



Ushirika wa Maendeleo ya Elimu Barani Afrika
الرابطة لأجل تطوير التربية في إفريقيا
Association for the Development of Education in Africa
Association pour le développement de l'éducation en Afrique
Associação para o Desenvolvimento da Educação em África



CALL FOR APPLICATIONS

TVSD – TRIENNALE EXPERT CONSULTANCY

Taking Stock of Progress on the Implementation of Resolutions regarding TVSD since the ADEA 2012 Triennale in Ouagadougou and 2017 Triennale in Dakar

Applications (CV and cover letter) must be sent to adea-applications@afdb.org no later than 24th June, 2022, at midnight (12:00 a.m.) GMT. The subject line of the email should be "TVSD – Triennale Expert Consultancy."

1. Introduction

The Association for the Development of Education in Africa (ADEA) is the voice of education in Africa and has played a significant role in the education space for the past 34 years as a convener, knowledge creator and forum for policy dialogue. Spurred by the motto, "Our common voice for our common success," ADEA seeks to empower African countries to reform their education systems sustainably in order to respond to current and emergent needs and drive Africa's socio- economic transformation.

The Triennale on Education is an ADEA flagship event and is one of Africa's high-level forums for political dialogue, sharing of knowledge and fruitful experiences, and making commitments for the implementation of the key messages. The first Triennale held in Ouagadougou in 2012 focused on the theme, "*Promoting critical knowledge, skills and qualifications for sustainable development in Africa: How to design and implement an effective response through education and training systems.*" One of the four sub-themes focused on Technical and Vocational Skills Development (TVSD) for socio-economic growth and lifelong learning. The 2017 Triennale held in Dakar put the spotlight on "*Revitalizing Education towards the 2030 Global Agenda and Africa's Agenda 2063: The Broader HOW.*" The policy framework upon which the theme of the 2012 Triennale was crafted – focusing on the promotion of skills – remained current as it was in line with the accelerated growth and sustainable development agenda that was at the heart of the 2017 Triennale.

2. 2012 Triennale key conclusions and recommendations for TVSD

Investment in TVSD yields high economic returns in terms of a better qualified and entrepreneurial workforce that can make a greater contribution to labor productivity and economic growth. A skilled TVSD graduate has a higher chance of getting employed than an unskilled individual. In this sense, TVSD is not as expensive (in relative terms) as is often claimed.

1. To be effective, skills training should be accompanied by post-training technical and financial support measures that facilitate integration into the world of work.
2. Establish government-private sector-training provider partnership agreements and protocols as multi-stakeholder partnerships are necessary for a cost-effective and job-market relevant design and delivery of TVSD.
3. Target the provision of skills and the application of low-cost technology in the agricultural and rural development sectors. Also use local languages and media to disseminate information

and knowledge to farmers to help in combating the effects such as climate variability, deforestation, soil degradation, and water scarcity.

4. Formulate policies that support the development of national qualification frameworks (NQF) and recognition of prior learning (RPL) to help bridge the divide between formal and non-formal/informal TVSD. This will also provide mechanisms and opportunities for the recognition and validation of experiential learning as well as rewarding and motivating all workers in the context of lifelong learning.
5. Promote the development of both basic and higher-level skills as higher level TVSD is necessary for the development of skills required for operating modern production systems, technological innovation, value addition to primary commodities, and transformation of national economies.
6. Undertake systematic TVSD research to underpin country-level TVSD policies, programs, and action plans. Evidence-based research findings on the real impact of TVSD on economic growth, employability and individual incomes can help eliminate the stigma associated with TVSD and raise its attractiveness and prestige.

3. 2017 Triennale roadmap

To ensure follow-up of the outcomes of the ADEA Triennale 2017 and provide support for African countries, an African roadmap was adopted towards attaining the objectives of education under the 2030 global agenda and Agenda 2063: The Africa We Want. The roadmap is based on the guiding principles of ownership and regional adaptation, inclusion of all education stakeholders in Africa, effectiveness through harnessing existing comparative advantages and avoiding duplication. Coordination of the roadmap's implementation involves (1) the African Union to ensure political leadership; (2) AfDB for the mobilization of external partnerships and resource; and (3) ADEA - which is well positioned on the focus areas of the key messages - has the experience, capacities, and the necessary tools to ensure technical and secretarial coordination.

The roadmap has the following five priority action areas and their respective strategies for action:

#	Priority action area	Strategy for action
1.	Achieving SDG4 on Education	Communication for mobilizing commitment from all the stakeholders through advocacy, information sharing, sensitization, and social mobilization.
2.	Building a new African school – creating a new pedagogical approach	Policy dialogue forums; strengthening exchange networks on best practices and knowledge sharing, peer learning, studies, and research; setting up learning communities based on the problematic issues / major challenges.
3.	Revolutionizing skills	Facilitation of sub-regional, regional, and international partnerships in collaboration with ADEA and key players at these different levels.
4.	Learning to live freely and in peace, together	Mobilization of targeted resources on the effect of a lever for the creation of the catalyst effects.
5.	Deploying conditions and factors of success	Monitoring and evaluation of progress at the continental level, supporting the diagnoses and studies, and exchange of results and measures.

