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# VET ToolBox Seminar

**How can TVET work effectively with the private sector in fast-changing economies?**

**Online: 23-25 November 2021**

Internal

Post Implementation Report

Co-funded by  
the European Union



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## Executive summary

Funded by the European Union and the German Federal Ministry of development, and on behalf of the VET Toolbox delivery partners<sup>1</sup>, the British Council organised the three-day VET Toolbox online conference: **How can TVET work effectively with the private sector in fast-changing economies?** The seminar featured diverse perspectives from learners, teachers, employers, governments, academics, and donors from every corner of the globe. Taking international, as well as national and local perspectives, the event brought together expertise in theory and delivery and highlighted effective mechanisms and approaches to private sector engagement in TVET across different contexts.

The seminar reaffirmed that TVET is a powerful tool to catalyse local change. Over the three days, delegates shared inspiring examples of partnerships with employers and provided insights on some of the most profound questions the TVET systems are responding to.

Delegates engaged in energised discussions around private sector engagement in TVET systems and the processes needed to build labour market relevant skills. A recurrent point of agreement is that more can be done to create industry-sector-driven TVET which provides a targeted response. Industry-sector-driven TVET is something that can contribute to a more resilient future and higher skill-based sustainable growth and jobs.

Seminar contributors appreciate the complexity of TVET. When asked, 'Who should lead on engaging the private sector in TVET?' most identified the central importance of government, while affirming the vital role of employers:

- a) National Government 43.3%
- b) Regional Government 13.3%
- c) TVET institutions 20.0%
- d) Learners 0.0%
- e) Employers themselves 23.3%

On the one hand, employer engagement needs to be driven by national governments. While employers and TVET providers do not have as much power as the government, together they can push the government to make responsive TVET happen through a top-down-bottom-up approach.

What is clear is that we are living in a period of high uncertainty with major transitions occurring concurrently. These transitions are broadly placed under several categories: economic enhancement or recovery, technological change, informality in learning and work, demographic movement of people for work and survival, societal and politically diverse voices and sustainable development in response to the climate emergency.

Delegates agreed, these changing conditions create a level of complexity in anticipating skill needs and preparing young people for work and demand more from TVET systems than ever

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<sup>1</sup> Enabel, Expertise France, GIZ, Lux Development and the French Development Agency, AFD

before. Yet these rapid changes also offer opportunities for developing innovative approaches to local partnerships with employers.

Delegates confirm the central importance of flexibility in national TVET systems to involve employers at all stages, from policy making through to work-based training, supports employer engagement.

There was also agreement on the value of providing more autonomy to individual and groups of TVET institutions to develop tailored approaches for local employers, sectors and industry clusters helps facilitate flexibility and the relevance of skills at the local level. Successful interventions need local leadership, or intermediaries, to facilitate and progress partnerships.

Government policy makers are grappling with how to develop policies sensitive to the size of businesses, as micro, small and medium enterprises are dealing with a lot of business issues and do not have the capacity to partner in the same way that large companies can. More autonomous TVET institutions requires greater collaboration skills, the capacity to tailor skill solutions to local needs and teachers who have ongoing exchanges with workplaces, to keep training relevant to workplace requirements.

The recurrent themes are interlinked such as the poor image of TVET and improving the relevance of training and using authentic work-based learning. It is recognised that employment is one of the most burning and important challenges of today. A major challenge in the future lies in how to match the employment expectations of large numbers of young people in Africa and elsewhere in the world with the reality of decent jobs actually available.

However, TVET itself does not create employment and, as highlighted during the seminar, some jobs need worker-benefits such as health insurance and decent pay to make them attractive to young people. But in situations where there are not enough jobs and it is not simply a matter of a skills mismatch flexible TVET systems also need to underpin economic development and business strategies, calling on greater inter-Ministerial coordination at the TVET system level.

Aligned with a flexible TVET system is the need to recognise skills developed through a range of learning environments and non-formal and informal learning. Delegates overwhelmingly recognised the importance of the Recognition of Prior Learning (RPL) when asked, “Should policy makers aim to formally recognise informal training?”

- a) Yes - 91.3%
- b) No - 4.3%
- c) Don't know - 4.3%

Delegates identified RPL as important for up skilling workers and as an important tool to facilitate Lifelong Learning.

High quality career guidance that supports students through different transitions improves the confidence and agency of young people to successfully transition into employment. Interestingly, young people engaged in part-time work in OECD countries where there is data, routinely experience low youth unemployment, reinforcing the value of exposure to workplaces. There are also a range of studies showing the benefits of gaining first-hand experience of workplaces. The authenticity of learning tasks and processes and of developing

networks all lead to positive outcomes for learners in terms of employability, confidence and mental well-being.

Delegates agreed that soft skills combined with technical skills are important for building the adaptability, and the problem-solving, critical thinking and innovation skills necessary to navigate future challenges. There was agreement that soft skills cannot be developed without the context of technical and work skills. At the same time, it was noted that often the failure of general education to develop foundational skills places an added burden on TVET systems as all jobs require some reading and mathematical skills.

The seminar ended on a note of optimism and with a reminder that there are no one-size-fits-all solutions, but local, regional and national systems and solutions. We need to be cautious about up-ending national systems and instead take an incremental approach and develop and monitor customised solutions built on the experience of the plentiful international good practice examples shared over the three days.

