

The Gambia Technical and Vocational Education and Training (TVET) Roadmap 2020-2024



Republic of The Gambia



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**THE GAMBIA TECHNICAL AND VOCATIONAL
EDUCATION AND TRAINING (TVET) ROADMAP**

2020-2024

JSF PROJECT



Republic of The Gambia



Source: ITC

This Technical and Vocational Education and Training (TVET) Roadmap was developed on the basis of the process, methodology and technical assistance of the International Trade Centre (ITC) within the framework of its Trade Development Strategy programme.

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This roadmap is based on TVET and apprenticeship surveys carried out in 2017 and 2019. The survey results are available for consultation in a separate report document called 'TVET and Apprenticeship Survey Results – Results presentation and analysis'. In addition, the results are also published on the Tableau Public website for public consultation (<https://public.tableau.com/profile/alexandra.golovko>).

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The document benefited particularly from the inputs and guidance provided by the members of the National TVET Committee that steered the formulation of the sector roadmap, namely:

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Ministry of Higher Education, Research, Science and Technology (MoHERST)

National Accreditation and Quality Assurance Authority (NAQAA)

Gambia Technical Training Institute (GTTI)

Gambia Tourism and Hospitality Institute (GTHI)

Ministry of Basic and Secondary Education (MoBSE)

Gambia Ministry of Transport, Works and Infrastructure (MoTWI)

Ministry of Trade, Industry, Regional Integration and Employment (MOTIE)

Gambia Ministry of Youth and Sports (MOYS)

Gambia Investment and Export Promotion Agency (GIEPA)

Ministry of Information and Communication Infrastructure (MoICI)

Gambia Chamber of Commerce and Industry (GCCCI)

Gambia Youth Chamber of Commerce (GYCC)

Women's Bureau

Gambia Association of Construction Contractors (GACCON)

National Coordinating Organisation of Farmer Associations Gambia (NACOFAG)

Gambia Hotel Association (GHA)

Information Technology Association of The Gambia (ITAG)

Renewable Energy Association of The Gambia

Gambia Ports Authority (GPA)

National Water and Electricity Company (NAWEC)

Gambia Civil Aviation Authority (GCAA)

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Source: MoHERST



FOREWORD

DR. BADARA ALIEU JOOF **MINISTRY OF HIGHER EDUCATION, RESEARCH, SCIENCE AND TECHNOLOGY OF THE GAMBIA**

We take great pride to launch the Republic of The Gambia's first Technical and Vocational Education and Training (TVET) Roadmap 2020–2024 as we strive to reinforce skills in our country and increase employability and integration of our youth in the economy.

I am very pleased that the development of this roadmap followed an all-encompassing process led by the dedicated National TVET Committee and its active members which comprised key TVET representatives, the public and private sectors and the youth themselves. The success of this roadmap will depend on our continued ability to work together to realize its vision and strategic objectives.

The roadmap serves as a blueprint for the joint implementation of strategic priorities identified in our National Development Plan (NDP). Particularly two of the NDP's outcomes: improved access and quality learning and relevant life and livelihood skills for all graduates and improved access to non-formal education and literacy programmes. The roadmap will also serve as the cornerstone to shape a dedicated TVET Policy that will provide the overall framework for TVET education in our country.

Our Ministry is well aware that for real progress to happen in the quality and relevance of the TVET provision, the change needs to start within public institutions themselves. This is why the roadmap outlines plans for greater co-ordination of TVET across ministries and government agencies in order to increase synergies across government. The relevant policy and regulatory frameworks, notably the TVET financing mechanism, are at the core of this ambitious roadmap.

To setup a truly relevant and high-quality TVET system, the roadmap sets out plans to ensure that qualifications and courses reflect the labour market needs of employers and that internships are strengthened and better integrated into the wider course. It also sets out plans to formalise and upscale the apprenticeship system to build on what already works.

Access to quality TVET are other key areas of the roadmap. This document identifies the best paths to revitalise the facilities of existing TVET infrastructure and to develop skills centres in each region to widen access to TVET across the whole country. The Roadmap also outlines activities to better promote a positive picture of TVET and improve perception of technical education among youth, including more effective careers information, advice and guidance and the celebration of individual and institutional achievement through an annual competition.

Finally, to formalise first-hand labour market monitoring, the roadmap has already established a sectoral approach in the development and coordination of skills and labour market intelligence to serve the TVET content development. The Sector Skills Councils (SSC) pilots established in the ICT, agro-processing and construction sectors already provide a platform for employers to express their needs and therefore ensure that the supply of skills meets demand.

The implementation of the Roadmap is our priority – this is why the Ministry has established early conditions for it with the creation of the TVET Committee. I am very pleased to already see this implementation happening with the formulation of the TVET Policy, the work the SSCs, and the training of trainers' initiatives. I look forward to the continued collaboration and the support of all concerned ministries, schools, agencies, international partners, multilateral institutions, the private sector and other stakeholders to play precise roles in the relevant areas indicated in the plan of action and contribute to achieving the Roadmap's objectives. My ministry is fully committed to lead and facilitate the implementation process.

I thank all stakeholders, particularly the International Trade Centre for its technical assistance and expert guidance, which have contributed to the successful design of the TVET Roadmap. I would like to extend my profound appreciation to the European Union, which provided the financial support to the Jobs, Skills and Finance (JSF) project and the United Nations Capital Development Fund for managing this important project.



Source: ITC



FOREWORD

ARANCHA GONZÁLEZ
EXECUTIVE DIRECTOR
ITC

Youth economic empowerment and the competitiveness of small and medium-sized enterprises (SMEs) go hand in hand. They mutually reinforce each other: improved youth skills and innovation promote SME competitiveness and trade, while internationally competitive SMEs provide more and better jobs for young people. The increase in firm-level human capital that is associated with improved youth skills will encourage trade and facilitate export diversification. As such, skills development and the strengthening of Technical and Vocational Education and Training (TVET) is an important lever to reinforce the competitiveness of an economy and to create 'good' jobs.

The Gambia, like many developing countries, faces obstacles in both youth engagement and SME competitiveness. On the one side, SMEs face difficulties finding the skilled employees they need to be competitive and trade. And on the other side, youth unemployment in the country is reaching rates close to 50%. The figure is higher among young women and in rural areas. These high unemployment rates can generate disengagement that could threaten both sustainable development and social stability, and cause young people to migrate in search of jobs.

To reconnect young populations and SMEs, the Gambian Government has focused on the prime intermediary between them – TVET – by developing this National TVET Roadmap. The Gambian TVET system can only support youth employment and SME competitiveness if it is able to ensure a homogenous quality of training delivery, alignment of courses to employers' needs and education accessibility in rural regions. The Roadmap aims to achieve this through coordinated action at the regional and national levels. The objectives and activities of the Roadmap rely on a detailed diagnosis of the TVET and apprenticeship systems, as well as their supporting policy and regulatory frameworks. The International Trade Centre (ITC) is proud to support the Ministry of Higher Education, Research, Science and Technology (MoHERST) to develop

this TVET Roadmap, as part of the Jobs, Skills and Finance (JSF) for Women and Youth in the Gambia project, managed by the United Nations Capital Development Fund (UNCDF).

The TVET Roadmap will serve as a guiding compass for the Government to equip young people with relevant skills so that they can seize existing economic opportunities. The initiative, which directly supports the country's National Development Plan to empower youth, focuses on strengthening the policy and coordination of TVET, improving training quality and learning resources, improving the accessibility and perception of TVET and reinforcing labour market monitoring. It also builds on the existing apprenticeship framework and leverages it as a means to cover "the last mile" in technical education through formalization and quality assurance.

The Roadmap does not belong to a single institution. It is a national undertaking where all players in society, especially the young men and women, play a leading role. Equipping them with the skills that SMEs require calls for coordinated efforts by policymakers, institutions, training centres, businesses and development agencies. The recently established TVET Committee will be an important anchor.

ITC, together with its national and international partners, stands ready to support The Gambia in building SME competitiveness and creating more and better jobs for youth by supporting the implementation of this TVET Roadmap.

A handwritten signature in black ink, appearing to read 'Arancha', written in a cursive style.

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Photo: ITC

ACRONYMS

The following abbreviations are used:

GACCON	Gambia Association of Construction Contractors
GCCI	Gambia Chamber of Commerce and Industry
GIEPA	Gambia Investment and Export Promotion Agency
GIZ	German Agency for International Cooperation
GSQF	Gambia Skills Qualifications Framework
GSI	Gambia Songhai Initiative
GTMI	Gambia Telecommunications and Multimedia Institute
GTTI	Gambia Technical Training Institute
GTTISU	Gambia Technical Training Institute Student Union
GTHI	Gambia Tourism and Hospitality Institute
GYCC	Gambia Youth Chamber of Commerce
ITAG	Information Technology Association of The Gambia
ITC	International Trade Centre
KOICA	Korea International Cooperation Agency
LFS	Labour Force Survey
LGA	Local government area
MoA	Ministry of Agriculture
MoBSE	Ministry of Basic and Secondary Education
MoHERST	Ministry of Higher Education, Research, Science and Technology
MOTIE	Ministry of Trade, Industry, Regional Integration and Employment
MoWCSW	Ministry of Women, Children and Social Welfare
MOYS	Gambia Ministry of Youth and Sports
NAQAA	National Accreditation and Quality Assurance Authority
NDP	National Development Plan
NYSS	National Youth Service Scheme
NGO	Non-governmental organization
PoA	Plan of action
PIA	President's International Award
RPL	Recognition of prior learning
SIG	Startup Incubator Gambia
SSC	Sector skills councils
SMECS	ITC SME Competitiveness Survey
TVET	Technical and vocational education and training
UNESCO	United Nations Educational, Scientific and Cultural Organization
YEP	Youth Empowerment Project

EXECUTIVE SUMMARY

Technical and vocational education and training (TVET) has seen renewed attention and interest from policymakers who have understood its potential in preparing young people for the job market. The newly established governance of the TVET system with the National TVET Committee and the new quality framework demonstrate that commitment.

However, important bottlenecks need to be addressed to ensure homogenous quality of training delivery, its alignment to employers' needs and accessibility to rural regions. A detailed diagnostic of the TVET and apprenticeship systems, as well as their supporting policy and regulatory frameworks, was carried out in the framework of this TVET Roadmap.¹ The diagnostic sheds light on a number of critical issues that will need to be addressed:

- **On the policy side**, the need for an overarching TVET policy and a revision of the TVET financing mechanism were made obvious through the diagnostic and were highlighted by key policymakers as the next big step in the sustainable development of TVET infrastructure.
- **On the side of TVET institutions**, the capacity building of staff is still lagging behind, both on the management level and on the level of teaching staff. Investment in equipment also remains very limited.
- **The training contents' relevance and the quality of delivery** is another area requiring particular attention. Insufficient consistency of labour market information provision to develop curricula, particularly at the sector level, and the limited links with employers definitely hamper the capacity of TVET to effectively prepare young people for the job market. The quality assurance mechanisms require adjustment due to the lack of involvement and application of qualification frameworks by the TVET institutions. The limited use of tracer studies to follow up on graduates exacerbate the issue. One of the results is that the youth prefer academic education to technical skills acquisition due to a negative social perception of vocational skills and their effectiveness in ensuring employment.
- **The accessibility to technical education (TVET)** remains an important issue, with limited TVET presence in rural areas and lack of women-specific incentives. The high concentration of TVET providers in Banjul and Kanifing, with approximately 75% of accredited TVET providers located in these areas, is to some extent counterbalanced by the apprenticeship system, which covers the last mile. However, apprenticeships remain largely informal in their structure and delivery.
- **On the side of apprenticeships, the high informality** (i.e. absence of quality assurance mechanisms and no oversight on content of apprenticeships, etc.), the limited inclusiveness for women across all crafts and the lack of support for entrepreneurship after the programmes will be the key focus areas of this roadmap.

1.– Interactive summaries of the TVET and apprenticeship mapping and diagnostics are available here: <https://public.tableau.com/profile/alexandra.golovko>.

Stemming from those preoccupations, the TVET Roadmap sets out a holistic plan to develop and bring together the key components of the TVET system in The Gambia in order to improve the effectiveness and impact of TVET for youths and businesses across the entire country. It renews the government's commitment to TVET as a means to create employment opportunities for young people, promotes social mobility and underpins economic growth and development.

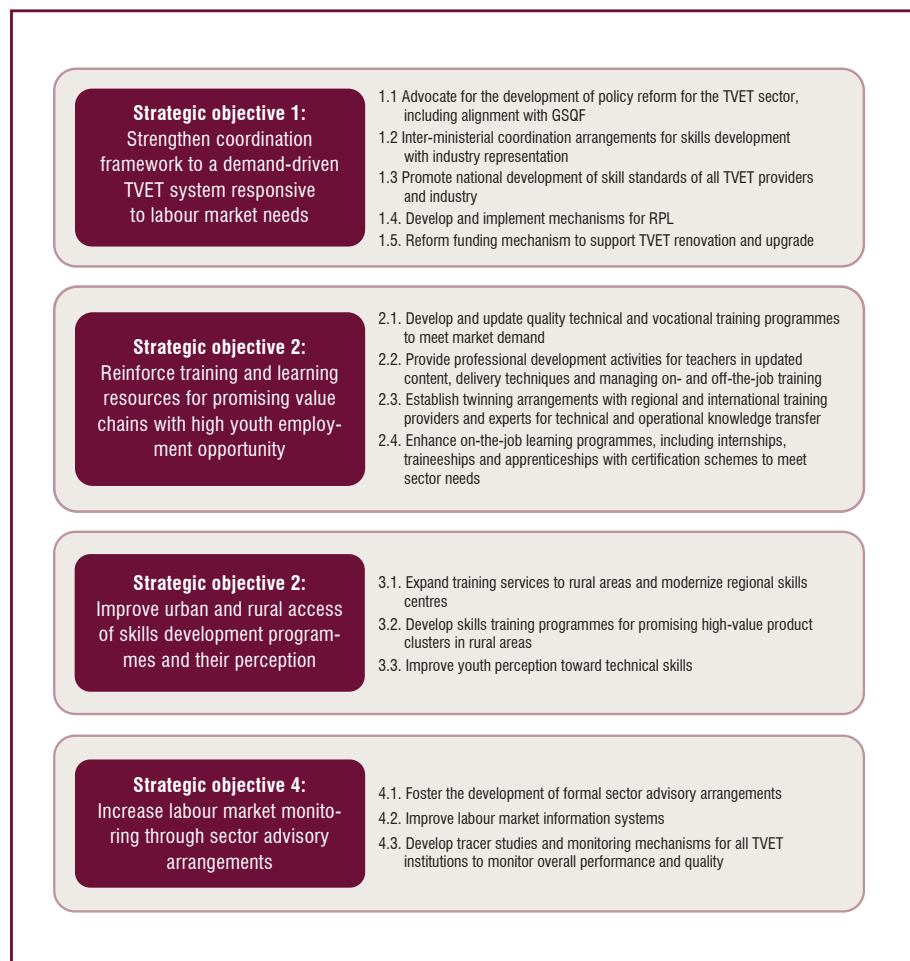
The vision

The following is a description of the TVET Roadmap's proposed vision. This vision statement was agreed upon by all stakeholders on the National TVET Committee.

“ A decade to develop an accessible, relevant and high-quality TVET system in The Gambia. ”

The strategic objectives

The plan of action (PoA) of the TVET Roadmap will respond to this vision by addressing constraints and leveraging opportunities in a comprehensive manner. To this end, particular efforts will be made to address the following strategic and operational objectives.



The roadmap provides The Gambian Government with a solid foundation on which to develop its future TVET policy. The development and implementation of the roadmap is being led by MoHERST, based on the advice and guidance of the recently established National TVET Committee. It underpins the role of employers and the private sector to articulate and help ensure that TVET reflects skills and labour market needs, working in partnership with government and social partners.

1. Government coordination, policy frameworks updates

The roadmap outlines plans for greater coordination of TVET across ministries and government agencies in order to avoid unnecessary duplication. It similarly sets out the activities to better collect and share skill and labour market intelligence across government in order to increase its use and effectiveness. The relevant revisions in the policy and regulations frameworks, notably the TVET financing mechanism, have been laid out here.

2. Market-led TVET delivery system

A key component of the roadmap is the need to ensure that TVET delivery reflects labour market needs. Research underpinning the roadmap has shown the extent to which employers in many sectors are facing critical skill shortages despite current provision. The roadmap sets out plans to ensure that qualifications and courses reflect employers' labour market needs and that internships are strengthened and better integrated into the wider course. It also sets out plans to formalize the apprenticeship to build on what works, while simultaneously increasing its rigour, thereby ensuring that apprentices are developing the relevant skills, knowledge and experience to gain employment and pursue a career in their chosen field.

The plan also sets out plans to ensure that lecturers delivering TVET have the appropriate pedagogical and technical skills and experience, and creates mechanisms to mandate periodic work-based experience to ensure that their skills remain current and relevant to the changing workplace.

3. Investment in TVET infrastructure (particularly in rural area) and promotion of technical skills

The delivery of courses is currently being held back by the lack of up-to-date facilities. Research underpinning the roadmap has revealed that many programmes are being developed to reflect available equipment, rather than labour market needs. The roadmap outlines plans to revitalize the facilities of existing TVET infrastructure and develop skills centres in each region to widen access to TVET across the whole country.

The roadmap also outlines activities to better promote a positive picture of TVET and improve perception of technical education among youth, including more effective careers information, advice and guidance, and the celebration of individual and institutional achievement through an annual competition.

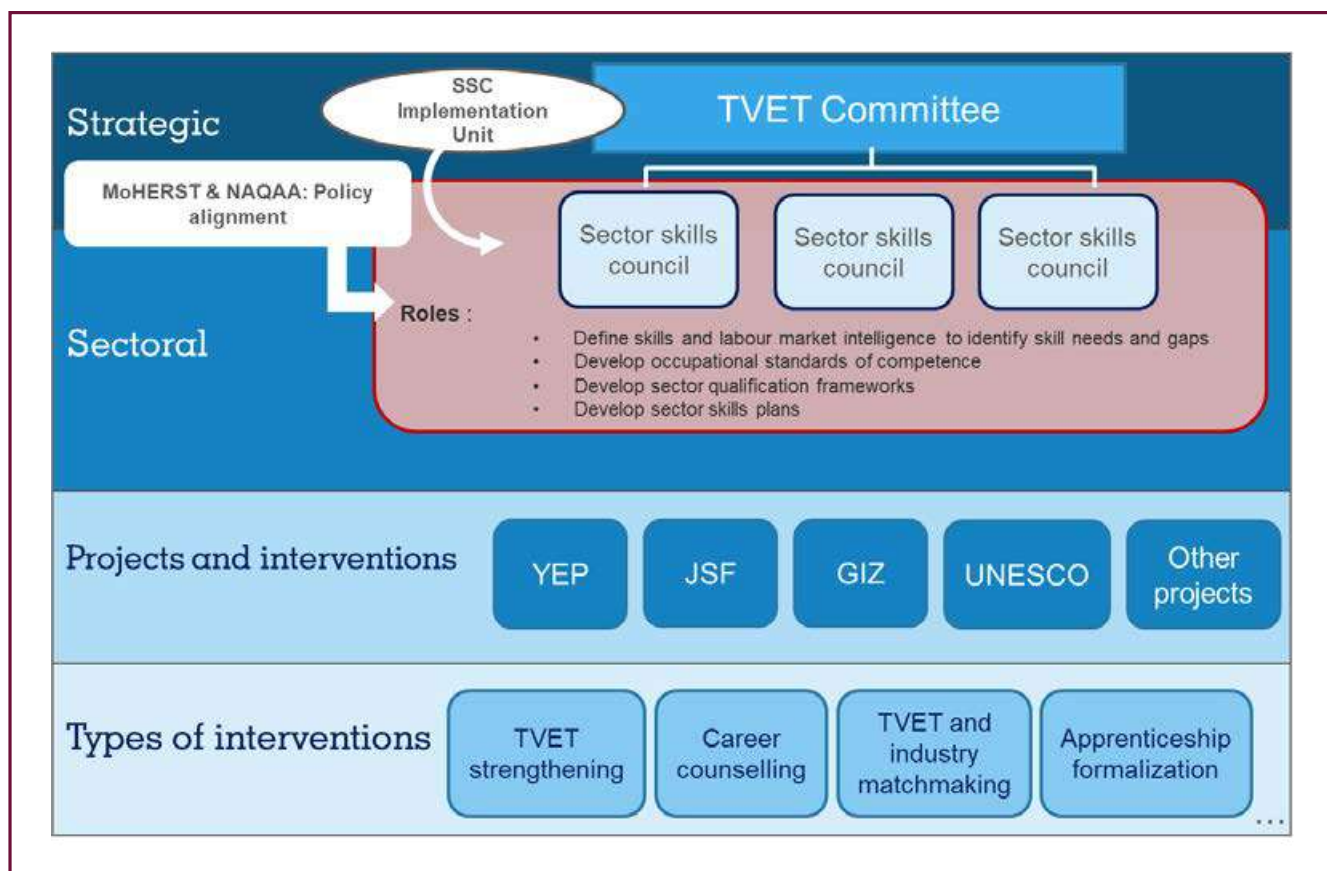
4. Sector-specific labour market monitoring

To support the work of the National TVET Committee, stakeholders also agreed to develop a sectoral approach in the development and coordination of skills and labour market intelligence and to reinforce demand-driven information provision to the TVET content development. The sector skills councils (SSC) aim to provide a platform for employers to express their needs and thereby ensure that the supply of skills meets demand. The creation and testing of SSCs in three sectors provides an opportunity to create a platform for employers to work with key partners at a sectoral level to articulate their needs and harness real change.

A governance standing ready to coordinate the implementation of the TVET Roadmap

The success in the implementation of the TVET Roadmap is dependent on the ability of stakeholders to plan and coordinate various initiatives and build synergies. The activities outlined in the plan of action need to be synchronized between TVET institutions, public actors and employers to create sustainable results.

In order to facilitate the implementation of the TVET Roadmap, an implementation management mechanism, with the National TVET Committee and the sector skills councils (SSC) at its core, has been set up and has met to foster the design of this TVET Roadmap. The structure is presented in the figure below.



THE TECHNICAL AND VOCATIONAL TRAINING LANDSCAPE IN THE GAMBIA

Education in general, and technical and vocational education and training (TVET) in particular, play a critical role in economic growth through human resource development. Specifically, TVET endows a country with skills required to improve the productivity of industries, raise income levels for citizens and improve access to employment opportunities for youth. However, in The Gambia, like in many developing countries, TVET has only recently been given attention and focus from the government, private sector and populace that is warranted. The consequences of this lack of attention towards vocational education are the growing problem of youth unemployment and underemployment, which is a recipe for high crime rates, poverty and political instability.

Cognizant of the adverse consequences of youth unemployment and also the benefits of a vibrant TVET subsector, the Ministry of Higher Education, Research, Science and Technology (MoHERST) has established the National TVET Committee. The committee is responsible for providing strategic direction and coordination at the national level by facilitating the development and implementation of the sector's policy. Additionally, with support from the International Trade Centre (ITC), the committee is currently building the first TVET roadmap to serve as a guide for the restructuring and formalization of the sector.

The overall employment rate of TVET graduates differs from one year to another and it is difficult to provide a realistic estimation given the scarcity of data. The National Youth Service Scheme (NYSS) and GTTI tracer study supported by the United Nations Development Programme (UNDP) found that, in 2009, the employment rate of TVET graduates was 44.6%, but declined during the years 2010 and 2011 to reach 34.7% in 2013. Despite the strong demand for TVET, a lack of investment and low capacity of the training institutions constrain success. Also, several studies identify that the training content is not relevant to the market and that better labour market information is needed for adequate identification of skill gaps and shortages. There is still a significant disconnect between labour market demand and labour supply. This is mainly due to a very limited and ad hoc



Photo: ITC

interaction between TVET and the private sector, as well as a low curriculum review frequency.

According to the tracer study, 20% of TVET graduates work in jobs that are not the same as the one for which they were trained. The sector also suffers from overall poor coordination and insufficient monitoring, outdated curricula, low teachers' qualifications and obsolete equipment and facilities. Furthermore, training services are not evenly available in the country.

Integrating the young population in the main sectors of the economy obviously goes through a qualification and educational system that is in line with the needs of these sectors. An Asian Development Bank report into Good Practice in TVET notes: '*The most important factor in TVET is the relationship of training outputs to employers and the job market.*'² The TVET structure and efficiency plays the role of a catalyst in this regard and is the effective first step to conciliate young populations with trade-related sectors' needs. The following assessment will serve as a basis to develop concrete actions to improve TVET delivery and ensure it is aligned with the skills requirements of Gambian business community.

This section will describe the current TVET and apprenticeship systems, particularly their governance, structure, quality assurance systems and mapping.

2.- Asian Development Bank (ADB). 2009. *Focus on Education. Good Practice in Technical and Vocational Education and Training*. Manila: ADB p. 3.

GOVERNANCE OF THE TVET SYSTEM BOOSTED THROUGH THE NATIONAL TVET COMMITTEE

The governance of the TVET system in The Gambia involves a number of different public entities, which have been known to lack coordination among each other and collaboration on ongoing initiatives. The Ministry of Basic and Secondary Education (MoBSE), the Ministry of Higher Education, Research, Science and Technology (MoHERST) and the Ministry of Trade, Industry, Regional Integration and Employment (MOTIE) are all governing institutions for vocational training. MoBSE and MoHERST are responsible for different levels of vocational training qualification, whereas MOTIE is mandated to convey the private sector's needs and interests in the design of curricula. This separation of mandates does not facilitate a coherent approach towards TVET development.

In March 2019, an important step to counter this obstacle was taken – the National TVET Committee, a consultative and technical advisory body to MoHERST, was established. This multi-stakeholder body ensures that the interests of relevant stakeholders are represented in policy design, planning and implementation of initiatives. Under its terms of references, the National TVET Committee also had the responsibility to support the present roadmap design and

implementation process, which aims to provide a blueprint for implementing priorities and capacity building related to TVET and apprenticeship in keeping with the objectives of the National Development Plan (NDP).

The National Accreditation and Quality Assurance Authority (NAQAA), which replaced the National Training Authority (NTA) in 2015, is the other critical actor in TVET, with its role as the statutory institution that regulates, supervises and monitors all public and private training institutions. NAQAA is responsible for quality assurance and accreditation of all tertiary and higher education institutions and programmes. This quality assurance is coupled with monitoring exercises to promote compliance at tertiary and higher education institutions. NAQAA's mandate also includes conducting training needs assessments in order to ensure swift readjustment of the TVET system to the economic reality.

The Gambian Government directly finances public TVET providers and the quality assurance mechanism is financed through an annual subvention called the National Education and Technical Training (NETT) Levy. Private TVET institutions are financially autonomous and use tuition fees and donor funding as main sources of financing.

A FRESHLY UPDATED QUALITY FRAMEWORK READY TO BE IMPLEMENTED

The main quality framework is The Gambia Skills Qualifications Framework (GSQF), which was developed in 2002 and is administered by NAQAA. The GSQF is a national system of skills standards and qualifications. This is a qualification framework covering technical, vocational and literacy skills. The GSQF includes provisions on formal and informal learning of skills, post-school college or institution-based, on-the-job learning, and full-time and part-time learning. The GSQF policy document recognizes the need for an accreditation of prior experiential learning (APEL) system, which would allow full recognition of informal training for entering tertiary education, but has not yet developed that accreditation.

The newly developed Gambia National Qualifications Framework (GNQF) will serve as the umbrella framework for the GSQF with which all relevant qualifications, including sectoral ones, will align. The GNQF is composed of 10 levels, from basic to doctorate level, with correspondences between higher education, TVET and informal apprenticeship.

Unfortunately, the quality assessment guidelines have not been developed and the GSQF encounters challenges

for its implementation. It has been unable to create a culture where qualifications are only awarded to those who have met the performance criteria set by the skill standards, thus ensuring that the awards are valued and respected.³

Accreditation of TVET institutions in The Gambia is solely carried out by NAQAA. All training and assessments of students carried out by TVET institutions are subjected to an external assessment by NAQAA. Certificates and diplomas are only delivered once NAQAA accomplishes its external assessment.

