



Swakopmund  
2022

**SKILLS 4  
AFRICA**

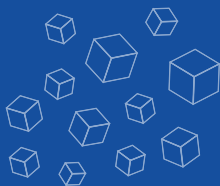


## PROGRAMME

International Technical  
and Vocational Education  
and Training (TVET)  
International Conference

Promoting Skills  
Development in the 21st  
Century for Sustainable  
Economic Growth and  
African Ownership

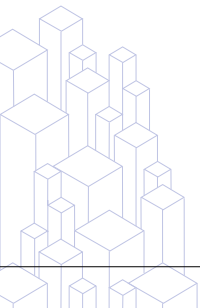
**29-31 March 2022**  
MTC Dome, Swakopmund, Namibia



# 1. Introduction

The WorldSkills Africa Swakopmund 2022 International Technical and Vocational Education and Training (TVET) Conference takes place under the theme: **“Promoting Skills Development in the 21st Century for Sustainable Economic Growth and African Ownership”**. It offers an excellent engagement platform for policymakers, industry, and experts in generating knowledge, sharing experiences, benchmarking, and innovation. The conference subthemes are:

- i. Effective TVET Systems;
- ii. TVET Funding Models;
- iii. TVET and Technology; and
- iv. Gender and Social Inclusion in TVET.



## 2. Hosts and Partners

The International VET Conference forms part of **WorldSkills Africa Swakopmund 2022**, a three-tier event hosted by Namibia's Ministry of Higher Education, Technology and Innovation and the Namibia Training Authority, in partnership with WorldSkills International and the African Union. The conference is supported by the African Union Commission (AUC), the African Union Development Agency (AUDA-NEPAD), and the German International Cooperation (GIZ); through the Skills Initiative for Africa (SIFA) programme, (a programme of the AUC and AUDA-NEPAD with the European Union (EU) and Government of Germany), and the Association for the Development of Education in Africa (ADEA).

## 3. Conference Themes

### 3.1 Theme 1: Effective TVET System

#### 3.1.1 Background

TVET is a form of education and training which provides knowledge and skills for employment. TVET programmes are relevant to the needs of the labour market and for increasing the employability prospects of its graduates. It has a social and economic purpose i.e. enabling the smooth transition of trainees from the world of education to the world of work and supplying the labour market with competent graduates. Thus, TVET is positioned as an enabler for socio-economic growth. Evidence presented from both developed and developing countries, confirms TVET as a more effective form of education since it solves several developmental challenges, e.g. its ability to assimilate marginalised groups into its programmes. An effective TVET system is one that fulfils its purpose. TVET systems in most African countries have been found wanting, in many areas. Challenges facing many African TVET systems mainly, include: skills mismatches, weak industry and stakeholder participation and incompetent TVET teachers.

#### 3.1.2 Focus Areas

- a) LMIS vs Competence-Based TVET Curriculum Development
- b) TVET Teacher Training
- b) Socio-Professional Integration

#### 3.1.3 Discussion Points

- a) What are the common TVET challenges in Africa?
- b) Access to Labour Market Information (LMI) has been one of the challenges facing the TVET sector. What methods, strategies and or/systems can be used to access the LMI to inform or direct TVET?
- c) What is the approach of TVET systems regarding socio-professional integration? How do TVET systems integrate graduates into the world-of-work in terms of wages and self-employment?
- d) What are the best practices for the training of TVET teachers? (pedagogy, subject matter or a combination); What about industry exposure? How to go about it?
- e) What are the best practices for the development of TVET curricula to minimize or eliminate skills mismatches?
- f) What are the best practices for authentic assessment of TVET students/trainees?
- g) What is Competence-Based Education and Training (CBET) approach and its implications for TVET?

### 3.2 Theme 2: TVET Funding Models

#### 3.2.1 Background

Despite interests in TVET programmatic expansion by many governments, particularly African countries, during the current decade – owing to its role in national development – TVET remains largely underfinanced. This is because it is regarded as an expensive form of education compared to general education (given high costs of material, equipment, facilities), and also the low share of public budget dedicated to TVET compared to other levels of training. Since a lack of funding has been one of the challenges affecting the TVET sector, in most African countries, some have introduced training levy systems, where certain industries that meet the legal requirements contribute a certain percentage of payroll in the form of a skills levy.

### 3.2.2 Discussion Points

- a) What are the sustainable funding models for TVET? Lessons from the training levy systems (Botswana, Mauritius, Namibia, South Africa, French speaking countries, and others).
- b) Monitoring and evaluation of the training levy systems.
- c) How to ensure that industry supports the paying of levies through successful returns on investment?
- d) Implications of COVID-19 towards levy contribution as a result of liquidations or closure of some industries.

## 3.3 Theme 3: TVET and Technology

### 3.3.1 Background

There exists a symbiotic relationship between technology and TVET. Technological and societal developments, climate change, environmental degradation and scarcity of resources are the order of the day. Literature pro of TVET Technology claim that TVET is a key player in addressing these developments through the transfer of knowledge and skills. Additionally, in recent years there has been an increased focus on the use of Information Communication Technologies (ICTs) for the management and delivery of TVET. ICT is now considered by many governments as a critical component of a responsive, demand-driven TVET system tasked with meeting the needs of trainees/students for more flexible individualized training. International organizations such as UNESCO and ILO had already made commitments to the use of ICT to deliver TVET in both formal and non-formal settings. The COVID-19 pandemic experience gave the TVET sector no option, but to embrace technology in the delivery and management of TVET programmes.

### 3.3.2 Discussion Points

- a) Given that TVET programmes reflect the current practices in the world of work, there seems to be a blurred view of how TVET influences technology?
- b) How does TVET interface with the Industrial Revolution?
- c) Best Practices: Greening TVET – The What and How?
- d) Best Practices: How countries have effectively integrated ICT (digitalization of TVET) in the delivery, assessment, and management of TVET programmes?

