

TERMS OF REFERENCE

Study on the management schemes for trainers and supervisory staff in technical and vocational education and training in 4 African countries: Benin, Ethiopia, Madagascar and Senegal.

Ethiopia

1. CONTEXT

The countries of sub-Saharan Africa, are increasingly committed to improving the quality of their vocational training offer. This is to expand opportunities for people trying to access the labour market. These efforts form part of the sustainable development goals (SDGs), especially SDG 4 aiming to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.' In addition, SDG 8 aims to 'promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.' These efforts also reflect the commitments made by the African Union to "expand - by 2025 - technical and vocational training opportunities at both secondary and tertiary levels and strengthen linkages between the world of work and education and training systems (strategic goal 8 of the continental education strategy for Africa [CESA] 2016-2025).

The current state of the technical and vocational education and training (TVET) offer is nevertheless unfit to meet the current labour force needs of African economies, both quantitatively and qualitatively. TVET systems are often unable to provide trainees with the skills they need to access the labour market (as employees or entrepreneurs), contribute to socio-economic development, keep up with changes in technology, the environment, etc.

The main challenge facing TVET in Africa is quantitative: the African continent is expected to witness the high levels of demographic growth, putting pressure on TVET systems which will be facing a rising demand.

The second challenge is related to quality and relevance, in particular aligning and constantly attuning the training offer to the rapidly-changing needs of the labour market (especially in relation to the digital revolution, climate change, migration, etc.). This is to make young people more employable and provide lifelong training opportunities.

To meet these challenges, a number of countries are implementing initiatives to reform TVET, with support from technical and financial partners.

The goal of all these efforts may nevertheless be limited by various factors, especially in terms of trainers and educational supervisory staff. The insufficient quantity and quality of teachers, trainers and educational supervisory staff is a factor hindering the development of a high-quality training offer. It is also contributing to training leavers arriving on the labour market with low skills and hence reduced employability.

Many changes are under way to meet these challenges. They concern changes in the missions and role of educational staff and the methods for training them, as well as by the use of technology. They are also expressed by the emergence of new trainer categories: business professionals who go into training establishments to teach specializations specific to their job; apprenticeship instructors who train young people in work situations; online trainers/tutors; and tutors who welcome and support young people during internships or professional development sessions in companies. Finally, these change related to the mobilization of temporary teachers, whose status is often precarious and who are not always trained in the job they are called to exercise.

To help make the reforms started by African countries more effective, especially in the 'trainers and supervisory staff' component, the African office of UNESCO's International Institute for Educational Planning (IIEP-UNESCO) in Dakar is launching a study on policies and systems for TVET trainers and supervisory staff in 4 countries: Benin, Ethiopia, Madagascar and Senegal.

The choice of these countries is based on:

- The need to select a restricted number in line with the resources allocated to the study;
- Linguistic diversity and the need to include Francophone and Anglophone countries;
- The existence of a national commitment to significant reform of TVET systems;
- The interest and motivation in being part of the study.

The four countries targeted will directly benefit from the study as part of an institutional analysis of management for supervisory staff and trainers.

In addition to the four target countries, two other countries, either African or other (to be identified in agreement with the international consultant and IIEP-UNESCO Dakar) will also be addressed and examined as examples/references via a literature review (without field visits). This will give a wider, more diverse perspective on management systems (in the broadest sense) for TVET supervisory staff and trainer functions.

In the context of this study, 'TVET supervisory staff and trainers' are understood as:

- all categories and levels of trainer and teacher: statutory trainers; business professionals who go into training establishments as trainers; apprenticeship instructors who train young people in work situations; online trainers/tutors; and tutors who welcome and support young people during internships or professional development sessions in companies.
- supervisory staff: heads of TVET establishments; heads of vocational training in these establishments; educational advisers; trainer trainers¹.

This study will generate knowledge contributing to:

- UNESCO's technical and vocational education and training (2016-2021) strategy and continuing interventions it runs in countries to support national initiatives and build up the capacities of teaching staff and managers;
- recommendations from the Kigali conference on 'investment in countries for skills acquirement and development for trainers and businesspeople,' organized by ADEA in 2015.

