
A webinar to share the results of the studies on Contextualisation and adaptation of the Competency Based Approach and training of trainers in Africa

1. Background to the two studies

CBA in Africa

Over the past two decades, many African countries have begun to adopt the Competency-Based Approach (CBA) in their curriculum development and vocational training organisation processes. Supported by various international cooperation programmes, the African experiences have continued in various forms depending on the expertise mobilised.

In 2009, the Organisation Internationale de la Francophonie (OIF) published a directory of six methodological guides to support the implementation of CBA in vocational training. These six guides describe each stage of training engineering according to CBA, from the sectoral analysis to the development of the complete chain of reference systems and support guides. The design of these reference works, which involved several experts from the Francophonie, including representatives from Africa, enabled most of the French-speaking African countries to start thinking about a possible transition from the objective-based pedagogical approach (OPE) to a competency-based learning approach (CBA)¹.

CBA in Africa has gradually taken root over the last two decades, but is it sufficiently implemented? How is it implemented? Has CBA led to a reorientation of the training of trainers, both technically and pedagogically? What is the impact of CBA on the improvement of the performance of TVET systems in African countries that have adopted it? What are the challenges faced and lessons learnt by these countries? What funding schemes have countries adopted to ensure the implementation and mainstreaming of CBA?

Management of trainers and supervisors (F and PE)

The reforms of TVET systems in African countries are aimed at addressing the challenges related to:

¹ Competency-based approach to technical and vocational education and training in Africa - Study from seven African countries: Benin, Ethiopia, Ghana, Morocco, Rwanda, Senegal and South Africa - Summary report.

- demographic development, which will result in an increase in the demand for training, while TVET systems are struggling to develop and support this development
- and that of quality and relevance, and in particular the alignment and continuous adaptation of the training offer with the needs of the labour market (which are changing rapidly, particularly in connection with the digital revolution, climate change, migration, etc.).

These challenges include the availability of trainers and managers of training institutions in sufficient numbers and with the skills required to carry out their mission.

How can the training of trainers and supervisors in CBA and CBA help the implementation and deployment of CBA?

1. Implementation of the studies

Objectives of the studies

To answer the questions and reflections raised by the implementation of the CBA and the management of the training of trainers, the Africa Office of the UNESCO International Institute for Educational Planning (IIEP-UNESCO Dakar), as part of its support for research and the production of knowledge to effectively accompany its partners and through its Platform of Expertise in Vocational Training (PEFOP), carried out two studies on (i) the contextualisation and adaptation of the Competency-Based Approach (CBA) and (ii) the training and management of trainers and supervisory staff in Africa. These two studies cumulatively covered the following eight countries: Benin, Ethiopia, Ghana, Madagascar, Morocco, Rwanda, Senegal and South Africa. Benin, Ethiopia and Senegal were covered by both studies.

The first study was carried out in partnership with the Institut de la Francophonie pour l'Education et la Formation (IFEFF) of the Organisation Internationale de la Francophonie (OIF), which mobilised its network of experts in CBA in Technical and Vocational Education and Training (TVET). The objective was to identify, on the one hand, good practices to be perpetuated and the difficulties encountered in introducing and/or sustaining the implementation of CBA, with a particular focus on identifying the turning points (positive or negative) that have characterised the CBA implementation process, in order to draw lessons and recommendations that can be used in other contexts/countries wishing to make CBA more effective in their TVET systems.

The second study aimed to provide TVET decision-makers in the target countries, but also in other Sub-Saharan African countries, with (i) a better understanding of the issues involved in the development of management systems for trainers and supervisory staff and (ii) guidelines, in the form of roadmaps, for the orientations and national choices to be retained for the upgrading of the management system of trainers and supervisory staff, and this, in the form of

actions which respond in a specific way to the problems observed and in coherence with the policies of the countries for the development of their TVET system..

Relationship between the two studies: CBA and training staff

The human factor remains the essential element of all reforms. Structurally, CBA is a paradigm shift approach in the field of TVET. To understand and implement it, in all its stages, it requires well qualified human resources in training and pedagogical engineering. The implementation of curricula produced according to this approach in schools requires the presence of trainers and managers who are well prepared to use it. All trainers, whatever their role in the implementation of a training programme developed according to CBA, must be technically and pedagogically qualified; school managers: directors, heads of works, heads of workshops, etc. (the designations may change from one country to another) must also be qualified. Often in studies on TVET in Africa, questions are raised about the feasibility of certain reforms in relation to the availability of qualified human resources.

Methodological approach of the studies

The two studies were based on a methodological approach combining field missions and interviews with targeted actors. Depending on the country and the heterogeneity of the structures and stakeholders involved, the field missions lasted between 1 and 2 weeks for the first study. For the second, national consultants were mobilised in the four countries concerned. They had to collect as many documents as possible on the management of trainers and supervisory staff and to exchange with the managers of the ministries in charge of TVET and all the actors concerned. The number of interviews ranged from ten to more than twenty, depending on the time spent in the field. These consultations considered all stakeholders: the ministries in charge of TVET, sectoral ministries with vocational training (VT) systems, training institutions (public and private), technical and financial partners, social partners, particularly employers' unions and professional branches, as well as trainers and learners. Following each of these field missions, supplemented by documentary research, a summary report was produced for each study.

2. Webinar

Objectives

To share the results with stakeholders in the target countries, but also with other countries and technical and financial partners interested in the two themes, IIEP-UNESCO Dakar is organising a webinar on 23 and 24 May 2022, in two mornings (10:00-13:00 UTC).

The presentation of the two studies in a common webinar will allow to expose the links and interactions between the two topics and to take note of the comments and recommendations of the speakers (officials and actors of the concerned countries, international organizations

and TFPs, experts, etc.). The two topics are strongly linked, so the webinar will allow the articulation of the results of the two studies.

The session on 23 May will focus more specifically on the first study, on the contextualisation and adaptation of the CBA, while the second part of the webinar on 24 May will focus on the training and management of trainers and supervisory staff.

Webinar format

The two studies will be presented to outline the context of the studies, the methodological approaches, the main findings, recommendations and avenues for implementation or further development. The presenters will highlight the complementarities and interactions between the development of CBA and the strengthening of the human resources capacity of TVET systems, and more particularly the management, training and employment of trainers and school supervisors. The backdrop to both studies and the webinar is that TVET should be at the service of countries' economies and a pathway to sustainable youth employment.

The active participation of participants will be solicited through the sharing of country experiences and discussions related to the themes considered in the two studies. Participants will be able to share what they have learnt about implementing PCA and training trainers and supervisors, as well as the challenges encountered, and solutions chosen to mitigate the risks of sustainability. Through a structured facilitation approach and targeted questions, the webinar facilitators will also be able to support the sharing of good practices present in the countries and thus inspire the participants in their respective country experience.

In conclusion, the webinar will share the results of the two studies (findings, challenges, levers encountered, etc.) with the country actors by highlighting the link between the subjects of the two studies. The contribution of CBA to improving the training of trainers and supervisors will be discussed, and conversely how the training of trainers and supervisors can facilitate the implementation and deployment of CBA. The findings and recommendations of both studies will also be shared for validation and improvement. The webinar will therefore also be an opportunity for collaborative work for all actors present.