## 3.4 Theme 4: Gender and Social Inclusion in TVET

### 3.4.1 Background

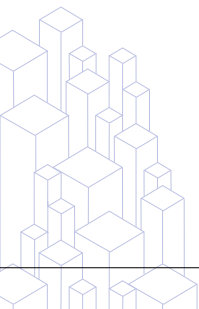
The UN Sustainable Development Goal 4 on Education calls on all Member States to “ensure inclusive and quality education for all and promote lifelong learning”. The goal emphasized on “an equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university”. In most African countries, young women and girls as well as people living with disabilities, especially from poor communities have limited access to skills training provided by formal technical and vocational training institutions. Due to social construction, discrimination against women in labour market is also worsened by cultural and religious minded, gender stereotyping in certain TVET fields considered as masculine or feminine. TVET-Male dominated fields still persist in our continent and need to be re-thinking, need to be addressed from its root’s causes. Girls’ self-esteem need to be built at a very early age and become more confident for studying and be equipped with relevant skills to embracing a solid TVET Career because even enrolled in TVET programmes the risk of drop-out still continue related to demotivated learning environments and the lack of consideration of their specific needs.

### **3.4.2 Focus Areas**

- a) Women and TVET
- b) Inclusive TVET (Marginalised and Disability)

### **3.4.3 Discussion Points**

- e) What are the opportunities, ways, and strategies of including these girls and young women who have been disadvantaged on the basis of their gender (such as women and people living with disabilities) in TVET?
- f) Engagement and consultation best practices, success stories, testimonies.



## 4. Moderators and Presenters



**Prof. Dr. Ahmed Elgeushey Hassaneen** obtained a Ph.D. in Mechanical Power Engineering, 1997, from Ain Shams University in a student exchange programme with the University of Michigan, USA. He holds a B.Sc. in Mechanical Power Engineering, 1983, from Menoufia University, Egypt. He most recently was appointed Deputy Minister of Education in charge of TVET (2015-2018) in the Egyptian Cabinet of Ministers. He was the Dean of the Faculty of Technology and TVET Teacher Education, Helwan University, Egypt (2012-2015). He joined Oxford Brookes University as a Research Fellow in Internal Combustion Engines (2008-2010) in Oxford, UK. Dr Hassaneen is currently a Full Professor of Mechanical Power Engineering, Helwan university, Egypt (since 2011). During his career, he has visited several universities and research institutions worldwide (FAL in Germany, ETH-Zurich, University of Michigan, and University of South Florida) and has been an active member of the AU Continental TVET Expert Group between 2015-2019. He started his career as a Mechanical Engineer in the Suez Canal Authority (1986- 1992) before shifting to his academic career in 1992.



**Mr Alpheas Shindi** is a TVET practitioner with over 34 years' experience. With a background in Electrical Power Engineering, Telecommunications and Instrumentation, he apprenticed in Power Engineering and was offered a lecturing post upon completion of apprenticeship at Harare Polytechnic in 1988. In 1997, he was also contracted to lecture part time at the University of Zimbabwe. While at Harare Polytechnic, he rose through the ranks to Acting Vice Principal, a post he left in 1999, to join the Zimbabwe Occupational Standards Services (ZOSS), established to reform the TVET system and pilot Competence Based Education and Training. While at ZOSS, he trained as a job profile (DACUM) facilitator and later as a DACUM Facilitator Trainer, accredited by Ohio State University (USA). Alpheas came to Namibia in 2003 on a project to reform TVET in Namibia, hosted by the Windhoek Vocational Training Centre. In 2004, he joined the Programme Management Unit for the establishment of the Namibia Training Authority. He left the NTA in 2009 to focus on consultancy, executing projects in North, East, Central and Southern Africa, and the Middle East.



**Dr. Antonio Fernandez Perez** is passionate about TVET and technology and holds large experience in the digitalization of TVET programmes by the usage of cutting-edge AR simulation technologies. Over the past five years, he has been actively engaged in the TVET network for the socialization of the challenges that key industries such as the metal-related sector face to find qualified labour (e.g., welders) and how the modernization of TVET can benefit economies by attracting the new generations to manual skills trades. He holds the position of Projects and Partnerships Director at Seabery, the leading company in the development of skills training solutions, powered by augmented reality. Within this scope he cooperates with the International Vocational Education and Training Association Nigeria (IVETA) with the purpose of modernizing skills training in Africa in order to unleash the strong potential of these economies.



**Ms Caroline Mutepfa** from Zimbabwe is a Senior Programme Officer of the AU Development Agency (AUDA-NEPAD), working in the Skills and Employment for Youth Unit, since 2019. She has led the implementation of the ATVET and ATVET4Women projects on TVET in over 12 AU member states and supports work in several other projects on Youth Entrepreneurship and Training for AUDA. She previously has worked for several international development agencies including USAID and GIZ. Her passion lies in unlocking the potential of Africa through developing demand-driven skills and training, especially for the youth and women. Her experience in implementing TVET on the African continent spans over 10 years and across more than 15 countries. She has served in various capacities supporting the skills agenda in agriculture and has contributed to the development of continental guidelines, toolkits and knowledge products for TVET in Africa, authoring book chapters and contributing to topical journals on TVET.