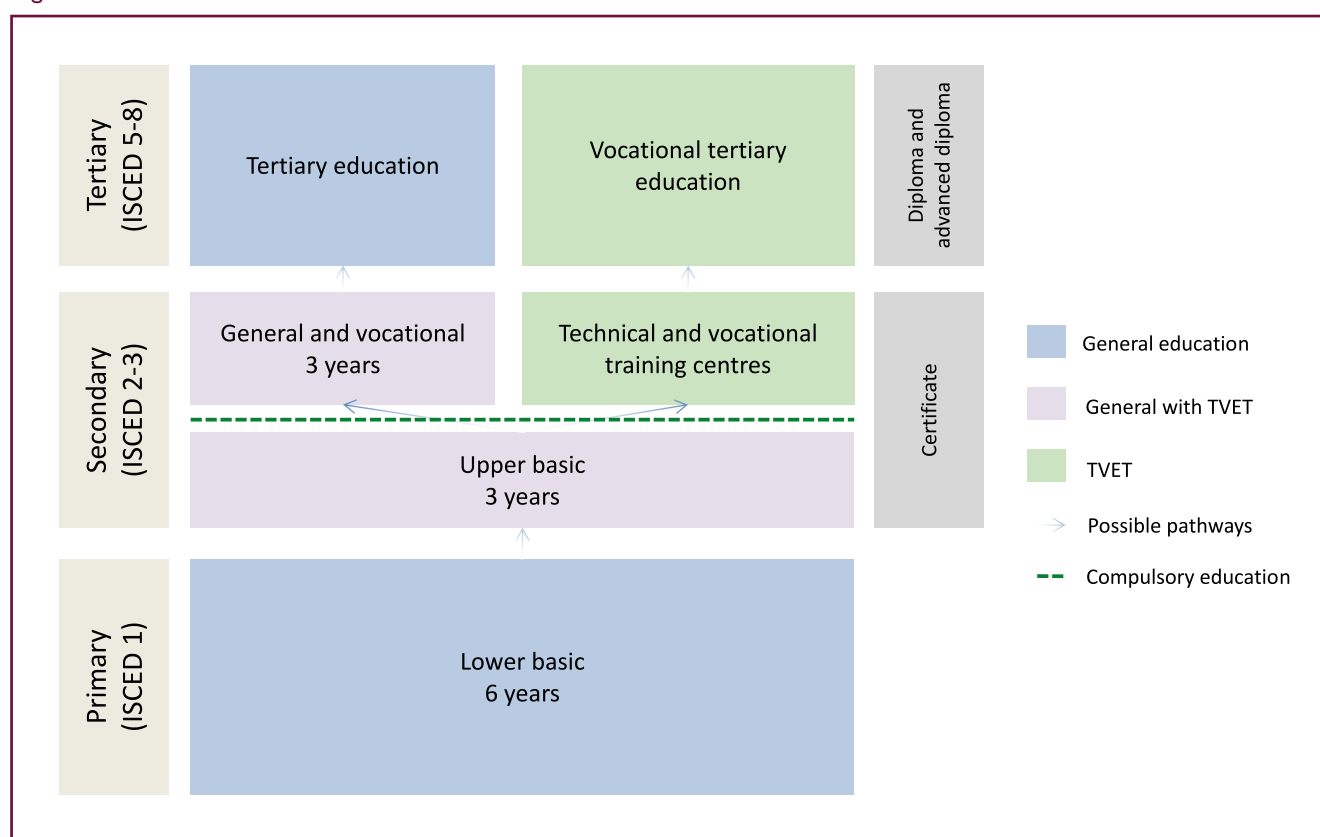
The Gambia Technical Training Institute (GTTI) is responsible for TVET teachers' and trainers' capacity building. Training courses are a combination of classroom-based work and field experience through work placement. The Further and Adult Education Teachers' Certificate (FAETC) of the City and Guilds of London Institute is offered by GTTI as the initial training of TVET teachers. Those who complete the FAETC can then progress and be awarded the Higher Teachers' Certificate (HTC) and a Higher National Certificate (HNC) in their areas of specialization.

3.– Linking Recognition Practices and National Qualifications Frameworks, UNESCO Institute of Lifelong Learning, 2013.

THE STRUCTURE OF TECHNICAL EDUCATION IN THE GAMBIA

During the mapping exercise, 115 TVET institutions were identified, of which 92 were accredited by NAQAA.⁴

Figure 1: TVET education structure in The Gambia



Source: World TVET database – The Gambia, UNESCO-UNEVOC, 2015.

TVET starts to be provided upon completion of primary education, which takes six years (lower basic). The mandatory upper basic education starting at the secondary level integrates some first elements of TVET. At this level, the curriculum is composed of both general subjects (languages, mathematics, science and social and environmental studies) and more specialized subjects that include, among others, an introduction to vocational subjects such as agricultural science, arts and crafts, music, metalwork, woodwork, home economics, information and communications technology (ICT), technical drawing, and technology and engineering.

Once the mandatory education is completed, the senior secondary level offers the choice between specialized TVET programmes at TVET institutions or a more general education mostly aiming to prepare students for university. However, senior secondary schools also integrate vocational

subjects such as technical drawing, metalwork, woodwork, electricity and motor mechanics. English and mathematics remain compulsory subjects. This provision is currently being revised by MoBSE.

Tertiary-level TVET programmes are provided by institutions such as GTTI and typically last between one (for certificate level) and four years (for diploma level). Subjects at this level include higher-level qualifications, for example, for motor mechanics, metal machining, welding, metal fabrication, refrigeration and air conditioning, electrical installation, motor vehicle bodyworks, carpentry and joinery, bricklaying, plastering and tiling, and building construction.

In parallel to this formal vocational education, non-formal TVET also exists. The main two delivery modes are through enterprise-level training or traditional apprenticeships. These forms of training are poorly regulated and difficult to track. They are mostly conducted in areas such as motor

4.– Source: list provided by NAQAA in April 2019.

mechanics, welding, masonry, jewellery, carving, sewing and commercial vehicle driving. As mentioned, the current quality framework recognizes these types of vocational training, but has not yet developed an accreditation of prior experiential learning (APEL) system for young people to meet entry requirements of higher education institutions based on their informal trainings.⁵

HIGH CONCENTRATION OF TVET PROVIDERS IN BANJUL AND KANIFING

The TVET landscape in The Gambia comprises public and non-state training institutions. The public TVET institutions registered by NAQAA include GTTI, Gambia Tourism and Hospitality Institute (GTHI), Management Development Institute (MDI), Gambia Telecommunications and Multimedia Institute (GTMI), The Gambia College, the Rural Development Institute (RDI)⁶ in Mansa Konko, the Rural Skills Training Centre (RSTC) of GTTI, Gambia Press Union School of Journalism, School for enrolled nurses and midwives, and West African Insurance Institute. Most tertiary institutions offer courses both at certificate level and diploma level. There are more than eight public higher education institutions in the country, of which University of The Gambia (UTG) is the most important.⁷

The Ministry of Youth and Sports further coordinates tertiary training centres such as the President's International Award (PIA), The Gambia Songhai Initiative (GSI) and the National Youth Service Scheme (NYSS). According to the forthcoming National Development Plan of The Gambia 2018–2021 and the revised Education Sector Policy, the long-term objective is to transform GTTI into a technical university.

When looking at the spread of the 92 accredited TVET institutions throughout the country, an acute geographical concentration emerges. Approximately 75% of accredited TVET providers are located in Banjul and Kanifing local government areas (LGAs). Another 16% of TVET institutions are located in the Brikama LGA, which is adjacent to the Kanifing LGA. In the rest of the country, four institutions operate in Kerewan LGA (Gaye Njoro Hair Plus, Njawara Agricultural Training Centre, Alwafa Skills Training Centre and Future in Salikenni Computer Training Centre), one in Mansa Konko (Gaye Njoro Hair Plus) and three in Basse LGA (Chigambas Skills Training Centre, Starfish Skills Centre and GTMI). No



Photo: ITC

accredited TVET institutions operate in the Kuntaur and Janjangbureh LGAs. In line with MoHERST's plans to establish modern skills training centres in rural areas, GTTI is currently revamping two new rural annexes: Ndemban Skills Training Centre in the West Coast Region and Julangel Skills Training Centre in the Upper River Region.

Programmes covered by training institutions are concentrated in two regions: Kanifing and Brikama. Kanifing LGA provides the full scope of programmes provided by TVET in The Gambia, whereas Brikama includes all of the same areas, except for engineering, mechanics and construction. This concentration is in line with the concentration of the population and economic activity around the coastal area. In Kerewan LGA, the Njawara Agricultural Training Centre provides horticulture-related training. In Banjul LGA, the primary topics are management-related. In the rest of the country, licensed institutions cover only ICT-related topics and heavily concentrate on IT user skills, which provides basic computer literacy. It is important to stress the absence of registered TVET institutions in the fields of agriculture or manufacturing and processing in the LGAs upriver, besides The Gambia Songhai Initiative (GSI) and Njawara Agricultural Training Centre in Kerewan.

5.– World TVET database – The Gambia, UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training, October 2015.

6.– The Rural Development Institute (RDI) is under the management of the Department of Community Development, which is under the Ministry of Local Government and Lands.

7.– Feasibility Study on Inactive Youth and Interventions, Draft report, April 2017 – World Bank and MoHERST.



Photo: ITC

Apprenticeships are being widely delivered across many sectors of The Gambia's economy. They are recognized as an important means for young people to develop the skills required to pursue a career in a particular trade or profession and many apprentices appear to use their apprenticeship as a springboard to become self-employed on completion of their apprenticeship, although some apprentices do appear to stay with their mastercraft persons. As shown by the map in Figure 2, apprenticeships cover some rural regions, where there are no TVET institutions, such as Kuntaur and Janjangbureh.

Apprenticeships are consistently informal in their structure and delivery. A mastercraft person is approached by a potential apprentice or their parent to provide training and development in the workplace and the mastercraft person then provides unpaid on-the-job training. An apprenticeship varies in length and is at the discretion of the mastercraft person to determine, as there are no formal standards to reach or an independent assessment. Dropout rates appear to be high and, in most cases, the sole delivery of the apprenticeship is delivered on-the-job, with no off- job learning.

The content of an apprenticeship is at the discretion of the mastercraft person within a particular trade or sector. Mastercraft persons have different perspectives on what should be included. The mastercraft persons have a range of different experiences and skillsets, which influences their perspective. Similarly, the nature of their business and how busy they are also has a significant impact on the quality of the apprenticeship. In some cases, if a mastercraft person does not have sufficient work, the apprentice is left idle. There is

also a concern that the conditions in some workplaces are not appropriate or conducive for apprentices. It is suggested that this might be one reason why females are discouraged from starting an apprenticeship.

Those mastercraft persons consulted were keen to increase the effectiveness of the apprenticeship by adopting more formalized aspects that are found globally. However, in order to encourage their participation, they would seek appropriate incentives and support to be put in place.

In certain sectors, there are a small number of large employers who are offering structured off-job training, which, while not described as an apprenticeship, provide similar opportunities for young people to develop the essential skills, knowledge and competence that they require to undertake a trade or profession.

A number of private TVET providers also provide apprenticeship places in areas such as construction, but, given the informality of the apprenticeship, there is sometimes little difference between an internship and apprenticeship.

Internships – the special case of the ICT sector

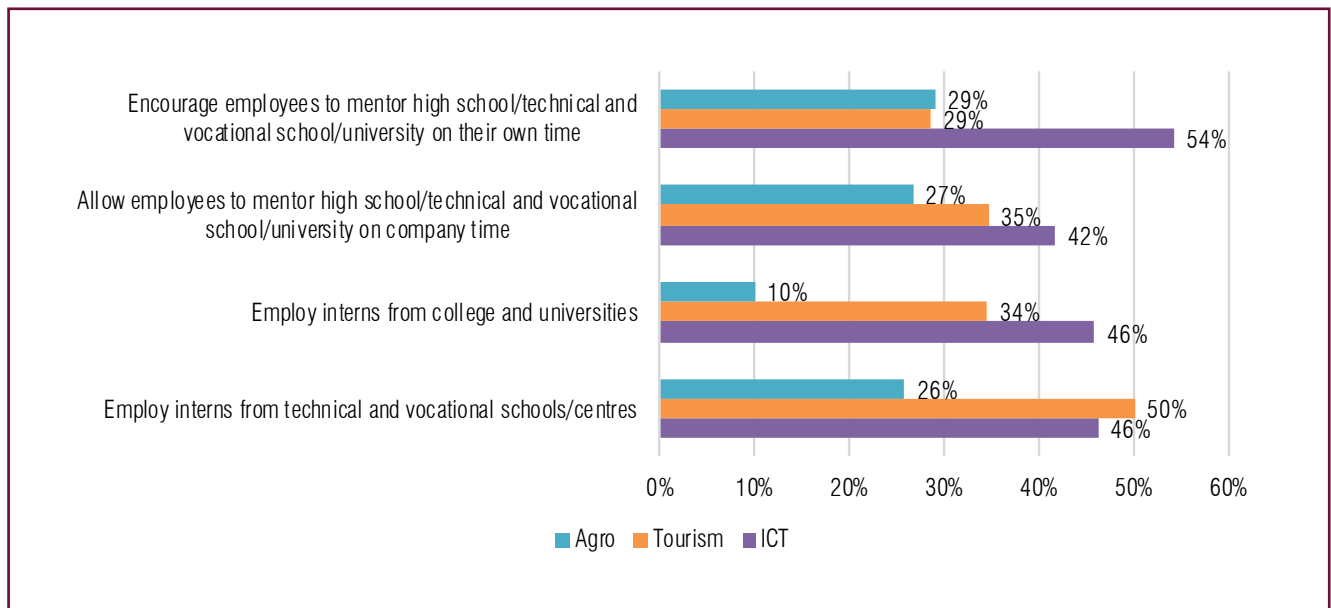
In relation to internships, the ICT sector makes the most use of internships to prepare young people for entry into the sector. Outside of the ICT sector, less than half of the companies employ interns and only a few companies facilitate mentorship. The findings of the enterprises survey conducted in 2017 within the context of the Youth and Trade Roadmap reveal that employees in the ICT sector are the least prepared compared to those in all other sectors, and employers in the ICT sector are, in fact, the most active in facilitating youth training and internships. The share of

enterprises in ICT that encourage employees to mentor high school/technical and vocational school/university interns in their own time is more than twice as high as that in agriculture and three times as high as that in tourism.

The share of enterprises employing interns from colleges and universities in agriculture is considerably small compared to that in tourism and ICT. Enterprises in agriculture

employ staff with a lower level of education compared to enterprises in ICT and tourism. This is attributed to the fact that a higher level of skills or education is needed to be competitive in the ICT and tourism sectors. On the contrary, it is very surprising to see that only 40% of companies in the tourism sector employ interns from TVET, where it should be integrated as part of the curriculum.

Figure 3: Facilitation of mentorship or internship by firms in key sectors



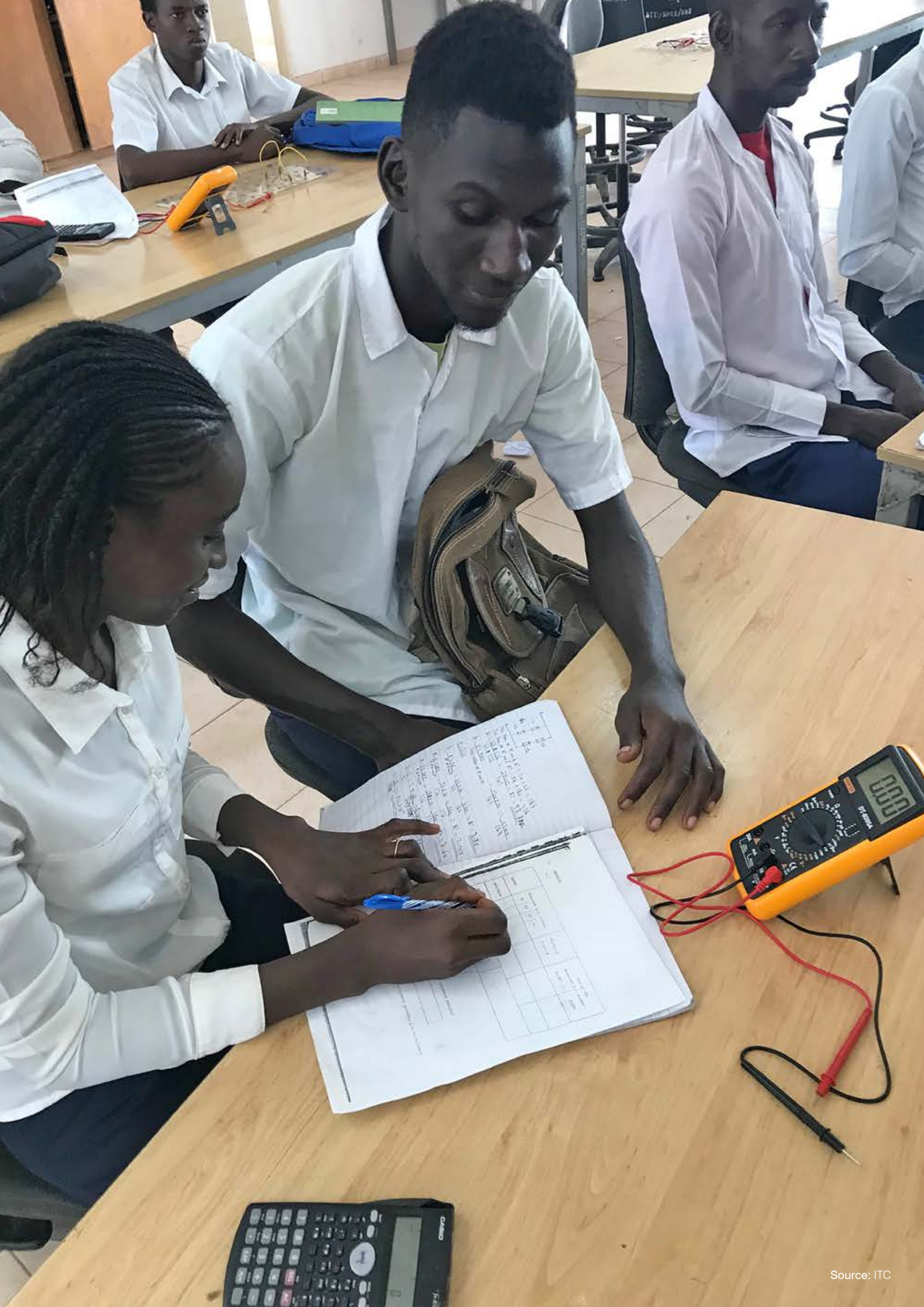
Source: ITC SME Competitiveness Survey (SMECS), The Gambia, 2017. Results present a positive answer.

The presentation of the current landscape shows that TVET has seen renewed attention and interest from policy-makers who have understood its potential in preparing young people for the job market. The newly established governance of the TVET system, with the National TVET Committee and the new quality framework, demonstrate that commitment.

The high concentration of TVET providers in Banjul and Kanifing, with approximately 75% of accredited TVET providers located in these areas, is to some extent counterbalanced by the apprenticeship system, which covers the last mile. However, apprenticeships remain largely informal in their structure and delivery.

Therefore, important bottlenecks still need to be addressed to ensure homogenous quality of training delivery, its alignment to employers' needs and accessibility to rural regions.

The following section presents a detailed diagnostic of the TVET and apprenticeship systems, as well as their supporting policy and regulatory frameworks. The TVET Roadmap will build on those findings to orient its strategic goals.




UNDERSTANDING CURRENT TVET AND APPRENTICESHIP PROVISION

TVET ASSESSMENT

Regarding TVET, structured questionnaires were developed by the ITC team to collect information along eight thematic areas, such as the profiles of the institutions, type of courses offered, their curriculum and its review processes, apprenticeship/internship formats and linkage to industries. The questionnaires were administered individually by ITC’s national TVET consultant to the principals and heads of administration of the various TVET institutes.

Surveyed TVET profile

ITC conducted two successive TVET surveys in 2017 and 2019, with a total of 65 institutions mapped. Twenty-six TVET institutions were covered in 2016 and the 2019 survey mapped 39 other institutions. A greater proportion (56%) of the institutions interviewed reported that they are private, while 15% and 22% are non-governmental and public institutions respectively. Combined, community based and charitable TVETs constitute approximately 7% of the total TVETs interviewed.

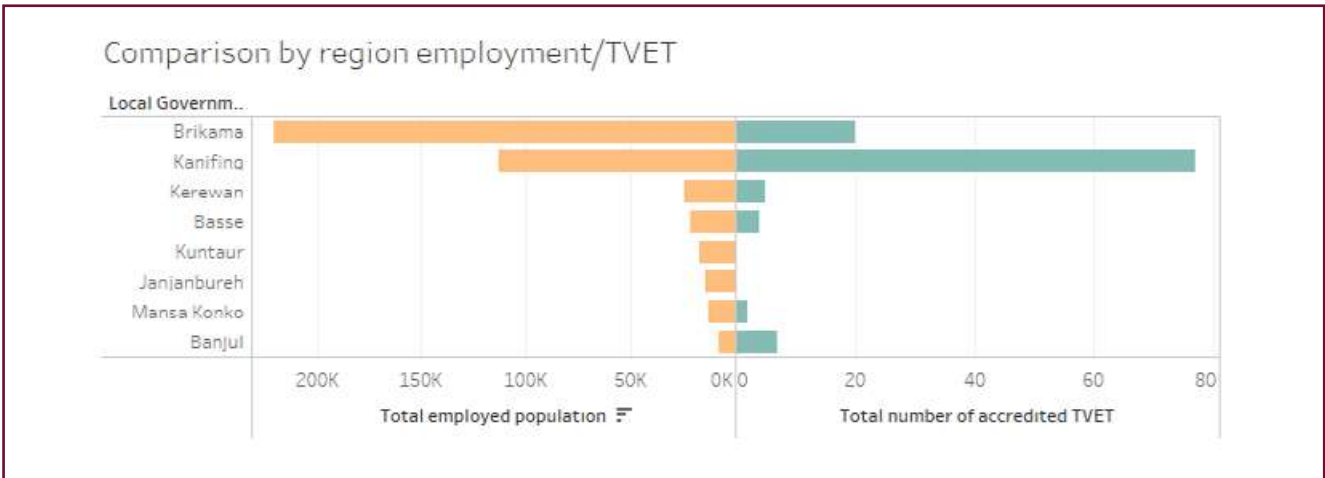
 **Online summary and interactive map:**
[https://public.tableau.com/profile/alexandra.golovko#!/vizhome/MappingandTVETsurveyresults/TVET SURVEY](https://public.tableau.com/profile/alexandra.golovko#!/vizhome/MappingandTVETsurveyresults/TVET%20SURVEY)

MAIN ISSUES IDENTIFIED IN THE TVET SURVEY

Geographical concentration of TVET institutions and misalignment with sector-specific regional needs

When comparing the geographical distribution of TVET institutions with the employment figures from the Labour Force Survey (LFS) conducted in 2018, a number of gaps emerged. This is especially the case in Kuntaur and Janjangbureh, which count no accredited TVET institutions, as illustrated in Figure 4. In addition, although Brikama has the largest number of employed people in the country, it is not the LGA with most TVET.

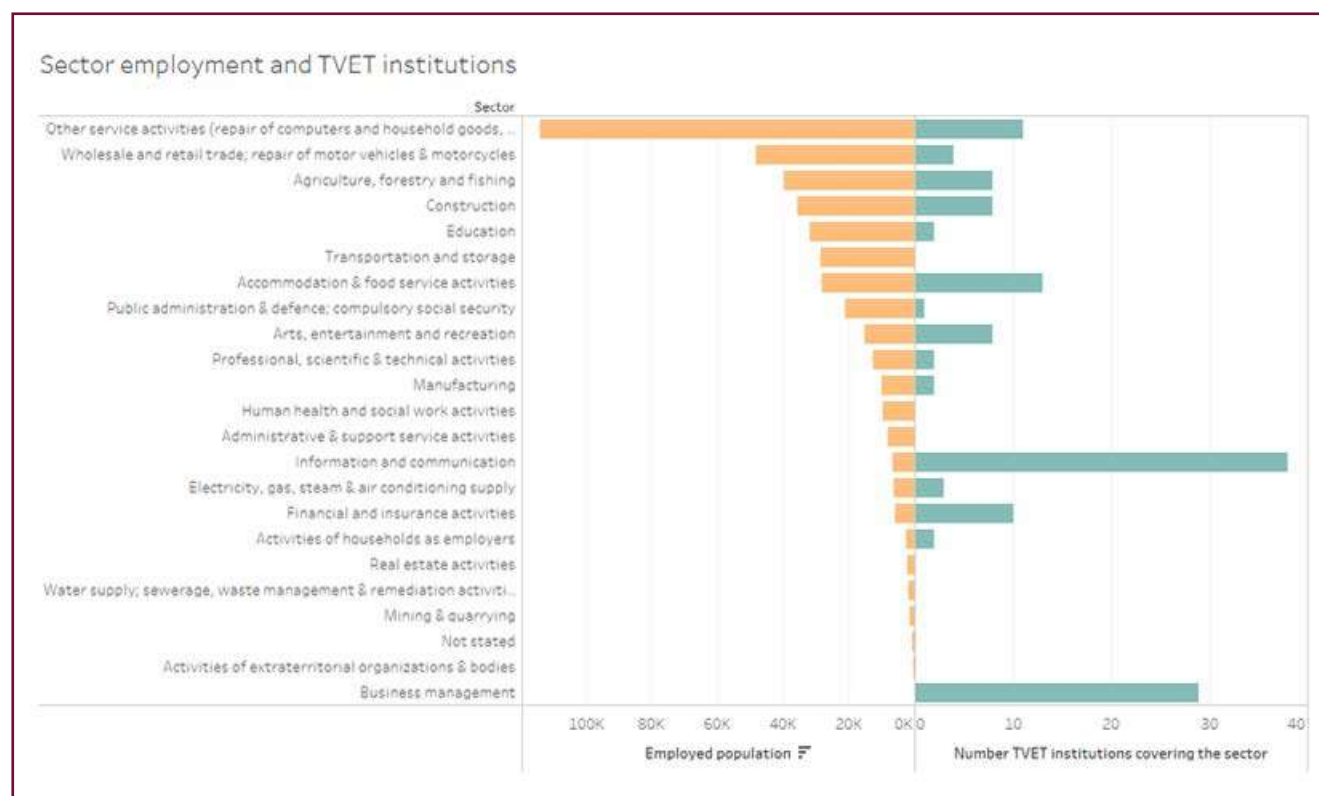
Figure 4: Comparison between employed population in LGA and present accredited TVET



Note: The graph does not take into account labour market stability, continued and future growth in employment and upskilling within the workforce.

Source: LFS 2018 and compiled list of TVET (2017 and 2019 surveys and list of accredited institutions in 2019).

Figure 5: Employed population by industry compared to number of TVET providing courses in the sector



Note: The graph does not take into account labour market stability, continued and future growth in employment and upskilling within the workforce.

Note 2: "Other service activities" as defined by the International Standard Industrial Classification of All Economic Activities (ISIC) covers, *inter alia*, the following areas: repair of computers and household goods, washing of textile, hairdressing and other beauty treatments.

Note 3: Further breakdown by region available here:

<https://public.tableau.com/profile/alexandra.golovko#!/vizhome/MappingandTVETsurveyresults/TVETSURVEY>.

Source: LFS 2018 and compiled list of TVET (2017 and 2019 surveys and list of accredited institutions in 2019).

The comparison between employment figures and sectors covered by TVET institutions also reveals important gaps in the TVET provision. It points to a disconnect between the needs of the private sector and the curricula definition mechanisms. As illustrated in Figure 5, the sectors with the highest employment and the scarcer courses provided are:

- I. Agriculture
- II. Retail/wholesale and logistics (transportation and storage)
- III. Education
- IV. Construction

The sector courses that are provided the most are information and communication and business management courses (marketing and management, etc.)⁸. However, it is to be

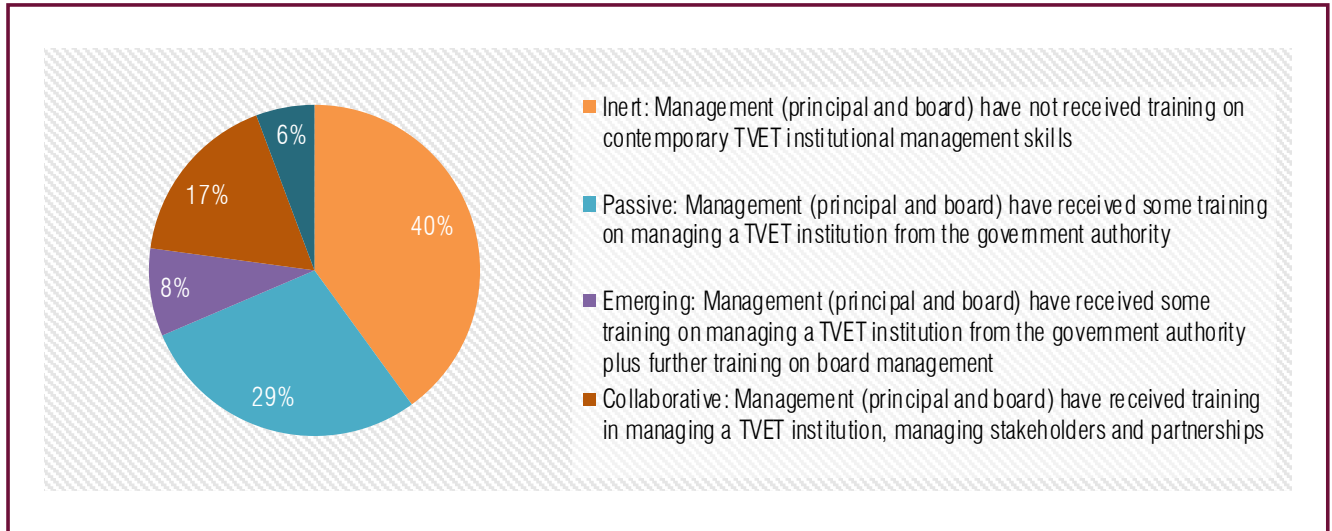
noted that ICT courses mostly cover basic IT user skills rather than advanced engineering.