## Overview

There is arguably no subject more important to the development of current and future workforces and to the economic and social well-being of countries around the world than engaging the private sector in VET to ensure that training is demand driven and fit for purpose. This is a central strand of the work of the VET Toolbox, which is a partnership of leading European agencies including Enabel in Belgium; the British Council, who led on delivering this event; GIZ from Germany; LuxDev from Luxembourg; and Expertise France and the French Development Agency, AFD. The VET Toolbox is currently delivering technical assistance in VET around the world, particularly in Sub-Saharan Africa. This work is funded by the European Union and the German Government, as was the seminar.

That VET systems need to engage with the private sector is an accepted fact. However, enabling partnerships is difficult and the private sector is far from homogenous, meaning a variety of approaches need to be utilised to effectively engage industry and employers of all shapes and sizes throughout a skills system.

This three-day online VET Toolbox seminar explored in detail the principles and practice of private sector engagement in VET and reflected on how this can be best shaped to different contexts and ambitions to maximise its effectiveness.

Comprising a series of interactive sessions, the seminar tackled the following themes:

- Creating an enabling environment for effective private sector engagement in VET
- Different models of engagement with the private sector, such as Public-Private Partnerships and Sector Skills Councils
- Effective approaches and principles in working with the informal economy and SMMES
- The ways in which VET can best engage tomorrow's private sector – and support the creation of new jobs and industries as well as the acquisition of jobs in current employers

- Safeguarding the long-term interests of learners beyond simply achieving employment in the short-term
- How best policy makers, education leaders and the private sector can forge a culture of private sector participation that fits the context they are operating in.

Each of the three days consisted of a plenary session, followed by active discussion panels and breakout sessions. The discussions moved from big-picture scene setting during the plenaries, to policy and research in the panel discussions, to on-the-ground implementation during the breakout sessions.

The seminar also provided the opportunity for networking, including one-to-one networking with VET leaders from around the world.

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### Overall conference aims

- To facilitate a policy dialogue on the theme of private sector engagement in TVET, with the aims of supporting improvements in policy and practice in fast-developing economies and strengthening approaches to a key skills development priorities
- To encourage transnational cooperation by providing a platform for innovators, employers, practitioners and policy makers to convene, and spaces (for both formal and informal) for networking and forging relationships between key stakeholders internationally
- To showcase tools and resources produced through the VET Toolbox and provide guidance on their application so that they can be utilised elsewhere, and to showcase VET Toolbox project's achievements to date to build engagement with the project
- To encourage the submission of further requests for VET Toolbox support.

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### Seminar Learning Aims

To equip participants with improved knowledge and understanding of effective practice in private sector engagement in TVET and how it can be applied. More specifically, to provide:

- An analysis of the components that shape effective private sector engagement in TVET systems
- Tips and examples of effective practice
- Ideas for policy enhancements and interventions to contribute to system improvement
- Time to reflect on the different stakeholders and groups engaged in TVET and the functions they can and do serve.

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### The participants

- The participants primarily came from government, industry, TVET institutions, NGOs and interested individuals ranging from Albania, India to Zimbabwe. Most participants came from Lower or Upper Middle-Income countries as defined by the World Bank<sup>2</sup>, mostly from Sub-Sahara Africa and South Asia
- There were 347 registered participants and the average time spent at the event was 6.5 hours, suggesting the seminar sustained people's interest
- Interactivity amongst delegates was an important objective of the seminar and in total there were 528 comments and questions, and 137 people attended the networking sessions
- Delegates consider the seminar to be highly relevant, with average scoring of the seminar being 8.7 out of 10.

The delegates largely view TVET not as an isolated intervention but as having wide-reaching benefits to young people and the community, something borne out by one of the polls run during the seminar:

#### Who benefits most from effective TVET?

- Young people? - 36.1%
- Employers? - 22.2%
- Communities - 33.3%
- Governments? - 5.6%
- Existing workers? - 2.8%

A poll at the end of the seminar demonstrated delegates' confidence that they could improve engagement with the private sector in their country.

#### Are you confident you will improve technical education's engagement with the private sector in your country?

- Yes, we can do it. - 57.1%
- It will be hard, but we will try. - 42.9%
- No, it's too difficult. – 0%.

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### Speakers

The speakers, all of whom were experts in their fields, included leaders in Technical Vocational Education and Training and government administration of TVET; academics researching TVET; employers; and industry representatives working with local TVET systems.

The Speakers biographies can be found in Annex A.