**Mr Collins Mulenga** is a Zambian expert in Environmental Engineering and Occupational Health and Safety, with over 10 years' lecturing experience in both private and public sector institutions. A Senior Lecturer at the Zambia Institute of Business Studies and Industrial Practice (ZIBSIP), he has a M.Eng. degree in Environmental Science from Tongji University, China. He also holds a B.Sc. in Forestry and M.Sc. in Project Management from Copperbelt University, Zambia. He obtained a Diploma in Occupational Health and Safety Management from Institute of Commercial Management in the United Kingdom, as well as a certificate in Sustainable Development in Business from the Mauritius Open University. He has authored and co-authored a number of articles and was among the first African researchers to support the Commonwealth Association of Polytechnics in Africa (CAPA) Scientific Journal (currently under ATUPA). In 2014 he spearheaded the formation of a community-based organization, Foundation for Safety Health and Environment (FOSHE), which is currently implementing a number of projects in Zambia, such as solid waste management, tree planting and other public health and safety projects.





**Dr. Charles Raphael's** qualifications include a Ph.D. in Business Management, Master's degree in Corporate Management, and Bachelor of Arts in Education Management, Linguistics and English Literature. With more than 10 years of experience in teaching management, research, entrepreneurship and development, communication, linguistics and literature in TVET institutions, he has presented at 13 international research conferences and has published more than 16 papers in various journals. As a consultant he has worked in projects focusing on strategic planning; curriculum development; managerial and leadership skills; inclusive education; labour market research methodology; and online and distance learning. He has served as Head of Department at various TVET institutions, since 2009, and is now the Head of Research Education, Publications and Documentation Unit at Arusha Technical College, Tanzania.



**Mr Daniel Amoako Antwi** is the Executive Director of Africa Skills Hub, an INGO based in Ghana and working throughout the African continent to build skilled Africa youth as agents of change applying the social enterprise paradigm, which involves the application of disruptive approaches to community and grassroots development. An experienced tri-sector leader and development professional in youth development, he had consulted for several pan-African and multilateral development organizations like UNDP Africa, UN Women Africa, Mastercard Foundation, Smart Africa Secretariat and Global Citizen Africa on various human capital development and policymaking engagements in Africa. Skilled in policy development, partnership and stakeholder engagement, fundraising and sustainability; he has been recognized as one of ten changemakers in 2019 transforming education and employment in West Africa by Edteach Tours Global. He is a Bill & Melinda Gates Foundation Goalkeeper as well as UNDP Africa Youth Connekt Fellow.



**Dr. Everton Lewis** serves as a lecturer in the School of TVET at the University of Technology, Jamaica (formerly the College of Arts, Science and Technology), where he has been employed for the past 30 years. Prior to this appointment, he taught at secondary school level for nine years. He is a specialist trained teacher (Electrical Technology), and holds several qualifications - B.Ed., M.Sc. (Illinois State University, USA), and a Ph.D. (Virginia Polytechnic Institute and State University, USA). He has completed courses at the ITC/ILO (Turin, Italy), and the UNESCO-UNEVOC International Centre for TVET (Bonn, Germany). He has served as the Centre Coordinator of the UTech, Jamaica-UNEVOC Centre for eight years, and as the Assistant Chief Examiner for Electrical and Electronics Technology, Caribbean Examination Council (CXC) for the past 12 years. He is particularly passionate about promoting the role of TVET for personal and national development, quality technical-teacher training, as well as the inclusion of minority representations in TVET.



**Ms Genette Hamunjela** has over 8 years' experience in TVET funding with a particular focus on training levy collections. She is a divisional head at the Namibia Training Authority (NTA), responsible for the collection of the training levy as part of the Namibian government's initiative to supplement funding towards the TVET sector. Before joining the NTA, Genette has amassed extensive public and private sector finance, accounting and taxation experience. She is an MBA holder and a certified member of CIMA UK as a certified management accountant. Funding framework and general finance principles has been part of her journey the past 22 years and its part of her daily activities. She is highly driven by her passion in seeing Namibia's TVET sector flourishing to the benefit of the public at large.



**Mr Igberadja Serumu** is from sapele, Nigeria, and is the Regional Vice-President of the International Vocational Education and Training Association (IVETA) Eastern and Western Africa, CEO of Think TVET Global Consult, Director of International Relations and Business Partnerships at Whitecloud TVET Solutions Ltd and Director of TVET Nexus Exchange Ltd. He has a special interest in good governance, community development, quality education, skills development, sustainable livelihoods and economic development. He is an alumnus of Delta State University, Abraka, Nigeria where he obtained B.Sc. (Ed) and M.Sc. Technical Education and Industrial Technology degrees. An alumnus of the Prestigious International Visitors Leadership (IVLP) programme of the United States Department State Bureau for Educational and Cultural Affairs, Igberadia is also a member of the UNESCO-UNEVOC Forum.



**Ms Jahou Faal** is a national of The Gambia, and the Secretary General of the Association of Technical Universities and Polytechnics in Africa (ATUPA), the continental body of TVET institutions. She holds under- and postgraduate degrees in education from the University of The Gambia and the University of Huddersfield, UK. She began her career as a lecturer at the Gambia Technical Training Institute (GTTI) in 1986 and rose to become the Director General. She was a member of the National Examination Committee – The Gambia, and of the International Examination Committee of the West African Examination Council (WAEC). She also served as a Governing Council Member at the National Accreditation and Quality Assurance Authority in The Gambia. She is a Member of Kenya's Permanent Working Group on TVET (PWG), the AU TVET Cluster and the African Continental Qualification Framework (ACQF) Advisory Committee.



**Mr Jerald Hondonga** is a TVET practitioner with 26 years' sector experience and is currently working as a Senior Lecturer in the Built Environment Department, at New Era College, Botswana. His experience includes six years of teaching TVET in high school in Zimbabwe, 17 years as a lecturer in tertiary education (five years in Zimbabwe and 12 years in Botswana to date) and three years construction industry work experience. He has presented at four international conferences, and has published four journal articles and seven book chapters. I also have reviewed 12 book chapters reviewed with IGI Global and an ad-hoc peer reviewer with other journals. He is currently reading for a D.Ed. degree at Tshwane University of Technology, South Africa.



