Challenges of TVET in Developing Countries with a Case Study of Korea’s Aid in Sudan

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Background

Severe Youth Unemployment in Africa

Youth unemployment rate in Sub-Saharan Africa-> 12% (ILO, 2013)
Africa has the youngest population in the world→ about 200 million people (World Bank, 2011)
In 15 countries in sub-Saharan Africa, half the population is under age 18 (UNFPA, 2014)
More than 20 percent of SSA’s population are between the ages of 15 and 24 and over 40 percent under 15 (World Bank, 2013).
## Youth Share in Potential Labor Force

<table>
<thead>
<tr>
<th>Region</th>
<th>Youth share (%)</th>
<th>Historical peak share</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
<td>2050</td>
<td>%</td>
</tr>
<tr>
<td>World</td>
<td>24.1</td>
<td>17.5</td>
<td>29.7</td>
</tr>
<tr>
<td>Developing countries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>East Asia, Pacific</td>
<td>22.5</td>
<td>13.2</td>
<td>32.7</td>
</tr>
<tr>
<td>Europe, Central Asia</td>
<td>26.3</td>
<td>15.4</td>
<td>33.3</td>
</tr>
<tr>
<td>Latin America</td>
<td>25.1</td>
<td>15.1</td>
<td>33.9</td>
</tr>
<tr>
<td>Middle East, North Africa</td>
<td>29.3</td>
<td>17.8</td>
<td>35.3</td>
</tr>
<tr>
<td>South Asia</td>
<td>28.2</td>
<td>17.3</td>
<td>33.2</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>35.1</td>
<td>28.4</td>
<td>36.4</td>
</tr>
<tr>
<td>East Africa</td>
<td>36.5</td>
<td>27.4</td>
<td>38.3</td>
</tr>
<tr>
<td>Central Africa</td>
<td>36.3</td>
<td>29.0</td>
<td>36.8</td>
</tr>
<tr>
<td>Southern Africa</td>
<td>29.2</td>
<td>19.5</td>
<td>34.5</td>
</tr>
<tr>
<td>excluding South Africa</td>
<td>36.2</td>
<td>21.9</td>
<td>37.2</td>
</tr>
<tr>
<td>West Africa</td>
<td>34.5</td>
<td>30.2</td>
<td>36.3</td>
</tr>
</tbody>
</table>

Source: UNDSEA (2013)

Notes: Potential labor force is the total population aged 15 years and older.
# Labor Force Participation Rate

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Youth</th>
<th>Adults</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>World</td>
<td>64.3</td>
<td>56.5</td>
<td>41.3</td>
</tr>
<tr>
<td>Developed countries</td>
<td>60.4</td>
<td>49.1</td>
<td>43.9</td>
</tr>
<tr>
<td>Developing countries</td>
<td>65.2</td>
<td>57.6</td>
<td>40.9</td>
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<tr>
<td>East Asia, Pacific</td>
<td>72.7</td>
<td>59.5</td>
<td>57.0</td>
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<tr>
<td>Europe, Central Asia</td>
<td>57.1</td>
<td>52.3</td>
<td>31.7</td>
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<tr>
<td>Latin America</td>
<td>66.1</td>
<td>62.9</td>
<td>42.5</td>
</tr>
<tr>
<td>Middle East, North Africa</td>
<td>48.4</td>
<td>47.0</td>
<td>16.2</td>
</tr>
<tr>
<td>South Asia</td>
<td>57.1</td>
<td>57.8</td>
<td>23.6</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>70.2</td>
<td>55.9</td>
<td>51.5</td>
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<tr>
<td>East Africa</td>
<td>81.0</td>
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<td>66.4</td>
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<td>Central Africa</td>
<td>71.2</td>
<td>48.1</td>
<td>49.0</td>
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<tr>
<td>Southern Africa</td>
<td>53.4</td>
<td>32.4</td>
<td>26.5</td>
</tr>
<tr>
<td>excluding South Africa</td>
<td>66.8</td>
<td>51.9</td>
<td>42.9</td>
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<tr>
<td>West Africa</td>
<td>62.2</td>
<td>49.5</td>
<td>40.6</td>
</tr>
</tbody>
</table>

Source: UNDSEA (2013)

Notes: Youth are between 15 and 24 years of age; adults are 25 years and older.
Transition from Education to Labor Market

Need of education that provides training and skills for employment.