Management skills in TVET still lagging behind in the majority of surveyed TVET

In terms of governance, most of the surveyed institutions mentioned they had an organizational chart. However, in their self-assessment of the management of their governance, 40% of TVET institutions qualified the governance management as "inert". This essentially means that the management have not received training and TVET institutional management skills (see Figure 6). Another 29% qualified the management as "passive", meaning that it had received some management training from the government authority, but had not initiated any other capacity building on their own to complement eventual gaps.

8.– Business management courses, being cross-sectoral by nature, do not have a sector employment correspondence in the figure. However, they support most sectors by providing some tools for entrepreneurship and enterprise management.

Figure 6: Assessment of TVET management (2019)



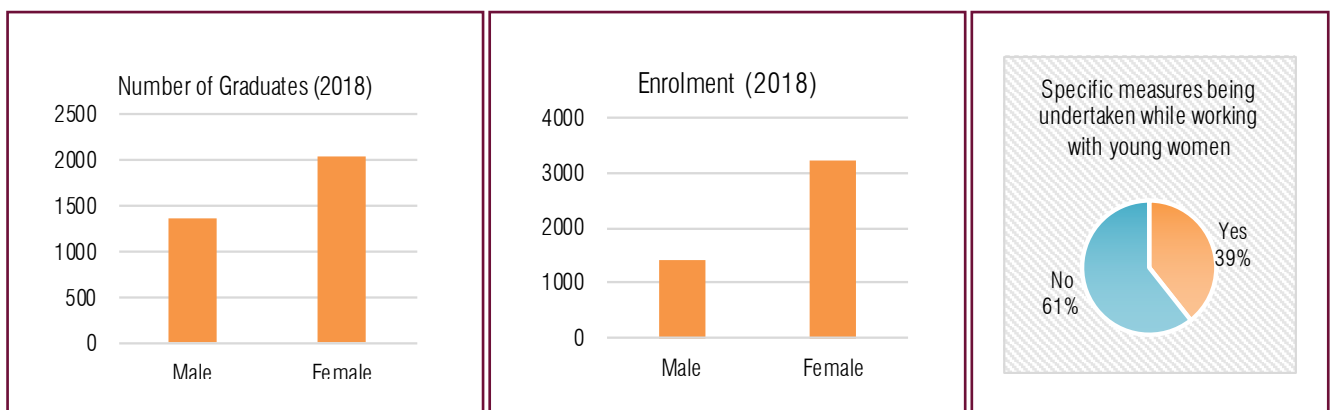
Source: Data from 2019 TVET survey.

Limited amount of women-specific incentives

The gender distribution of students among TVET institutions is surprisingly skewed towards females. Data from 2019 TVET mapping shows that there are more females than males both in terms of total number of enrolment and graduation. See Figure 7 for details.

However, this is not followed by any specific accompanying measures from the TVET institutions to accommodate female students. Only 39% of surveyed institutions, both in 2017 and 2019, mention specific measures such as discounts on fees, specific dress codes, harassment-free policies, special counselling or simple measures such as toilet separation.

Figure 7: Number of graduates and enrolment and measures being undertaken for women (2018)



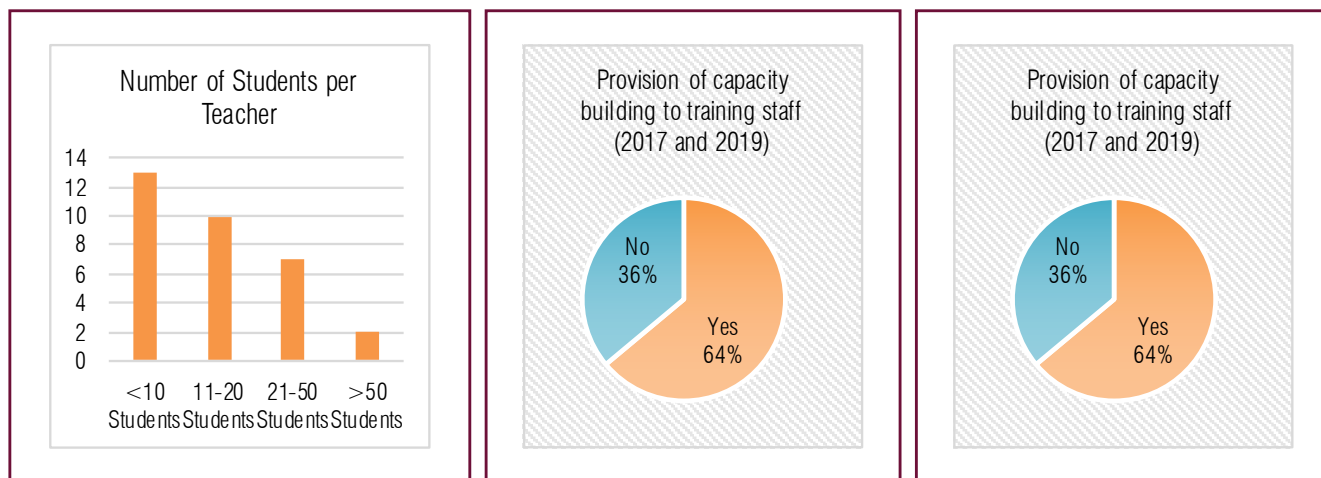
Source: Data from 2017 and 2019 TVET surveys.

Lack of investment in staff capacity building and equipment

The level of satisfaction of surveyed TVET about their teaching resources varies considerably whether we are looking at human resources or teaching materials and equipment. On the side of teachers, both quantitative and qualitative results

show a relatively positive picture. TVET surveyed in 2019 report sufficient teaching resources for each class, about 66% of them having one teacher for fewer than 20 students (see Figure 8). More than half of all surveyed TVET report their teaching staff is 100% qualified to conduct their courses.

Figure 8: Number of students per teacher, capacity building provided to teachers and equipment availability



Source: Data from 2017 and 2019 TVET surveys.

However, it has to be noted that capacity building is still not provided by 36% of surveyed institutions. Most of the institutions that are not providing capacity building were part of the second TVET group surveyed in 2019.

In terms of equipment, 44% of TVET surveyed in 2017 and 2019 report that they lack modern and relevant equipment and materials to conduct their courses.

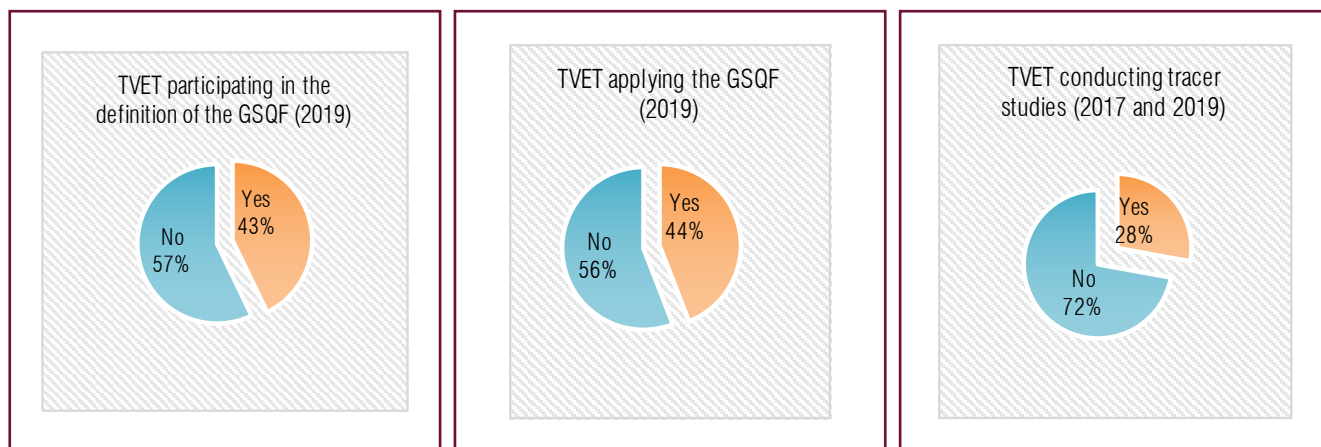
Lack of involvement and application of qualification frameworks and conduction of tracer studies

Unfortunately, results of the 2019 survey show that the GSQF has not yet reached a universal application in the country. Regarding participation in the GSQF definition, 57% of surveyed TVET report not having been involved in the design of

the skills standards (see Figure 9). Similar results come out of the question if TVET institutions are applying the GSQF: only 44% of surveyed TVET report using the GSQF to develop their curricula. During the third National TVET Committee meeting, it was mentioned that this is mostly due to the costs incurred by complying with the GSQF.

A major bottleneck to the capacity of Gambian TVET assessing their quality levels is the insufficient amount of tracer studies. This lack of tracer studies has been identified by many previous reports as a major issue affecting the impact assessment of the TVET system. The results of 2017 and 2019 surveys confirm that trend: only 28% of surveyed institutions report conducting tracer studies. Among the institutions conducting tracer studies, 41% are privately owned TVET, 35% are public and the rest are non-governmental or internationally funded training institutions.

Figure 9: TVET relation with GSQF and availability of tracer studies



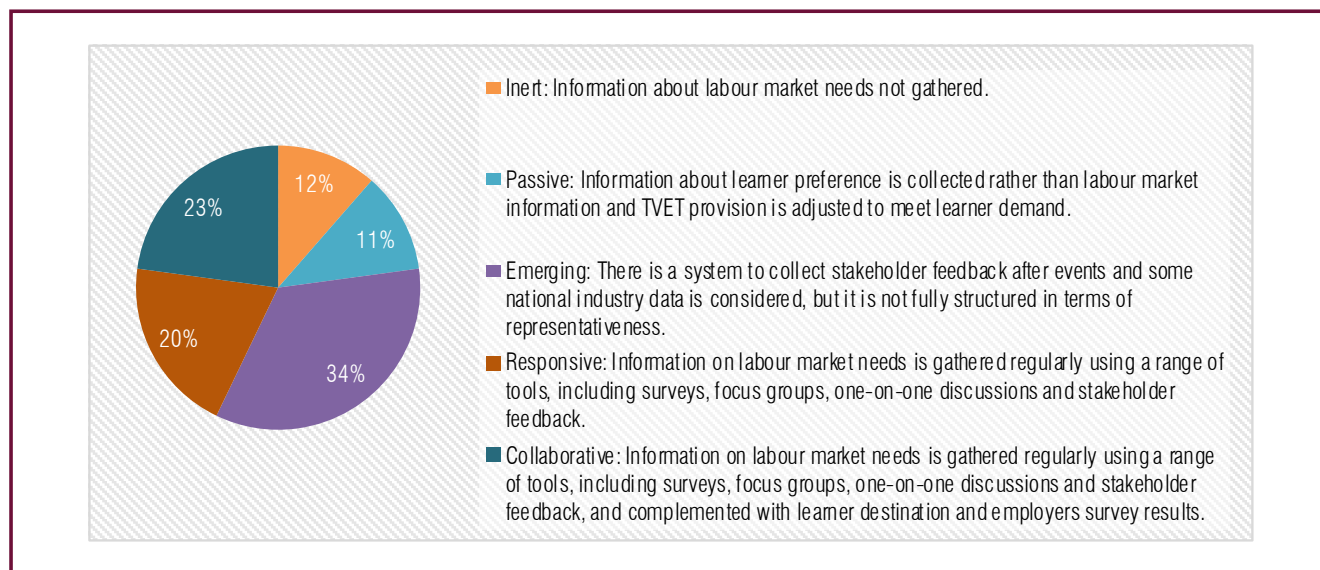
Source: Data from 2019 TVET survey.

Insufficient consistency of labour market information provision to develop curricula

The curriculum review mechanism requires constant information provision on a number of topics, chief among them being the labour market data and trends, as well as the industry feedback on their human resources needs. When asked to

assess themselves on the collection of information on labour market needs to develop their curricula, the largest portion (34%) qualified the process as “emerging”. This essentially means that the awareness about the need to collect the data is present, but the data collection still happens in an ad hoc and unorganized fashion (see Figure 10).

Figure 10: Assessment of information collection on labour market needs to develop curricula



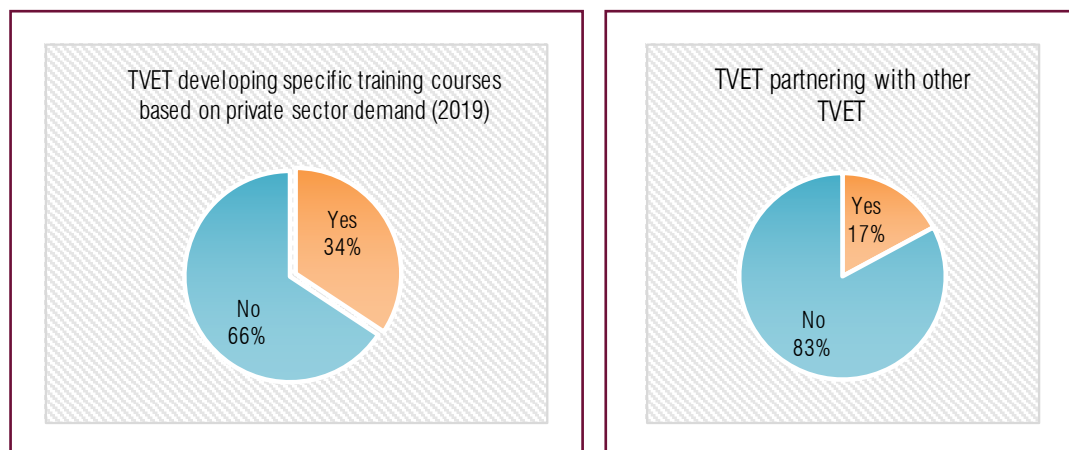
Source: Data from 2019 TVET survey.

Limited links with industry and peer TVET institutions

The area of networking and establishing linkages with peers and the industry seems to remain one of the major weak points among the surveyed TVET institutions. This is

illustrated in Figure 11. The first graph shows that only 34% of TVET surveyed in 2019 have ever developed training courses on demand of the industry, pointing to limited direct interaction between TVET and the private sector (with the exception of apprenticeship arrangements).

Figure 11: Adaptability to private sector needs and collaboration with other TVET



Source: Data from 2019 TVET survey.

Figure 11 also shows that collaboration is even more limited with peers and other training providers, which could indicate a competitive mindset rather than a collaborative one.

Table 1: Summary of the gaps highlighted by the TVET survey

Issue	Details	Need for action
Geographical representation – geographical concentration of TVET institutions		
Tendency of geographical concentration of courses around Banjul	Programmes covered by training institutions are concentrated in two regions: Kanifing and Brikama. Kanifing LGA provides the full scope of programmes provided by TVET in The Gambia, whereas Brikama includes all of the same areas, except for engineering, mechanics and construction.	●
TVET management skills		
TVET management skills still lagging behind in the majority of surveyed TVET	Approximately 40% of TVET institutions qualified the governance management as “inert”. This essentially means that the management have not received training and TVET institutional management skills. Another 29% qualified the management as “passive”, meaning that it had received some management training from the government authority, but had not initiated any other capacity building on their own to complement eventual gaps.	●
Limited amount of women-specific incentives		
Few institutions integrate incentives for young women to integrate courses	Although the number of women in enrolment and graduation has increased, only 39% of surveyed institutions, both in 2017 and 2019, mention specific measures such as discounts on fees, specific dress codes, harassment-free policies, special counselling or simple measures such as toilet separation.	●
Teaching staff and equipment		
Lack of investment in staff capacity building and equipment	Even though more than half of all surveyed TVET report their teaching staff is 100% qualified to conduct their courses, capacity building is still not provided by 36% of surveyed institutions. In terms of equipment, 44% of TVET surveyed in 2017 and 2019 report that they lack modern and relevant equipment and materials to conduct their courses.	●
Quality management		
Lack of involvement and application of qualification frameworks	Approximately 57% of surveyed TVET report not having been involved in the design of the GSQF and only 44% of surveyed TVET report using the GSQF to develop their curricula. During the third National TVET Committee meeting, it was mentioned that this is mostly due to the costs incurred by complying with the GSQF.	●
TVET institutions still do not conduct tracer studies to follow up on graduates	The results of the 2017 and 2019 surveys confirm the previously identified trend of lack of tracer studies: only 28% of surveyed institutions report conducting tracer studies. Among the institutions conducting tracer studies, 41% are privately owned TVET, 35% are public and the rest are non-governmental or internationally funded training institutions.	●
The curriculum design is not based on market needs		
Insufficient consistency of labour market information provision to develop curricula	When asked to assess themselves on information collection on labour market needs to develop their curricula, the largest portion (34%) qualified the process as “emerging”. This essentially means that the awareness about the need to collect the data is present, but the data collection still happens in an ad hoc and disorganized fashion.	●
Networking		
Limited links with industry and peer TVET institutions	Only 34% of TVET surveyed in 2019 have ever developed training courses on demand of the industry, pointing to limited direct interaction between TVET and the private sector (with the exception of apprenticeship arrangements). Collaboration is even more limited with peers and other training providers (only 17% of surveyed institutions declare having such a collaboration), which could indicate a competitive mindset rather than a collaborative one.	●

ASSESSMENT FROM BILATERAL MEETINGS AND FIELD VISITS

During April 2019, ITC undertook a number of bilateral meetings with key public and private TVET institutions, including GTTI, GTHI, Gambia College (School of Agriculture), Insight Training, Songhai Institute and Sterling Training. The bilateral meetings provided an opportunity to explore the extent to which provision was meeting labour market needs, the

extent to which employers were involved in the delivery and assessment of provision and to better understand the nature and quality of delivery and assessment, particularly focusing on innovative practices and flexibility.

There was significant variation in the extent to which institutions were designing programmes in response to labour market needs. A number of TVET institutions such as GTHI, Insight and Sterling had developed programmes to reflect

the needs of the labour market; these include programmes to develop satellite installation skills and tailored chef programmes. There was also evidence of employers being involved in the development and delivery of the programmes through internships. However, in contrast, other institutions appear to have developed programmes in complete isolation to the labour market and the institutions had little to no engagement with the private sector.

It is probably not coincidental that those institutions that were most responsive to labour market needs had also undertaken tracer studies and, in one instance (Insight Training), were embarking on the development of an alumni network that would increase opportunities for internships and apprenticeships. Insight also created employment opportunities that provided opportunities for apprenticeships in construction and employment in the media sector. Students were extremely positive about the employer outreach provided by Sterling Training, which meant many of the students had gained valuable experience and employment.

There was also evidence of practical, innovative practice in the development and delivery of programmes. This was especially evident at the Songhai Institute, which contrasted

sharply with similar agriculture provision in other institutions. However, given its mode of delivery, Songhai is constrained by the number of students it can accept.

A critical factor hampering innovative and quality provision in both public and private institutions is the lack of modern equipment and sufficient equipment in relation to the number of students in a programme. This was most acute at Gambia College and GTTI, where the equipment available in some subject areas is inadequate. The lack of modern equipment means that too many programmes are theoretical in nature and do not provide the practice skills that employers are seeking. This was something that the students taking part in focus groups during the visits were concerned about and why many had moved institution. There was little evidence that programmes had been designed to meet the GSQF. This was also supported by the TVET mapping study and, in many instances, the programmes had been designed to reflect the equipment available and not what was required in the labour market; hence, why they could not meet the required level of the GSQF.

APPRENTICESHIP ASSESSMENT

Structured questionnaires were developed by the ITC team using elements from the International Labour Organization (ILO) informal apprenticeship survey methodology. Six themes were covered, such as apprentice recruitment, the apprenticeship agreement or the mastercraft persons' profiles and qualification. The questionnaires were administered individually by the ITC national consultant to the mastercraft persons.

Surveyed TVET profile

A single batch of 14 mastercraft persons were surveyed in 2019. The survey covered five different sectors: agroprocessing, welding, carpentry, construction and ICT. In the case of ICT, the agreement scheme was an internship rather than apprenticeship.



Online summary:

<https://public.tableau.com/profile/alexandra.golovko#!/vizhome/Apprenticeshipsurveyresults/APPRENTICESHIPSSURVEY>.

MAIN ISSUES IDENTIFIED IN THE APPRENTICESHIP SURVEY

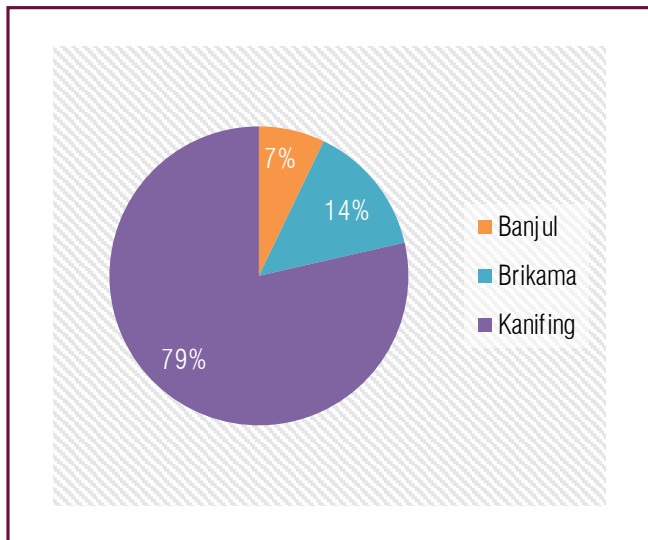
Mastercraft persons' workshops are unevenly distributed, with a high concentration in Kanifing and Brikama, particularly in the urban areas.

In terms of geographical localization of the surveyed sample, an important concentration is to be noted. Mastercraft persons are generally located in Kanifing: the survey results show 11 out of the 15 mastercraft persons are within KMC (see Figure 12). These results are in line with the broader mastercraft persons mapping conducted in 2008, which indicated a concentration of the workshops in Kanifing (41.9%) and Brikama (29%) and an overall urban predominance of the phenomenon (77.8% of workshops being urban).⁹

This uneven distribution of mastercraft persons amongst the eight LGAs can be attributed to: high demand for their output in Kanifing, availability of skills labour, and access to electricity and other infrastructural needs of their respective trades.

9.– Mapping Study of Mastercraft Persons in The Gambia, Education Research Network for West and Central Africa (ERNWACA), 2008.

Figure 12: Location of mastercraft persons

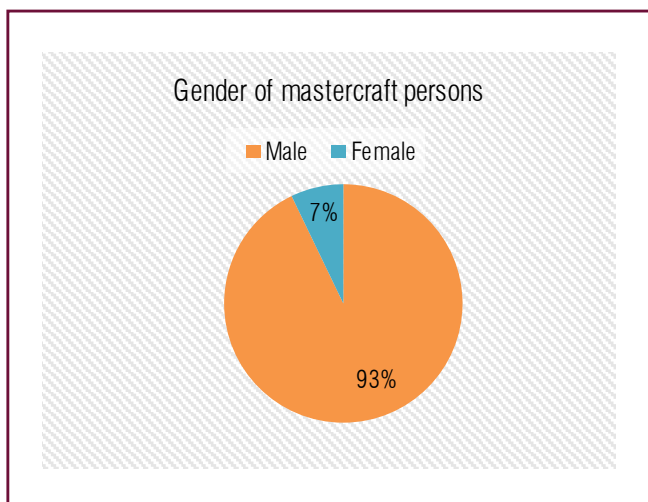


Source: Data from 2019 apprenticeship survey.

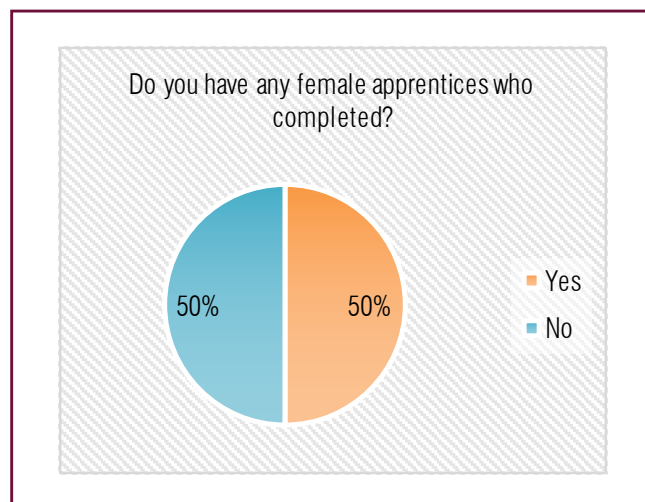
Mastercraft persons tend to be predominantly males, and female apprentices remain quite rare among the surveyed businesses.

Mastercraft persons tend to be predominantly males, as 93% of the surveyed workshops are owned or headed by men (see Figure 13). Again, the survey is representative of the broader mapping conducted in 2008, presenting a 96.7% male representation in a surveyed sample of 853 mastercraft people.¹⁰ This can be attributed to cultural stereotypes that craft-related works are a male occupation due to the labour-intensive nature of the task.

Figure 13: Gender of mastercraft persons and presence of female apprentices



Source: Data from 2019 apprenticeship survey.



Female apprentices remain quite rare among the surveyed businesses. As many as 50% of the interviewed mastercraft persons highlighted that they do not have a female apprentice who completed her apprenticeship, the reason being that women who start the apprenticeship would leave due to marriage, travelling or having a child. In addition to those, mastercraft persons also reported that females do not usually ask for an apprenticeship in their workshop. NB: 95% of the 50% apprentices are active in information and communications technology, implying soft skills. This shows that women are not active in hands-on skills that can be acquired through apprenticeship.

High level of informality in the apprenticeship arrangements, with no written or formal contracts concluded and mostly no recognized or uniformed certifications at the end of the apprenticeships.

Results of the survey highlight the high level of informality in the apprenticeship arrangements. The majority of surveyed businesses declared that they did not conclude written or formal contracts with their apprentices (see Figure 14). Those that do (43%) are active in the construction and ICT sectors. In the ICT sector, the agreement is more formal and usually takes the shape of an internship.

10.– Ibid.

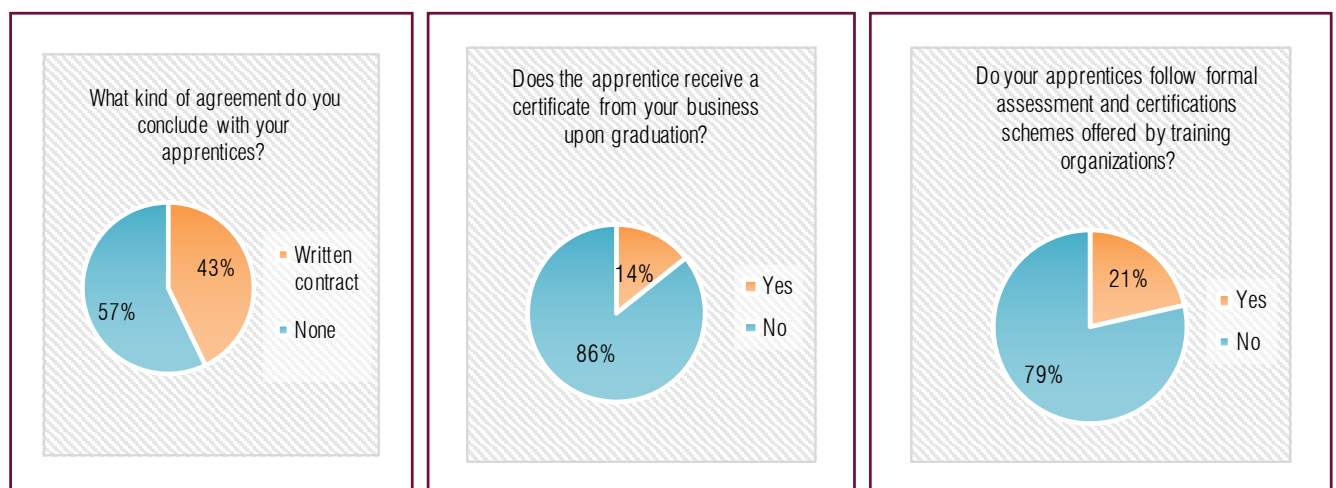


Photo: ITC

This informality trend comes out even clearer when looking into the certification at the end of the apprenticeship. Only two of the surveyed businesses provide some kind of certification after their apprenticeship and both of them operate in the carpentry sector. Three of the surveyed institutions also rely on other training organizations to provide their apprentices with a certification at the end of their course.