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<sup>2</sup> <https://datahelpdesk.worldbank.org/knowledgebase/articles/906519>

## Key Conclusions

- There is progress, both at the policy level and in terms of the response from TVET systems and employers in trying to address new and emerging needs, however it is not enough.
- Contemporary TVET requires a greater emphasis on sectoral approaches integrated with business and economic development directions.
- There is a lot of focus on localised (small economic unit) experimentation when trying to wrestle with fast changing economic needs.
- Rapidly changing labour markets, technological advances, globalisation, and the climate emergency are making demand-led skills identification more difficult to predict, requiring greater two-way communications with employers and employees.
- Rapidly changing economic environments often call for a nuanced approach that recognises the effectiveness of localised responses (geographical, sectoral or value chain) balanced with national system requirements.
- Complex skill ecosystems can lead to unpredictable initiatives or outcomes, so monitoring, looking for unexpected effects or lack of efficacy, and disseminating findings is vital.
- National governments are regarded as having the key role in fostering a collaborative approach involving the different key stakeholders and bringing employers into all stages of the TVET system, policy development, skills anticipation, content development, teacher development, and work-based learning.
- There is a widespread recognition of the importance of quality improvement of TVET and its direct relationship to maintaining labour market relevance of TVET.
- In improving the quality of the delivery of training and the relevance of the training, focusing on training is not enough. There is also a need for approaches that are sector and employment-opportunity driven. Sector-driven TVET provides a targeted and tailored response.
- Collaborative models which offer efficiency through the coming together of TVET institutions are easier for employers to engage with than working with many individual institutions.
- The transmission of institutional excellence is crucial and can happen in many ways. For example, by sharing resources such as teachers, trainers, equipment, through collaboration, through local or regional coordination, through demonstration projects and networks at local level, regional, national or international levels.

**Employers are co-producers of skills,  
they are not customers.**  
Emeritus Prof Ewart Keep  
Oxford University

- The potential of local ecosystems is increasingly recognised, and importance placed on the ability of autonomous TVET institutions to develop strong linkages with local employers and explore localised opportunities in these contexts.
- In the informal sector, which is prominent in many countries, with up to 90% of companies operating in the informal sector, companies are often facing so many challenges that skills are often not the first priority. This has implications for TVET and implications as well for cooperation with the private sector in these contexts.

**It's very clear that successful countries are those where employers have been educated so they are up to date with new developments, and they are feeding this into labour market intelligence.**

**Prof Hugh Lauder  
Bath University**

- Rapid external changes sometimes mean it is difficult for industry to identify their changing work practices and skill needs. For example, while companies in the UK, Asia and Africa did not understand the implications of net zero to their firm, they are happy to implement sustainable processes. However, they require guidance to identify, understand and implement the processes to enable them to transition to

net zero.

- At the same time, TVET systems have a very patchwork approach to sustainability. TVET is not creating the learning pathways and green streams in occupations, and approaches to 'greening TVET' and addressing pathways into green jobs and sustainable options are unclear and fragmented.
- Career guidance should be integrated throughout the TVET journey and be available to young people at key transition points, and cover decision-making about careers, study programme choices, career competencies, employment preparation and moving into work.
- One critical issue for TVET, and a great challenge, is improving quality and relevance, thus making it attractive and a first career choice for young people.
- In the vocational systems that seem to be the most successful, TVET is attractive to a young person as it offers the promise of skilled employment at the end. Young people have confidence because employers are heavily engaged in the design and delivery of the programmes.
- Qualifications are viewed positively by young people when the qualification can lead to further study and as an entry into general education. Young people then feel more confident in undertaking them.
- TVET is an enabler but it does not create jobs. Being part of a larger business development or sector development strategy offers a more targeted approach that is more likely to produce relevant skills.
- Young people engaged in part-time work in OECD countries (where there is data), routinely experience low youth unemployment, reinforcing the value of exposure to workplaces. There is also a range of studies showing benefits in gaining first-hand

experience of workplaces. The authenticity of learning tasks, processes, developing networks all lead to positive outcomes for learners in terms of employability, confidence and mental well-being.

- There remains the continual challenge of the negative image of skills and TVET and the need to identify effective ways of countering this, including through showcasing role models.
- The young people that can successfully access opportunities and employment can become models for other young people in their communities in the area where they live.
- It is important not to oversell what vocational education and training can do, both in terms of engaging employers and attracting young people.
- Digitalisation is of primary importance in shaping the future of work and training and it is important to recognise and respond to the implications for white collar as well as blue colour jobs to overcome the growing inequality that digitalisation is currently causing.
- Effective collaboration is of central importance – collaboration with employers and collaboration amongst TVET providers. Collaboration itself involves a complex set of skills that may not be present in many TVET environments.

**Youth cannot be what they cannot see.**

**Euphrasia Mulenga WorldSkills Champions Trust, Zambia**

If you can't afford to go to high school or university, you learn a skill. That is a problem - TVET is not supposed to be for a certain kind of people. It supports industries that require highly trained, highly intellectual people.

Bright Jaja Nigeria

You have public institutions that need to get used to the fact that they have to be innovative to work with the private sector to identify their needs and develop training content to meet their needs.

Ebenzer Ato Simpson Skills Development Fund, Ghana

**Annex: Biographies**

Speaker

Biography

Contact and useful links

**Bartelijne van den Boogert**

**Team Leader, VET Toolbox project**



Bartelijne started out as a VET-teacher in one of Europe's leading Public Employment Services. She broadened her expertise in that sector as soft skills domain expert, internal auditor, spokesperson, strategic advisor (European and worldwide knowledge exchange) and risk manager. Her passion for the improving the inclusive transition from VET to employment, motivated her to take up the lead for the VET Toolbox project.