2. GOAL AND FRAMEWORK OF THE STUDY

Given the central role of trainers and supervisory staff (in the broadest sense mentioned above) in the quantitative and qualitative relevance of TVET, the goal of this study is to provide TVET decision-makers in the target countries and in other countries of sub-Saharan Africa with the following: (i) clarification better understanding on the issues involved in developing management systems for trainers and supervisory staff (ii) strategic directions at national level to upgrade the management system for trainers and supervisory staff, in the form of a roadmap. A critical analysis of the policies and arrangements implemented for managing and supervising TVET supervisory staff and trainer jobs will be key in this respect. The study's forward-looking vision should enable effective, sustainable approaches to be identified, with a view to providing enough skilled staff for the TVET system, especially in the context of African countries.

The scope of the study will cover:

- The public TVET system (under the control of the ministries for education, vocational training and/or higher education, the ministry for labour, sector ministries, etc.), including TVET establishments managed by public-private partnerships (PPPs);
- Vocational training provided by private training centres;

¹ Depending on the country, trainer trainers may be classified among trainers.

- Vocational training provided in companies, either formally or informally, as part of apprenticeship or sandwich-based training systems.

In what follows, the term 'TVET' is used to encompass these various training approaches².

The work is to consist of identifying recommendations for reforms to be carried out on a realistic basis. It aims to make TVET supervisory staff and trainers key players in developing a training system that meets the African continent's social and economic challenges, especially in the countries of sub-Saharan Africa.

The study should enable good practices and recommendations to be identified. These will specify the conditions for quality and effectiveness in exercising the jobs targeted. It should also identify factors preventing these recommendations from being implemented and suggest concrete measures to overcome them.

In particular, the analysis is to be based on the following areas:

1. Introductory description of the entire education/training system, and more specifically of the strategy for developing TVET in relation to promising economic sectors

For each country, this involves:

- Providing a description, including an outline of the TVET system, and presenting the bridges between the different levels, especially between general education and TVET;
- Describing recent and ongoing changes in the TVET system;
- Checking if there is a specific strategy for promising professions and if it is properly integrated and coordinated with the overall TVET strategy and bridges in the education system.

The national consultant is to identify and use all the studies and/or reports carried out on this topic in the country.

2. Inventory of the situation for TVET supervisory staff and trainers

The national consultant is to undertake an inventory and critical analysis of policies and arrangements concerning the management, status, role and function of TVET supervisory staff and trainers (public and private sector) in the country. This inventory and analysis is to focus in particular on the following factors:

- A statistical overview of TVET supervisory staff and trainers in the country (by post, if possible specifying the number of post-holders, temporary teachers and their geographical distribution, issues concerning professional mixing, especially how many women join this profession, etc.);
- The state of play, which may be refined with the stakeholders in the country, regarding quantitative and qualitative needs for educational supervisory staff and trainers. This is to be done in connection with the national strategy (ongoing) for developing the TVET system;
- The sourcing of training staff: where these staff usually come from and whether or not they are available in sufficient numbers and profile (skills).
- The existing system to manage these human resources, their recruitment, professional development and end of their professional career;
- The existence and structure of a certification and qualification curriculum framework for TVET supervisory staff and trainer jobs, and the alignment of these curriculum frameworks with TVET reforms:

² For UNESCO, TVET 'is understood as comprising education, training and skills development relating to a wide range of occupational fields, production, services and livelihoods [...] as part of lifelong learning. It can take place at secondary, post-secondary and tertiary levels and includes work-based learning and in-service training and professional development that may lead to qualifications. TVET also includes a wide range of skills development opportunities attuned to national and local contexts.' (Recommendation concerning Technical and Vocational Education and Training [TVET], 2015).