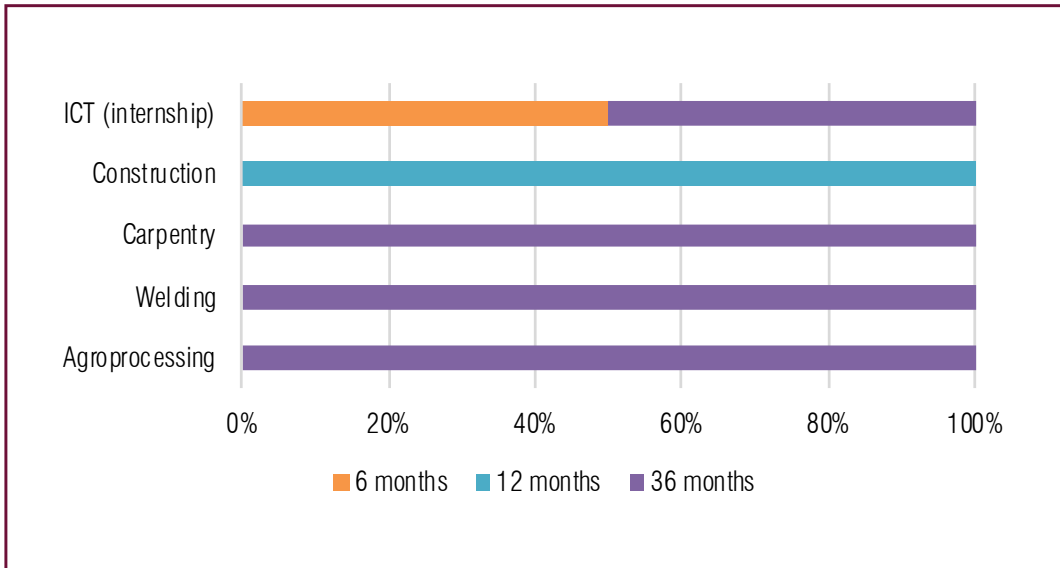
The informal nature of the apprenticeship system in The Gambia has made the programme unstructured; hence, varying in the duration of the apprenticeship amongst workshops. Apprenticeships usually last for 36 months for carpentry and welding and for 12 months for construction. Duration of internships in the ICT sector also varies between six months and 36 months (see Figure 15).

Figure 14: Availability of formal initiation agreement and end certification



Source: Data from 2019 apprenticeship survey.

Figure 15: Duration of apprenticeships



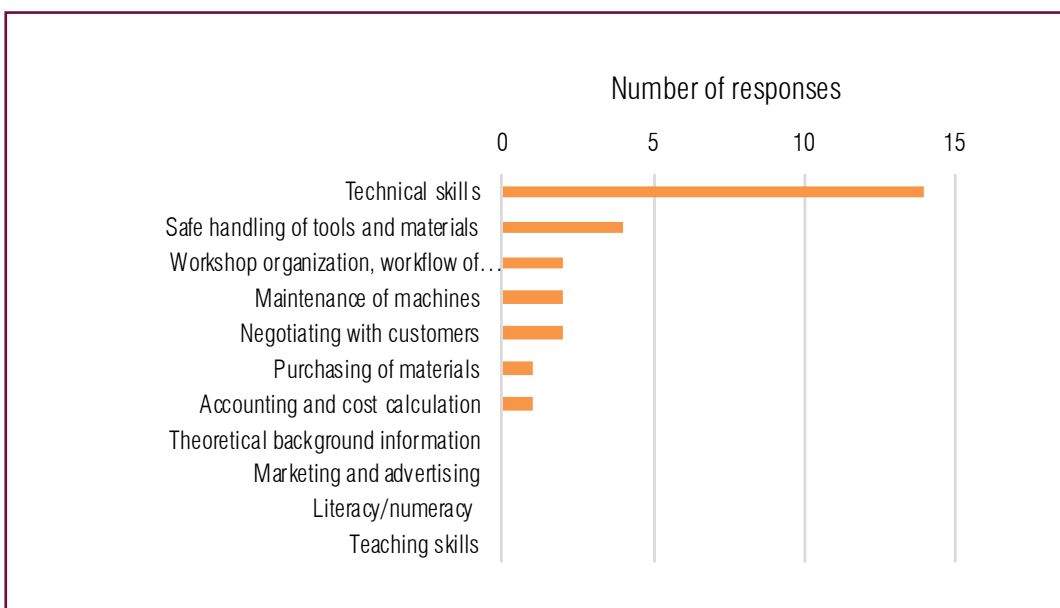
Source: Data from 2019 apprenticeship survey.

The content of apprenticeships mostly focuses on the technical skills and not on the connected and surrounding knowledge required for the trade (including business management skills).

The content of apprenticeships mostly focuses on the technical skills required to work in the specific trade. Only a few surveyed businesses provide capacity building on connected skills as shown in Figure 16. Four firms mentioned cover

safe handling of tools and materials. Two of these firms are in carpentry, which only represents 33% of the firms surveyed in that sector. Other important technical skills such as machine maintenance and workshop organization and workflow are only covered by two of the surveyed businesses. Basic management skills (accounting and marketing) and other basic skills such as literacy and numeracy are not covered by the surveyed businesses.

Figure 16: Types of skills taught during apprenticeship

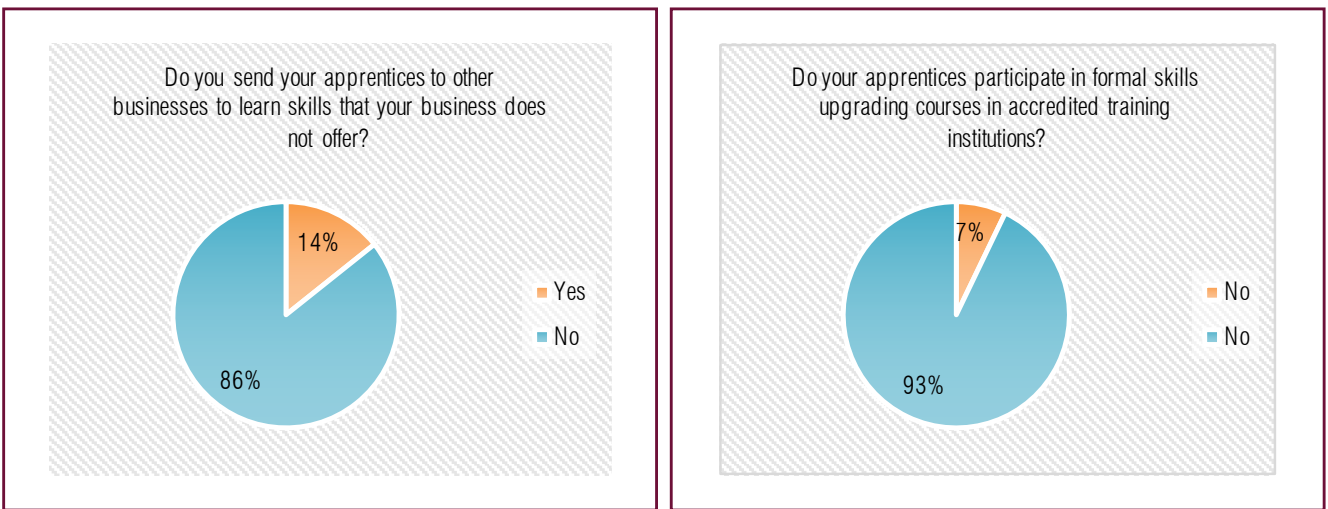


Source: Data from 2019 apprenticeship survey.

The narrow scope of the apprenticeship content tends to not be identified as an issue and not be supported through supplementary means of capacity building. In the case of a self-assessed lack of training scope or quality by the mastercraft person, several possibilities exist to remedy to the situation. Apart from building their own capacities, mastercraft persons can use collaboration through various channels. One

such collaboration channel is the peer businesses active in the same trade. However, according to the survey, only two businesses use this type of connection (in carpentry and construction). The other option is to send apprentices to participate in courses within accredited training institutions. Only one business active in construction follows this kind of approach (see Figure 17).

Figure 17: Connection to other businesses or institutions to bridge skill gaps



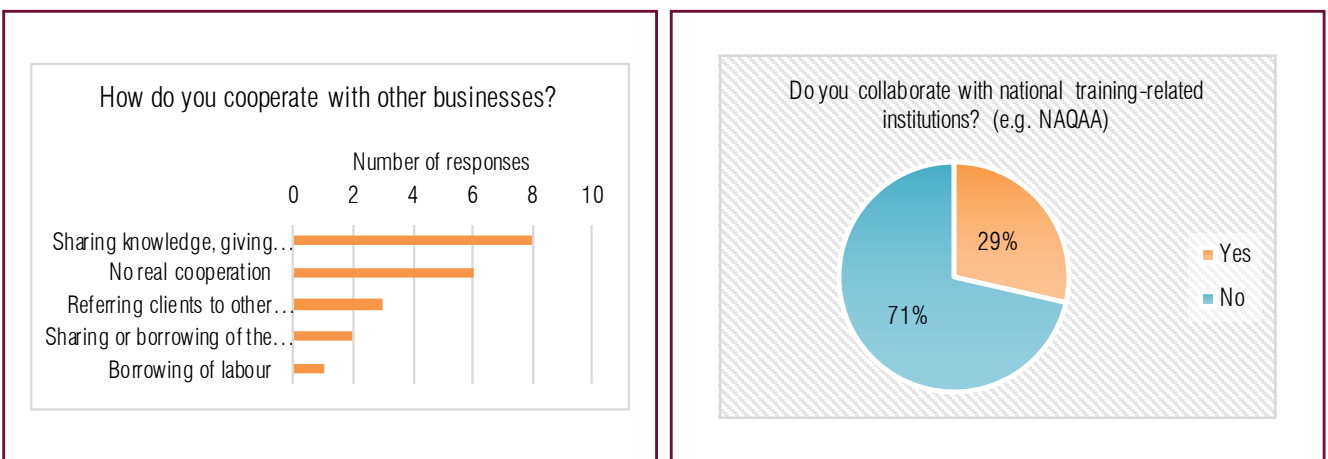
Source: Data from 2019 apprenticeship survey.

Collaboration of businesses remains limited with institutions and other businesses, staying at a level of basic exchange of information.

The survey shows that collaboration of businesses with TVET institutions remains limited, but is taking place with other

businesses. The collaboration with peer businesses is undertaken by approximately 60% of surveyed firms. The nature of the collaboration remains informal and based on knowledge sharing. In a few cases, businesses even refer clients to each other or share equipment. Labour exchanges, however, remain marginal types of collaborations (see Figure 18).

Figure 18: Collaboration with other businesses and training institutions



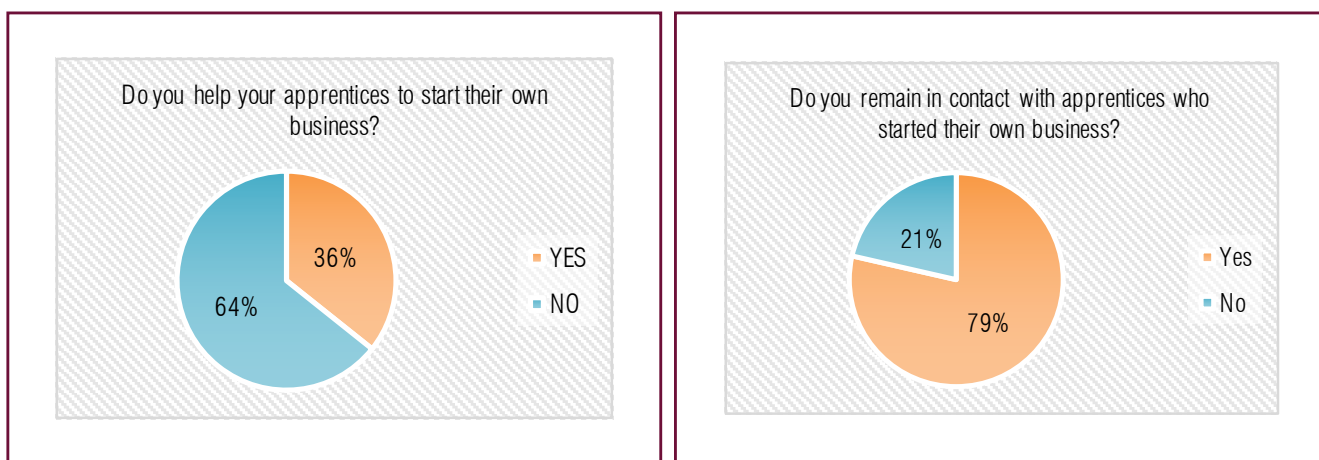
Source: Data from 2019 apprenticeship survey.

As mentioned, collaboration with formal training institutions is quite rare, confirming the informal nature of the apprenticeship system in the country. Only 29% of surveyed firms mention such collaboration. The nature of the collaboration is variable. An ICT firm mentions that they are procuring their services to a training institution. Another is participating in a common project and one company is helping GTTI to place their students.

The majority of the mastercraft persons interviewed indicated that they do not help their apprentices to establish their own business.

The majority of the mastercraft persons interviewed indicated that they do not help their apprentices to establish their own business (see Figure 19). Mastercraft persons attribute the insufficient help to the lack of information about financing opportunities and inability to guide their apprentices. Only 36% of them reported having supported their apprentice after graduation in the form of basic equipment and workspace.

Figure 19: Support in entrepreneurship and connection with previous apprentices who started businesses



Source: Data from 2019 apprenticeship survey.

However, even though mastercraft persons do not often support their apprentices in the start of a new business, they remain in contact with them after they finish the apprenticeship. Approximately 79% of firms declare having interaction with their previous apprentices. Their assessment of their new ventures appears to be very positive: six firms assess it as “satisfactory”, two as “good” and three as “excellent”.



Photo: ITC



Photo: ITC

Table 2: Summary of the gaps highlighted by the apprenticeship survey

Issue	Details	Need for action
Geographical representation		
Tendency of geographical concentration of courses around Banjul	The survey results show 11 out of the 15 mastercraft persons are within KMC. These results are in line with the broader mastercraft persons mapping conducted in 2008, which indicated a concentration of workshops in Kanifing (41.9%) and Brikama (29%) and an overall urban predominance of the phenomenon (77.8% of workshops being urban). This will require prioritizing rural initiatives for apprenticeship.	
Limited amount of women-specific incentives		
Limited women representation across all crafts	Mastercraft persons tend to be predominantly males, as 93% of the surveyed workshops are owned or headed by males (see Figure 17). Again, the survey is representative of the broader mapping conducted in 2008, presenting a 96.7% male representation in a surveyed sample of 853 mastercraft people. Of the interviewed mastercraft persons, 50% highlighted that they do not have a female apprentice who completed her apprenticeship. Initiatives towards women inclusiveness in apprenticeships would increase their impact on national skills development.	
Apprenticeship agreements		
High levels of informality	Survey results highlight the high level of informality in the apprenticeship arrangements. The majority of surveyed businesses declared that they did not conclude any written or formal contracts with their apprentices and only two of the surveyed businesses provide some kind of certification after the apprenticeship. Three of the surveyed institutions rely on other training organizations to provide their apprentices with certification at the end of their course. The need for uniformity of the content and certification process of the internship is a key activity to increase their quality and effectiveness as an alternative means for skills development in the country.	
Apprenticeship content		
Skills taught are mostly technical	The content of apprenticeship mostly focuses on the technical skills required to work in the specific trade. Only a few surveyed businesses provide capacity building on connected skills such as machine maintenance and workshop organization. Basic management skills (accounting and marketing) and other basic skills such as literacy and numeracy are not covered by the surveyed businesses. The formalization of apprenticeships could help to broaden the scope of skills taught.	
Networking		
Limited collaborations	Collaboration with formal training institutions is quite rare, confirming the informal nature of the apprenticeship system in the country. One company mentioned helping GTTI to place their students. The nature of the collaboration with other businesses remains informal and based on knowledge sharing. In a few cases, businesses refer clients to each other or share equipment. However, labour exchanges remain marginal. Formalization of the apprenticeship model would allow a more uniform and coordinated approach and should foster collaboration within the business sector and with national training institutions.	
Entrepreneurship		
Lack of support for entrepreneurship	Only 36% of the interviewed mastercraft persons reported having supported their apprentices in establishing their company in the form of basic equipment and workspace. However, even though mastercraft persons do not often support their apprentices to start a new business, they remain in contact with them after they finish the apprenticeship. Their assessment of their new ventures appear to be very positive.	

ENABLING TVET POLICIES TO UNDERPIN REFORMS

Policies convey the government's commitment to support key areas in view of a country's economic development. This section serves as an analysis of the existing TVET policy framework and identifies areas where policies and their implementation frameworks require improvements. It also builds on The Gambian National Development Plan (NDP) 2018–2021.

THE NEED FOR AN OVERARCHING TVET POLICY

The *Education Sector Policy 2016–2030* is the first sector-wide policy covering the mandates of both MoHERST and MoBSE. This provides a policy framework that sets out the national agenda for the delivery of quality education in The Gambia, including in the areas of TVET. The *National Tertiary and Higher Education Policy 2014–2023*, under the mandate of MoHERST, specifically focuses on TVET and other models of tertiary and higher education. The policy indicates plans to



Photo: ITC

establish modern skill centres in each of the regions in The Gambia to increase access to training opportunities.

A TVET policy involving all key policymakers involved in TVET is still lacking. However, this policy gap has been recognized and a policy is currently in preparation by MoHERST, with the support of the United Nations Educational, Scientific and Cultural Organization (UNESCO). The TVET policy will provide a broad orientation and framework for the present TVET Roadmap and will be in line with the orientation identified in this document.

THE TVET FINANCING MECHANISM REQUIRES A REVISION

The financing mechanism for the TVET institutions and its proper functioning are always key criteria for a well-functioning TVET system. In the case of The Gambia, the National Education and Technical Training (NETT) Levy was introduced in 2005 to replace the previous Education Levy. However, it was not effectively implemented until January 2007.

The National Education and Technical Training (NETT) Levy is eligible to be paid by all registered companies in The Gambia. Companies with a turnover of D1,000,000 and more have to pay D100,000 to The Gambia Revenue Authority (GRA) and those with a turnover of less than D1,000,000 pay a levy of 0.075% of their turnover on an annual basis.

The levy generated D31,949,099 in 2016 and D26,851,637 in 2017, which includes the TVET registration and accreditation fees charged by NAQAA. These amounts also included the interest on treasury bills purchased by NAQAA from the commercial banks.

The levy is administered by the Ministry of Finance through The Gambia Revenue Authority. Of the levy collected, 25% is used to supplement the funding earmarked for education. The other 75% collected goes directly to the accounts of NAQAA for the quality assurance function.

However, there is an overall lack of transparency and accountability in the financial management of the levy and public TVET funding. Currently, exact financial reports are not made available by institutions, and no yearly expenditure and results planning exists. As one of the key suggestions of the TVET Roadmap, the revision of the funding mechanism of the TVET institutions needs to be implemented, ensuring that NAQAA receives sufficient operational funding to fulfil its mandate. However, a study and audit need to be undertaken to better understand how the money tends to be spent by NAQAA and the key TVET institutions receiving government funding. This will allow for improvement and rationalization of the funding mechanism, while increasing the efficiency of the current expenditures.

CURRENT INITIATIVES TO SUPPORT TVET DEVELOPMENT

Multiple external assistance projects are also carried out in The Gambia, focusing on TVET-specific issues. Among these, the following are of particular interest in view of the implementation of the TVET Roadmap.

- **ITC is currently implementing the Youth Empowerment Project (YEP)**, which seeks to improve employability and self-employment opportunities for youth as well as increase employment opportunities along selected value chains. The reinforcement of the TVET delivery is one of the YEP project's focus areas, but with a specific sector lens such as with tourism, agriculture and creative industries.
- **The United Nations Capital Development Fund (UNCDF) and ITC are implementing the Jobs, Skills and Finance (JSF) project.** The project's focus is on creating sustainable and equal employment opportunities for youth and women (jobs), improving and making accessible TVET, skills development and apprenticeship (skills) and improving the regulatory framework of the financial sector (finance). ITC has a specific focus on the skills component of the project, under which the TVET Roadmap was supported. The project will have a key role in supporting some of the recommendations of the roadmap, in particular related to rural training institutions and apprenticeship schemes.
- **EU-GIZ Tekki Fii Project:** The European Union-funded project, implemented by the German Agency for International Cooperation (GIZ), aims to increase sustainable (self) employment through two main target areas: skills training (through TVET and apprenticeship) and business development, with the promotion of solar

energy as a cross-cutting dimension. The TVET component of the project particularly focuses on competence needs assessment, curricula development and adaptation, training of trainers, development of new skills training courses, equipment of training centres, development of a TVET coordination platform, career counselling, and TVET and industry matchmaking. This project has an important bearing on the implementation of the TVET Roadmap and could help finance multiple intervention areas identified.

- **Youth empowerment through Technical and Vocational Education and Training (TVET) in The Gambia is a project implemented by UNESCO and funded by the Korea International Cooperation Agency (KOICA).**

The project aims to support and resource TVET in The Gambia through the following support interventions: the development and approval of a TVET policy, the development and review of TVET curricula, upgrading teacher training institutions and teacher training, organizing a national skills competition (NSC), guidance and communication to change perceptions of TVET, strengthening the Education Management Information System (EMIS), the provision of industry standard equipment and infrastructures for training and the creation of an incubator system. UNESCO's project will also be a key implementing support for the TVET Roadmap, especially in the areas of equipment and financing key TVET institutions.

Table 3: Ongoing development assistance projects in The Gambia impacting youth employment

Donors and local partners	Programme	Description	Remarks
European Union MOTIE and MOYS	Youth Empowerment Project Period: 2017–2021 Budget: EUR 11 million Implementation: International Trade Centre	YEP aims to support the economic development of The Gambia and improve the livelihoods of its people. Specifically, YEP will enhance employability and self-employment opportunities for youth, with a focus on vocational training and the creation of micro and small-sized enterprises and creating and improving employment opportunities in selected sectors through value addition and internationalization.	YEP will work on value chain development in four sectors: nuts and agroprocessing, tourism, ICT and creative industries.
Empretec United Nations Development Programme	Support to entrepreneurship and private sector development for inclusive growth, employment generation and poverty reduction Period: 2017–2021 Budget: \$3,700,600 Implementation: MOTIE, MOYS, Ministry of Finance and Economic Affairs (MoFEA), GIEPA, GCCI, private sector	The project will focus on a mix of upstream policy and regulatory interventions and downstream catalytic transformational interventions that will have a heavy dose of private sector participation, which will facilitate inclusive and sustainable growth. Broad outcomes: 1. Support the creation of an enabling environment for private sector development by supporting better policy programming, especially with regard to employment, livelihood creation and entrepreneurship. 2. Develop the capacity of local entrepreneurs for improved productivity and competitiveness through training and skills development by building on the developments of existing interventions like Empretec and Songhai. 3. Support better policy programming and implementation by promoting greater dialogue and sharing of knowledge and information between the public and private sectors and civil society organizations (CSOs), including women and youth groups, as well as linkages with the finance and the export sector.	Some components of Empretec, including entrepreneurship training workshops, business development advisory services and capacity building, are being supported by the United Nations Development Programme (UNDP) under this new project.
AFDB	Agriculture Value Chain Development Project (AVCDP) Period: 2016–2020 Budget: UA 6,669,850 Implementation: Ministry of Agriculture (MoA)	The project seeks to contribute to food and nutrition security, and create shared wealth and jobs. The specific objective is to increase, on a sustainable basis, the income of rural producers, and entrepreneurs who are engaged in the production, processing, storage and marketing of rice and livestock.	Enhanced capacity along the value chain actors in technical and business matters. Training through farmer field schools (50% of women and youth).
MoHERST UNESCO KOICA	Youth empowerment through TVET in The Gambia	The project aims to support and resource TVET in The Gambia through the following support interventions: the development and approval of a TVET policy, the development and review of TVET curricula, upgrading teacher training institutions and teacher training, organizing a national skills competition (NSC), guidance and communication to change perceptions of TVET, strengthening of the Education Management Information System (EMIS), the provision of industry standard equipment and infrastructures for training and the creation of an incubator system.	UNESCO's project will also be a key implementing support for the TVET Roadmap, especially in the areas of equipment and financing key TVET institutions.



Photo: ITC

The diagnostic shed light on a number of critical issues that will need to be addressed by the TVET Roadmap.

- *On the side of TVET institutions, the capacity reinforcement of staff is still lagging behind, both on the management level and on the level of teaching staff. Investment in equipment also remains very limited, which became quite evident during the visits conducted in the TVET institutions (public, but also sometimes privately owned).*
- *The training contents' relevance and the quality of delivery is another area requiring particular attention. Insufficient consistency of labour market information provision to develop curricula, particularly on the sector level, and the limited links with employers definitely hamper the capacity of TVET to effectively prepare young people for the job market. The quality assurance mechanisms also require adjustment due to the lack of involvement and application of qualification frameworks by the TVET institutions. The limited use of tracer studies to follow up on graduates reinforces the issue.*
- *The accessibility of TVET remains an important issue, with limited presence in rural areas and the amount of women-specific incentives.*
- *On the policy side, the need for an overarching TVET policy and a revision of the TVET financing mechanism was made obvious through the diagnostic and was highlighted by key policymakers as the next big step in the sustainable development of TVET infrastructure.*
- *On the side of apprenticeships, the high informality (i.e. absence of quality control mechanisms and no oversight on content of apprenticeships, etc.), the limited inclusiveness for women across all crafts and the lack of support for entrepreneurship after the programmes will be the key focus areas of this roadmap.*

The next section outlines the strategic approach that is required to respond to these gaps. It also provides an indication of labour market needs and the required implementation structure for the TVET Roadmap.

THE WAY FORWARD

The TVET Roadmap sets out a holistic plan to develop and bring together the key components of the TVET system in The Gambia in order to improve the effectiveness and impact of TVET for individuals, businesses and the regions. It renews the government's commitment to support TVET as a means to create employment opportunities for young people, promote social mobility and underpin economic growth and development.

The roadmap provides The Gambian Government with a solid foundation on which to develop its future TVET policy. The roadmap's development and implementation is being led by MoHERST, based on the advice and guidance of the recently established National TVET Committee. It underpins the role of employers and the private sector to articulate and help ensure that TVET reflects skills and labour market needs, working in partnership with government and social partners. The creation and testing of SSCs in three sectors (construction, ICT and agroprocessing) provides an opportunity to create a platform for employers to work with key training institutions under the aegis of NAQAA at a sectoral level to articulate their needs and harness real change.

1. Government coordination, policy frameworks updates

The roadmap outlines plans for greater coordination of TVET across ministries and government agencies in order to create more synergies across government and avoid unnecessary duplication. It similarly sets out the activities to better collect and share skill and labour market intelligence across government in order to increase its use and effectiveness. The relevant revisions in the policy and regulations frameworks, notably the TVET financing mechanism, have been laid out here.

2. Market-led TVET delivery system

A key component of the roadmap is the need to ensure that TVET delivery reflects labour market needs. Research underpinning the roadmap has shown the extent to which employers in many sectors are facing critical skill shortages despite current provision. The roadmap sets out plans to ensure that qualifications and courses reflect employers' labour market needs and that internships are strengthened and better integrated into the wider course. It also sets out plans to formalize the apprenticeship to build on what works, while simultaneously increasing its rigour, thereby ensuring that apprentices are developing the relevant skills, knowledge

and experience to gain employment and pursue a career in their chosen field.

The roadmap also sets out plans to ensure that lecturers delivering TVET have the appropriate pedagogical and technical skills and experience, and creates mechanisms to mandate periodic work-based experience to ensure that their skills remain current and relevant to the changing workplace.