**Dr. Kipkirui Langat** is the Director General of TVET Authority (TVETA), Kenya. He has experience of over 25 years in the TVET sector having taught at various institutions and universities in Kenya, as well as consulting for public and private sectors in the region. He also has in-depth knowledge in TVET policy formulation and implementation, Competence Based Training, Assessment and Certification (CBTAC), TVET regulations, project monitoring and evaluation. Over the last six years he has interacted and amassed experience with TVET systems across the globe.. He holds a Ph.D. in Engineering Systems and Management from Egerton University, MBA (Strategic Management), M. Phil in Technology Education and B. Ed Technology all from Moi University. He is a registered Professional Engineering Technologist and a Fellow of Kenya's Institution of Engineering Technology (IET).



**Mr Mohamed Alfie Hamid** began his career as a Mathematics and Science teacher in South Africa. After seven years as a teacher, he was promoted through the ranks of School Head of Department, Deputy School Principal, and Acting School Principal, and then appointed within the Western Cape Education Department as the Head of the Education Technology Sub-Directorate. He entered the private sector by joining Microsoft as their Academic Programmes Manager, where he managed their South Africa, Swaziland and Lesotho partners in several programmes, including Fresh Start, IT Academy Programme, PC Refurbishment Programme and Schools Technology and Innovation Centre Programme. After three years at Microsoft, he joined Cisco to manage their Networking Academy Program for Southern Africa and over time was promoted to Regional Manager for Africa. Currently he is Cisco's Corporate Affairs Senior Manager for Global Partnerships, focused on Networking Academy and Skills For All. He has received numerous awards from Cisco over the years. He also serves as the Chairperson of the AU Commission's TVET Cluster.





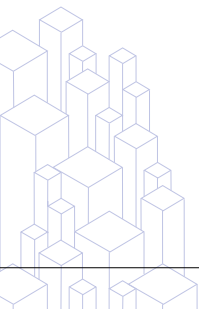
**Ms Naomi Kanyemba Lintini** is a development practitioner with over 20 years' experience in the areas of entrepreneurship, skills, private sector development and policy advisory support. A trainer, business coach, mentor and an active promoter of demand-responsive skills, she has worked in the private sector, the Zambia Small Enterprise Development Board and the German Development Cooperation (formerly GTZ), on issues related to skills, SME and private development, and SME trade competitiveness. She has consulted for various organisations including UNCTAD, Banyani Global, COMESA, AfDB and the Zambia Private Sector Reform Programme. Since 2009, she has been working with the ILO as Chief Technical Advisor in Zambia, Malawi and Zimbabwe. Currently based in Pretoria, RSA, she is working on another ILO-supported project on capacity building of AU member states, under the Skills Initiative for Africa (SIFA) programme of the AUC-AUDA/NEPAD.



**Mr Nicholas Ouma** is an Education and Skills Development professional at the African Union Commission - Department of Education Science Technology and Innovation (ESTI), where he serves as a Senior Youth Advisor. His experience spans across functional initiatives and outcomes within the TVET, employment, youth development and empowerment spaces, with a focus on policies and programmes at both national and continental levels. Prior to his present role at the AU, Nicholas served as a high school teacher, university lecturer and county director of youth development in Taita Taveta County, Kenya.



**Professor Noel Kufaine** is Associate Professor in Technical and Vocational Education; with interdisciplinary education knowledge and understanding in higher education, technical education, teacher education, and research. He has accumulated over 20 years' experience in university teaching at undergraduate and postgraduate, research and consultancy in education policy and practice. Passionate to see an inclusive and purposeful education system designed to respond to current challenges without compromising future opportunities, he believes the quality of education is in the hands of a well-trained teacher.





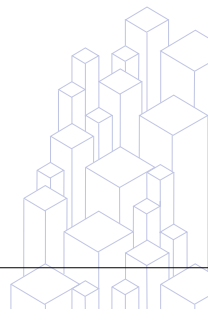
**Dr. Paul Comyn** has over 30 years' experience in TVET and skills development as a technical specialist and consultant. He has worked on various assignments and projects associated with the reform or expansion of TVET and skill systems in more than 35 countries. He has a Ph.D. in TVET Policy and has authored various journal articles and book chapters on the topic. His interests include comparative skills policies and industry engagement in skills development. He has worked for the ILO for the past thirteen years, and since 2015 has been the Senior Skills and Employability Specialist leading the work of the Skills Policies and Systems Group in Geneva, Switzerland.



**Ms Pinky Sithole** hails from Eswatini. A qualified Public Relations practitioner, research assistant, and entrepreneur, she was born with albinism and as a result, is visually impaired. As a consequence of her condition, she had to drop out of her first year because the university did not have the necessary support structures to support her learning. However, she has rose above the challenges and graduated with distinction in the field of Public Relations and Communication. The high unemployment rate in Eswatini has opened opportunities for her to create a start-up baking business from home. Pinky has also leveraged the challenges that came with the Covid-19. As a result, in 2021, she co-founded the first online primary school in Eswatini and in 2022 it opened its doors to secondary school.