**Technical and Vocational Education and Training (TVET)**

“Viable tool for delivering basic skills to individuals, enabling them to find employment or launch their own businesses, and to work productively” (UNESCO-UNEVOC).
Literature Review

**Challenges of TVET**

1. Awareness of labor market requirements and needs
2. Organizational arrangements and institutional management
3. Students' aspirations, access and participation
4. Curriculum development and quality assurance
5. Resources and cost effectiveness
6. Internal efficiency factors of one sort or another
1. Awareness of labor market requirements and needs

Links between TVET and the world of employment are still weak.

The education and training of a country must have reliable labor market information, demands and employers need; particularly in priority trades and occupations to ensure an effective TVET system (Usman and Tyabo, 2013).

2. Organizational arrangements and institutional management

African countries are not considering the condition of industrial and economic conditions, and do not have the abilities to manage related institutions (Ng’ethe, Subotzky and Afeti, 2008).
3. Students' Aspirations, Access and Participation

There is limited access to TVET especially for poor people in rural areas. Most TVET institutions are located in the big cities and it makes huge barriers to economic and geographical inequalities and also gender inequalities (African Union 2007 and Konayuma 2008).

4. Curriculum Development and Quality Assurance

The current system of education in most African countries practices theoretical methods and creates a lack of practical skills which can be a challenge in bringing up technical skills and enhancing the capability to achieve growth in their economy. However, the curriculum only provides focus on the achievement of white collar jobs (Murieithi, 2005).
5. Resources and cost effectiveness

TVET consists high unit cost...TVET requires extensive resources for teaching and learning, especially in the form of specialist equipment and consumable materials and lack of resources are one of the major factors to ineffective TVET system, which also means TVET is not lavishly equipped, and not all of the available equipment is in good working order or directly relevant to the curriculum (Darvas and Palmer, 2014).

6. Internal efficiency factors

The internal efficiency of polytechnics is low (Oxtoby, 1997).

Factors of low internal efficiency include poor facilities, inappropriate curricula, weak management and ineffective teachers. Underutilization of facilities and equipment is one example of low internal efficiency. Teaching space or hostel accommodation for students, even timetables could be factors of low internal efficiency (Oxtoby, 1997).
Research Questions

Ⅰ. How do those challenges affect the performance of TVET projects?

Ⅱ. What will be good policy implications and suggestions to improve the performance of TVET projects in developing countries?
Case Study of Korea’s Aid in Sudan
Basic Information

Start date: 6 Jan, 2015   End date: 28 Feb, 2015
Country: Republic of Sudan
Population: 45.7 million (UN estimate 2012)
Capital: Khartoum
Major languages: Arabic, English (official)
Main exports: Oil, cotton, sesame, gum arabic
GNI per capita: US $1,710 (2014)
Source: World Bank
Background

- Limited access to the labor market and income earning opportunities for young people, internally displaced people and women.
- TVET as cornerstone of human resources development and employment of youth and socially vulnerable groups.


Three-Years Program for Sustainability of Economic Stabilization 2012-2014

- Korea has much human resource development experience, but how about their experience as a donor country?

Ex. Rehabilitation of Sudanese-Korean Vocational Training Center by KOICA
Methodology

- **Interview**

- **Target:** Principal, head of women department, and two volunteers, Japan Overseas Cooperation Volunteers (JOCV) that were dispatched by JICA at Sudanese-Korean Vocational Training Center in Khartoum

- **Contents of interview**

  - Purpose and goals
  - Target
  - Financial Status
  - Communication among staff
  - Information management system
  - Equipment maintenance management system
  - Operation and school management ability
  - Ability of instructors
  - Internship/apprenticeship programs with private sectors
  - Cooperation with local industries
  - Business class and employment support after graduation
  - Challenges
Results

Key Results

- No income generating activities
- No equipment management system or routine
- Instructors are not fully aware of their own potential skills
- Rotation of instructors (1-2 years) and no in-service training for instructors
- Lack of follow-up training for trainers and staff by the implementer
Finding

Underutilization of equipment and facilities can cause **low internal efficiency**.

Ex. 1 sowing machine per 6 students in tailoring department
Limitation of the Study

- The study doesn’t cover the full context of TVET in Sudan
- Narrow focus and small number of samples
- Need a more in-depth comparison with other KOICA projects and donors
Conclusion

Failure of developing project design can lead poor performance of TVET.

In case of KOICA’s aid in Sudan, there is a huge need for KOICA to design a project with careful considerations of cultural or contextual particularities of the country or the place in which implementation is taking place.
References


