International Seminar on China-Africa Education Development and Capacity Building & Launch of NNC and Studies of Education in Africa

Post-2015 Global Governance of Education and Training: From China and Africa Perspectives
TVSD, Sino-African cooperation and global governance for inclusive sustainable development

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The presentation is to identify the crucial role of a TVSD agenda in Sino-African co-operation. It intends to cover three key areas:

1. Understand the crucial role that TVSD plays in inter-regional cooperation and development in a globalised context
2. Provide the context for current south-south co-operation, and
3. Explore current developments and potential for engagement
Some holy cows

- What is our **notion of development**? Is it exclusively economic? Or inclusively economic? Which is worse/better?
- What is our **notion of sustainable**?
  - Is it about resource sustainability? What about human development considerations? What about notion of sustainable livelihoods?
  - Is it about jobs/growth or both and which one is paramount…can one happen without the other…
- What is a notion of **inclusive**? Who is included? Who is excluded? How does/can inclusion happen?
Let’s understand the context …

It’s the economy…..!!!!
What economy?
What labour market?
What means and whose ends?
The toxic triad

- Poverty
- Inequality
- (Un)Employment
Inequality...an enduring reality

Global Phenomenon
- Thomas Piketty, 2014 (Capital in the 21st century)
- Danny Dorling (2014) (Inequality and 1%)

Britain, Alan Milburn (head of social mobility commission)

"on the brink of becoming a permanently divided nation..."Look at the jobs market, five million people now earning less than the living wage..... https://uk.news.yahoo.com/britain-brink-lasting-divide-says-tsar-030027718.html

Janet Yellen (US Fed. Govt. Reserve Chair)

"I think it is appropriate to ask whether [growing inequality] is compatible with values rooted in our nation's history....The past several decades have seen the most sustained rise in inequality since the 19th century after more than 40 years of narrowing inequality following the Great Depression,“

The Changing Labour Market

Jobs?
...You're sure you placed the order?

Zapiro is on leave. This is a classic rerun.
Notion of Development
(WDR, 2013: 75)
Thousands scramble for jobs

Jobless 100,000 go for 1,000 metro cop posts

A wave of jobseekers collapse at the entrance of the Dobsonville Police Station on Tuesday morning, August 21, for their dream job opportunities presented by the Johannesburg Metro Police Department. 

The eclectic array of hopefuls, ranging from young ladies and gentlemen to elderly men and women, gathered to apply for 1,000 vacancies advertised in the mass media.

“This is the opportunity that was long overdue,” said Mahalo, who applied for the post of a constable. 

The appointment was limited to 1,000 vacancies for the Gauteng, West Rand and East Rand regions.

JMPD spokesperson, Sibusiso Maphosa, said the application process would start in September and the successful candidates would be appointed in October.

“Jobless 100,000 go for 1,000 metro cop posts”

Thousands of hopeful jobseekers queue in the hopes of landing a job at the Dobsonville Police Station.

Source: Pretoria News Tuesday January 22 2013
Unemployed youths rampage

NTANDO MAKHUBU

CHAOS reigned yesterday as young people embarked on a service delivery protest, and three main access roads in Mabopane, and parts of Soshanguve, Thwane, were blocked off.

The youths - who started to put their plan into action just after midnight - burnt tyres, and placed rocks across the roads to prevent motorists from using them.

They were protesting against the high unemployment rate in their areas. They blamed this on nepotism, the failure by community leaders to involve them in development projects and a general attitude of neglect towards them.

The protesters vowed that the service delivery action would go on until the end of today.

About 10 people were arrested for public violence and malicious damage to property.

They had stoned passing cars and tried to force their way into the Soshanguve Plaza, police said.

Police said they would spend the night behind bars.

“Were up at midnight, and we immediately started blocking the roads into and out of Block AA, BB and SS,” protestor Sipho Ndizani said.

Thwane metro spokesman Elias Mahamba said the situation had got out of control, forcing police to use rubber bullets and teargas.
We live in different times... Time for Youth or The Youth Time-Bomb

Source: Financial Mail, South Africa

SA’s youth are a ticking bomb. As overused as this metaphor is, it is accurate. Youth unemployment cannot be solved on its own, no matter how well the economy performs. Carol Paton looks at how SA is failing its youth and why it’s critical that something be done.

The statistics are frightening: 2.5 million young people aged 10 to 34 are neither working nor in any kind of education or training. Most have dropped out of school early: only 46% stayed in school long enough to write matric, of whom about 40% passed. The results only 24% of them have a matric certificate.