**Dr. Raimo Naanda** started out as a trained boilermaker, who has articulated to a Ph.D. in Education from Stellenbosch University, South Africa in 2010. A registered member of the Institute of Commercial Management of South Africa, he is also a member of the Institute of People Management (IPM) Namibia. With over 35 years' experience in the TVET sector (first as an Instructor, Senior Instructor, Head of Training and later Principal of the Windhoek Vocational Training Centre and later at Telecom Namibia's Senior Manager: Training and Development), he currently serves as the Deputy Executive Director in the Ministry of Higher Education, Technology and Innovation, a position he has occupied since mid-June 2016. Raimo has served on various public and the private sector boards. Currently, he is the Acting Chairperson of the Namibia Training Authority, as well as a trustee of Namibia Institute of Mining and Technology (NIMT).





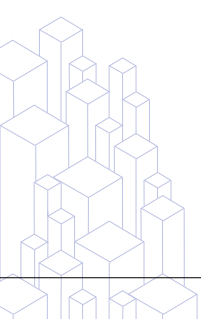
**Professor Renate Wesselink** is a researcher in the field of learning sciences, particularly interested in learning of individuals and teams, beyond the scope of trainings and courses, and the extent to which their (informal) learning contributes to (business) organizations' sustainability agenda. She is an Associate Professor at Wageningen University and Research Centre Social Sciences Group, and Chairgroup Education and Learning Sciences, Netherlands. Her main ambition is to show that by embracing individuals' leadership capacities and teams' creativity within and across organizations, the capacity to transform as (business) organization, sector or society will increase, and consequently, accelerate sustainable development.



**Ms Renaldah Mjomba** is a Programme Manager at the Whole Youth Development (WYD) Programme at Zizi Afrique Foundation, Kenya, whose core business is anchored within the education sector and revolves around evidence-based interventions, strategic communication and advocacy for community and policy actions. She has over 20 years' development work experience in international development across Africa with expertise in education, governance, gender and inclusion. Highlights of her work include serving as a member of the Gender and Technical Committee (2010 – 2012) of the National Aids Control Council (NACC) as well as a member of the National Technical Committee for Policy on Learners and Trainees with Disability (2016-2018). She holds an MA in Armed Conflict and Peace Studies; a Postgraduate Diploma in Journalism and Mass Communication and a Bachelor's Degree in Education from the University of Nairobi, Kenya.



**Dr. Rita Bissoonauth** is the Head of Mission at the African Union/ International Centre for Girls' and Women's Education in Africa (AU/ CIEFFA). She holds a Ph.D. in Education from the University of Quebec in Montreal, Canada. She also holds a Master's degree in Biochemistry from the University of Lyon, France. Before moving to the AU/CIEFFA, she was a senior policy officer in education at the African Union Commission in Addis Ababa for five years. She also worked as a senior lecturer at the Mauritius Institute of Education, Mauritius and the University of Quebec in Montreal, Canada, teaching Biochemistry, Molecular Biology and Science Education.





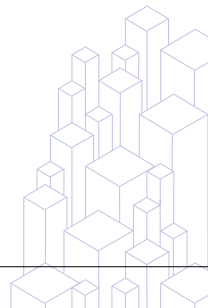
**Dr. Tawanda Chinengundu** holds a Ph.D. in Curriculum Studies (TVET) from the University of South Africa and an M.E.d in TVET, specialising in Engineering Graphics and Design from the University of Zimbabwe. He has more than 25 years' teaching Engineering Graphics and Design and Civil Technology at technical high schools and tertiary institutions in Zimbabwe and South Africa. He has received numerous awards for best teacher achievements. Currently, he is an Engineering Graphics and Design Lecturer in the Department of Science, Mathematics and Technology Education at the University of Pretoria. He has published extensively in several peer reviewed journals and book chapters on TVET related topics. His research interests include Trends in pedagogy of engineering graphics and design, TVET curriculum design; integration of 4IR technologies in teaching and learning of TVET courses; and TVET teacher education.



**Dr. Thomas Odera Ongolo** is a graduate of the University of South Africa and the University of Cape Town, specializing in Educational Curriculum Development, and Disability Inclusive Studies. He has been a consultant and advisor for a number of regional and multilateral organisations that include the African Union, and is currently the German Development Agency-GIZ Regional Advisor for Africa, a background that has given him a broad base to support many topics on inclusion. He is an Open World Fellow and is skilled in partnership management and inclusive remote working, with a scientific interest in disability inclusion, participation and representation towards empowerment.



**Mr. Walter Onyango Odoni** has over six years' experience in youth development, focusing on skills development, leadership and governance. Currently a Programme Officer at the Whole Youth Development Department at the Zizi Afrique Foundation, he connects with training centres in developing Whole Youth development models and championing inclusion by improving the lives of youth facing extreme adversity. Other duties include the promotion of core values and capabilities linked to resilience, employability and productivity for strengthened TVET curricula in East Africa. Walter has a Master's degree in Project Management from Jomo Kenyatta University of Agriculture & Technology, where he focused on the capacity of TVET to implement Competency-Based Education and Training for enhanced youth employability.