3. Investment in TVET infrastructure (particularly in rural area) and promotion of technical skills

The delivery of courses is being held back by the lack of up-to-date facilities. Research underpinning the roadmap has revealed that many programmes are being developed to reflect available equipment rather than labour market needs. The roadmap outlines plans to revitalize the facilities of existing TVET infrastructure and develop skills centres in each region to widen access to TVET across the whole country.

The Roadmap also outlines activities to better promote a positive picture of TVET and improve perception of technical education among youth and women, including more effective careers information, advice and guidance and the celebration of individual and institutional achievement through an annual competition.

4. Sector-specific labour market monitoring

To support the work of the National TVET Committee, stakeholders also agreed to develop a sectoral approach in the development and coordination of skills and labour market intelligence and to reinforce demand-driven information provision to the TVET content development. The sector skills councils (SSC) aim to provide a platform for employers to express their needs and, therefore, ensure that the supply of skills meets demand. The creation and testing of SSCs in three sectors provides an opportunity to create a platform for employers to work with key partners at a sectoral level to articulate their needs and harness real change.

VISION

In line with the strategic approach presented above, the following is a delineation of the PoA's proposed vision. This vision statement was agreed upon by all stakeholders on the National TVET Committee.

A decade to develop an accessible, relevant and high-quality TVET system in The Gambia

STRATEGIC OBJECTIVES

The PoA will respond to this vision by addressing constraints and leveraging opportunities in a comprehensive manner. To this end, particular efforts will be made to address the following strategic and operational objectives.

Strategic objective 1:
Strengthen coordination framework to a demand-driven TVET system responsive to labour market needs

- 1.1 Advocate for the development of policy reform for the TVET sector, including alignment with GSQF
- 1.2 Inter-ministerial coordination arrangements for skills development with industry representation
- 1.3 Promote national development of skill standards of all TVET providers and industry
- 1.4. Develop and implement mechanisms for RPL
- 1.5. Reform funding mechanism to support TVET renovation and upgrade

Strategic objective 2:
Reinforce training and learning resources for promising value chains with high youth employment opportunity

- 2.1. Develop and update quality technical and vocational training programmes to meet market demand
- 2.2. Provide professional development activities for teachers in updated content, delivery techniques and managing on- and off-the-job training
- 2.3. Establish twinning arrangements with regional and international training providers and experts for technical and operational knowledge transfer
- 2.4. Enhance on-the-job learning programmes, including internships, traineeships and apprenticeships with certification schemes to meet sector needs

Strategic objective 2:
Improve urban and rural access of skills development programmes and their perception

- 3.1. Expand training services to rural areas and modernize regional skills centres
- 3.2. Develop skills training programmes for promising high-value product clusters in rural areas
- 3.3. Improve youth perception toward technical skills

Strategic objective 4:
Increase labour market monitoring through sector advisory arrangements

- 4.1. Foster the development of formal sector advisory arrangements
- 4.2. Improve labour market information systems
- 4.3. Develop tracer studies and monitoring mechanisms for all TVET institutions to monitor overall performance and quality

JOB MARKET REQUIREMENTS TO GUIDE TVET AND APPRENTICESHIP DEVELOPMENT

One of the key issues identified in the TVET assessment is the lack of alignment between the TVET curricula and the needs of the labour market. The lack of a demand-driven approach in the formulation of curricula is a key factor leading to the skills mismatch within the labour market, the high unemployment rates and youth migration. Most technical and vocational skills development suffer from weak links with the market. Even after graduating, the youth might still lack the appropriate skills needed by the private sector. Often, the youth prefer academic education to technical skills acquisition; this is due to a negative social perception of vocational skills, as well as the weak linkage between vocational training and market needs. Equipping young people with the skills needed to meet market demand is critical for building a strong human capital base and developing micro, small and medium-sized enterprises' (MSMEs) competitiveness.

In order for TVET to take into account the current needs of employers, the following section presents a skills gap assessment to orient recommendations and curriculum design. This skills gap assessment is based on the Employer Skills Need Assessment Survey carried out by NAQAA in 2018 and the small and medium-sized enterprise (SME)

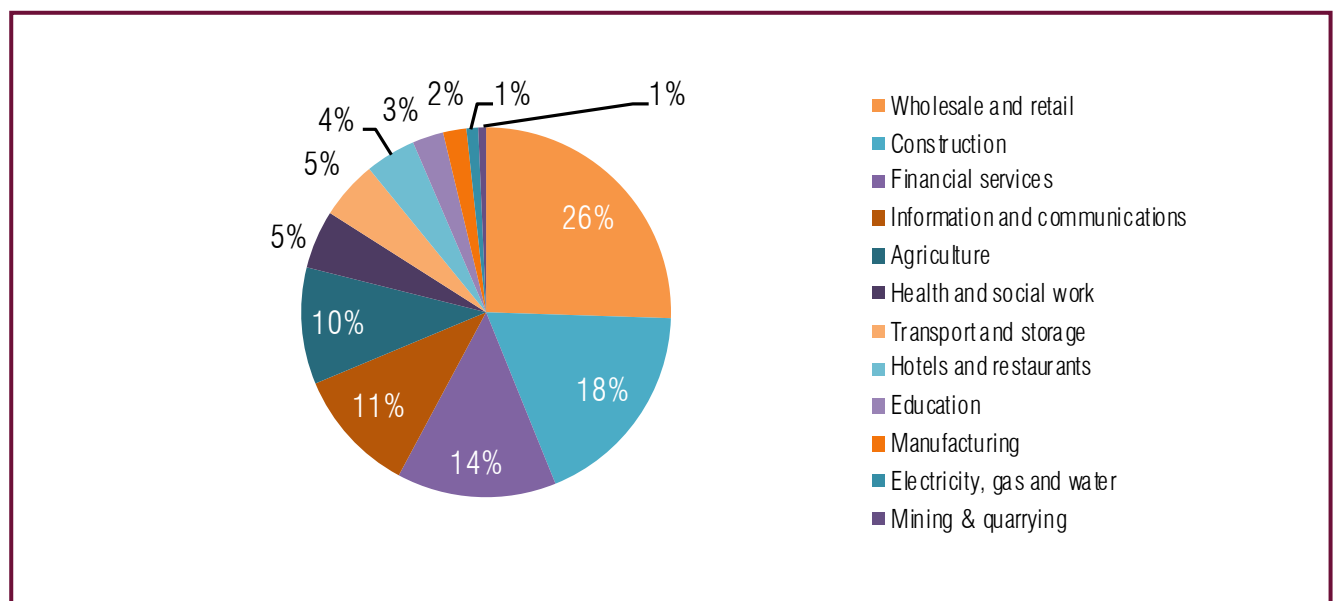
survey of the Youth and Trade Roadmap in 2017 as part of ITC's Youth Empowerment Project. The section below presents the most-needed occupations on the national level, then by sector (in agriculture, ICT and tourism).

The findings of this skill shortage assessment will then be built upon and supported by the labour market information stemming from the SSC meetings.

Most-needed occupations at the national level

During a field survey conducted by NAQAA in 2017, a total of 294 firms were surveyed. Figure 20 presents the distribution of the surveyed sample by sector of activity. More than 75% of the surveyed sample was concentrated in the wholesale and retail, construction, financial services, ICT and agriculture. As demonstrated by the LFS in 2018, some important activity areas of the workforce are under-represented in the sample, such as repair of computers and household goods, washing of textile, hairdressing and other beauty treatments, agriculture, and accommodation and food services. Other areas, such as financial services and ICT, seem to have a higher representation in the workforce, as shown by the LFS occupation segmentation (see Figure 5).

Figure 20: Distribution of surveyed sample by sector of activity

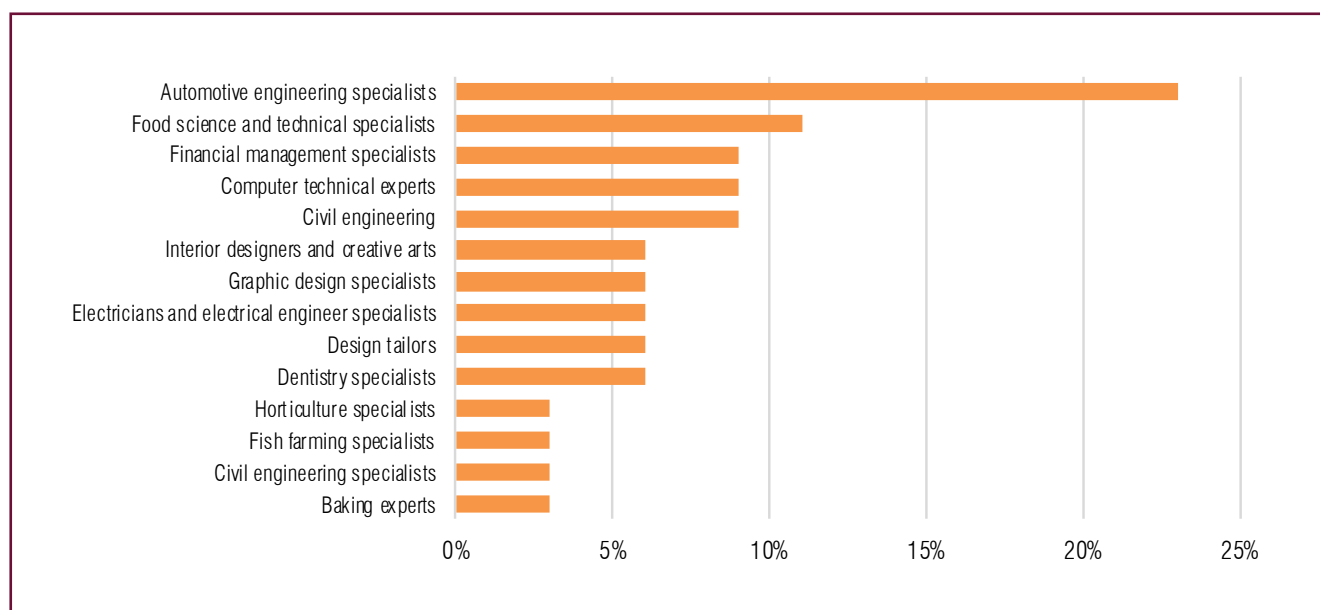


Source: Survey field data, 2017, Employer Skills Need Assessment Survey, NAQAA.

Based on the survey conducted by NAQAA, the most sought-after occupations appear to be automotive and engineering specialists (wholesale and retail), food science and technical specialists (agribusiness), financial management specialists (financial services), computer technical experts (ICT) and civil engineers (construction) (see Figure 21). These national-level findings provide a good first idea of the most-needed skills; however, the results remain

representative of the selected company sample and would be better seen in isolation by sector. Since the recurrence of the scores is strongly correlated with the size of the sector sample, and that those are not representative of the workforce as presented by the LFS, each occupation identified should be seen as the most needed in the given sector and not on the national level.

Figure 21: Analysis of skill shortages in the labour market



Source: Survey field data, 2017, Employer Skills Need Assessment Survey, NAQAA.

The following section drills down further into three key sectors of the economy and presents the most-needed occupations in each of them.

Most-needed occupations at the sector level

The following occupations in the three sectors, agriculture, ICT and tourism, are sorted based on the magnitude of the skill shortage, which is measured by the frequency of that occupation appearing on the most-needed list of respondents and the level of difficulty of finding a person with appropriate skills that match the job description.

The top five occupations needed in agriculture are: food processing operatives and growers, gardeners, horticulture and nursery growers, food processing operatives, sales and marketing staff and agronomist/farming advisers. These occupations are mostly mid-level and management positions that require specific education in agronomy or agribusiness. As described previously, the general education in agriculture is relatively low, which explains the need for qualified positions with technical or business skills.



Photo: ITC

Table 4: Most-needed occupations in agriculture, ICT and tourism

Occupations in agriculture	Score
Food processing operatives	26
Crop farm supervisors and growers, gardeners, horticulture and nursery growers	21
Sales and marketing staff	20
Agronomist/farming advisers	11
Subsistence crop farmers	6
Food and related products, machine operators (packaging)	4
Agricultural technicians (production)	4
Administrative, clerical and accounting workers	3
Production manager	3
Agricultural labourers	1
Occupations in ICT	Score
Software and multimedia developers and analysts	19
Applications development and testing technicians	13
ICT network and hardware professionals	10
Web technicians	9
Database specialists and systems administrators	9
Information technology and telecommunications directors	6
Sales and marketing	5
Shop salespersons	5
Electronics and telecommunications installers and repairers	3
Personal services workers	3
Occupations in tourism	Score
Cook	24
Housekeeping	10
Waiters and bartenders	7
Hotel manager	6
Retail salespersons and sales clerks	5
Restaurant and food service managers	2
Tour guides	1

Source: ITC SMECS, The Gambia, 2017. (Partial results displayed. Complete list available upon request.)¹¹

Those occupations with the greatest skill shortages in ICT are: software and multimedia developers and analysts, applications development, ICT network and hardware professionals, web technicians, database specialists and systems administrators. Those occupations in the tourism sector with the largest skill shortages are: cooks, housekeeping, waiting staff, bartenders and hotel managers. In both sectors,

the wide disparity between staffing needs and qualified applicants, particularly in those occupations that require highly technical or specialized skills, indicates a shortage in skilled workers. While finding a promising candidate to fill such positions has proven difficult (perhaps because of the specificity of the skills needed), those who succeeded in securing the positions are typically competent.

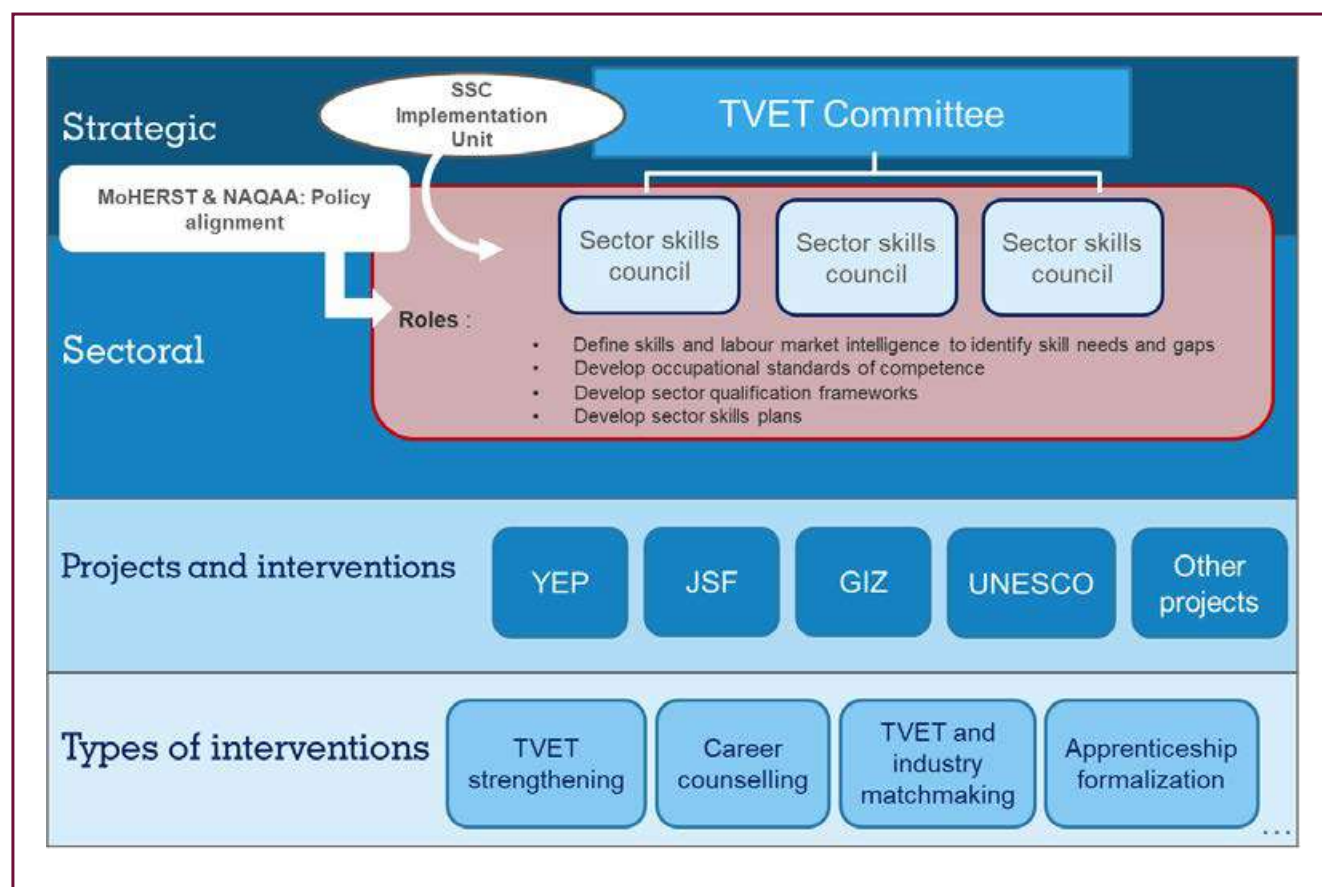
11.– The score is the sum of points accumulated by its occupations based on the number of occurrences and position given by the respondent for the three most-needed occupations (1st place: three points; 2nd place: two points; and 3rd place: one point).

A GOVERNANCE STANDING READY TO COORDINATE THE IMPLEMENTATION OF THE TVET ROADMAP

The success in the implementation of the TVET Roadmap is dependent on the ability of stakeholders to plan and coordinate various initiatives and build synergies. The activities outlined in the plan of action need to be synchronized between TVET, public actors and employers to create sustainable results. It is, therefore, necessary to create an adequate environment and an appropriate governance framework for implementation.

In order to facilitate the implementation of the TVET Roadmap, it will be essential to create a sustainable implementation management mechanism, with, at its core, the National TVET Committee and the sector skills councils (SSC) already leading the design of the roadmap. This is why the TVET Roadmap implementation structure is essentially composed of two key bodies: the National TVET Committee and the SSC. The structure is presented in Figure 22.

Figure 22: TVET Roadmap governance structure



NATIONAL TVET COMMITTEE

In the case of this TVET Roadmap, the basis for a solid implementation structure has been established prior to the start of the roadmap design. The National TVET Committee has been made operational and empowered by MoHERST at beginning of 2019. The National TVET Committee was supervising the design of the roadmap and is expected to take the

lead in coordinating and monitoring of its implementation. The main responsibilities of the National TVET Committee during implementation will be coordination of activities, monitoring of progress and mobilization of financial resources. Agreed Terms of Reference of the National TVET Committee are available in Annex III: Terms of Reference of the National TVET Committee.

SECTOR SKILLS COUNCILS (SSC)

To support the work of the National TVET Committee, stakeholders also agreed to develop a sectoral approach in the articulation of sectoral skills and labour needs and priorities and the development of activities to address them. The sector skills councils (SSC) aim to provide a platform for employers to express their needs and thereby ensure that the supply of skills meets demand. The specific roles and responsibilities agreed for the SSC in The Gambia are:

- I. Set out current and future skills and labour market needs in the sector;
- II. Develop occupational standards of competence;
- III. Identify priority actions through the development of sector skills plans;
- IV. Develop sector qualifications frameworks;
- V. Oversee and support formalization of apprenticeships;
- VI. Galvanize the support of industry to support delivery in public and private TVET institutions.

The composition of the SSC aims to be representative and involve all key actors in each sector, such as trade associations, employers, relevant ministries, youth representatives, TVET institutions and other key partners (see Figure 23).

Figure 23: Membership in SSC



Within the context of the TVET Roadmap, the National TVET Committee agreed to initiate the sectoral approach with three sector pilots: on agriculture, ICT and construction. Once the method proves to function for the three pilots, it will be broadened to other important economic sectors.



Photo: ITC

The following members were shortlisted for these three pilot sectors:

Agriculture

- Key trade association(s):
- GAMHOPE
- ASPA
- CAG
- NACOFAG
- National Food Processors
- Key employers/private sector (if relevant): GHE, Radville Farms
- Relevant government institutions: MOA, NAQAA, MOHERST, Ministry of Women, Children and Social Welfare (MoWCSW)
- Key TVET institution: NATC, GSI, Gambia College,
- Specialist organisations (if relevant): NARI, DOA, FTS, Gamplast, Women's Bureau, GYCC

ICT

- Key trade association(s): ITAG
- Key employers/private sector (if relevant): Insist Global, Unique Solutions, Assutech, GAMTEL
- Relevant ministry: MOICI, MOHERST, NAQAA, MoWCSW
- Key TVET institution: Smart Technologies, Lasting Solutions, QIT, GTMI, NIFTY ICT Solutions, YMCA
- Specialist organisations (if relevant): GYCC, Women's Bureau

Construction

- Key trade association(s): GACCON, Earth Builders Association.
- Key employers/private sector (if relevant): 4 GACCON Members, Global Properties, TAF Africa Global,
- Relevant ministry: MOTI, MOHERST, NAQAA, MoWCSW
- Key TVET institution: Insight Training, GTTI, Chamen Training Centre, Department Physical Planning.

STRATEGIC FRAMEWORK OF INTERVENTION



Photo: cc flickr, (CC BY-NC-ND 2.0) Barefoot Photographers of Tilonia, Barefoot Solar Engineering Workshop, Gambia.

The strategic objectives of the TVET Roadmap translate into a set of concrete operational objectives and targeted activities. These activities need to be implemented with the oversight of the TVET Roadmap implementation governance, namely the National TVET Committee and the SSCs. The following section details the activities proposed under each strategic and operational objective, and provides a rationale for the selection of each activity and a detailed description of its implementation modalities.

STRATEGIC OBJECTIVE 1: STRENGTHEN COORDINATION FRAMEWORK TO A DEMAND-DRIVEN TVET SYSTEM RESPONSIVE TO LABOUR MARKET NEEDS

Operational objective 1.1. Advocate for the development of policy reform for the TVET sector, including alignment with GSQF

1.1.1 Launch the new TVET and apprenticeship policy

While the government recognizes the importance of TVET as a critical component of economic growth and a means to tackle unemployment, there is currently no coordinated approach to TVET across the government.

In order to create greater impact and ensure a more responsive TVET system, it is imperative that a coherent TVET policy is in place that encompasses TVET from secondary to tertiary education. This will require an updating of current policy to develop a five-year plan informed by the National TVET Committee and the TVET Roadmap. The TVET Roadmap will indeed inform MoHERST and provide them with a critical blueprint as they develop the key orientations of the policy.

The policy will be led by MoHERST in conjunction with MoBSE and ensure that TVET provision is widely available across each region as well as ensure that the content and delivery of TVET reflects the skills and labour market needs of key economic sectors. It will also strengthen the transition from full-time education into employment, through more effective career information, advice and guidance, internships and apprenticeships.

Operational objective 1.2. Support the development of inter-ministerial coordination arrangements for skills development with industry representation

1.2.1. Establish a TVET commission to foster cross-government coordination

The importance of TVET in its role to support economic growth, employment and social mobility is reflected in the fact that many government departments have a direct interest in its focus and delivery. The new TVET policy will create a holistic approach to TVET across The Gambian Government. MoHERST will establish a TVET commission to enable cross-government dialogue and collaboration in the development and execution of the government's TVET policy.

1.2.2. Improve TVET quality assurance oversight over public and private TVET institutions

NAQAA plays a critical role in quality assuring TVET across The Gambia. Its role is important in terms of both the quality assurance of institutions delivering TVET and in the programmes and qualifications that are being delivered. Currently, too many TVET institutions fail to reach the standards set out by NAQAA and there are no significant consequences as a result. Similarly, too few learning programmes are linked to the GSQF, which means that they are not providing students with a programme that leads to a qualification recognized by NAQAA. This undermines the quality of TVET across the country. Employers and TVET institutions also hold strong views that NAQAA's current role in relation to internships does not add sufficient value and takes the authority away from more strategic quality assurance. A

thorough review of NAQAA's remit will ensure that it has the responsibility for the quality assurance of all TVET institutions and provision and that it has the necessary capacity and capability to fulfil this important role. It will also ensure that it is not carrying out other activities that take it away from its core purpose.

1.2.3. Align TVET development with Labour Market Information System

In order for TVET to become fully responsive to the needs of the labour market, there needs to be greater availability of regular and robust skills and labour market intelligence. Currently, despite the existence of The Gambia Labour Market Information System to coordinate the development and availability of skills and labour market intelligence across government, there is a scarcity of regular and robust skills and labour market intelligence being made available to employers, policymakers and TVET institutions. The new TVET policy will ensure the availability of regular and robust skills and labour market intelligence that is informed by sector skills councils, which, in turn, will inform the development of TVET provision.

Operational objective 1.3. Promote national development of skill standards of all TVET providers and industry

1.3.1. Establish occupational standards through private sector-driven approach

NAQAA currently engages employers to develop occupational standards for key occupations across the economy. Occupational standards set out the skills, knowledge and competence required to perform specific occupations and have the potential to underpin qualification development and approval and to help articulate career pathways into and through specific sectors. There is a strong belief that the private sector and too few employers are involved in their development, nor are they used sufficiently in the development of curricula and qualifications. Going forward, SSCs provide an opportunity for employers and sector partners to define the occupational standards of core occupations in their sectors before they are approved by NAQAA. They can then be used to inform the pilot of the formalization of apprenticeships and internships, as well as in wider qualification development and approval. The occupational standards will be made publicly available online.

1.3.2. Strengthen national accreditation mechanism and support system

A number of key TVET institutions are currently failing to meet the quality assurance standards set out by NAQAA, which means that many students are undertaking programmes in

substandard TVET institutions. This includes a number of major public TVET institutions and undermines the quality of TVET in The Gambia as a whole. This means that a significant number of students are leaving their programmes without the skills, knowledge and competence required in the labour market. The new TVET policy will address this anomaly and put in place a scheme to support those institutions that fail to reach the desired standards.

Similarly, too little provision is approved by NAQAA and fails to meet the descriptors set out in the GSQF. The new TVET policy and the review of NAQAA's remit will help address this and ensure that those programmes that are being delivered meet the required quality assurance standards set out by NAQAA. This will also ensure that the majority fall within NAQAA's quality assurance oversight.



Photo: © International Trade Centre

Operational objective 1.4. Develop and implement mechanisms for RPL

1.4.1. Improve visibility of RPL and its benefits

Recognition of prior learning (RPL) is a powerful mechanism to facilitate social mobility, support returnees and professionalize specific sectors and professions. RPL provides an opportunity for those seeking employment and those currently in employment to assess their skills, knowledge and competence against the GQSF. This is currently managed by NAQAA and can help support individuals to be awarded a qualification that reflects their level of competence.

The RPL's visibility is poor and it is not being fully utilized within the TVET system to raise the professionalism of specific occupations as part of broader sector strategies.

NAQAA will review its current strategy in consultation with the National TVET Committee to ensure its use is being fully optimized and that it is more widely known and accessed by individuals and employers. Similarly, the new TVET policy will address how best RPL can be used strategically to qualify and professionalize The Gambian labour market.

1.4.2 Test RPL strategy through pilot programmes

Currently, too few individuals, businesses and sectors are systematically using RPL as a means to qualify themselves in their business. The RPL needs to be fully tested to understand the opportunities and identify and overcome potential barriers. As part of its review of the RPL strategy, NAQAA will identify a number of pilots to test how it can best be maximized and delivered.

Operational objective 1.5. Reform funding mechanism to support TVET renovation and upgrade

1.5.1 Prepare the ground for a reform of the TVET funding mechanism

The National Education and Technical Training (NETT) Levy is paid by the majority of businesses across the economy and a significant percentage is used to fund NAQAA. While this funding is necessary for the functioning of the quality assurance mechanism, the funding of the public TVET institutions remain insufficient and often mismanaged. A review of the levy as part of a wider review of the financing of basic, secondary and tertiary education needs to look at how the TVET system can best be funded and specifically how employers' contribution can be directed at aspects of the system that they can shape. This would give them greater ownership of the system and better ensure that it reflects labour market needs. The review of funding will also look at how employers' investment can best be harnessed and incentivized. In order to achieve this, the following steps will be implemented:

- Conduct a study of the current levies on the private sector: identify the current levies and overall impact on businesses, look into examine rationalization possibilities (e.g. merging NETT with sports levy) and assess the capacity of the private sector to support the current burden.
- Identify the amount of money generated by the levy in recent years, and understand the factors affecting the amount of money being collected.
- Conduct an audit of the spending of the NETT and also on the funding and expenditure of public TVET institutions.
- Put in place a financial monitoring mechanism in public TVET, including financial planning and key performance indicator (KPI) use.