And those statistics show them as having 10-15 years of schooling behind them, we know from recent tests conducted at primary school level that their ability to read, write and calculate are at levels that are way lower. Besides being undereducated and at a
A Global Phenomenon

Youth (15/16-24) Employment Has Been Particularly Hit During the Crisis, OECD Area

Percentage changes in employment, 2008-2010¹

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¹ Data by educational attainment refer to 2007 and 2009.

Source: European Union Labour Force Survey and national labour force surveys.
The ‘New’ Manufacturer
Ref. Time. April 22, 2013 P.24/5)
The New Factory in a Box

How 3-D Printers can turn Powdered Metal into Complex Parts

(REF. TIME: April 22, 2013 (p. 24-25)
The reality: Capital Intensive Manufacturing

**Skills of global & SA manufacturing exports**

- **Global exports**
  - 1992: 34.8%
  - 2010: 33.6%
- **SA exports**
  - 1992: 20.1%
  - 2010: 30.9%

**Manufacturing**

**Skilling up**

High- and medium-skilled labour is playing a greater role in the trade of manufactured goods, displacing labour-intensive manufacturing globally. SA’s manufacturing sector has become more capital-intensive. In 1995, 20.5% of SA exports were the product of labour-intensive manufacturing, compared with 7% in 2010. This drop is steeper than the global average (see graph).

The 2013 Budget Review says while the decline is in line with global trends (and reflects technological innovation, trade liberalisation and shifting global demand), it reflects SA industrial policies and cheap electricity historically favouring capital-intensive industries like steel and petrochemicals.

Shortages of skilled labour, sluggish external demand and rising domestic costs have intensified competitive pressures and reduced employment.

*Claire Bisseker*

**Financial Mail** Mar 8 - Mar 13, 2013 21
Do we need a new developmental model?
Guy Standing’s (2011) The Precariat: The New Dangerous Class

people who have minimal trust relationships with capital or the state, making it quite unlike the salariat. And it has none of the social contract relationships of the proletariat, whereby labour securities were provided in exchange for subordination and contingent loyalty, the unwritten deal underpinning welfare states. Without a bargain of trust or security in exchange for subordination, the precariat is distinctive in class terms. It also has a peculiar status position, in not mapping neatly onto high-status professional or middle-status craft occupations. One way of putting it is that the precariat has ‘truncated status’.

class of people could produce new instabilities .... ‘incipient political monster’..voiceless
There is a need for an understanding of an international new order that can (or unable to) create employment.

The economic crises have shown that we need to reconfigure our understanding of the labour market; this includes education and training systems.

The accelerating rate of unemployment shows the unwillingness or inability of the economy to generate employment as a response to mechanisation brought by technological developments that require fewer, but more sharply skilled employees.

The implications of this reality has not yet been thoroughly examined but will become the focus of attention as the reality of precarious employment practices become more ingrained and its skills development implications realised.
Skills Development
Skills and National Development

Assumption that skills by itself will not necessarily lead to national development but that without skills, the possibility for individual and national development is that much more difficult.

The importance of TVET to national development is described as “....the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help to achieve sustainable development” (Nick Burnett 2008).

“a well-functioning training system can protect against unemployment, especially among the young. Periods of economic crisis can, therefore, be an opportunity for countries to examine how well equipped their VET systems are to deal with change and to innovate” (OECD, 2009)
Global and regional perspectives

Need for a global perspective

While governments tend to think and act primarily in national terms, economic activity is increasingly international. Skills policies increasingly need to adopt a global perspective. In addition to catering to the needs of the national economy.

(OECD, 2012: Better Skills, Better lives, better jobs: A Strategic Approach to Skills Policies, p.52)
Shanghai Consensus (May 2012)

…socio-demographic changes, growing youth unemployment, persistent and widening inequalities both across and within countries, the increased interdependency of all countries in a context of intensified economic integration, pressures on natural resources and associated climate change, as well as the pace of development of new information and communication technologies and the consequent production and circulation of knowledge, all pose important challenges to technical and vocational education and training.
Scaling up existing models of TVET provision to include more young people and adults is not the solution. However, profound transformations are needed in the conceptualisation, governance, funding and organisation of TVET. There is therefore a call to transform TVET in an integrated manner, with policies and practices that are capable of responding effectively to the many economic, equity and transformational challenges. In acknowledging the need for TVET to contribute to economic growth, social equity and inclusion, as well as to sustainable transformation, participants examined how to combine the relevance of TVET with its necessary transformation. (Shanghai Consensus, May 2012)
From TVET to TVSD

- Transition from TVET to TVSD: a prerequisite for effective training and job creation policies
- TVSD occurs both in a limited number of successful courses run by formal training establishments, as well as in non-formal training situations organised mostly by civil society, for example skills development schemes run by the micro and small enterprises that take on the vast majority of African youngsters (ADEA)
African and Asian Perspectives…

Need for transformation
African imperative: Youth exclusion

- Exclusion is also a form of social time bomb, with – as one development partner has remarked – one young person in two joining the ranks of insurgents declaring unemployment to be their main cause.

