be prepared, and project governance and management structures will be established, including the steering committee, the project coordinating officials, and the monitoring and evaluation mechanisms.

To conclude, it is important for the successful implementation of the project that the stakeholders of the project keep up the momentum and the implication as in the formulation phase and guarantee the effective implementation of project activities, in particular the ones concerning them:

- Maintain the political commitment to the project
- Allocate relevant resources for the steering and the follow-up of the activities;
- Ensure the availability of human and material resources during the implementation of the activities.


Government of Kenya.


Government of Uganda.


Okinyal, H. F. 2012. *Reforming the BTVET Sub-Sector: Challenges, Opportunities and Prospects,* paper by the Director of DIT. www.trustafrica.org/.../workshop-and-convenings?...reforming...btvet-sub-sector-cha... (Accessed 8 September 2017.)


World Bank


UNESCO Education Sector

Education is UNESCO’s top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations’ specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.

The Global Education 2030 Agenda

UNESCO, as the United Nations’ specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.