1.5.2 Create a centralized funding mechanism to mobilize foreign aid and support the implementation of technical education programmes

A significant amount of international aid is being invested in the TVET system to help pilot new approaches, upskill specific sectors and occupations, and invest in new infrastructure. While there is much best practice, there is a danger that the initiatives funded are not sufficiently well aligned and sustainable. As part of a wider reassessment of the funding for TVET, a funding pool should be created that is aligned to the new TVET policy and its priorities. This fund could help increase the capacity of TVET institutions, particularly in the regions, and be available for SSCs and institutions to bid.

STRATEGIC OBJECTIVE 2: REINFORCE TRAINING AND LEARNING RESOURCES FOR PROMISING VALUE CHAINS WITH HIGH YOUTH EMPLOYMENT OPPORTUNITY

Operational objective 2.1. Develop and update quality technical and vocational training programmes to meet market demand

2.1.1. Identify gaps in training provision, related equipment and facilities

Currently, too few public or private TVET institutions have the required equipment to deliver to the relevant standard required. As a result, delivery is being designed to reflect available equipment rather than the skills required by the labour market.

The roadmap outlines plans to address this critical problem. However, this will mean that a significant investment will need to be made to improve the facilities in existing TVET institutions if they are to effectively deliver to the new standards. This investment could be through a combination of public and private investment. The SSCs will set out these priorities through their sector skills strategies and similar plans will also be developed by MoHERST for other key sectors.

The TVET mapping study has found a significant lack of relevant provision in many areas of the country. This will also require substantial investment to put in place the appropriate provision through the creation of regional skills centres.

2.1.2. Address training gaps by developing industry led qualification

If skill shortages are to be addressed effectively, the qualifications being delivered in TVET institutions need to deliver the skills and knowledge required by the sector. Currently,

too few TVET institutions are delivering qualifications on the GSQF. The roadmap outlines plans to address this problem.

It is important that the qualifications available meet employers' needs. Employers, through their SSCs, have an opportunity to review existing qualifications on the Sector Qualifications Framework to ensure that they are relevant. Similarly, this process allows SSCs to identify gaps in provision. NAQAA will support those sectors that do not have SSCs to undertake a similar process and ensure that the qualifications are relevant.

This will build on existing work undertaken by UNESCO and MOTIE, as well as GIZ and the ITC under the Tekki Fii Project and the Jobs, Skills and Finance (JSF) project, to develop 23 curricula areas.

2.1.3. Evaluate possibilities to include an option for students to integrate TVET curriculum following primary school

The focus on TVET has traditionally started at the upper-secondary cycle. However, there is a strong case to be made that elements of TVET can be introduced earlier in order to provide an opportunity to gain essential technical skills or provide a taste for specific occupations at an early stage. The provision may simply focus on broader employability skills or be combined with sector-specific technical skills. Both could help the transition into employment and further study.

The review of TVET policy will take into account the inclusion of TVET provision at a lower level to ensure suitable progression at upper-secondary level and be aligned with career information, advice and guidance. It could also include short work-based placements to provide opportunities for young people to better gain experience working in particular sectors that they may be considering for a future career.

2.1.4. Update learning and teaching materials and develop access to online resources

The greater emphasis on TVET institutions to deliver programmes that result in qualifications on the GSQF will mean a review of the facilities and equipment available for students. It will also mean that learning and teaching materials on offer will need to reflect what is being delivered. Currently, many learning materials are not up-to-date. Similarly, others are provided by international awarding bodies linked to the current non-GSQF qualifications that are being delivered and will not be directly relevant to the new qualifications. The review of the capacity of current TVET institutions will also take into account the learning materials on offer and the extent to which online resources can be effectively harnessed.

This will build on existing work undertaken by GIZ and the ITC under the Tekki Fii Project and the Jobs, Skills and Finance (JSF) project to develop six training materials, as well as separate work by UNESCO, and the work by MoHERST and MoBSE through their "jungle programme".

2.1.5. Improve employers' participation in TVET governance and new qualification oversight

Employers are vital in determining that the TVET system reflects the needs of the labour market. Currently, some of the biggest public TVET institutions are not meeting these expectations and the review of TVET policy will ensure that, going forward, the governance of public TVET institutions is predominately made up of representative employers from key sectors of the economy that are aligned with the types of provision on offer.

Ensuring that the governance of the TVET institution is made up of appropriate employer and private sector representatives will be part of the accreditation process overseen by NAQAA. Members of the governance should be nominated for a fixed term to ensure periodic rotation.

Operational objective 2.2. Provide professional development activities for teachers in updated content, delivery techniques and managing on- and off-the-job training

2.2.1 Run specialized teaching training programmes to update practices and technical knowledge in priority sectors

A critical component of quality TVET provision is ensuring that those delivering TVET have the necessary skills and knowledge to deliver to the quality required. Lecturers should combine sound pedagogic skills with the technical skills and knowledge of the areas they are delivering. To have authority in their subject area, they should have significant experience of working in the required sector. The new TVET policy will ensure that lecturers have the appropriate technical skills and experience to teach their subject. They will need to have undergone relevant teacher training to develop the appropriate pedagogical, communication, coaching and motivational skills. Lecturers would be required to undergo periodic experience in the workplace to ensure that their skills remain current and that they keep abreast of new techniques and work-based trends.

This will build on work being undertaken by UNESCO and also by GIZ and YEP, which are facilitating teacher training through technical expertise from Baden-Württemberg.

2.2.2. Organize periodic TVET forums and industry days to share best practices in TVET management and teaching

Creating opportunities for lecturers and senior managers in TVET institutions to learn about new developments and share best practice is an important aspect of building the expertise and professionalism of The Gambian TVET sector. MoHERST will hold periodic forums for public and private TVET institutions to learn about the latest policy changes

and national and international trends and best practice. These forums also create opportunities for TVET institutions to share common challenges and engage with policymakers. This will build on GIZ's "Industry Days" and GTTI's "Carrier Days".

2.2.3. Strengthen senior management capabilities to lead and inspire their teams, seek new opportunities and innovate their delivery to meet sector needs

A key challenge identified in the TVET mapping is the extent to which senior managers in TVET institutions have the relevant skills to effectively manage and develop their institutions. This includes generic management skills, as well as specific skills to manage new programme development, employer engagement, assessment and student development. There are currently numerous interventions to increase the capacity of senior managers and these will be taken into account through a review of existing training and continuous professional development (CPD) opportunities for existing and emerging managers. This will result in a more structured approach for managers to develop appropriate skills and undergo periodic development.

Operational objective 2.3. Establish twinning arrangements with regional and international training providers and experts for technical and operational knowledge transfer

2.3.1. Formalize and revamp international partnerships and twinning arrangements

Partnerships with international TVET institutions are a powerful means for TVET institutions to engage with institutions to learn about their best practice, benefit from their expertise, provide exchange opportunities for staff and students and raise the international visibility of TVET in The Gambia.

There are examples where senior staff have undertaken foreign study missions, but often the TVET institution and the TVET system as a whole do not fully benefit, as experiences are not widely shared. As part of greater coordination and support for lecturers and senior managers across public and private TVET institutions, MoHERST will help coordinate the sharing of best practice and identify key international TVET partners that can help increase the sharing of knowledge and exchange.

2.3.2. Develop access to international teachers' networks

Having access to international networks is critical for teachers to be able to make links and share best practice. The Gambia Teachers' Union is working with UNESCO to encourage openness on the latest teaching approaches.

Operational objective 2.4. Enhance on-the-job learning programmes, including internships, traineeships and apprenticeships with certification schemes to meet sector needs

2.4.1. Pilot programmes to identify best mechanisms to formalize apprenticeships

Apprenticeships have traditionally played an important role in providing young people with an opportunity to develop the skills, knowledge and experience to pursue a career in their chosen profession. Apprenticeships have largely been informal in that apprentices would work for a mastercraft person, who in turn would train them over a period of time. The mastercraft person has traditionally determined when an apprentice is deemed competent and as a result the length of the apprenticeship. Similarly, there is no consistency in the level of competence required of apprentices in their chosen profession.

While many apprentices have a positive experience, it is generally accepted that more can be done to increase the effectiveness of the apprenticeship experience.

Separate, but complementary pilots are being taken forward by GIZ and the Jobs, Skills and Finance (JSF) project to formalize apprenticeship in the construction and agro-processing sectors. This will include:

- Introducing and testing: a formal agreement between mastercraft person and apprentice;
- Agreed common standards of competence that outline what the apprentice is expected to be able to do and know;
- Independent assessment of competence;
- Training support programmes to develop the appropriate skills and knowledge;
- National certification.

The pilots will also critically test appropriate incentives for mastercraft persons and apprentices, upskill of mastercraft persons and access to funds and markets on completion of the apprenticeship.

2.4.2. Upgrade the teaching skills of the mastercraft persons with support from sector associations

Mastercraft persons have a special and critical role in the development of young people through apprenticeships and internships. Many mastercraft persons do not possess formal qualifications, nor is there consistency in the level of technical skills and experience they possess.

The formalization pilot for the apprenticeship and internship will initially focus on developing the skills of mastercraft persons and qualifying them to a higher level. Ideally, this will be at the new level of mastercraft person on the GSQF.

The development will include technical skills and pedagogical and coaching skills.

2.4.3. Reform management and quality assurance of internships

Internships play an important role in providing full-time students with an opportunity to utilize and further develop their skills and knowledge in the workplace. The internship is typically undertaken towards the end of a full-time course and, unfortunately, in many instances is the only time that some students have an opportunity on their course to develop their practical skills.

Currently, NAQAA's role is to arrange internships with employers and to provide logbooks. It is felt that this role is not effective and acts as a barrier to TVET institutions establishing links with employers. Often, in practice, TVET institutions arrange the internship, as they have better relationships with the employers. It is felt that the logbooks do not ensure that an internship provides a structured and quality experience for the student. Going forward, NAQAA will have a more strategic role in quality assuring the internship through random inspections.

A pilot will be carried out to formalize internships in the ICT sector. This will test a more structured approach to the internship, encourage stronger links between the TVET institutions and employers and develop the required coaching skills of mastercraft persons and employers. The pilot will be evaluated before a broader roll-out.

STRATEGIC OBJECTIVE 3: IMPROVE URBAN AND RURAL ACCESS OF SKILLS DEVELOPMENT PROGRAMMES AND THEIR PERCEPTION

Operational objective 3.1. Expand training services to rural areas and modernize regional skills centres

3.1.1 Provide rural youth with training opportunities through existing TVET centres, multi-use centres and new models of mobile and remote delivery

The government aims to broaden access to TVET by establishing skills centres in each region, which will expand TVET capacity outside of the Greater Banjul area.

In line with the Education Policy (2014–2023), new youth training centres will play a pivotal role in youth skills development, providing access to new knowledge and support for the development of business opportunities. These new centres will facilitate access to internet and subsequently to a range of new mobile learning services. There may be a

need to develop remote teaching support strategies to cover any shortages in teaching staff in rural areas. In parallel to the development of youth training centres, existing TVET based in the Greater Banjul area will be able to use these new mobile and remote delivery methods as extensions for training and development of specific programmes.

3.1.2 Develop regional collaboration and approval of courses in rural districts

Increasing regional TVET capacity is an important focus for the government, as it aims to broaden access to TVET in all parts of the country. Given the cost of establishing regional centres and the difficulty of initially generating sufficient student numbers for a TVET centre to break even financially, existing public and private TVET institutions should be encouraged to collaborate in establishing regional skills centres. Collaboration should also be encouraged with local community groups and non-governmental organizations (NGOs) to build on existing networks and avoid duplication with existing initiatives. This approach aims to reduce costs and build on what works in other regions.

3.1.3 Pilot new multi-use training centres in rural districts

As part of the roll-out of regional skills centres, the existing training centre in Ndemban provides an ideal opportunity to test the process of creating regional skills centres. The current site was developed between 2010 and 2013 through the initiative of the former Government of The Gambia with funding from the Taiwan Province of China). It consists of a large administration building and two engineering workshops.

The site provides an opportunity to stimulate local demand and encourage collaboration from existing TVET institutions to deliver provision that meets local labour market needs. Similar pilots are to be carried out at the Masakonko Training Centre and the Kanila Institute of Science and Technology.

Operational objective 3.2. Develop skills training programmes for promising high-value product clusters in rural areas

3.2.1 Develop skills development plan at the district level

As part of providing greater access to TVET it will be important to identify the skills and labour market priorities for each district. This will be undertaken by engaging youth and women groups, local government, existing businesses, specialised public organisations and rural TVET and NGOs. The plans will assess key sectoral needs in the local areas and the skill levels of the local population.

A considerable amount of work has already been taken forward by YEP and GIZ and this will continue as part of the roadmap.

3.2.2 Promote certification and training awards to sensitize access to formal education

If TVET is to be successful, an important and key challenge is to encourage more young people to consider the opportunities that TVET offers. Therefore, it is important to encourage more people into the system to increase the number of those who gain formal qualifications and reduce the number not completing their course and, therefore, not gaining a formal qualification.

There will be review of the existing system to assess and reward qualifications on completion of specific modules and awards. Incentives will also be considered for the completion of full awards.

In parallel, TVET institutions will be assessed by NAQAA for the level and effectively of coaching and monitoring in place to help support students and increase completion rates.

Operational objective 3.3. Improve youth perception toward technical skills

3.3.1 Promote technical skills through national communication campaign

TVET has a poor perception compared to traditional academic study and, as a result, it is undervalued and the financial benefits of entering vocational technical professions are poorly understood.

A promotional campaign will be an important activity to reach potential students, parents and key decision makers about the value of studying a technical and vocational course. MoHERST will oversee the campaign and it will showcase available programmes, highlight case studies of successful students and promote the employment opportunities and benefits of working in key sectors. The SSCs provide a good opportunity to help define and support the campaigns for their sectors.

3.3.2 Create technical skills national award for youth

Celebrating success has been shown internationally to help raise the profile of TVET and motivate and reward students, employers and TVET institutions. MoHERST will look to establish a national competition to identify the best students, interns, mastercraft persons and employers across a number of key sectors of the economy. The competition would help recognize excellence, but also build capacity and skill levels to potentially compete in the WorldSkills Competition in the near future. The awards will also provide an opportunity to raise the profile of TVET nationally. The UNESCO project could contribute to this activity through the initiation of a regional skills competition.



Photo: (CC BY-NC-SA 2.0) Dylan Fitzgerald, Sulayman Junkung General Hospital Solar Array.

STRATEGIC OBJECTIVE 4: INCREASE LABOUR MARKET MONITORING THROUGH SECTOR ADVISORY ARRANGEMENTS

Operational objective 4.1. Foster the development of formal sector advisory arrangements

4.1.1. Pilot creation of sector skills councils

The government is committed to developing a TVET system that fully responds to employer needs. Establishing sector skills councils provides a platform for employers to articulate their views and work with key partners to ensure TVET responds to the needs of their respective sectors.

SSCs are to be piloted in three sectors of the economy, construction, agroprocessing and ICT, before their eventual roll-out in all key sectors of the economy. Their role will be to:

- Articulate the key skills, labour market shortages and gaps in their sector;
- Outline the skills, knowledge and competence required to undertake core roles in their respective sectors;
- Work with NAQAA to ensure that all qualifications and courses reflect the required skills, knowledge and competence required by the sector;
- Identify the key actions required to ensure that the delivery of TVET in public and private TVET institutions, in the

workplace and in other institutions reflects the needs of the sector and reflects as far as possible international best practice and innovative practices;

- Articulate career pathways to help those considering a career to understanding the career opportunities available in the sector and the optimum qualification routes;
- Oversee and support the formalization of apprenticeships to help increase their effectiveness, if there is a clear demand for apprenticeships in the sector.

Operational objective 4.2. Improve labour market information systems

4.2.1. Assess existing labour market information systems

Skills and labour market intelligence (SLMI) is essential to help identify the key skills and labour market needs of key sectors of the economy nationally and regionally. SLMI is currently provided by a number of different ministries and government agencies, including NAQAA and MOTIE, and its coordination is undertaken through The Gambia Labour Market Information System.

As part of the new TVET policy, the development and dissemination of labour market intelligence will be reviewed to ensure that it is fit for purpose and being used effectively. This will include reviewing mechanisms to collect and provide live data and the feasibility of greater employer input and interpretation.

4.2.2 Conduct regular enterprise/employer surveys

As part of the review of SLMI, provision will be made to conduct regular skills surveys at a business level and the

publication of time series data to monitor trends and changing needs.

Operational objective 4.3. Develop tracer studies and monitoring mechanisms for all TVET institutions to monitor overall performance and quality

4.3.1. Support the introduction of systems-wide tracer studies that are administered across training institutions

Tracer studies have been identified as an essential tool to help TVET institutions assess the impact of their programmes and to engage with past students.

As part of NAQAA's monitoring of TVET institutions, they will be required to undertake tracer studies on a periodic basis. This will help build their capacity to improve their quality assurance processes, follow-up systems, accountability and after-training support. As part of the training and development for senior management in TVET institutions, training will be provided on effective tracer study methodology and analytical tools.

4.3.2. Build alumni networks

One of the benefits of tracer studies is to develop alumni networks. These networks can be used by TVET institutions to provide ongoing support and help increase the number of internship and apprenticeship opportunities provided. TVET institutions will be encouraged to use their tracer studies in order to build alumni lists and establish increased links with employers and the private sector.

To achieve the vision and strategic objectives discussed, a robust, actionable and realistic strategic PoA is required. This is provided in the section below, and constitutes the heart of this TVET Roadmap.

The PoA is structured along the four strategic objectives and the operational objectives described above. For each activity, the PoA outlines the following implementation modalities:

- *Period: The desired timeframe of the activity;*
- *Reform or project: Determines the nature of the activity;*
- *Leading institutions: An accountable lead institution per activity (the institution can also have a technical role or can solely have an oversight and coordination role);*
- *Supporting partners: Any institution that should be involved at any stage of the activity's implementation;*
- *Existing programmes or potential support: Existing initiatives ongoing in the specified area of the activity;*
- *Estimated budget: An estimation of the required budget for the implementation of TVET Roadmap's activities was done based on prevailing rates for organizing forums, workshops and experts' work rates in The Gambia. The total amount for the implementation was estimated to D15,092,000 (or \$314,417).*



PLAN OF ACTION

Strategic objectives/operational objectives/activities	Period					Reform /project	Leading institutions	Partners	Ongoing Initiatives
	2020	2021	2022	2023	2024				
Strategic objective 1: Strengthen coordination framework to a demand-driven TVET system responsive to labour market needs									
Operational objective 1.1. Advocate for the development of policy reform for the TVET sector, including alignment with GSOF									
<p>1.1.1 Launch the new TVET and apprenticeship policy</p> <p>The government to launch a new TVET and apprenticeship policy for the next five years based on the research and preparation done by the National TVET Committee and technical inputs from the TVET Roadmap.</p> <p>The policy should establish the legal framework for ministries to concentrate resources on priority areas, increase employer and private sector commitment and engagement, and provide donor organizations with a clear menu to increase the long-term impact of investment and reduce duplication.</p> <p>The TVET policy should focus on:</p> <ul style="list-style-type: none"> • Identify key sectors of the economy that TVET will focus on; • Reflect available skills and labour market intelligence; • Outline the role of employers in driving the TVET system; • Include in its scope career guidance, curriculum, quality assurance, delivery and post-programme support, and access to finance and markets; • Address provision of relevant and quality provision delivered in the TVET institutions and in the workplace; • Take into account geographic considerations to allow TVET to be accessed in all regions of The Gambia. 						Project	MoHERST Department of Strategic Policy and Delivery at Office of the President	Members of the National TVET Committee and TVET commission	UNESCO
Operational objective 1.2 Support the development of inter-ministerial coordination arrangements for skills development with industry representation									
<p>1.2.1. Establish a TVET commission to foster cross-government coordination</p> <p>MoHERST to convene an inter-ministry TVET commission to ensure the commitment of all ministries to the agreement and delivery of a cross-government TVET policy and implementation of TVET Roadmap.</p> <p>1.2.2. Improve TVET quality assurance oversight over public and private TVET institutions</p> <p>Review NAOAA's remit to focus on quality assurance and to ensure that it can fulfil its remit with oversight from National TVET Committee.</p> <p>1.2.3. Align TVET development with Labour Market Information System</p> <p>Align qualification and curriculum development with The Gambia Labour Market Information System to ensure TVET priorities complement development and investment in key sectors of the economy.</p> <p>Make publically accessible all available skills and labour market intelligence on an agreed website to increase its use.</p>						Project	MoHERST	NAOAA	
<p>Operational objective 1.3 Promote national development of skill standards, of all TVET providers and industry</p> <p>1.3.1. Establish occupational standards through private sector-driven approach</p> <p>NAOAA to pilot the development of occupational standards through the sector skills councils. The occupational standards should set out the skills, knowledge and competence required to effectively perform key trades in different sectors and be used in the development of qualifications and apprenticeships.</p> <p>NAOAA to publically make available all occupational standards on website.</p> <p>1.3.2. Strengthen national accreditation mechanism and support system</p> <p>NAOAA, through sector skills councils, to ensure that qualifications and courses delivered in accredited institutions can demonstrate that they reflect the national occupational standards.</p> <p>NAOAA to accredit all public and private institutions regardless of whether they are delivering qualifications on the GSOF. The accreditation standards should be appropriate for public and private institutions and NGOs.</p>						Project	NAOAA	Sector skills councils (public and private sector stakeholders)	
<p>Operational objective 1.4 Develop and implement mechanisms for RPL</p> <p>1.4.1. Improve visibility of RPL and its benefits</p> <p>Establish a clear communication plan to facilitate the adoption of RPL and review NAOAA's RPL implementation mechanism and its strategy with the National TVET Committee.</p>						Project	MoHERST NAOAA	Mastercraft persons	PIA is working on RPL

Strategic objectives/operational objectives/activities	Period					Reform /project	Leading institutions	Partners	Ongoing initiatives
	2020	2021	2022	2023	2024				
<p>1.4.2 Test RPL strategy through pilot programmes</p> <p>NAQAA to share its accreditation of prior experiential learning (APL) strategy with the National TVET Committee and pilot its approach in a number of relevant sectors using the sector skills councils (SSCs).</p> <p>The pilot RPL programmes will be reviewed once the SSC are established and the apprenticeship pilots tested.</p>						Project	MoHERST NAQAA	Mastercraft persons	
<p>Operational objective 1.5 Reform funding mechanism to support TVET renovation and upgrade</p>									
<p>1.5.1 Prepare the ground for a reform of the TVET funding mechanism</p> <p>A review of the levy as part of a wider review of the financing of basic, secondary and tertiary education needs to look at how the TVET system can best be funded and specifically how employers' contribution can be directed at aspects of the system that they can shape.</p> <ul style="list-style-type: none"> Conduct a study of the current levies on the private sector: identify the current levies and overall impact on businesses, look into examining rationalization possibilities (e.g. merging NETT with sports levy) and assess the capacity of private sector to support the current burden. Identify the amount of money generated by the levy in recent years, and understand the factors affecting the amount of money being collected. Conduct an audit of the spending of the NEET and also on the funding and expenditure of public TVET institutions. Put in place a financial monitoring mechanism in public TVET, including financial planning and KPI use. 						Reform	MOHERST Ministry of Finance	Private sector	
<p>1.5.2 Create a centralized funding mechanism to mobilize foreign aid and support the implementation of technical education programmes</p> <p>Create an overarching funding pool supported by donor organizations to support the implementation of the TVET Roadmap. As part of this funding pool, create a competitive fund where public and private TVET institutions can bid to gain funds to invest in new equipment to deliver approved qualifications. The fund should address the sustainability of the equipment and the contribution from the private sector in terms of initial investment and ongoing upkeep and repair.</p>						Reform	To be defined	To be defined	
<p>Strategic objective 2: Reinforce training and learning resources for promising value chains with high youth employment opportunity</p> <p>Operational objective 2.1 Develop and update quality technical and vocational training programmes to meet market demand</p>									
<p>2.1.1. Identify gaps in training provision, related equipment and facilities</p> <p>Sector skills councils to work with public and private institutions to identify gaps in provision and the equipment and facilities that will be required.</p> <p>Public and private institutions to develop courses to address identified gaps and need to gain validation by the SSCs, identifying innovative delivery models where necessary to increase private sector involvement.</p>						Project	Sector skills councils	GCCI NGOs Directorate of Planning Directorate of Tertiary and Higher Education Ministry of Youth and Sports National Enterprise Development Initiative (NEDI) President international awards scheme	UNESCO KOICA MOTIE
<p>2.1.2. Addressing training gaps by developing industry led qualification</p> <p>Public and private training institutions to develop qualifications to address identified gaps and need to gain validation by the SSCs, followed by accreditation by NAQAA. NAQAA is currently overwhelmed by an important number of tasks and this would take some weight off the institution, while keeping the core supervision and accreditation competency and, thus, authority.</p>						Project	NAQAA and sector skills councils		NAQAA is in the process of finalizing a TVET qualification framework and updating curriculum Expanding the curriculum to secondary level to have earlier involvement of youth in TVET

Strategic objectives/operational objectives/activities	Period					Reform /project	Leading institutions	Partners	Ongoing initiatives
	2020	2021	2022	2023	2024				
	<p>2.1.3. Evaluate possibilities to include an option for students to integrate TVET curriculum following primary school Consult neighbouring countries' systems and possibilities to include earlier path towards TVET education. In addition, sensitize primary school students to TVET and the TVET option (connected to the communication campaign in 3.3.1).</p> <p>2.1.4. Update learning and teaching materials and develop access to online resources There needs to be a review of what materials are available to support the new GQSF given that existing provision is often linked to international awarding body qualifications. The provision and access of online resources also need to be reviewed. These can be identified by the TVET institutions through the SSCs' sector skills strategy.</p> <p>2.1.5. Improve employers' participation in TVET governance and new qualification oversight Review the governance of public TVET institutions to ensure that they include private sector involvement and have regular refreshment of the board of the training institution.</p>								
<p>Operational objective 2.2 Provide professional development activities for teachers in updated content, delivery techniques and managing on- and off-the-job training</p> <p>2.2.1 Run specialized teaching training programmes to update practices and technical knowledge in priority sectors Review existing technical development programmes for teachers delivering technical and vocational training and pilot initial and periodic training programmes in a number of priority sectors.</p> <p>2.2.2. Organize periodic TVET forums and industry days to share best practices in TVET management and teaching NAQAA to facilitate periodic forums for public and private TVET providers, as well NGOs to share best practices, skills and labour market intelligence, address common issues and learn of new developments. This should include sectoral groups that are aligned with the SSC.</p> <p>2.2.3. Strengthen senior management capabilities to lead and inspire their teams, seek new opportunities and innovate their delivery to meet sector needs A review of the performance management and continuous professional development (CPD) opportunities made available for senior managers within TVET institutions. Institutional strengthening of TVET management to design and deliver training programmes in line with labour market needs.</p>					Project	NAQAA and sector skills councils	MoBSE: directorate of curriculum	UNESCO Private TVET are doing work with MoBSE's "jungle programme" MoBSE and MoHERST working on online Education Management Information System (EMIS) GCC I have a mobile app that will connect labour information to TVET Ex: Russia (employers on the boards) GTII NAQAA Newly created TVET institutions tend to incorporate that best practice	
<p>2.2.1 Run specialized teaching training programmes to update practices and technical knowledge in priority sectors Review existing technical development programmes for teachers delivering technical and vocational training and pilot initial and periodic training programmes in a number of priority sectors.</p>					Project	GTII	MoBSE NAQAA	GIZ/YEP: Teacher training – GTII – Baden-Württemberg UNESCO project is doing some training of teachers	
<p>2.2.2. Organize periodic TVET forums and industry days to share best practices in TVET management and teaching NAQAA to facilitate periodic forums for public and private TVET providers, as well NGOs to share best practices, skills and labour market intelligence, address common issues and learn of new developments. This should include sectoral groups that are aligned with the SSC.</p>					Project	NAQAA	National Enterprise Development Initiative (NEDI) GIEPA GCC I	GIZ "Industry Days" MoHERST GTII – "Carrier Days" GIEPA (Empretec) Business development programme UNESCO skills completion under KOACA	
<p>2.2.3. Strengthen senior management capabilities to lead and inspire their teams, seek new opportunities and innovate their delivery to meet sector needs A review of the performance management and continuous professional development (CPD) opportunities made available for senior managers within TVET institutions. Institutional strengthening of TVET management to design and deliver training programmes in line with labour market needs.</p>					Project	MoHERST NAQAA		GTII – planning to do it under GIZ programme NAQAA – SHENZHEN project	