- Existence of a system for analysing training needs for educational supervisory staff and trainers, especially with the following tools: needs analysis survey, skills assessment, training catalogue, etc.; drawing up a multi-year/annual training plan, etc. for trainers; organising the implementation and mobilization of resources; working time management; taking account of sector and regional aspects, monitoring and evaluation, etc.;
- Entering the training system:
 - Profiles/types/levels of recruitment: profile (academic or from the world of work), degree level, skills level, professional experience, gender, other criteria;
 - Diversity of statuses linked to these types/levels of recruitment (post-holders, temporary, casual teachers) and ongoing debates about this;
- Initial training routes of these staff, specifying the players involved (university, trainer education establishment, etc.), as well as whether or not there is coordination with the world of work during training (internships or sandwich placements with companies; short immersion) ;
- Certification: assessment of initial training, levels and types of certification (including recognition of prior learning [RPL] if it exists);
- In-service professional development: training system, co-training, self-training, supervision, support and assessment, teaching and educational resources;
- Conditions in which the job is exercised, status, mixing, etc.;
- Whether or not there is coordination between policies for TVET staff (for training, remuneration, recruitment, career development and the link with individual performance, as well as policies specifying their status) and the national TVET strategy. This also involves taking stock of how consistent these policies are with requirements for coordinating TVET with other sub-sectors of the education system.
- Teaching materials and equipment available for training trainers, according to the areas of training offered in the country (including the use of workplaces for training);
- The place of innovation and technology in the curricula, possible links with research, etc.;
- Existence of a human resources information system (HRIS) covering trainers and supervisory staff, especially with the following tools: directory of training jobs, reference frameworks/skills for these jobs, standardized or otherwise job description sheets, etc., identifying the missions for each post (running a central or decentralized department, managing establishments, managing teaching, skills transfer to apprentices, monitoring integration, etc.) ;
- Human resources management methods (assignment, career, working conditions, remuneration, retention, incentives, performance assessment, etc.);
- The perception of trainers and supervisory staff of their positioning in relation to their colleagues in other levels of teaching (basic education, general upper secondary education, higher education), in terms of status, salary and social valuation/positioning, etc.;
- The promotion of professional mixing and equality between the sexes;
- The financing and financial sustainability of training for these staff (initial training, in-service training, in the workplace or other) and their remuneration.

The national consultant is to identify and use all the studies and/or reports carried out in the country.

3. Analysis of in-company training supervision

In countries where apprenticeship- or dual training systems have been implemented, a variable part of training is provided by companies, either formally or informally. Apprentices are

supervised by apprenticeship instructors, who transfer job-related skills to them directly in the work situation.

The national consultant is to analyse the systems implemented to ensure the quality of training provided by apprenticeship instructors, and its complementarity with training provided in establishments:

- Are there any prerequisites for experience and/or formal certifications required by the state, organisation, professional branch and/or company to be an apprenticeship instructor or tutor in companies? Is there a legal framework for this status and, if required, what prerequisites are laid down in the legislation?
- Are short training schemes (teaching supervision, technical training or other) always offered by the state, organisation or professional branch to apprenticeship instructors/tutors supervising young people in companies? Who organises them and on what basis? What content and certification have been developed?
- What types of incentive exist for companies to train young people (for example, tax incentive mechanisms for companies training young people; subsidies; partial payment by the state of the cost of an apprenticeship instructor's salary; wage premiums for tutors at company level; etc.)?

The national consultant is to identify and use all the studies and/or reports carried out in the country.

Since the field of in-company training and its quality is extremely vast, the consultant team is to focus especially on approaches implemented to supervise training provided by apprenticeship instructors/tutors in companies, and any possible mechanisms to improve it.

4. Critical analysis of policies and practices

The national consultant is to highlight how the policies and systems identified (for training both in centres and companies) facilitate or on the contrary hinder the implementation of an effective, responsive TVET offer attuned to companies' expectations, especially with regard to the following aspects:

- Quality of the human resources management system;
- Capacity of the training system and skills development in the country to meet the needs for training young people, in terms of numbers and quality;
- Appeal of TVET compared to general education and development of training paths and bridges;
- Adaptation of the TVET offer to the needs of companies and entrepreneurship;
- Appropriateness and implementation of training programmes according to the competency-based approach (CBA);
- Appropriateness and implementation of training programmes according to sandwich-based education;
- Effective governance of TVET establishments, involvement of companies and good management of resources.

The consultant team is to identify recommendations for these various aspects, especially for the following strategic points:

- The current situation and positioning of trainers and supervisory staff and the management of establishments: what factors facilitate or prevent the development of training systems (for these jobs) attuned to the challenges faced?
- The changes required in terms of profile, status and missions of trainers and supervisory staff in establishments, to make them real players in the reforms to be undertaken and cope with challenges;
- Institutional choices regarding trainer training organisations (the role of universities, trainer training establishments, other organisations) and certification for this training;

- How training of trainers establishments are run and governed, especially in terms of anticipating needs, openness and closeness to the business world, coordination between different systems in the training, research and development offer, etc.
- The paradigm changes to be introduced for initial training and in-service training for trainers and supervisory staff in terms of educational innovation, links with the business world, technical skills and knowledge of the job, training organisation and educational technology (online and remote training). This is to help them acquire a sound understanding of the business world, a foundation in basic professional skills and keep up to date with ongoing changes in the business world and labour market;
- In-depth analysis of the use of temporary teachers, who sometimes come from the business world, to provide training: what are the benefits and risks? How can this use and interaction with the business world be supported?

