

Technical and vocational education and training in sub-Saharan Africa: a comprehensive review of the current state of the research

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Introduction

Study commissioned by the Federal Ministry of Research and Education (BMBF, Germany) via the *German Office for International Cooperation in Vocational Education and Training (GOVET)* in July 2018.

Undertake an **extensive systematic review** of the state of research on TVET in SSA (2000–2018)

Methodology

Methodology - research questions

What do we know about TVET Research in SSA?

What topics are considered? What are the current debates?

Who is doing research?

What's the quality of that research?

What does the research tell us about TVET?

Methodology

Sequential design with a mixed-methods approach.

- Systematic literature review through an online databases search, using comprehensive automated cross-repository searches (**11 repositories**; search terms in English, French, Portuguese, German)
- Interviews (validation and capturing aspects outside the literature)
- Structured Community Review (validate and extend findings)

Methodology: Literature review

- PICO (Higgins, & Green, 2011; Waddington, et al., 2012):
 - **Population:** Sub-Saharan Africa / Sub-Saharan Africa.
 - **Intervention:** any type of TVET
 - **Comparator:** open (e.g., no comparator or control group, etc., depending on the study).
 - **Results:** Insights regarding TVET.
- Approximately 125 keywords (lexemes, plus grammatical variations) across 4 languages: English, German, French and Portuguese; resulting in over 100,000 combinations (“TVET+tourism+Malawi”) → exhaustive search
- The keywords used were categorised as
 - (T) TVET-related (TVET, VET, Berufsbildung, ...)
 - (C) SSA regions and countries (East Africa, ..., Angola, Benin, ...)
 - (P) Different professions (such as bricklayer, tourism, craftsman, nurse, ...), and
 - (Q) Specific “qualifiers” (such as curriculum, policy, inclusion, pedagogy, leadership).

Methodology: Sample size

- Approximately 2,000 publications remained after screening and elimination of duplicates, all of which were manually reviewed in the order of a relevance score, automatically computed from the occurrence of key terms in the abstract and title.
- 600 publications were ranked as high, from which 280 publications were then selected for manual analysis, as there were particularly relevant to the research question ('ultra-high').
- Content and thematic analysis of the full text of publications was undertaken in NVIVO.
- Quantitative analysis was undertaken, for example regarding publication dates, author grouping, and countries/regions of interest (within SSA).

Methodology: Interviews and SCR

Interviews

- 27 interview;
- Interview notes were checked/amended and approved by participants.

SCR: Structured Community Review

- Registration of participants: five part questionnaire (background, recommended research);
- All previous participants were invited, plus additional participants (52 participants, mainly SSA);
- Invitations also sent to key institutions to further share invitations (e.g. KATTI, CITEF, UNEVOC Forum).
- Discussion via Email / WhatsApp / Google Document threads
- Gives voice to researchers with few peer-reviewed publications.

Findings

Kapitel

Kapitel 4. Konzeption und Praxis der Berufsbildung

Kapitel 5. Akteure der Berufsbildungsforschung und ihre Netzwerke

Kapitel 6. Themen, Perspektiven, aktuelle Debatten in der Berufsbildungsforschung

Kapitel 7. Systematischer Review zur Berufsbildung in SSA 105

Kapitel 8. Modelle für Gestaltung, Entwicklung und Bereitstellung von Berufsbildung

Kapitel 9. Inklusionsbezogene Herausforderungen und Strategien

Kapitel 10. Staatliche Schlüsselakteure der Berufsbildung

Kapitel 11. Nichtregierungsakteure der Berufsbildung

Kapitel 12. Nationale Standards und Richtlinien

Kapitel 13. Herausforderungen bei der Umsetzung der Politik

Chapters (thematic analysis)

Chapter 4. Conception and practice of VET

Chapter 5. TVET researchers and their networks

Chapter 6. Topics, perspectives, current debates in TVET research

Chapter 7. Systematic review of TVET in SSA

Chapter 8. Models for designing, developing and delivering vocational training

Chapter 9. Inclusion-related challenges and strategies

Chapter 10. National stakeholders in TVET

Chapter 11. Non-governmental actors in TVET

Chapter 12. National Standards and policies

Chapter 13. Challenges in policy implementation

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Chapter 6. Topics, perspectives, current debates in TVET research

Evidence-based understanding of specific interventions / programmes

Practical design of TVET programmes

TVET policy (e.g., regulating supply and demand)