In terms of revolutionizing skills, there was a call to “transform school knowledge far removed from daily realities and issues of development to promote the necessary skills among the youth to enable

them to live and work in the 21st century” and to “develop technical skills, youth employability and decent work for all”, as part of achieving SDG4. This transformation call was also extended to cure the imbalances that marginalize science, mathematics, and technology in the current systems. This was to be done through a revolution of skills enabling Africa to bridge the divides separating it from the rest of the world in these disciplines; and anticipating and implementing structural transformation of the economy and building African knowledge societies and economies.

It is instructive to note that ADEA used its strategic plans (2013-2017 and 2018-2022) to follow up and support countries in the implementation of the key recommendations from the two flagship events. This is in addition to incorporating any emerging critical issues in education not discussed at the Triennales.

4. The 2022 Triennale

ADEA will hold its third Triennale in Mauritius this year from 19th to 21st October. The theme for the proposed 2022 Triennale is ***“Reflecting on the impact of COVID-19 on Africa’s educational systems, and how to build resilience to sustain the development of skills for the continent and beyond.”*** Under this theme are four proposed subthemes: 1) the impact of COVID-19 on Africa’s educational systems; 2) foundational learning; 3) Technical and Vocational Skills Development; and 4) reimagining Africa’s Higher Education and Scientific Research. The overall aim is to provide an opportunity for stakeholders to take stock, learn and share fruitful experiences on the impact of the COVID-19 pandemic on education and to collectively commit to develop the necessary drivers and conditions necessary for a resilient education system that sustains the development of skills in Africa and beyond. One of the specific objectives is to reflect on Africa’s educational systems before and during the COVID-19 pandemic to inform strategic directions towards building such a system to prepare for future crises while embracing aspects of climate change, environment, green jobs, and training in sustainable development.

5. The Assignment

As part of preparing for the 2022 Triennale, ADEA wishes to engage a consultant to assess the level of progress African countries have made, challenges encountered, and mitigating strategies deployed, in implementing the recommendations of the 2012 and 2017 Triennale with a focus on Technical and Vocational Skills Development (TVSD). Under the overall supervision of the Executive Secretary and reporting to the designated staff, the consultant is expected to undertake the following tasks and submit the following deliverables:

Tasks	Deliverables	Days
Review available literature on TVSD implementation since 2012: <ul style="list-style-type: none"> • Triennale final reports, ADEA strategic plans, mid- and annual performance reports, ADEA publications, ICQN TVSD reports and publications. • Country policies, strategies, reports – including evaluation reports and publications. • Partner organization reports – including evaluation reports, and publications. 	Draft and final Inception Report	15
Map the partners (regional, international, private sector, NGOs, Multilaterals...) involved in TVSD and their role in supporting implementation at the country and regional level.	Draft and final Partner Mapping Report	5
Develop survey tools, submit for ADEA’s approval and pilot in two countries (ADEA to provide the names).	Draft and final Survey Tools	5

Undertake field work to collect primary data on TVSD implementation, with the piloted tools (questionnaires, KIIs, FGDs) in a representative number of countries (ADEA to provide the list).	Field work progress reports	20
Produce the draft report for the TVSD stock taking and submit to ADEA Secretariat for feedback.	Draft Report on TVSD Implementation	5
Finalize the TVSD Stock Taking Report and submit to ADEA Secretariat.	Final Report	3
Develop a PowerPoint presentation of the submitted report and present to ADEA Secretariat and ICQN TVSD.	PowerPoint Presentation	2
Total		55

6. Duration of Assignment:

1st July to 15th September 2022.

7. Profile of the Candidate

- A senior education/training expert with at least a master's degree in education, social sciences, or related fields with a minimum of 10 years of proven experience in the field of TVSD/TVET in Africa and with a track record of similar research work.
- Solid and proven knowledge of issues related to TVSD, private sector and innovation on the continent.
- Based in Africa, with experience in the diagnosis/evaluation of TVSD projects and/or institutions in Africa.
- Experience working with governments, continental/international development partners, private sector in TVSD/TVET.
- Experience in regional analysis or research on digitalization and TVSD/TVET mechanisms
- Fluency in either English or French language (written and oral) and a working knowledge of the other language.
- Excellent skills in working with computers and using applications such as MS Office (Word, Excel, PowerPoint), email, internet, communication, and social media.
- Ability to thrive under pressure in a fast-paced, deadline-driven, multi-project environment.

8. Submission of Applications

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Due to the high volume of applications, only selected candidates will be contacted through a formal correspondence via e-mail. Please do not contact ADEA or staff members to inquire about the status of your application.