@Bartelijne

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[www.vettoolbox.eu](http://www.vettoolbox.eu)

**Moses Anibaba**

**Regional Director Sub Saharan Africa, British Council**



Moses is the Regional Director for British Council in Africa. He has worked extensively in the private sector over the last 20 years with SHELL, BP, Barclays, World bank, HESS, Anadarko, Vodafone, De Beers, GSK and Tullow Oil.

Moses was awarded an OBE in recognition for the work in brokering partnership with corporate sector in Africa.

**Antti Karhunen**

**Director for “Sustainable Finance, Investment and Jobs; Economy that works for the People”**



Antti Karhunen is Director for Sustainable Finance at DG for International Partnerships since 1 November 2021. He has held roles in DG INTPA management and as Deputy Head of Cabinet of the Commissioner for Development Andris Piebalgs during his 25 years in the European Commission. He is lawyer by education.

**Nicholas Ouma**

**Senior Youth Advisor at the African Union Commission Department of Education, Science, Technology and Innovation**



Prior to this position, he served as the County Director of Youth Development in Kenya, where he coordinated youth skills development and empowerment initiatives. A teacher by profession, Mr. Ouma has also served as a High School teacher and University Lecturer in Kenya.



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Nicholas Ouma

Omondi

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**Hendrina Chalwe Doroba** Manager - Education and Skills Development Division at the African Development Bank.

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**Bright Jaja**

An educationalist, mathematician, gender expert, development practitioner, and policy advocate. She has over 35 years of work experience with African governments, development partners, private sector and CSOs. She is passionate about empowering the youth.

**CEO and Founder of iCreate Evolution Africa Ltd. Jaja is a social entrepreneur, Branding Expert, filmmaker, motivational speaker and youth leader**

 @JAJAZY



Jaja has an unshakable belief in the abilities and chance of Africans to excel in the global economy. Bright Jaja was listed in the 5th edition of Forbes 30under30 list of Africa's most accomplished young entrepreneurs, tech stars and artists.

 LinkedIn

W DHL Global

Business Day Nigeria

**Helene Charpentier**

**Senior Project Officer, Association for the Development of Education in Africa (ADEA)**

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Helene Charpentier is Senior Projects Officer at the Association for Development of Education in Africa. She coordinates programs related to Basic Education, Technical and Vocational Skills Development and Higher Education in Africa. Before joining ADEA, she coordinated youth and entrepreneurial programs and worked in various private sector and international organisations.

**Dr Zukile Mvalo**

**Deputy Director-General: Skills Development Branch, Centres of Specialisation, Department of Higher Education and Training, South Africa**

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Mr Mvalo is the Deputy Director-General since August 2015. Before joining the Department of Higher Education and Training, he was an Executive Director: Corporate Services in the Cape Winelands District Municipality. In August 2012, he joined the Department of the Higher Education and Training as the Chief Director: Work Integrated Learning, Partnerships and Innovation and later in July 2013. He has acquired various qualifications in various fields, including, BA in Social Work at the University of the Western Cape, Masters in Public Administration at the University of the Western Cape, Post-Graduate Diploma in Employment Law at the University of Cape Town and LLB at the University of South Africa.

**Caroline Mutepfa** **Senior Programme Officer of the African Union Development Agency (AUDA-NEPAD)**

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Caroline leads the implementation of the ATVET and ATVET4Women projects on Vocational Skills and Training in over 12 African member states and supports other projects on Youth Entrepreneurship and Training for the AUDA. She development and delivery of demand-driven skills and training, especially for the youth and women for over 10 years and continues to advocate for women and youth inclusion.

**Tobias Nambala** **General Manager TVET Regulations Namibian Training Authority**

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Mr Nambala is the Acting Chief Operations Officer (COO) and General Manager: TVET Regulations of the Namibia Training Authority (NTA). He is in charge of the regulatory function of the NTA and is responsible for coordinating, providing and maintaining a wide range of TVET related support services at the NTA.

**Dr Ehud Gachugu** **Director of the Ajira Digital and Youth Employment Project Kenya Private Sector Alliance (KEPSA)**



Dr Ehud is an expert on Youth Employment and Skills Development with over 20 years of professional and technical experience in youth employment programs in Kenya and abroad. Currently, the Director of Ajira Digital project at Kenya Private Alliance, a Ministry of ICT, Innovation and Youth Affairs project that is Funded by Mastercard Foundation. Also provided technical oversight of KEPSA's youth employment work that spans across the area like digital economy, TVET Development, Entrepreneurship, labour intermediation services and embedded research and extension. Prior to this Ehud worked for a USAID Kenya Youth Employments and Skills Project implemented by Research Triangle Institute, World Bank Kenya Youth Empowerment project implemented by KEPSA. He also worked as an Executive Director of Eastleigh Community Centre which is an NGO that supports livelihood development and job creation for youth in Nairobi. Dr Ehud has research and publication interests in Strategic Management, Project management, Youth Employment, Digital Economy, Skills Development. He holds a PhD in Business Administration from the University of Nairobi.

**Jane Rexworthy**



**FLinstLM, Chartered FCIPD**  
**Executive Director People 1<sup>st</sup> International**  
**Senior leader in Technical Vocational Education and Training**

Jane is a fellow of The Institute of Leadership & Management and CIPD, and a senior leader in strategic business development leading on skills policy, solutions, and services in the technical vocational education in the UK and Internationally in over forty countries.