## 5. Programme

<b>DAY 1</b>		<b>TUESDAY, 29 MARCH 2022</b>	
08:15 – 08:55	<b>Arrival and Registration</b>		
<b>Official Opening Ceremony</b> Director – Dr. Raimo Naanda, Deputy Executive Director, Ministry: Higher Education, Technology & Innovation, Namibia			
09:00 – 09:05	<b>Anthems</b>		
09:05 – 09:10	<b>Welcome Remarks</b> Dr Alfred van Kent, Executive Director, Ministry: Higher Education, Technology & Innovation, Namibia		
09:10 – 09:20	<b>Statement by WorldSkills International</b> Mr Chris Humphries – President and Chair of the Board, WorldSkills International		
09:20 – 09:40	<b>Statements by Conference Partners</b> <ul style="list-style-type: none"> <li>• Mr Albert Nsengiyumva - Executive Secretary: Association for the Development of Education in Africa</li> <li>• His Excellency, Professor Mohamed Belhocine - Commissioner: Education, Science, Technology &amp; Innovation, African Union Commission</li> </ul>		
09:40 – 09:50	<b>Keynote Address</b> Hon. Dr. Itah Kandjii-Murangi, Minister of Higher Education, Technology & Innovation, Namibia		
09:50 – 10:00	<b>Vote of Thanks</b> Mr Muvatera, Ndjoze-Siririka, Acting CEO, Namibia Training Authority		
10:00 – 10:05	<b>Anthems</b>		
10:05 – 10:20	<b>Group Photo</b>		
10:20 – 10:50	<b>TEA BREAK</b>		
<b>THEME 1 – EFFECTIVE TVET SYSTEMS</b>			
<b>Focus Area 1: LMIS vs Competence-Based TVET Curriculum Development - Moderator: Mr Alpheas Shindi, GIZ Namibia Consultant</b>			
11:00 – 11:15	<b>Role of Labour Market and Skills Anticipation Information In Aligning Skills Supply To Skills Demand</b> Ms Naomy Kanyemba Lintini, Chief Technical Advisor: ILO, SIFA-Skills Anticipation Project		
11:15 – 11:30	<b>Principles of Competence-Based Education and Training (CBET)</b> Prof. Renate Wesselink, Associate Professor, Wageningen University and Research Centre Social Sciences Group, and Chairgroup Education and Learning Sciences, Netherland ( <b>Virtual Presentation</b> )		
11:30 – 11:45	<b>Competency-Based vs Subject-Based TVET Curriculum: Recipe for Comprehensive Qualifications</b> Dr Ahmed Elgeushey Hassaneen, Professor: Department of Automotive Technology, Faculty of Technology and TVET Teachers Education, Helwan University, Egypt		



11:45 – 12:00	<p><b>Determinants for Implementation of Competence-Based Education and Training in Technical, Vocational Education and Training Institutions: Lessons from Kenya</b></p> <p>Mr Walter Onyango Odondi, Programme Officer: TVET Advocacy, Whole Youth Development, Zizi Afrique Foundation, Nairobi, Kenya.</p>
12:00 – 13:00	<p><b>Panel Discussion on LMIS and Competence-Based TVET Curriculum Development</b></p> <ul style="list-style-type: none"> <li>• Ms Naomy Kanyemba Lintini</li> <li>• Dr Ahmed Elgeushey Hassaneen</li> <li>• Mr Walter Onyango Odondi</li> <li>• Ms Mahija Waziri, Senior Coordinator: Curriculum Development and Assessment, NACTE, Tanzania</li> <li>• Prof. Renate Wesselink, <b>(Virtual Participation)</b></li> </ul> <p><b>Recommendations and Way Forward on (a) Labour Market Information Systems; (b) Competence-Based TVET; and (c) TVET Curriculum Development</b></p>

### EVALUATION SESSION

Focus Area 1: LMIS Vs CBET Curriculum Development:  
<https://www.surveymonkey.com/r/3Z3PSVK>



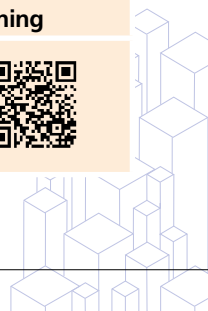
13:00 – 14:00      **LUNCH BREAK**

### Focus Area 2: TVET Teacher Training - Moderator: Dr. Kipkirui Langat, ,Director-General: Technical and Vocational Education and Training Authority (TVETA), Kenya

14:05 – 14:20	<p><b>The Best Way to Prepare TVET Teachers: The Case of Egyptian TVET Teacher Education &amp; Training</b></p> <p>Dr. Ahmed Elgeushey Hassaneen, Professor: Department of Automotive Technology, Faculty of Technology and TVET Teachers Education, Helwan University</p>
14:20 – 15:00	<p><b>Panel Discussion on TVET Teacher Training</b></p> <ul style="list-style-type: none"> <li>• Dr Ahmed Elgeushey Hassaneen</li> <li>• Dr Salim Akoojee, Associate Professor: University of Nottingham (UK) and Former Ass. Prof. University of the Witwatersrand (Johannesburg), South Africa</li> <li>• Dr Charles Raphael, Head: Research, Publications and Documentation; and Lecturer, Researcher and Consultant, Arusha Technical College, Tanzania</li> <li>• Prof. Noel Kufaine, Associate Professor: Technical and Vocational Education and Training, Namibia University of Science and Technology (NUST), Namibia</li> </ul> <p><b>Recommendations and Way Forward on TVET Teacher Training</b></p>

### EVALUATION SESSION

Focus Area 2: TVET Teacher Training  
<https://www.surveymonkey.com/r/G8YS2KN>



15:05 - 15:15	<b>TEA BREAK</b>
<b>Focus Area 3: Socio-Professional Integration - Moderator: Mr Igberadja Serumu, , Regional Vice President, IVETA East and West Africa, Nigeria</b>	
15:15 – 15:30	<b>Making TVET Work for Africa: A Case of Safaricon Foundation Scholarship Programme, Kenya</b> Ms Renaldah Mjomba, Programme Manager: Zizi Afrique Safaricon Foundation, Kenya (Virtual Presentation)
15:30 – 16:30	<b>Panel Discussion on Socio-Professional Integration</b> <ul style="list-style-type: none"> <li>• Ms Renaldah Mjomba, <b>(Virtual Participation)</b></li> <li>• Ms Bellaro Karouue Mupurua, Coordinator: Apprenticeship Programme, Commercial Advancement Training Scheme (CATS), Namibia</li> <li>• Mr Fanie Oosthuizen, Lecturer: Wholesale &amp; Retail, Business School of Excellence (BSE), Namibia</li> </ul> <b>Recommendations and Way Forward on Socio-Professional Integration</b>