The study is also to analyse the effectiveness of institutional organisation, its appropriateness and functionality, especially for the following factors, and identify recommendations for them:

→ For initial training of trainers and supervisory staff

- Developing appropriate organisations/mechanisms for initial training of trainers and supervisory staff;
- Changing the content of existing training and building up the teaching, technical and professional capacities of trainers and supervisory staff;
- Adapting training action to the various categories of contributors identified;
- Involving professionals in the design and revision of trainer training content;
- Starting in-company professional development internships (professionalization) for all contributor categories;
- Training all contributor categories in sandwich-based education;
- Organising supervision for students teachers/trainers by professionals from the world of work;
- Incorporating and structuring training approaches and action under the national qualifications framework.

→ For in-service training for trainers and supervisory staff - identifying recommendations to implement truly effective management of human resources in this field, for example by:

- Developing suitable organisations/mechanisms for in-service trainer training according to changes on the labour market, especially in terms of integrating new technology (remote training, etc.) ;
- Regularly immersing trainers in companies to update their knowledge and professional skills;
- Updating trainers' professional skills by training action involving all contributors in a given job;
- Providing open, off-site trainer training with professionals in their sector of training (in the workplace);
- Carrying out specific training to build up the skills of trainers involved in the various TVET training systems;
- Recognition of prior learning for in-service training, co-training and self-training networks for teachers/trainers by a system of recognition of professional experience/capitalisation enabling people to develop within their job or giving them the right to benefits to be specified;
- Using digital technology for training and developing virtual areas for pooling, discussing and sharing materials produced and innovative methods implemented by trainers/teachers.

→ At a more strategic level, the national consultant is to investigate the capacity of current approaches to meet the challenges facing TVET in the country, with an emphasis on trainers and supervisory staff (issues relating to the quality of the training offer, effectiveness of public expenditure, numbers).

→ The national consultant is to highlight any other factor considered relevant and identify all useful recommendations for it, to ensure every aspect of the topic is covered.

5. Recommendations and roadmap

The national consultant is to conclude with actionable, sustainable and credible proposals (in terms of financial sustainability and capacity to be implemented), and specify precisely the terms and methods for making these recommendations operational. Insofar as possible, they are to detail their analysis and proposals according the type of staff involved (head of establishment, trainer, workshop manager, educational advisor; temporary staff/post-holders; apprenticeship instructors and tutors in companies, etc.).

During the analysis of the previously-mentioned four areas, the national consultant is to identify avenues that could help the country choose strategic orientations and operational priorities to develop management systems for TVET supervisory staff and trainers. These avenues are to be presented as a roadmap for dealing with significant, priority issues.

The recommendations, especially the draft roadmap, must be discussed with the country's main stakeholders to obtain their approval and commitment, with a view to deepening and developing the avenues identified at a later date. The national consultant is to finalize the roadmap on the basis of the discussions.

The national consultant is to identify and use all the studies and/or reports carried out on the topic in the country.

3. STUDY DELIVERABLES

The national consultant is expected to produce (or help produce) three types of deliverable:

Deliverable 1 – methodology: based on the overall methodology put forward by the international consultant, the national consultant is to adapt the approach for the country, the question grid to deal with the issues targeted, any possible focus groups to be organised, and the list of organisations to meet in the country.

Deliverable 2 – the country report: a report of around 30 pages is to be drawn up. It is to indicate the state of play in the country and address in particular the aspects detailed in the study framework, namely: i) the strategic positioning of training for trainers and supervisory staff; ii) inventory and analysis of the situation for TVET supervisory staff and trainers; iii) analysis of practices for supervising in-company training provided by apprenticeship instructors; iv) critical analysis and recommendations. It is to lead to a specific roadmap for each country, to improve the systems and practices implemented concerning the status, role and function of staff in existing TVET systems. The country report is to include a two-page executive summary, a table of contents, a list of acronyms and abbreviations, and a bibliography (not included in the thirty or so pages of the deliverable).