 Jane Rexworthy

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**Kristine Langenbucher**



**Head of Unit, Employment and Skills, Local Employment, Skills and Social Innovation Division, Centre for Entrepreneurship, SMEs, Regions and Cities, OECD**

Kristine heads the Employment and Skills Unit within the OECD's Centre for Entrepreneurship, SMEs, Cities and Regions, which has been working with countries around the globe to deliver evidence-based and practical recommendations on how to implement employment and skills policies at the local level.

W <https://www.oecd.org/cfe/leed/local-employment.htm>

**Nokuthula Selamolela**



**Food and Beverage Manufacturing SETA, South Africa**

Nokuthula Selamolela is a results-driven, passionate leader with over 20 years working experience spanning across financial management, telecommunications regulatory, and sectorial education and training. In addition, she has vast experience in both non-executive and executive roles. Nokuthula's experience covers both private and public sector in telecommunications, environmental entities, and sector education and training. She is a firm believer in skills development and has been a pillar for the FoodBev SETA in the successful achievement of its mandate. Nokuthula was appointed at FoodBev SETA as the Chief Financial Officer in February 2013, until she was appointed as Chief Executive Officer in 2018, a role she still holds to date. Nokuthula holds a Masters of Commerce in Development Finance, BCompt (Hons), Certificate in Theory of Accounting (CTA) and a Bcompt Accounting.

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**Ebenzer Simpson**



**Ato Skills Development Fund, Ghana**

Ebenzer is a development consultant with over 20 years in private sector development and academia. He has managed the Skills Development Fund, Ghana since 2012 with significant successes in the skills sector. He is a financial engineer, a Chevening Scholar and Fellow of the Institute of Project Management Professionals, Ghana.

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**Prof. Andrea Micangeli** **Andrea Micangeli, Ph.D Adj.Professor at State University of New York (2016) and Sapienza (Rome, 2001)**

 [Andrea Micangeli | LinkedIn](#)



He led didactic activities through the “Field Study Abroad” and RES4Africa’s “Micro Grid Academy” programmes (Nairobi, Lusaka, Addis Ababa, Cape Town) introducing participants to Renewable Energies with technical and hands-on experiences. His work builds on a cooperation among Research Centres, Private companies and Public agencies such as Enel, RES4Africa’s members, SUNY, MIT, Columbia, and Universities from EU, UK, US, East Africa, Latin American.

From 2020 acts as European Director for the Grand Challenges Scholars Program. (USA)

**W** [RES4Africa’ Micro-Grid Academy Programme](#)

**Dr Daniel Susskind** **Fellow in Economics at Oxford University, and a Visiting Professor at King’s College London**

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He is the co-author of the best-selling book, The Future of the Professions (2015) and the author of A World Without Work (2020), described by The New York Times as "required reading for any potential presidential candidate thinking about the economy of the future". His TED Talk, on the future of work, has been viewed more than 1.6 million times.

Previously he worked in various roles in the British Government – in the Prime Minister’s Strategy Unit, in the Policy Unit in 10 Downing Street, and in the Cabinet Office. He was a Kennedy Scholar at Harvard University.

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**Paul Comyn** **Senior Skills and Employability Specialist International Labour Organisation (ILO)**



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 PhD in vocational education and training 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 & Employability Specialist leading the work of the Skills Policies and Systems Group in Geneva.

**Hugh Lauder**

**University of Bath, UK, Author of “The Death of Human Capital”**



Hugh Lauder specialises in the relationship between education and the economy with a focus on the impact of the global economy. He is a Fellow the Academy of Social Sciences (FACSS), He has eleven books published with translations of four books into several languages including Chinese, Japanese and Korean). His most recent book is, *The Death of Human Capital? Its Failed promise and How to renew It in an Age of Disruption*, Phillip Brown, Hugh Lauder and Sin Yi Cheung, New York: Oxford University Press. Oct. 2020, pp320.

**Dr Presha Ramsarup**

**Director at the Centre for Researching Education and Labour at the University of Witwatersrand, Johannesburg**



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Dr Presha Ramsarup is Director at the Centre for Researching Education and Labour at the University of Witwatersrand, Johannesburg. She is a Senior Research Associate at the Environmental Learning Research Centre at Rhodes University and Honorary Associate Professor at the University of Nottingham. Her research work focuses on learning pathways for sustainable development and sustainability and her work is focused on skills for a just transition. She is currently engaged in several research programmes focused on transitioning the Vocational Education and Training in Africa. She is the current President of Environmental Education Association of Southern Africa.

**Prof Ewart Keep**

**SKOPE, Oxford University, UK**



Professor (emeritus) Ewart Keep has been researching the links between education and training and the labour market for 40 years. He has worked with national governments, their agencies, and international bodies such as the OECD. His main interest is how skills can contribute to economic development.

**Cynthia Mene**

**Co-Founder and CEO, Inspire Africa, Nigeria**



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Cynthia Mene is a social innovator and co-founder of the Inspire Africa for Global Impacts Initiative, a non-profit that provides entrepreneurial leadership education for African youth. Her flagship program, Ignite Innovation Lab, has trained over 5,000 youth across Africa, funded 250 business solutions, and created more than 4,000 jobs. Cynthia has extensive experience designing, planning, implementing,

monitoring, and evaluating human capital development programs funded by the US government (US Embassy, Nigeria); USAID; USADF; Ashoka; and other international development organizations focused on improving job access and economic empowerment of young people and women in sub-Saharan Africa.