Role of ICT in TVET

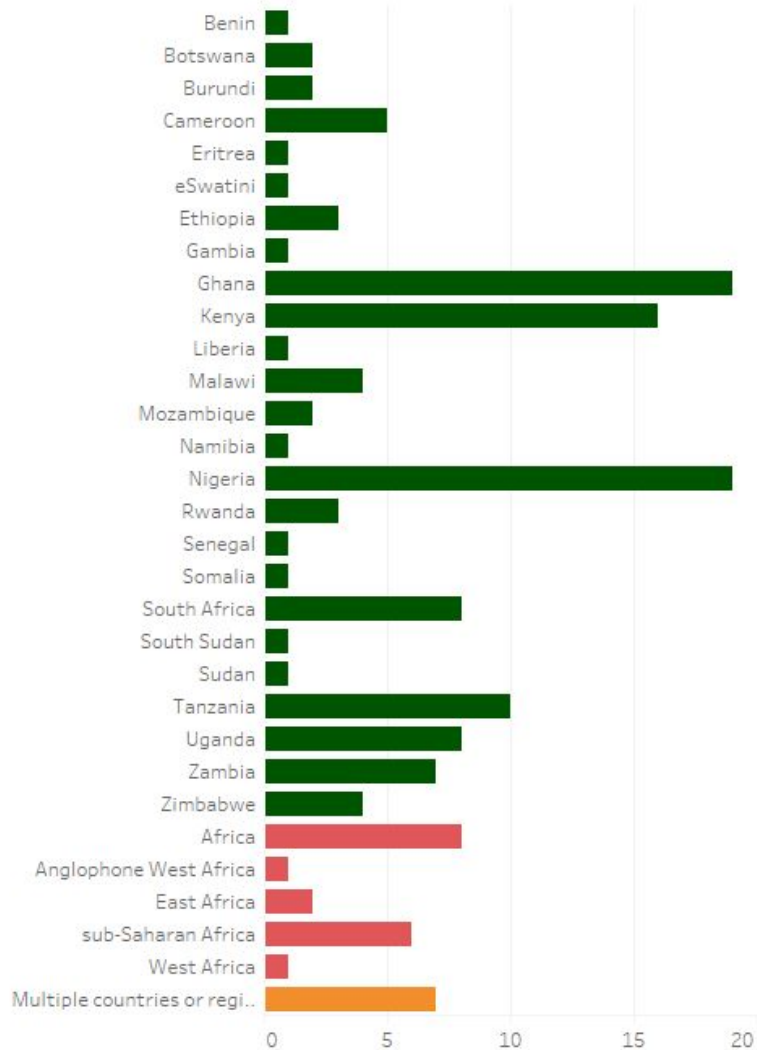
TVET facilities and staff

Recommendations for TVET research

Findings: TVET in SSA

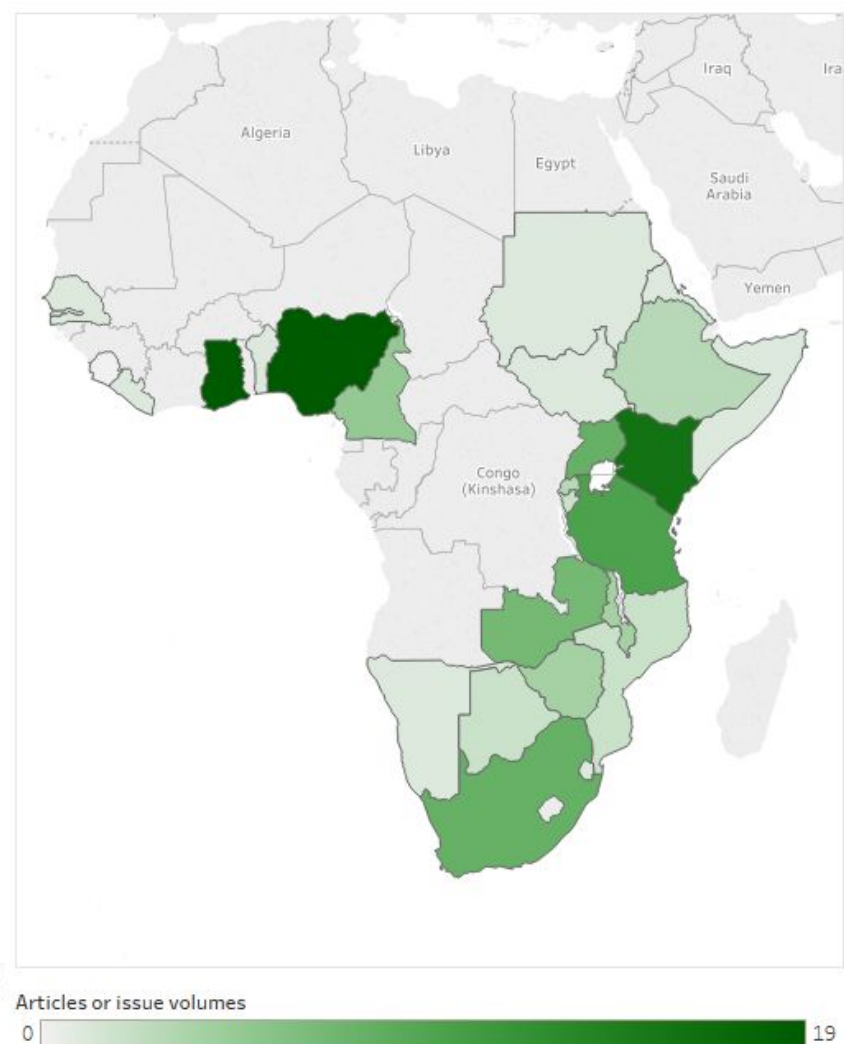
Based on these publications reviewed, we arrive at the following conclusions.