### EVALUATION SESSION

Focus Area 3: Socio-Professional Integration  
<https://www.surveymonkey.com/r/BKW6QQQ>



## DAY 2 WEDNESDAY, 30 MARCH 2022

### THEME 2- TVET FUNDING MODELS

#### Moderator- Dr Raimo Naanda

08:00 – 08:15	<b>Welcome and Introduction</b> Dr Raimo Naanda, Deputy Executive Director: MHETI, Namibia
08:15 – 08:30	<b>Recap on Theme 1: Rappouteurs</b>
08:30 – 08:45	<b>Namibia – Training Levy System and Funding Models</b> Ms Genette Hamunjela, Manager: Collections - National Training Fund, Namibia Training Authority
08:45 – 09:00	<b>Comparing Financing Models for TVET in Botswana, South Africa and Zimbabwe.</b> Mr Jerald Hondonga, Lecturer: New Era College-Built Environment, Gaborone, Botswana
09:00 – 09:20	<b>SADC Skills Levy Report and Recommendations on Sustainable TVET Funding.</b> Dr Paul Comyn, Senior Skills & Employability Specialist, Geneva, ILO, Switzerland <b>(Virtual Presentation)</b>
09:20 – 10:00	<b>Panel Discussion on TVET Funding</b> <ul style="list-style-type: none"> <li>• Ms Genette Hamunjela</li> <li>• Mr Jerald Hondonga</li> <li>• Mr Paul Comyn <b>(Virtual Participation)</b></li> <li>• Ms Regina Ambambi, Chairperson: Association of Private Vocational Training Institutions in Namibia (AVTIN) and Head of Clocknet VTC</li> </ul> <b>Recommendations and Way Forward on TVET Funding Model for Africa</b>

## EVALUATION SESSION

TVET Funding Models

<https://www.surveymonkey.com/r/BVBH9NQ>



10:00 – 10:15

**TEA BREAK**

## THEME 3 – TVET AND TECHNOLOGY

**Moderator – Prof. Noel Kufaine, Associate Professor: TVET, Namibia University of Science and Technology**

10:20-10:35	<b>Evolution of Education and the Fourth Industrial Revolution</b> Mr Mohamed Alfie Hamid, Chairman of African Union Commission (AUC): TVET Cluster, and Senior Manager: Global Partnerships, Cisco Corporate Affairs, South Africa
10:35-10:50	<b>Simulated Work-Based Learning in TVET: An Alternative or a Complementary Pedagogy</b> Dr Tawanda Chinengundu, Lecturer: University of Pretoria, South Africa
10:50-11:05	<b>Application of e-Learning and Augmented Reality Simulation Technology in TVET</b> Dr Antonio Fernández Pérez, Sales Director, EMEA, IVETA Nigeria
11:05-11:20	<b>Systematic Approach and Principles of Greening TVET</b> Mr Collins Mulenga, Senior Lecturer, Zambia Institute of Business Studies and Industrial Practice (ZIBSIP), Zambian Expert in Environmental Engineering and Occupational Health and Safety
11:20 -12:50	<b>Panel Discussion on TVET and Technology</b> <ul style="list-style-type: none"><li>• Mr Mohamed Alfie Hamid</li><li>• Dr Antonio Fernández Pérez</li><li>• Mr Collins Mulenga</li><li>• Dr Tawanda Chinengundu</li><li>• Mr Parastus Nepolo, President - Association of Heating, Ventilation and Cooling of Namibia (HVCN) &amp; Chairperson of Millennium Vocational Digital Training Institute, Namibia</li><li>• Mr Obed Grant Heitha, Senior Manager: HR Development &amp; Organisational Effectiveness &amp; Head of Training Centre, Telecom Namibia; Member of Post &amp; Telecommunications Industry Skills Committee, NTA</li></ul> <b>Recommendations and Way Forward on TVET and Technology</b>

## EVALUATION SESSION

TVET and Technology

<https://www.surveymonkey.com/r/B9ZPHRV>



12:55 – 14:00

**LUNCH BREAK**

## THEME 4 – GENDER AND SOCIAL INCLUSION IN TVET

**Moderator – Ms Caroline Mutepfa, Senior Programme Officer, Skills Employment For Youth Programme, AUDA-NEPAD**

### Focus Area 1 – Women and TVET

14:05 – 14:10	<b>Welcome and Introduction</b> Ms Caroline Mutepfa, Senior Programme Officer, Skills Employment For Youth Programme, AUDA-NEPAD
14:10 – 14:15	<b>Video Clip</b> - AU/CIEFFA Video Clip on 'Africa Educates Her' Campaign. Made in a CFIAM Training Centre, where young girls are trained on male-dominated fields in Burkina Faso
14:15 – 14:30	<b>Bridging the Skills Gap of Young African Women in TVET</b> Dr Rita Bissoonauth, Head of Mission: African Union / International Centre for Girls' and Women's Education in Africa (AU/CIEFFA), Burkina Faso
14:30 – 14:45	<b>Increasing the Enrolment of Women and Girls in TVET in Africa through the Women in Technical Education and Development (WITED)</b> Ms Jahou S. Faal, Secretary General of the Association of Technical Universities and Polytechnics in Africa (ATUPA), Gambia
14:45 – 15:00	<b>Invest in Her</b> Mr Daniel Amoako Antwi, Executive Director, Africa Skills Hub (ASH), Accra, Ghana
15:00 – 15:15	<b>Strategies for Including Women in TVET Programmes: Lessons from Tanzania</b> Dr Charles Raphael, Head: Research, Publications and Documentation; and Lecturer, Researcher and Consultant Arusha Technical College, Tanzania
15:15 – 15:30	<b>TEA BREAK</b>
15:30 – 15:35	<b>Video Clip</b> - Featuring Euphrasia Mulenga, Aircraft Maintenance Planner (Zambia); and WorldSkills Champion Trust Representing Africa
15:35 – 16:35	<b>Panel Discussion on Gender and Social Inclusion in TVET</b> <ul style="list-style-type: none"><li>• Dr Rita Bissoonauth</li><li>• Ms Jahou S. Faal</li><li>• Ms Constance Swaniker, Vice President, Stanford Seed Transformation Network, Ghana</li><li>• Ms Ida Faal, Mechanic Engineer/AUCIEFFA Alumni, Gambia</li><li>• Ms Euphrasia Mulenga</li></ul> <b>Recommendations and Way Forward on Women and TVET</b>