Deliverable 3 – a summary report of around fifty pages, presenting a comparative analysis of the approaches implemented in the 4 countries identified. It is also to put them into perspective with successful practices in the two reference countries, to be produced by the international consultant. Overall recommendations should also be identified to implement a relevant training and management system for TVET supervisory staff and trainers. This is to be done using a forward-looking approach that incorporates the opportunities provided by digital technology. The national consultant is to help produce this report to ensure that the most relevant parts of their country report are included.

4. IMPLEMENTATION METHODS AND STEPS OF THE STUDY

The study is to be carried out using data gathered as part of the 4 country studies and the literature review. It is to be run according to an iterative process. A kick-off webinar and a workshop to present the draft summary report³, to which UNESCO's head office, the UNESCO

³ To be confirmed, depending on Covid-19-related constraints. Otherwise, the workshop will become a webinar.

office in Dakar, the French Development Agency, the ADEA and the AfDB are to be invited. These events will facilitate the strategic choices for the study, especially with regard to: i) aspects of the issue to consider in more depth; ii) the choice of countries with successful TVET experiences to be chosen as comparative countries (based on the literature review); iii) validation of proposals/recommendations/scenarios for roadmaps, etc.

1. Study team

Under the supervision and guidance of IIEP-UNESCO Dakar, the study is to be carried out by a team consisting of an international consultant, a head of mission, and four national consultants, one per country.

The international consultant is to be responsible for:

- drawing up the operational methodology for the study, sharing it with the national consultants and ensuring it is applied;
- Preparing and running the kick-off webinar and validation workshop, in coordination with the national consultants and IIEP-UNESCO Dakar;
- Interfacing with IIEP-UNESCO Dakar;
- carrying out the literature review for the two reference countries and producing the summary;
- supervising the production and ensuring the quality of the country reports;
- producing the final summary report.

Each national consultant is to be responsible for:

- carrying out the country-level literature review in accordance with the quality standards set;
- carrying out the country study in accordance with the quality standards set;
- producing the country report, including a roadmap containing contextualized recommendations discussed with the relevant national stakeholders and sending them to the international consultant and IIEP-UNESCO Dakar;
- taking part in the workshop presenting the draft global report and the study's draft country reports.

2. Steps of the study

The various steps of the study break down as follows:

- **Step 1:** kick-off workshop or webinar aiming to clarify expectations, the study framework and finalize the methodology;
- **Step 2:** carrying out the country studies, including a validation presentation session;
- **Step 3:** (alongside step 2): carrying out a literature review on the countries chosen by the international consultant, based on the performance of their vocational training system;
- **Step 4:** drawing up the global report presenting a comparative analysis of the 4 country reports, and putting them into perspective with information from the literature review;
- **Step 5:** Presentation to IIEP Dakar of the draft global report and the study's draft country reports at a 3-day workshop in Dakar;
- **Step 6:** Finalizing the global report and the country reports, including a roadmap for each country containing contextualized recommendations discussed with the relevant national stakeholders.

3. Working language

The working language is to be French. The report is to be written in French and is to include an executive summary.

4. Duration, schedule and budget for the mission

The overall volume of consultancy to be mobilized for the mission is estimated at 35 person/days, broken down as follows:

Activities	Person/day
Drawing up methodology	2
Preparing and running the kick-off workshop/webinar	1
Country literature review	6
Discussions with country stakeholders	8
Finalizing the roadmap	4**
Producing the country reports	7
Producing the draft cross-cutting report	1
Preparing and running the workshop to present the draft cross-cutting and country reports	4
Finalizing the reports	2
Total	35

* Remote working

** In the form of individual meetings or grouped together with the main stakeholders.

The mission is to be carried out **for a duration of six (06) months** from its start date.

- Desired mission start date: early February 2021;
- Mission end date: end of July 2021.

5. National consultant profile

- holding at least a Master's degree or equivalent;
- specialist in educational science and the design of VT systems, with at least 5 years' experience in their country;
- very good knowledge of vocational training issues in their country;
- very good knowledge of training systems for TVET training staff, especially for trainers and supervisory staff in their country;
- very good knowledge of designing CPA-based training and approaches to governing TVET systems (public-private partnership, driven by economic demand, etc.) at national level;
- good knowledge of types of vocational training (in-company training, sandwich-based training, apprenticeships) under way in their country;
- knowledge of the financial aspects of the educational system in general and of TVET in particular;
- to have carried out several national-level missions related to the above-mentioned fields;
- knowledge of French is a bonus;