Cynthia serves on the board of Vetsark, a Nigerian agritechnology company focused on transforming agriculture in Africa through the digitalization of farm businesses. As a graduate research assistant for the Keough School's McKenna Center for Human Development and Global Business, she conducts research on global partnership for alleviating poverty through entrepreneurship. As a master of global affairs candidate, University of Notre Dame. Cynthia is the recipient of a Keough Family Fellowship.

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**Dineo Katane- Founding Director of Dzuka Africa Organization**  
**Mkwezalamba**



Social Entrepreneur focusing on the economic development, enabling youth and women to be employable for entry level jobs or start their own businesses through Dzuka Africa Organization capacity building programs. Before devoting her life fulltime to Dzuka Africa Organization she acquired B.com Economics degree, Greenbelt Six sigma training, INSEAD-ISEP. She has over 15 years of proficiency in Start-Up Capacity Building from ideation, Incubation and Scaling deep/up. She has managed to establish Three Incubation Hubs for emerging entrepreneurs in Malawi (Dzuka Africa Start up Hub Blantyre and Limbe, Amayi House (Off Grid Hub for Creatives). Developed Digital Start-Up Capacity Building toolkit that is Customer oriented (StartMeUp Program) to enable Start-Ups to start and grow their business.

She served in both domestic and international markets in African continent including but not limited to Nigeria, South Africa and Malawi. She has key skills in Start-Up Capacity building, project management, Business Development, Business modelling, Coaching and Facilitation in variety of Sectors.

Other Achievements, Matla Group Director, Commonwealth Business Women Malawi Chapter Director, Frankfurt School of Finance Business Developer (Malawi), National Sales and Marketing manager of Access Communications Limited, Directorship in other Telco and Water and Sanitation entities, Social Enterprise Academy Tutor (ILM accreditation), Flame Tree Initiative Board Member. Advisory committee: National Advisor on British Council VET Tool, Major Brands Founding Director, 2020 Innovation Awards Judge, 2020 SII (Social Impact Incubator) MVP (Most Valuable Player) Awardee, 2020 Most Inspiring Malawian Nominee and 2017&2018&2019 Malawi Innovators Design Competition Judge

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**Tracy Ferrier**



**Team Lead Skills for Prosperity Hub**

Tracy is a senior skills expert with expertise in the design, delivery and evaluation of education and skills programmes. She has led teams of staff and consultants on the development and implementation of skills projects across the higher education and TVET sectors in over 40 low- and middle-income countries. Tracy's technical areas of expertise include national skills policy and strategy, development of national skills systems and private sector engagement in education and training.

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**Enoch Cudjoe**



**Senior Skills Development Advisor, GrEEn project, Ghana  
Skills Development Expert  
Job matching and placement coach  
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Enoch currently works with SNV's GrEEn Project) as Senior Skills Development Advisor. In his role, he aims to enhance employability and entrepreneurship capabilities of youth and women through a pull-match-push strategy with SNV's proven model, OYE (Opportunities for Youth Employment) approach.

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 <https://snv.org/project/green-boosting-green-employment-and-enterprise-opportunities-ghana>

**Nicholas Mbwangi**



**Consultant VETA, Tanzania**

Mr. Mbwangi had served as the Chairman of the Board of the Directors of Vocational Education and Training Authority (VETA) and in the last five years, his contributions include being a team member of developing the National Skills Development Strategy (NSDS) whose objectives is the promotion of labour market driven skills development opportunities. It's implementation (NSDS) includes increasing the scale and improving the quality of TVET. Has also been a Lead Facilitator on the formation of Sector Skills Councils (SSCs) and currently he is providing expert advice on the establishment of yet another SSC in the Creative Industry. He provided leadership of developing the legal framework of establishing the National Skills Development Council (NSDC) – an organization that will provide guidance and coordination of skills development policies, strategies and programs nationally. Mr. Mbwangi holds a BSc (Physics/Maths/Education) D'Salaam, and MA (Human Resources Management) London.

**Afolabi Imoukhuede**

**Senior Special Assistant to the Nigerian President, Nigeria**



Mr. Afolabi Imoukhuede is the author of *Never An Afterthought*, a memoir that documents his life trajectory from private sector pragmatism and its positive impact on government idealism. A passionate Champion of Change and a Public Servant.

As the Senior Special Assistant (SSA) to the President on Job Creation, he served as the Head of the N-Power Job Creation component of President Muhammadu Buhari's National Social Investment Programme (NSIP) between 2015 and 2019. His primary focus was to unlock sustainable economic opportunities in Nigeria's REAL Sector comprising Agriculture/Agro-allied, Construction, Retail Trade, Renewable Energy and ICT/Digital Jobs.

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**Geoff Leask**

**Chief Executive, Young Enterprise Scotland**



Geoff has 20 years' experience of working in the Youth Enterprise arena. Before joining Young Enterprise Scotland, he spent 14 years with the Prince's Scottish Youth Business Trust.

He was awarded the Great Britain Entrepreneurial Champion Silver Award and shortlisted by the Herald Society as Social Entrepreneur of the Year.