### EVALUATION SESSION

Focus Area 1: Women and TVET

<https://www.surveymonkey.com/r/BCLYYQK>



**Moderator – Mr Nicholas Ouma, Senior Youth Advisor - Education, Science, Technology & Innovation Department, African Union Commission**

**Focus Area 2:** Inclusive TVET (Marginalised and Disability)

08:15 – 08:30	<p><b>Welcome and Introduction</b> Mr Nicholas Ouma, Senior Youth Advisor - Education, Science, Technology &amp; Innovation Department, African Union Commission</p>
08:30 – 08:45	<p><b>Clip</b> – Featuring Martha Abed, a visually-impaired Namibian woman trained by Nomad Spa in Massage and Spa Therapy Services. Made under the NTA's 'Live Your Passion' television and social media TVET Career Advocacy Campaign <a href="https://m.youtube.com/watch?v=ikAt586eYTw">https://m.youtube.com/watch?v=ikAt586eYTw</a></p>
08:45 – 09:00	<p><b>A Journey to Acceptance and Independence: The story of How a Disability turned into a Super Ability</b> Ms Pinky Sithole, Youth Entrepreneur, Eswatini</p>
09:00 – 09:15	<p><b>Clip</b> – Featuring Annemarie Johnson, a wheelchair-bound Namibian woman trained in diamond cutting and polishing by Schachter &amp; Namdar Diamonds Namibia. Made under the NTA's 'Live Your Passion' television and social media TVET Career Advocacy Campaign <a href="https://m.youtube.com/watch?v=tnkENp5LiFE">https://m.youtube.com/watch?v=tnkENp5LiFE</a></p>
09:15 – 09:30	<p><b>Opportunities, Ways and Strategies of Including Persons with Disabilities in TVET</b> Dr Thomas Ongolo, Regional Advisor Global Project, Inclusion of Persons with Disabilities, GIZ, South Africa</p>
09:30 – 09:45	<p><b>TVET: An Indispensable Tool for Sustainable Economic Prosperity and the Elimination of Discrimination.</b> Dr Everton Lewis, Programme Director: Design and Technology, and Assistant Chief Examiner for the Electrical and Electronics Technology Subject within Caribbean Examination Council (CXC) at the Caribbean Secondary Education Certificate (CSEC) Level, Jamaica.</p>
09:45 – 10:45	<p><b>Panel Discussion on Inclusion TVET (Marginalised and Disability)</b></p> <ul style="list-style-type: none"> <li>• Ms Pinky Sithole</li> <li>• Dr Thomas Ongolo</li> <li>• Mr Orben Muluti, Chairperson: Namibian Organization of Youth with Disabilities (NOYD)</li> <li>• Ms Katrina Namundjembo: Kathy's Joinery &amp; Cabinetmaking Manufacturing, Namibia</li> <li>• Mr Nicolas Limbo, Community Skills Development Foundation (COSDEF), Namibia</li> <li>• Hon. Alexia Manombe-Ncube (MP), Dep. Minister: Disability Affairs, Office of Vice President, Namibia</li> </ul> <p><b>Recommendations and Way Forward on Inclusive TVET (Disability and Marginalised)</b></p>

## EVALUATION SESSION

Focus Area 2: Inclusive TVET (Marginalised and Disability)

<https://www.surveymonkey.com/r/BQMPL2N>



10:45 – 11:00

**TEA BREAK**

11:00 – 11:10

### **Closing Remarks**

Mr San-Quei Lin, Board Member - Strategic Development, WorldSkills International

11:10 – 11:30

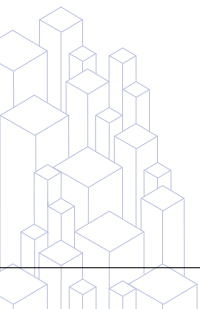
### **Vote of Thanks and Gift Presentation**

Mr Muvatera Ndjoze-Siririka - Acting Chief Executive Officer, Namibia Training Authority (NTA)

## END OF TVET CONFERENCE PROGRAMME

13:00 – 14:00

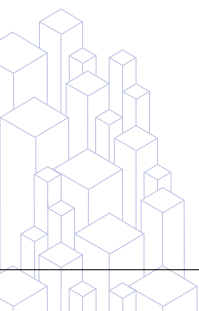
**LUNCH**



## 6. Contact Details – Presenters, Moderators and Panellists

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26	Mr Nicholas Ouma	<a href="mailto:OumaN@africa-union.org">OumaN@africa-union.org</a>	Ethiopia
<b>Panellists</b>			
27	Ms Mahija Waziri	<a href="mailto:waziri@nacte.go.tz">waziri@nacte.go.tz</a>	Tanzania
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CONFERENCE HOST

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CONFERENCE PARTNERS

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Association for the Development of Education in Africa  
Association pour le développement de l'éducation en Afrique  
Associação para o Desenvolvimento da Educação em África