Strategic objectives/operational objectives/activities	Period					Reform /project	Leading institutions	Partners	Ongoing initiatives
	2020	2021	2022	2023	2024				
Operational objective 2.3 Establish twinning arrangements with regional and international training providers and experts for technical and operational knowledge transfer									
2.3.1. Formalize and revamp international partnerships and twinning arrangements First review existing links with international TVET institutions to increase international collaboration across key sectors to identify new developments and innovation. This will include a review of how institutions and their staff can fully benefit when staff go on foreign study missions. Then identify potential TVET partners in other countries.						Project	GTTI SSC Directory of Tertiary and Higher Education		The International Labour Organization (ILO) had a training programme through their country office within MOIC
2.3.2. Develop access to international teachers' networks To develop teachers' best practices and openness on latest teaching approaches.						Project	Gambia Teachers' Union		Gambia Teachers' Union works with those bodies. National commission for UNESCO
Operational objective 2.4 Enhance on-the-job learning programmes, including internships, traineeships and apprenticeships with certification schemes to meet sector needs									
2.4.1. Pilot programmes to identify best mechanisms to formalize apprenticeships Informal apprenticeships can be enhanced through a variety of measures managed by the SSCs and NAQAA. Pilot programmes in selected sectors to formalize apprenticeships will aim to identify the most appropriate model based on: <ul style="list-style-type: none"> • A formal agreement between mastercraft person and apprentice; • Agreed common standards of competence that outline what the apprentice is expected to be able to do and know; • Independent assessment of competence; • Training support programmes to develop the appropriate skills and knowledge; • National certification. The pilot should also focus on quality assurance, the use of incentives, upskilling of mastercraft persons and access to funds and markets on completion of the apprenticeship. Institutions should take responsibility for placing the students in the apprenticeships and internships, not NAQAA through the logbook. Apprenticeship should be part of the curriculum – i.e. built in. There is no tool or regulation that makes it mandatory. SSC's should come in here.						Project	NAQAA MoHERST to be involved as a policy provider		Jobs, Skills and Finance (JSF) project Pilot in three sectors the formalization of apprenticeships: ICT, agroprocessing and construction GIZ NAQAA has the lead on apprenticeship NYSS is implementing apprenticeship programmes Insight – recognition for apprenticeship in construction
2.4.2. Upgrade the teaching skills of the mastercraft persons with support from sector associations The low levels of formal development in the informal sector, especially the lack of theoretical knowledge of the mastercraft persons, makes apprentices more vulnerable to technological changes. Training programmes will target skilled mastercraft persons to improve their teaching skills. Sector associations, through the SSC, need to take a leading support role to assist mastercraft persons to formalize apprenticeships. Tradition of making the apprentice suffer, because the master himself had suffered in the past. No need to make apprentices suffer to learn (giving no food if they don't work according to their standards). Problem that the person who is placing the apprentice is getting the subsidy for the apprentice ("the uncle" is receiving everything).						Project	NAQAA SSC	GTTI in partnership with sector associations Mastercraft persons	NAQAA doing certification of RPL (doing it in a "SSC type" format teams)
2.4.3. Reform management and quality assurance of internships TVET institutions will be made responsible for organizing internships and ensuring that these are with businesses that can provide quality internships. NAQAA should be responsible for overseeing the quality assurance put in place by TVET institutions and provide technical guidance rather than to place the intern with the logbook. The use of IT/web-based solutions could facilitate the development of systematic on-the-job monitoring solutions and internships. To facilitate placement of the interns, promote the involvement of placement agencies in internships.						Reform	SSC organize/place NAQAA quality assurance and drafting		YEP is working on a restart programme with Gairjobs

Strategic objectives/operational objectives/activities	Period				Reform /project	Leading institutions	Partners	Ongoing Initiatives
	2020	2021	2022	2023				
	2024							
Strategic objective 3: Improve urban and rural access of skills development programmes and their perception								
Operational objective 3.1 Expand training services to rural areas and modernize regional skills centres								
3.1.1 Provide rural youth with training opportunities through existing TVET centres, multi-use centres and new models of mobile and remote delivery					Project	MoHERST	NAOAA, private and public TVET MoA Songhaii Njawara Agricultural Training Centre GCCl	GTTI Mansa Konko sponsored by GIZ, Sterling Consortium In Bansang GTTI Farato and Kanifing sponsored by UNESCO's TVET project
In line with the Education Policy (2014–2023), new youth training centres will play a pivotal role in the skills development of youth, providing access to new knowledge and support for the development of business opportunities. These new centres will facilitate access to internet and subsequently to a range of new mobile learning services. There may be a need to develop remote teaching support strategies to cover any shortages in teaching staff in rural areas. In parallel to the development of youth training centres, existing TVET based in the Greater Banjul area will be able to use these new mobile and remote delivery methods as extensions for training and development of specific programmes.								
3.1.2 Develop regional collaboration and approval of courses in rural districts					Project	NAOAA	Private and public TVET MoHERST Development associations such as Wuli and Sandu Development Agency (WASDA)	GCCI Start and Improve Your Business (SIYB) with GIZ Empretec Gambia
As part of the roll-out of regional skill centres, collaboration should be encouraged across various institutions to ensure that the centres are fit for purpose and reflect local employment needs. Links should be established with local NGOs and community groups to enable them to offer approved courses from larger institutions.								
3.1.3 Pilot new multi-use training centres in rural districts					Project	MoHERST	Gamworks Public and private TVET	Masakonko Training Centre Ndemban and Juliangel skills training centres MoBSE is working on technical high schools
The Ndemban centre provides a model to test how best local skills centres can be rolled out. Full market testing needs to be undertaken to determine the areas of provision to focus on and the number of potential students that will be targeted. Collaboration across public and, where necessary, private TVET institutions should be encouraged in order to provide and deliver the most appropriate blend of sector-specific provision in each administrative area.								
The initiatives should include private TVET institutions in order to further support regional training centres' development. Public-private partnership (PPP) is also a model that should be considered for some specific components such as catering or accommodation.								
Operational objective 3.2 Develop skills training programmes for promising high-value product clusters in rural areas								
3.2.1 Develop skills development plan at the district level					Project	NAOAA	MOTIE MoBSE MoHERST	GIZ YEP
Based on the needs of sectors such as agriculture, construction, mechanics, tourism or ICT in the rural areas, local skills development plans will be established in collaboration with youth groups, local governance, existing businesses, specialized public institutions, rural TVET and NGOs.								
3.2.2 Promote certification and training awards to sensitize access to formal education					Project	NAOAA	NYSS National Youth Council (NYC) Public and private TVET	
Award and certification models have to be put in place to incentivize youth to actively participate in these training programmes. A vital success criterion of training programmes will be the capacity of TVET to provide active coaching and results monitoring.								
Operational objective 3.3 Improve youth perception toward technical skills								
3.3.1 Promote technical skills through national communication campaign					Project	National Youth Council (NYC) MOVS	GCCI MoHERST Nova Scotia-Gambia Association (NSGA) NYSS PIA TAF Africa Global Industrial association Gambia Radio and Television Services (GRTS) Gambia Technical Training Institute Student Union (GTTISU)	MoHERST UNESCO KOICA Tekki Fii NSGA life skills
Organize a communication campaign to incentivize youth to acquire technical skills in TVET through success stories and market opportunities. The success stories should focus on the successful TVET graduates (both employed and entrepreneurs) as well as companies that hired graduates from TVET education.								
A broad range of communication channels should be used, but in particular GRTS, radios, TV and social media.								

Strategic objectives/operational objectives/activities	Period					Reform /project	Leading institutions	Partners	Ongoing initiatives
	2020	2021	2022	2023	2024				
<p>3.3.2 Create technical skills national award for youth</p> <p>Organize a national competition to identify best apprentices, interns and craftspersons.</p>						Project	GCCI MOYS	NYSS GYCC National Youth Council (NYC) GCCCI NAQAA Global Youth Innovation Network (GYIN)	GCCI youth award Empretec UNESCO KOICA
Strategic objective 4: Increase labour market monitoring through sector advisory arrangements									
Operational objective 4.1 Foster the development of formal sector advisory arrangements									
<p>4.1.1. Pilot creation of sector skills councils</p> <p>Test SSCs in a number of key sectors of the economy. The SSCs would be responsible for:</p> <ul style="list-style-type: none"> • Articulating the key skills and labour market shortages and gaps in their sector; • Outlining the skills, knowledge and competence required to undertake core roles in their respective sectors; • Working with NAQAA to ensure that all qualifications and courses reflect the required skills, knowledge, and competence required by the sector; • Identifying the key actions required to ensure that the delivery of TVET in public and private TVET institutions, in the work-place and in other institutions reflects the needs of the sector and reflects, as far as possible, international best practice and innovative practices; • Articulating career pathways to help those considering a career to understand the career opportunities available in the sector and the optimum qualification routes; • Overseeing and supporting the formalization of apprenticeships to help increase their effectiveness, if there is a clear demand for apprenticeships in the sector. 						Project	NAQAA	Private and public TVET	Jobs, Skills and Finance (JSF) project GIZ
Operational objective 4.2 Improve labour market information systems									
<p>4.2.1. Assess existing labour market information systems</p> <p>Assess current Gambia's Labour Market Information Systems in place in NAQAA and MOTIE, and other mechanisms to collect information directly from employers (private and public). On the back of the review, the National TVET Committee and TVET commission will establish the required adjustment.</p> <p>Develop an inter-ministerial online platform to facilitate information sharing, and use the labour market information committee as a supporting governance body.</p>						Project	MOTIE	Private and public TVET Private sector associations NAQAA MoHERST	GCCI youth app MoHERST KOICA Project Labour market information committee by MOTIE
<p>4.2.2 Conduct regular enterprise/employer surveys</p> <p>One of the best ways to determine how well TVET is meeting industry needs is to ask them and seek their feedback on the skills developed during training.</p>						Project	Gambia Bureau of Statistics (GBoS)	MOTIE ITAG	GTTI ITAG
Operational objective 4.3 Develop tracer studies and monitoring mechanisms for all TVET institutions to monitor overall performance and quality									
<p>4.3.1. Support the introduction of systems-wide tracer studies that are administered across training institutions</p> <p>Tracer studies need to be established on a constant basis to provide sustainability, quality assurance, follow-up systems, accountability and after-training support. TVET management will be trained on tracer study methodology and analytical tools.</p>						Reform	NAQAA		
<p>4.3.2. Build alumni networks</p> <p>While a few TVET institutions are undertaking tracer studies, TVET institutions will be encouraged to use these to build alumni lists and establish increased links with employers and the private-sector.</p>						Project	TVET Association	Private and public TVET	ITC–YEP: pilot tracers studies with GTTI, GTHI and GSI

Strategic objectives/operational objectives/activities	Period					Reform /project	Leading institutions	Partners	Ongoing Initiatives
	2020	2021	2022	2023	2024				
Total budget for implementing the plan of action:									
								Total amount in Gambian dalasi	D13,720,000.00
								Contingency @ 10%	D1,372,000.00
								GRAND TOTAL	D15,092,000.00
								Total amount in US dollars	\$285,834.00
								Contingency @ 10%	\$28,583.40
								GRAND TOTAL	\$314,417.40

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4. Mapping Study of Mastercraft Persons in The Gambia, Education Research Network for West and Central Africa (ERNWACA) (2008).
5. List provided by NAQAA (April 2019).
6. World TVET database – The Gambia, UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (October 2015).



Photo: ITC

ANNEXES

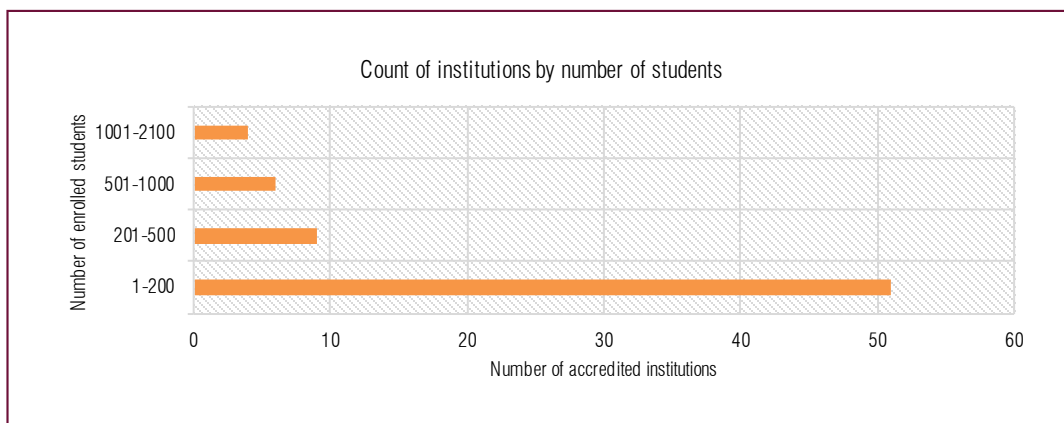
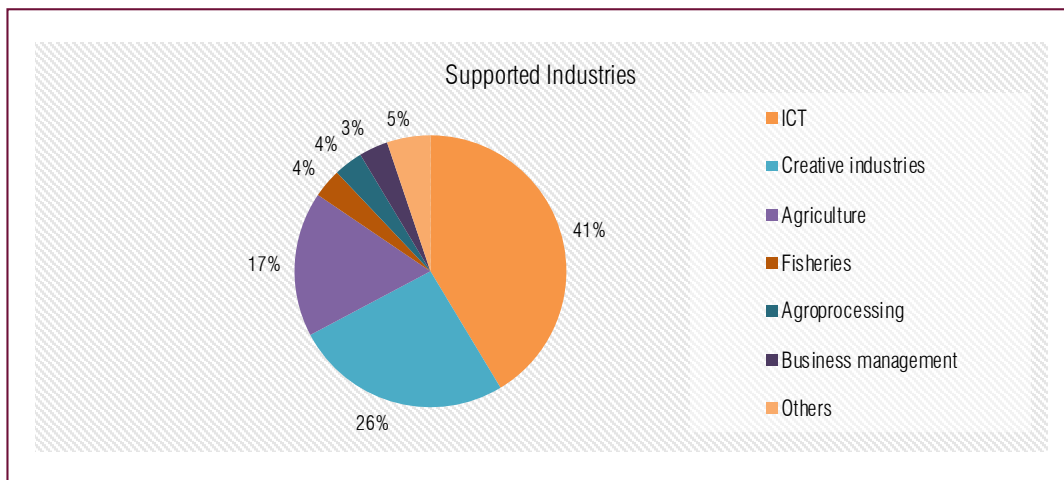
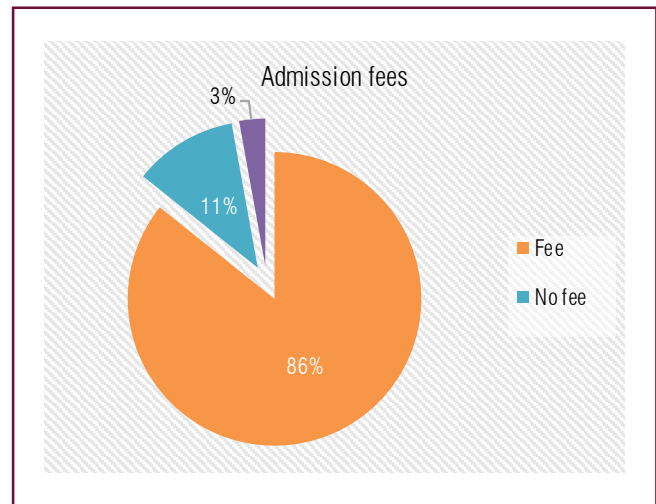
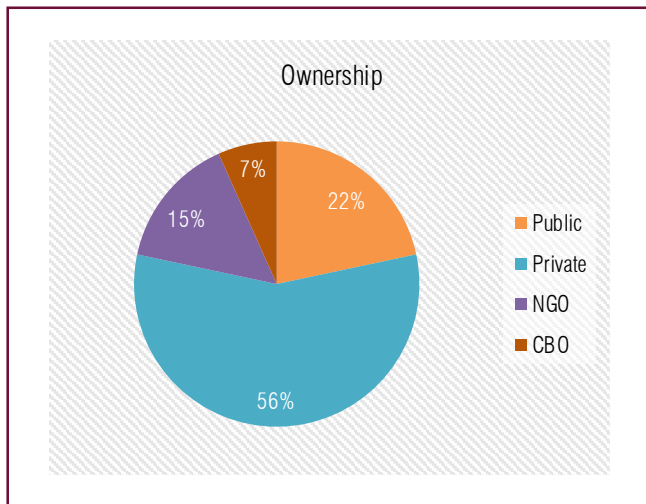
ANNEX I: LIST OF SURVEYED TVET INSTITUTIONS

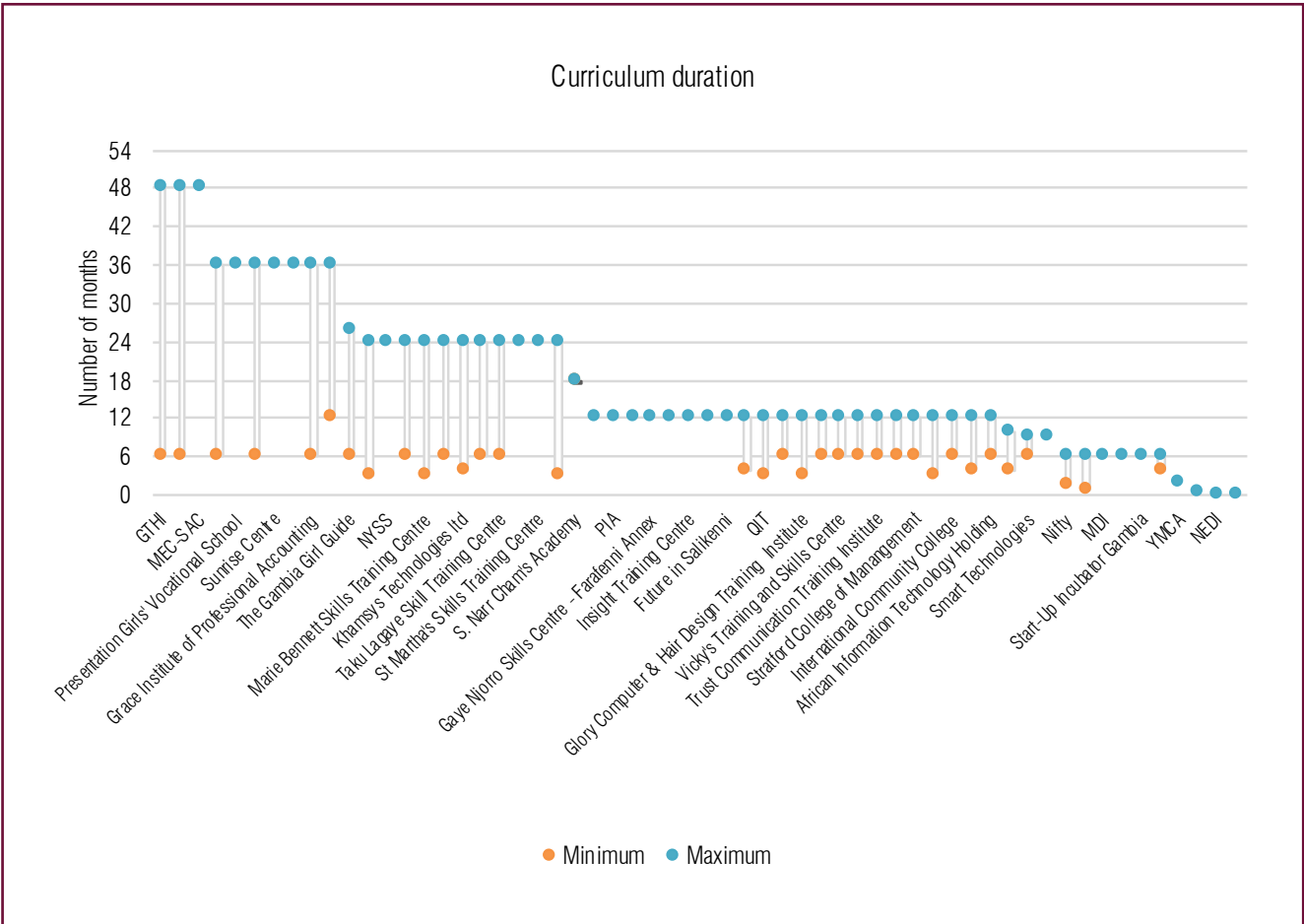
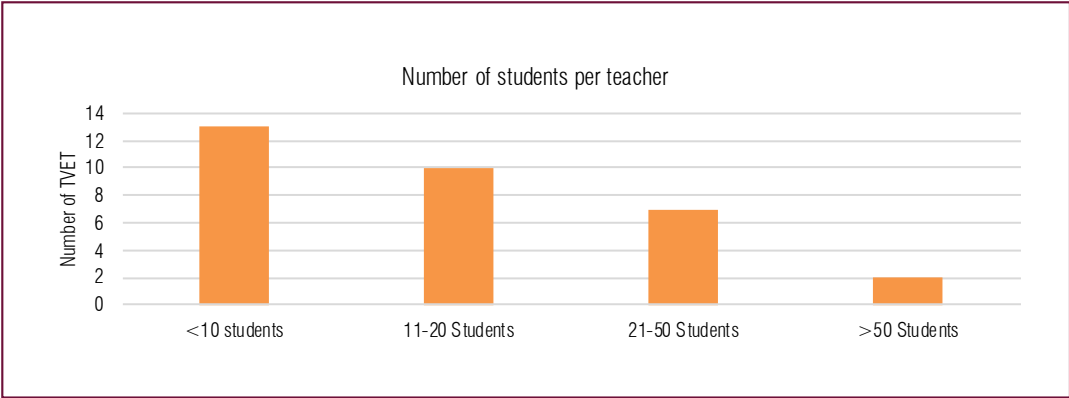
	Name of the institution	Sector	Ownership
1	Management Development Institute	Information and communication technology	Public
2	Gambia Tourism and Hospitality Institute	Tourism and hospitality industry	Public
3	National Enterprise Development Initiative	Agriculture and fisheries	Public
4	National Youth Service Scheme	Agriculture and fisheries	Public
5	Gambia Technical Training Institute (GTTI)	Building and construction and ICT	Public
6	Institute of Travel and Tourism of The Gambia (ITTOG)	Travel and tourism	Private
7	Gambia Songhai Initiative (GSI)	Agriculture	Public
8	National Coordinating Organisation of Farmer Associations Gambia	Agriculture and agroprocessing	Non-governmental
9	YMCA Computer Training Centre and Digital Studio	ICT	Non-governmental
10	University of The Gambia (UTG)	Training in agriculture, ICT, science and research, business and public administration, and technical skills	Public
11	Startup Incubator Gambia	ICT, fashion, restaurant and catering, waste management and agriculture	Funded through American Embassy and implemented by the American Chamber of Commerce
12	MicroTech Institute of Multimedia & Technology		Private
13	President's International Award (PIA)	Catering and technical skills	Public
14	QuantumNet Institute of Technology	ICT	Private
15	Empretec Gambia	Agriculture, ICT and tourism	Public
16	Food Technology Services (FTS)	Agroprocessing	Public
17	Golden Hands Foundation Academy	Wellness, hairdressing, beauty cosmetology	Non-governmental
18	Nifty School of Computer Technology	ICT	Private
19	Gaye Njorro Skills Centre Farafenni Annex	ICT, catering, tailoring and hairdressing	Private
20	Njawara Agricultural Training Centre	Agriculture	Non-governmental
21	Future in Salikenni	Agriculture and ICT	Community based
22	Smart Technologies	ICT	Private
23	Insight Training Centre	Construction (electrical, architecture and plumbing), tourism, tailoring, carpentry, ICT, journalism, management, and sales and marketing	Private
24	Saas Cosmetology and Skills Academy	Hairdressing and beauty	Private
25	Amadu Bansang Jobarteh School of Music	Music industry	Private
26	Sterling Consortium	Information and communication technology, energy, agriculture and security	Private

	Name of the institution	Sector	Ownership
27	Presentation Girls' Vocational School	Creative industries	Non-governmental
28	SBEC College		Private
29	National Water and Electricity Company (NAWEC) Training Institute		Public
30	Wise Owl College	ICT	Charitable base
31	Marie Bennett Skill Training Center		Community based
32	Shaykh Mahfous Institute of Technology		Private
33	Glory Computer & Hair Design Training Institute	Creative industries	Non-governmental
34	John Pickering Skills Training Centre		Private
35	Gaye Njorro Hair Plus Annex	Creative industries	Private
36	S. Narr Cham's Academy	Tourism	Private
37	Sunrise Centre		Private
38	Malick Mendy Tailoring Skills Centre	Creative industries	Private
39	Vicky's Training and Skills Center	Creative industries	Private
40	Gambia Public Procurement Institute	Procurement	Public
41	Media Academy For Journalism and Communication	Journalism, communication and creative industry	Private
42	Khamsys Technologies Ltd	ICT	Private
43	Trust Communication Training Institute	ICT and banking/financial institution	Private
44	The Gambia Girl Guides Association		Non-governmental
45	Grace Institute for Professional Accounting		Private
46	Institute of Public Administration and Management (IPAM)	Tourism, ICT and professional courses	Private
47	Hard Soft Training Institute	ICT	Private
48	Stratford College of Management		Private
49	Lasting Solutions	ICT	Private
50	Edenic Languages and Professional Institute		Private
51	The Technology & Information Professional	ICT	Private
52	International Community College	ICT	Non-governmental
53	Zainab Salon and Skills Training		Private
54	Taku Lagaye Skill Training Centre	Tourism	Community based
55	Home Economics Association Skills Centre	Tourism and creative industries	Private
56	St. Martha's Skills Training and Assessment Center		Non-governmental
57	MEC-SAC	Mechanics	Private
58	Suna Institute of Science and Technology	ICT	Private
59	Indian Institute of Hardware Technology Gambia Limited	ICT	Private
60	Gambia Telecommunications and Multimedia Institute (GTMI)		Public
61	African Information Technology Holdings	ICT	Private
62	Chigambas	ICT; creative industries	Community based
63	Triple C (change children's chances)	Creative industries	Community based
64	MJ Hairdressing Skill Training Centre	Hairdressing	Private
65	SS Institute of Creative Design		Private

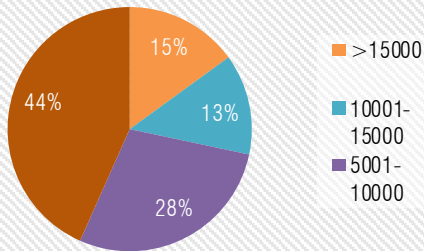
ANNEX II: SNAPSHOT OF THE SURVEYED TVET SAMPLE

Box 2: Snapshot of the surveyed TVET sample – key figures

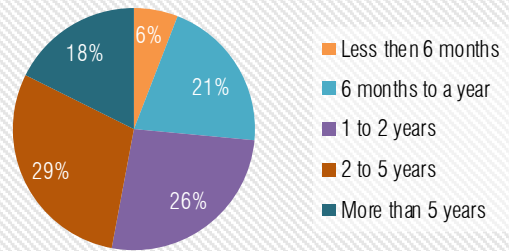




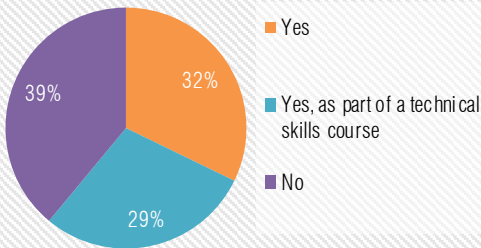
Average fee (GMD) per course/year



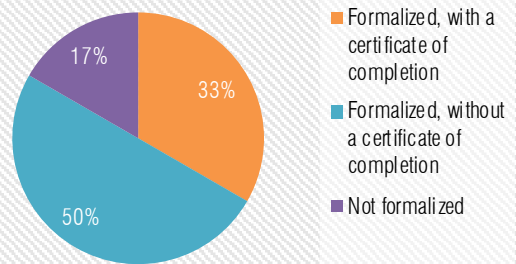
Age of the current course curriculum, 2019



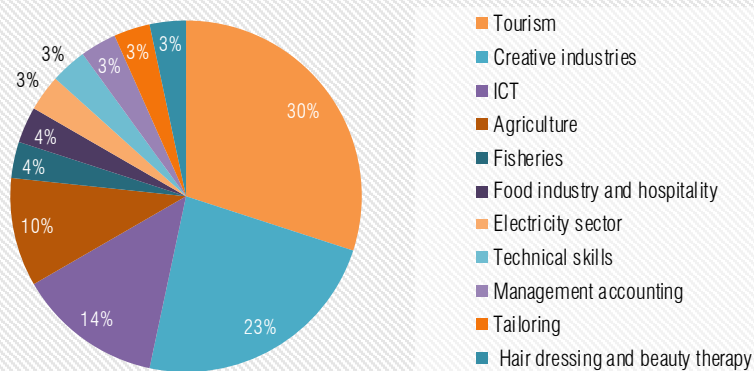
Entrepreneurship skills training courses availability (2017 and 2019)



Level of formalization of apprenticeships or internships



Sectors most covered by apprenticeships or internship by TVETs (2019)



ANNEX III: TERMS OF REFERENCE OF THE NATIONAL TVET COMMITTEE

I. Objectives

- a. To act as a consultative and technical advisory body to the Ministry of Higher Education, Research, Science and Technology (MoHERST), particularly related to the following areas:
 - TVET **relevance** by ensuring that the vocational and technical training meets labour demands and market requirement;
 - TVET **quality and assessment**, including curricula, learning environment, delivery and teacher training;
 - TVET **access** and reach across The Gambia both in terms of cost and geographic reach, particularly for Gambians who are not in education, employment or training (NEET).
- b. To ensure that the interests of relevant sector stakeholders are represented in the technical and vocational education and training (TVET) policy design, roadmap development, planning and implementation.
- c. Lead the TVET Roadmap design and implementation process, which aims to provide a blueprint for implementing priorities and capacity building related to TVET and apprenticeship in keeping with the objectives of the National Development Plan (NDP).
- iv. Identify and mobilize resources for the rapid and successful implementation of the roadmap, coming from the national budgets and international donor community.
- b. Support **relevance of TVET** offering through increased industry collaboration:
 - Coordinate the establishment of sector skills councils for priority sectors;
 - Promote and facilitate private sector participation in the periodic review and validation of TVET curricula, delivery, assessment and the overall framework;
 - Help identify future skills and labour market needs and engage TVET institutions to ensure the design and delivery of courses reflect these changes, including in sunrise sectors.
- c. Platform **for coordination and knowledge sharing**:
 - Promote information exchange, peer learning and synergy on matters related to TVET and provide a forum through which good practices may be identified and disseminated and challenges may be discussed in an open and partnership-based manner;
 - Ensure synergies and complementarities for different TVET-related investments, and in particular, help coordinate the effective roll-out of training schemes in rural Gambia in keeping with the objectives of the NDP (e.g. training sites and technical priority areas, etc);
 - Facilitate cooperation and development of partnerships for joint design and implementation of new initiatives in support of technical and vocational training in The Gambia.