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**Lisa Wardlaw**

**College Delivery Manager, Young Enterprise Scotland**



As College Delivery Manager for Young Enterprise Scotland, Lisa manages the leading enterprise programme – Bridge 2 Business, which is delivered across Further Education colleges in Scotland. Having started up and running her own retail business throughout her twenties, Lisa aims to inspire more students across Scotland, to think about starting up their own businesses.

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**Mendy Lerato Lusaba**

**CEO, The Domestic Workers Association of Zimbabwe**



Mendy Lerato Lusaba is a keen Social Entrepreneur advocating for the professionalization of informal sector jobs with an ardent interest in domestic work. She is the Founder and Head of Chris and Geo Domestic Placements which recruits, trains and places domestic workers. She is also the Founder and Chairperson of the Domestic Workers

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Association of Zimbabwe which is aimed at advocacy, access to employment and capacity building of the domestic worker. Her qualifications include a Post Grad Diploma in Labour Law, a BSc HRM, Diploma in Labour Relations and she also holds various certificates in Entrepreneurship. Mendy has over 10 years' experience in Human Resources Management as management and as a consultant.

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- [www.about.me/mendylerato.lusaba](http://www.about.me/mendylerato.lusaba)
- [www.mendylusaba.wordpress.com](http://www.mendylusaba.wordpress.com)
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**Ellen Ziwoya Phiri**

**Employers Consultative Association of Malawi (ECAM)**



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Ellen Ziwoya is a Journalist by profession, now working as a Communications and Projects Officer at the Employers' Consultative Association of Malawi (ECAM). In her current role at ECAM, she works mostly in skills development projects.

Ellen holds a Bachelor's Degree in Journalism and Diploma in Journalism.

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**Sambath BUN**

**Secretary General of YEAC.**



His focus is on supporting young entrepreneurs and MSMEs eco-system in Cambodia. Besides managing the operation, he contributes to the young entrepreneurs supporting policy working with different stakeholders and government agencies, especially promoting MSMEs development via Public Private Partnership.

**James Keevy**

**CEO, JET Education Services**



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Dr. James Keevy is an experienced policy researcher that has worked in South Africa, Africa and internationally for the last 25 years. Following 13 years at the South African Qualifications Authority, he joined JET Education Services in 2014 as the chief executive. His specific areas of expertise include qualifications, the recognition of learning, digitalisation, and the professionalisation and migration of teachers.

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**Dr Anthony Mann Senior Policy Analyst, OECD**



Anthony currently leads the OECD's work on teenage career readiness, drawing on longitudinal data from multiple countries to identify teenage career-related indicators of better employment outcomes in adulthood. The project highlights key characteristics of effective career guidance. He previously led the OECD VET team and before joining the OECD spent many years as a policy official at the UK Department for Education

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**Prof. Stephanie Matseleng Allais Centre for Researching Education and Labour, School of Education, University of the Witwatersrand, South Africa**



Stephanie Matseleng Allais is Research Chair of Skills Development and Professor of Education at the Centre for Researching Education and Labour at Wits University. She is an educational sociologist, focused on education/ work relationships, drawing on political economy with a focus on skill formation systems, and the sociology of knowledge in relation to curriculum, knowledge, and competencies. Her research is located in the sociology and political economy of education, focused on relationships between education and work. Her books include *Selling Education Out: National Qualifications Frameworks and the abandonment of Knowledge*, Rotterdam: Sense, 2014; *Knowledge, curriculum, and preparation for work*. Rotterdam: Brill/SENSE, 2018, with Yael Shalem; and *Implementing National Qualifications Frameworks Across Five Continents*. Routledge: London and New York, 2013, with Michael Young.

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W <https://www.wits.ac.za/real/>

**Sabelo Buthelezi Chief Director, Special Project Unit, Department of Higher Education and Training, South Africa**



Sabelo Buthelezi has over 30 years' industry and training experience. He has held different positions within Sector of Educational and Training Authorities. He is currently the Chief Director in the Department of Higher Education and Training. Buthelezi's qualifications include diplomas in electrical engineering, mechanical engineering and post-school education, a Bachelor of Education (Honours) degree, a Master's degree in Public and Development Management and a number of certificates related to skills development

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**Dr. Shahinaz Khalil** **Freelance Consultant, Career guidance and counselling, Education including TVET**



Ph.D. in Educational Science Research Group Innovation - Organization – Networks, Department of Educational Science, Philipps University of Marburg. With a focus on development project impact assessment, the impact of career guidance projects on students, teachers and the organizations, how knowledge travels from one context to another, and how such projects can transfer into policy from the Philipps University of Marburg.

Experienced Senior Consultant with a demonstrated history of working in the TVET education industry. Skilled in working with NGOs and International Organizations which exposed me to different knowledge in the areas of childhood and development with the Arab Council for Childhood and Development, health systems with the World Health Organization, Women Rights as part of Human Rights at the Ombudsman Office an EU project, Democracy & Governance with the Family Justice Project a USAID project, Economic Development managing the Psycho-Social Support Services Egypt Works: Bridging the Livelihoods Crisis through Cash for Work USAID project implemented by CRS, Educational Development working with the Employment Promotion Program implemented by GIZ with General Directorate of Vocational Education and Training and last management of development cooperation projects working with Internationaler Bund (IB).