1. The **plurality of definitions of TVET** is a fact. However, definitions can be placed into a common framework, characterized by various dimensions (such as temporal, cooperative, formality, expansive/restrictive) and enabling comparability between approaches for the purpose of research.
2. The surveyed literature includes studies within **43 nations in SSA**. The focus is on Southern/East Africa. Apart from Ghana/Nigeria there are few articles from West Africa or Central Africa.



Distribution: Focus countries for research

Distribution: Focus countries for research



Findings: TVET in SSA

3. The vast majority of research takes place in the context of **college-based models** (usually competency-based). Dual approaches are only minimally reflected.
4. Among the **key themes** in the literature was the actual or proposed **use of ICT within TVET**.
5. Diversity, equity, integration and **equal opportunities are treated rarely**. Women are underrepresented in TVET. People with handicaps have limited access to TVET.

Findings: TVET in SSA

6. Research on **policy implementation or evaluation is rare**. Official documents may mention that implementation of the policy should be evaluated and adapted accordingly; however, details are generally unavailable.
7. Systemic (“systems-wide”) approaches to TVET cannot be found.
8. Pedagogical approaches to TVET as well as training for TVET educators need to be researched more.
9. The most prominent TVET network in SSA is the UNEVOC network. There are **no strong or dedicated TVET research networks in SSA**.

What next?

For TVET research

In Sub-Saharan Africa...

Research capacity

distributed

inclusive

Output

German-language report (within 2 weeks), available here:

<http://bjohas.de/go/tvetssa> = <https://lit.bibb.de/vufind/Record/DS-184013>

A public Zotero library

<https://www.zotero.org/groups/2317526/tvetr-ssa>











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Technical and Vocational Education and Training (TVET) Research in Sub-Saharan Africa

The purpose of this group is to bring together a comprehensive collection of research literature (including papers, reports and grey literature) focussing on TVET research in Sub-Saharan Africa.

The library was first created as part of a GOVET/BMBF-funded project to establish the current state of TVET research in Sub-Saharan Africa (2018/19). The library is now a community project.

Everybody can see the metadata, but please apply to join the library to see file attachments (e.g. PDF) and to synchronise the library to your Zotero client.

To make contributions to this library, visit <https://www.zotero.org/groups/2317760>.

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- By relevance to research questions
- By topic
- Helper folders 1
- Helper folders 2
- Trash

Tags

Tag: C:Nigeria

- :Bassin côt...
- :Echinides
- :Education p...
- :Health care...
- :institution...
- :Libreville
- :Portuguese ...
- :Primary edu...
- :Professiona...
- :Turonien
- :Vocational ...
- :_RIS import
- A:Africa
- A:Central Af...
- A:East Afric...
- A:eastern Af...
- A:southern A...
- A:SSA
- A:Sub-Sahara...
- A:West Afric...
- A:western Af...
- AA:Africa



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Opportunities

Build the TVET-Research community in SSA with us!

- English-language report (by end of year?)
- Talk at conferences
- Run research methods workshops at conferences
- Run web discussions (low-bandwidth model)
- Join our Zotero group

To participate, register here: <http://bjohas.de/go/conference>

<https://bjohas.de/go/conference>

Get information

Report (German):

<http://bjohas.de/go/tvetssa> = <https://lit.bibb.de/vufind/Record/DS-184013>

Join the community:

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