II. Specific roles and responsibilities of the National TVET Committee

- a. Support the design and implementation of relevant **national TVET policies** and the **TVET Roadmap**:
 - Coordinate, monitor and facilitate the joint analysis of the policy environment, development issues and emerging trends related to priority areas;
 - i. Participate in the design of the TVET policy and the industrial attachment and apprenticeship policy;
 - ii. Provide thoughtful leadership for the design and implementation of the national TVET Roadmap, including an apprenticeship framework (models for dual learning, learning periods, licencing requirements of mastercraft persons, certification of apprenticeships, recognition of prior learning, placement mechanism and industry linkages, etc.);
 - iii. Monitor TVET Roadmap implementation progress at national and regional level;
 - d. Improve **visibility and perception** of vocational and technical training in The Gambia:
 - Advice on communication strategy to enhance knowledge about career opportunities in vocational and technical areas, disseminate information about related skills training opportunities, and change the overall perception of TVET;
 - Create visibility for and champion the TVET Roadmap and policy at the national and sub-regional levels.



Photo: ICT

III. Composition and governance of the National TVET Committee

- a. The committee comprises members from public organizations, the private sector and development partners;
- b. The committee shall have a chairperson, a co-chairperson, a vice chairperson and a secretary;
- c. The committee has the delegated authority to replace an existing member if they can no longer perform their function or are not fully committed;
- d. The committee shall communicate regularly during the roadmap design phase and once every three months during the implementation phase. In addition, an extra ordinary session may be convened when required;
- e. The national committee has the authority to set up industry specific or technical subcommittees required to implement its mandate.

IV. Support to the National TVET Committee

- a. MoHERST is responsible for the following:
 - Providing logistical and administrative support to the committee related to the activities;
 - Ensure high-level visibility and commitment to the work of the National TVET Committee;
 - Mobilizing and securing resources in partnership with MOTIE and MoBSE for strategy implementation and the committee's operational purposes.

- b. MoBSE is responsible for logistical and analytical support in resource mobilization.
- c. MOTIE will support the committee through the provision of available data on labour market and related trends and needs.
- d. NAQAA will support the work of the committee through standard setting and providing feedback on conformance.
- e. Industry representative will support the work in terms of information about job requirements and graduate specifications.
- f. All members will support the work through the provision of relevant data, information and good practices, etc.
- g. The International Trade Centre (ITC) will support MoHERST and the committee through:
 - Technical and advisory support for the roadmap development, including data collection, policy guidance, preparations of reports and recommendations;
 - Technical and advisory support to manage the implementation of the roadmap, including provision of relevant monitoring tools;
 - Financial and technical assistance to implement selected action points of the roadmap, in particular related to apprenticeship model and capacity building for institutions.

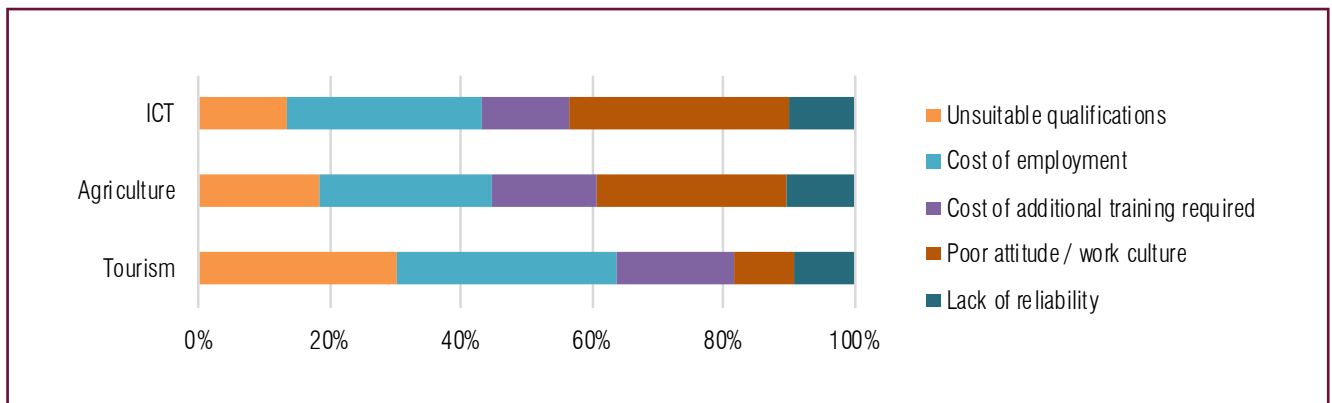
ANNEX IV: YOUTH AND TRADE ROADMAP SKILLS GAP RESULTS

A skills gap assessment was carried out during the design of the Youth and Trade Roadmap. The results of this skills gap assessment were also used to support the TVET Roadmap. To support that skills gap assessment, ITC added a specific module to its SME Competitiveness Survey (SMECS). The results of the skills gap analysis presented below provide a greater understanding of the issues related to youth recruitment and the occupational skills gap in the three sectors: agriculture, tourism and ICT.

Youth recruitment across sectors and level of competency

Enterprises in different sectors face different barriers in employing young people. Those in the tourism sector claim unsuitable qualifications to be the greatest barrier. In ICT and agriculture, cost of employment and poor attitude and work culture seem to pose the greatest challenges.

Figure 24: Overview of barriers in employing young people by sector

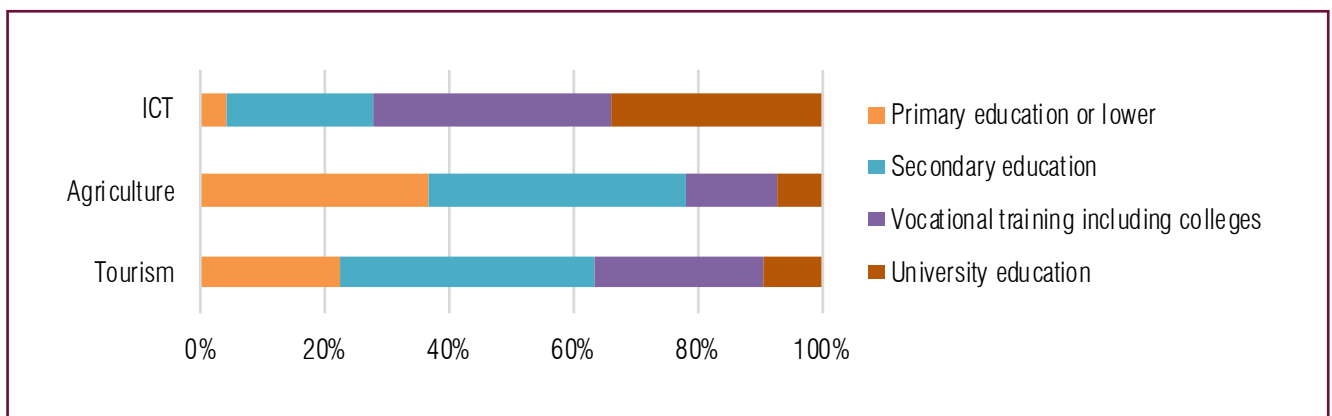


Source: ITC SMECS, The Gambia, 2017.

The pattern on employees' level of education varies across sectors. Secondary education or lower seems to dominate the tourism and agriculture sector (accounting for more than 60%), but more so for the latter. The share of employees

with vocational training and university education is the highest in the ICT sector. Notice that, in agriculture, the share of firms hiring employees with vocational training represents only 14%.

Figure 25: Level of education of employees by sector

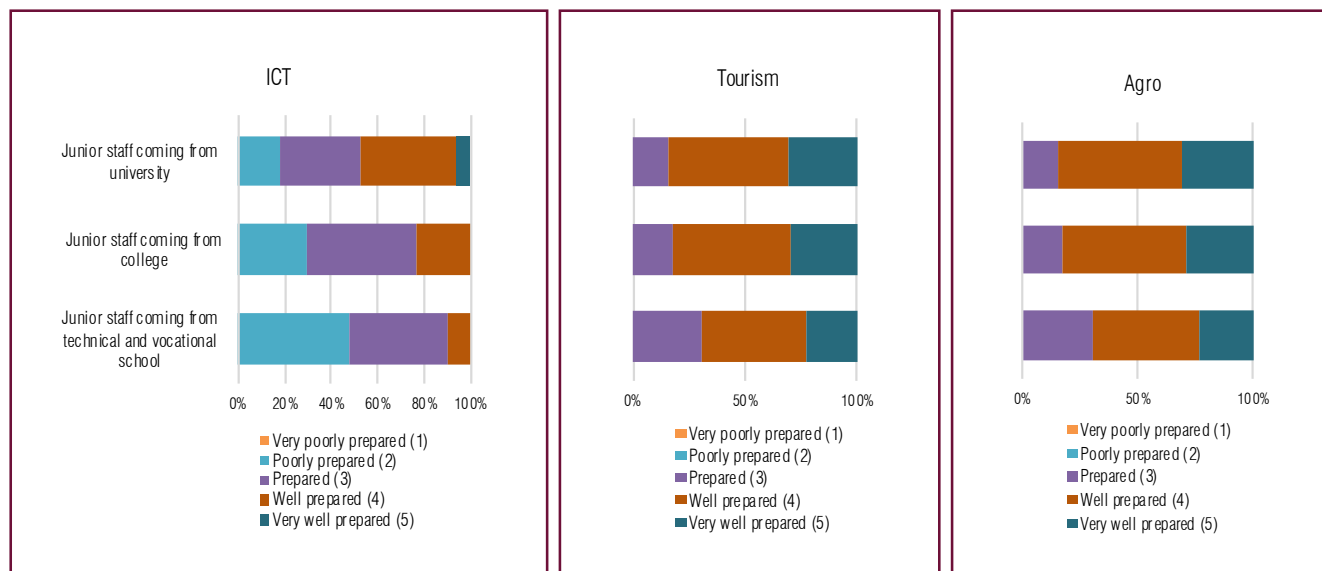


Source: ITC SMECS, The Gambia, 2017.

The general trend shows that junior staff coming from university are better prepared to perform successfully in their jobs than those coming from colleges or vocational and technical schools. Employees in the ICT sector are the least prepared

compared to all other sectors. This may be explained by the fact that the expectations and the level of skills and education needed to be competitive in the ICT sector are higher than that in tourism or agriculture.

Figure 26: Preparedness of staff by level of education



Note: Blue shades indicate a higher level of preparation.

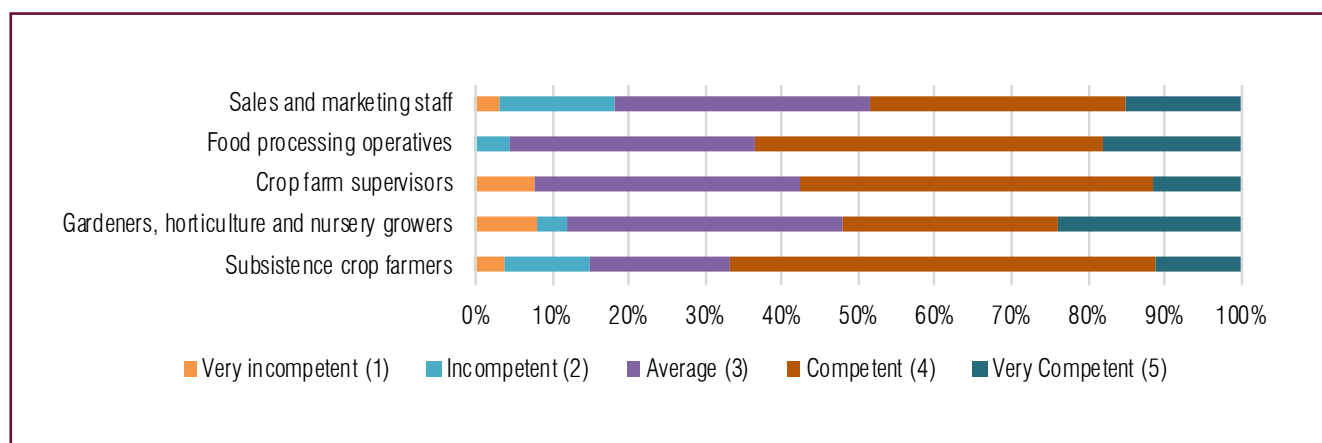
Source: ITC SMECS, The Gambia, 2017.

Occupational skills gap at the sector level

The competency of employees in different occupations within the sector also varies. In agriculture, occupations that involve simple tasks employ fairly competent employees, with more than 60% of subsistence crop farmers rated competent. The level of competency decreases in occupations that involve a higher level of complexity or business skills.

In ICT, this is not necessarily the case. Professionals whose occupations involve a higher level of task complexity are rated competent, with 80% of respondents claiming software and ICT network and hardware professionals to be competent. Meanwhile, lower-level occupations such as broadcast technicians or elementary occupations such as street and related sales and services workers are considered to face competency level problems.

Figure 27: Level of competencies – agriculture

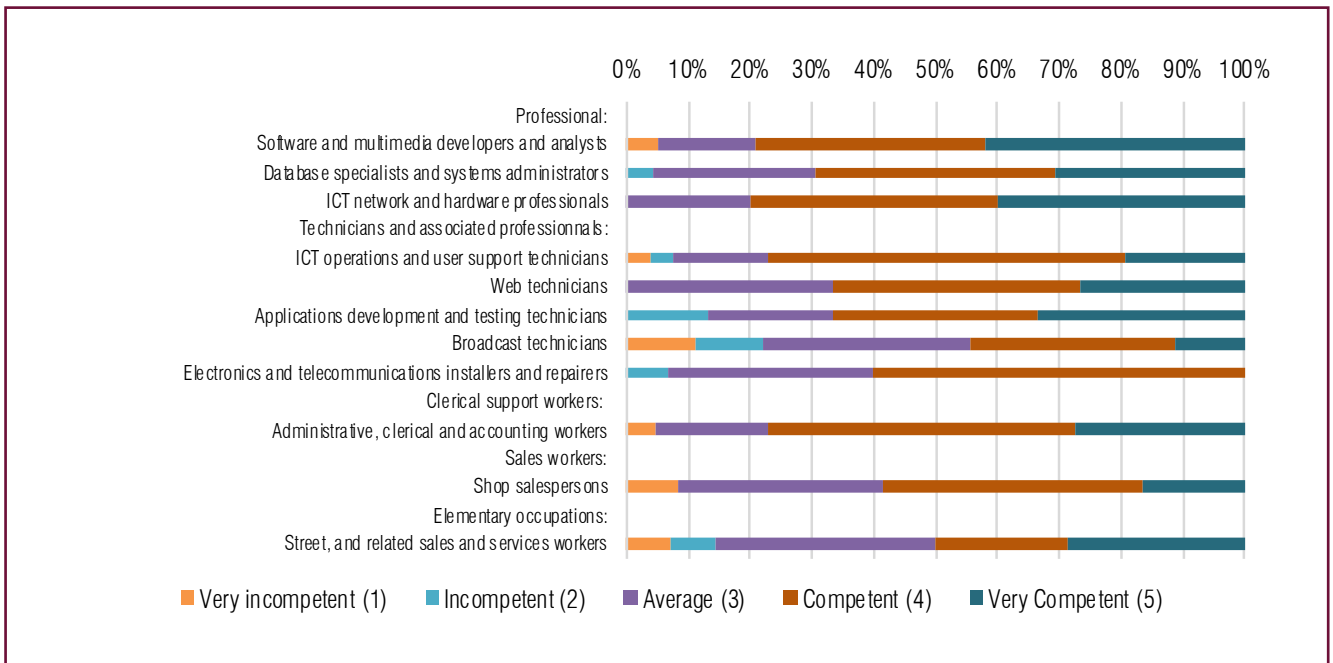


Source: ITC SMECS, The Gambia, 2017.



Photo: (CC BY 2.0) Nichol Brummer

Figure 28: Level of competencies – ICT

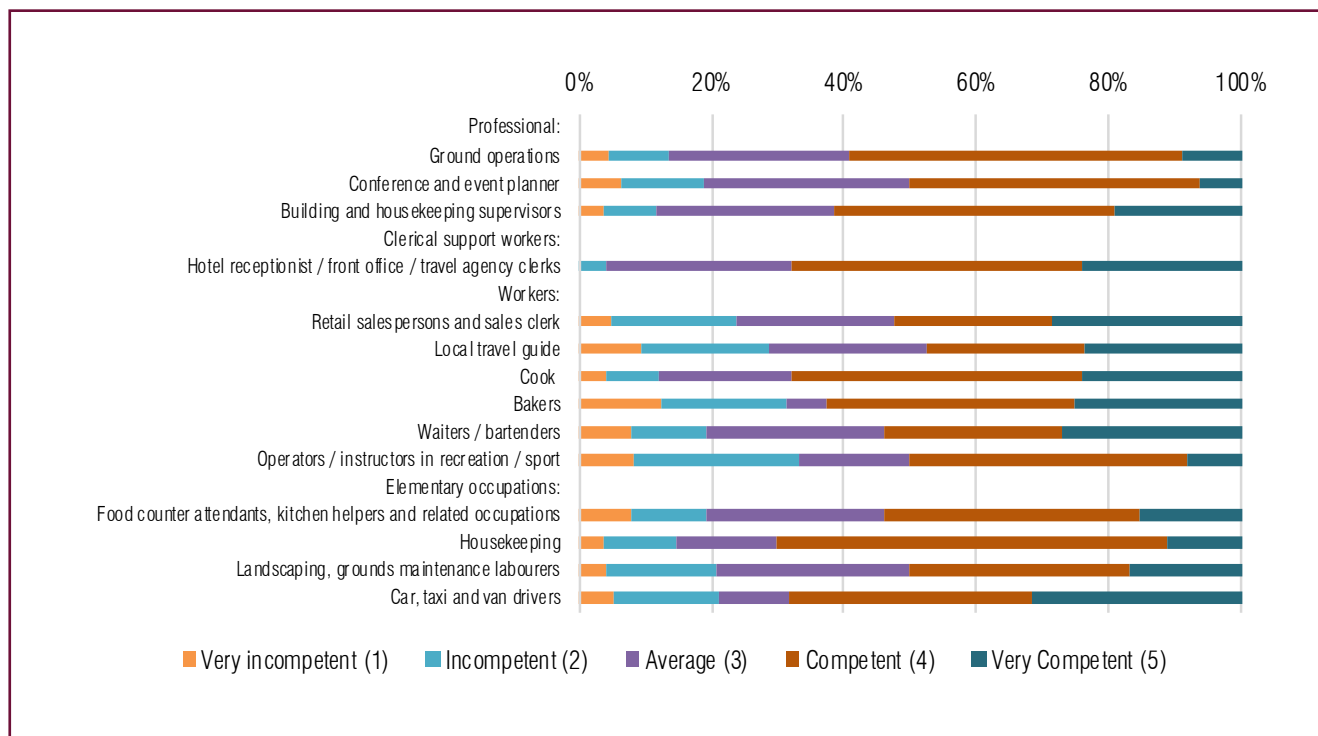


Source: ITC SMECS, The Gambia, 2017.

In tourism, the competency level is relatively mixed across the type of occupations and their complexity. It is important to note that the overall competency level is lower than the other sectors. This might be due to the fact that the sector is facing direct feedback from European tourists on the quality

of the services level. There are three occupations that seem to present a clear lower competency level: operators and instructors in recreation and sports, conference and event planners, and local travel guides. Additionally, professions such as bakers present a relatively high level of incompetency.

Figure 29: Level of competencies – tourism



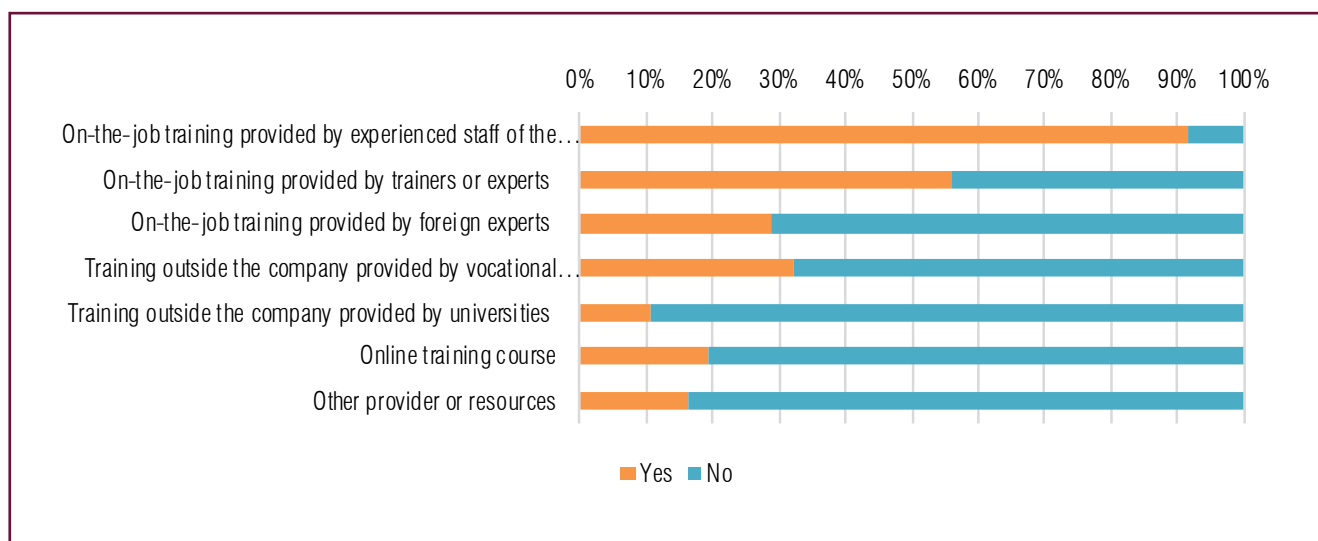
Source: ITC SMECS, The Gambia, 2017.

Types of training, internship and mentoring provided to overcome the current skills gap

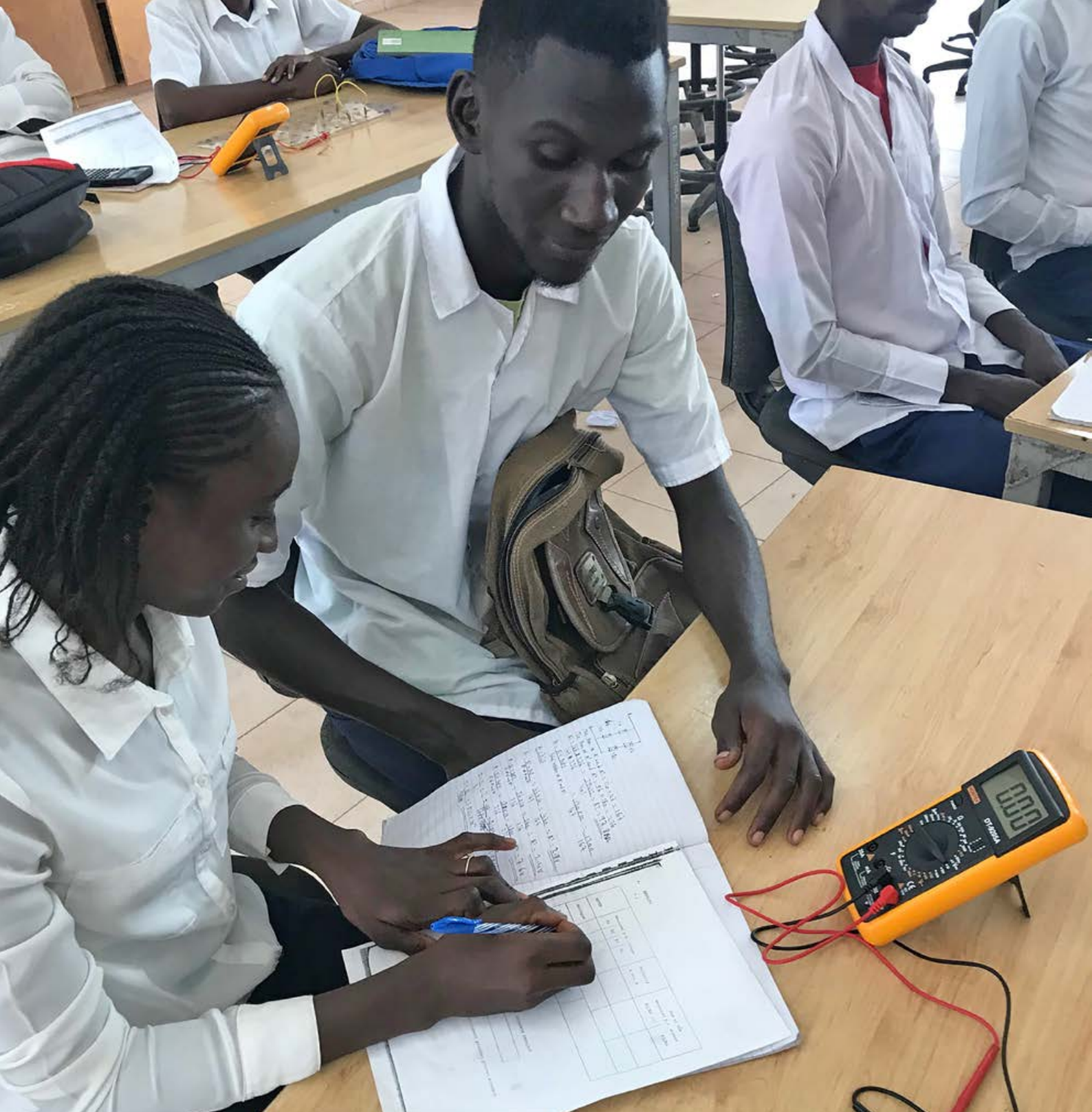
The majority of the companies state that they provide on-the-job training to overcome the skills gap. The most common method used by companies to upgrade their

employees' skills is to use experienced staff (92%) to deliver the training, and more than 50% use experts and 30% use foreign experts. Only 30% of the companies provide training through vocational schools. The delivery of training through online training represents 20%, but it is only present in the ICT sector.

Figure 30: Types of training and mentoring provided



Source: ITC SMECS, The Gambia, 2017.



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