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**Lillian Moremi** **CEO, Career Coaching, Botswana**



Lillian enjoys working with organisations to help young people successfully transition from school to the world of work. She is passionate about promoting youth leadership, education, entrepreneurship and youth employment services across Africa, preparing young people for the labour market and access to sustainable jobs and work opportunities.



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<https://blogs.worldbank.org/youth-transforming-africa/five-african-women-leading-way-covid-19-recovery-botswana>

**Alice Mukashyaka** Co-founder Starlight



Alice is a young professional and Education enthusiast, born and raised in Rwanda, with an extreme passion for Education, Research and social entrepreneurship. She is the advocacy manager for Education & Livelihoods at Restless Development and she co-founded Starlight, a Rwandan Ed-tech company that makes STEM learning kits and introduces young students to STEM careers, mentorship, and role models. She advocates for youth participation and Education and she lives to witness a sustainable world with equal access to opportunities and safety.

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 Alice Mukashyaka

W Article 1  
<https://www.forbes.com/sites/andrewwhite/2020/07/12/how-is-this-rwandan-building-a-brighter-future-for-girls-solar-kits/?sh=5df356559489>

Article 2  
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**Alice Vozza**



**Skills and Lifelong Learning Specialist  
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Alice has 15 years' work experience with the ILO in the field of skills, enterprises and green jobs, including the management of projects in Zimbabwe, East Africa and Ghana and the coordination of global capacity development programmes for the ILO's International Training Centre. She also has experience of working in the private sector in the tourism and IT sectors in France, Spain and the UK. She holds a master's degree in Management of Development (ITCILO), a master's in Business Management (ESCP) and a degree in Political Science (University of Turin, Italy).

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Quembo is an entrepreneur and entrepreneurship expert consultant. She holds a BCom IS&T Honours Degree. She is the CEO of Sahane Consultoria & Serviços Lda, former President of the National Association of Young Entrepreneur's (ANJE) and Managing Director of the Global Entrepreneurship Network for Mozambique, with experience conducting mapping studies.

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W [https://www.youtube.com/watch?v=iZAp\\_TvpDEs](https://www.youtube.com/watch?v=iZAp_TvpDEs)

<https://www.youtube.com/watch?v=ZLa6GbAGDBc&t=138s>

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**Euphrasia Mulenga**

**Champions Trust Regional Representative for Africa, WorldSkills Champions Trust, Zambia**

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Euphrasia Mulenga is an Aircraft Maintenance WorldSkills Champion and member of the WorldSkills Champions Trust. She represented Zambia at WorldSkills Abu Dhabi 2017 and currently works as an aircraft engineer.

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**Stefan Thomas**

**Human Capital Development Expert, Work Based Learning, Africa Team, Centres of Excellence, European Training Foundation**



Stefan Thomas is a Senior Human Capital Development Specialist at the European Training Foundation (ETF) in Turin, Italy. The ETF's mission is to help transition and developing countries to harness the potential of their human capital through the reform of education, training and labour market systems in the context of the EU's external relations policy. Mr Thomas' responsibilities at the ETF include working with governments, social partners, international organisations and development agencies to improve work-based learning systems.

**Lowell Williams**

**Chair, Colleges West Midlands**



Lowell led Dudley College of Technology from March 2008 to December 2019. The college was rated 'outstanding' by Ofsted in March 2017 and was announced as winner of the Queens Anniversary Prize in December 2019. Lowell Chairs Colleges West Midlands and is currently interim Principal & CEO at Hull College.

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**Nazrene Mannie**

**CEO, The Global Apprenticeship Network**



Nazrene Mannie, Executive Director of the Global Apprenticeship Network (GAN Global) is a specialist in the field of social policy focusing on skills development and youth employment. Nazrene, a South African national, joined GAN Global in 2019. She is a strong advocate for inclusion & access in training and work.

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**Mpho Mookapel**

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Mpho Mookapele is a Chartered Accountant with over 14 years of experience in the Private and Public Sectors. Her passion for the development of the country, and its young people, has served as the driving force for her dedication to the public sector. In her role as CEO of the EWSETA, Mpho is responsible for guiding the organisation to meet its mandate of skills development in the energy and water sectors.

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**Indhira Santos**

**Co-lead of the Skills Global Solutions Group, World Bank**



Indhira Santos is the Global Lead for Labour and Skills at the World Bank. She was an author of the 2019 and 2016 World Development Reports "The Changing Nature of Work" and "Digital Dividends". She has worked on Africa, Europe and Central Asia and South Asia. She has a PhD from Harvard University.

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**Fabian Wallace-Stephens**

**Senior Researcher at the RSA Future Work Centre**

Fabian is co-author of the RSA's recent report *Pathfinding: the future of work in Sub-Saharan Africa*. He is particularly interested in how technology, demographic change and environmental sustainability will transform labour markets

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and his research on these topics has been featured in the Financial Times, Guardian and World Economic Forum.

[wallace-stephens-529b328b/](https://www.thersa.org/future-of-work)

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- W <https://www.thersa.org/future-of-work>  
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The consortium is led by Enabel.

Co-funded by  
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