- Young people account for (at least 60%) of unemployed, high rate of underemployment - a high proportion of young people (up to 50% in some countries) have either not been to school or are under-educated and thus have a very low chance of doing absence of any social contract between public national authorities (governments, political parties, etc.), private stakeholders (civil society, associations, trade unions, NGOs, etc.) and the young people for whom they are responsible; it is vital for the African continent to forge a new deal for today’s youth, otherwise a generation may be sacrificed, with all the potential problems that could entail anything other than a subsistence activity
African perspectives

- Economic causes of this generational divide: Need to Review Notion of Development
- Skills Development system: Under-esteemed and poorly-funded skills
- Disconnect between training establishments and the world of work.
- Current lack of any real apprenticeship schemes or training courses combining training and work experience.
- Poor state of information systems and knowledge management on the labour market.
Inter-Country Quality Node on Technical and Vocational Skills Development (ICQN / TVSD) and Association for the Development of Education in Africa (ADEA)

Production of 28 country reports (22/3 July 2014) shared experiences on three areas:
- skills development,
- facilitating the professional integration of the youth, and
- job creation;

Resulted in a no. of proposals and proposed to:
- Analyze and operationalize through inter-country cooperation, experiences and mechanisms that facilitate job creation and access, especially for young people;
- Encourage investment by countries in the acquisition of skills for trainers and entrepreneurs;
- Promote the implementation of a continuum in education and training.
And China?

A Ticking "Time Bomb"? - Youth Employment Problems in China (Günter Schucher, GIGA, 2014)
### China: Unemployment

*source: quoted in Schucher: 2014*

#### Table 1: Urban and Rural Unemployment, Census Data 2000–2010

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
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<th>2005</th>
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<tbody>
<tr>
<td></td>
<td>China</td>
<td>Urban</td>
<td>Rural</td>
<td>China</td>
<td>Urban</td>
<td>Rural</td>
<td>China</td>
<td>Urban</td>
<td>Rural</td>
</tr>
<tr>
<td>Total</td>
<td>3.58%</td>
<td>8.27%</td>
<td>1.15%</td>
<td>2.72%</td>
<td>5.16%</td>
<td>0.94%</td>
<td>2.88%</td>
<td>4.84%</td>
<td>1.21%</td>
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<tr>
<td>16-24</td>
<td>8.81%</td>
<td>16.14%</td>
<td>4.89%</td>
<td>6.35%</td>
<td>9.61%</td>
<td>4.06%</td>
<td>6.40%</td>
<td>9.04%</td>
<td>4.11%</td>
</tr>
<tr>
<td>25-59</td>
<td>2.66%</td>
<td>6.76%</td>
<td>0.41%</td>
<td>2.27%</td>
<td>4.55%</td>
<td>0.59%</td>
<td>2.40%</td>
<td>4.16%</td>
<td>0.76%</td>
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<tr>
<td>Age 60 and above</td>
<td>0.20%</td>
<td>0.91%</td>
<td>0.09%</td>
<td>0.42%</td>
<td>1.17%</td>
<td>0.23%</td>
<td>0.75%</td>
<td>2.27%</td>
<td>0.39%</td>
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<tr>
<td>Youth to adult ratio</td>
<td>3.3:1</td>
<td>2.4:1</td>
<td>11.9:1</td>
<td>2.9:1</td>
<td>2.1:1</td>
<td>6.9:1</td>
<td>2.7:1</td>
<td>2.2:1</td>
<td>5.4:1</td>
</tr>
<tr>
<td>Men</td>
<td></td>
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</tr>
<tr>
<td>Total</td>
<td>3.47%</td>
<td>7.68%</td>
<td>1.20%</td>
<td>2.39%</td>
<td>4.39%</td>
<td>0.84%</td>
<td>2.62%</td>
<td>4.32%</td>
<td>1.10%</td>
</tr>
<tr>
<td>16-24</td>
<td>9.23%</td>
<td>17.49%</td>
<td>5.06%</td>
<td>6.74%</td>
<td>10.28%</td>
<td>3.97%</td>
<td>6.29%</td>
<td>9.02%</td>
<td>3.92%</td>
</tr>
<tr>
<td>25-59</td>
<td>2.57%</td>
<td>6.08%</td>
<td>0.48%</td>
<td>1.91%</td>
<td>3.66%</td>
<td>0.43%</td>
<td>2.15%</td>
<td>3.62%</td>
<td>0.67%</td>
</tr>
<tr>
<td>Age 60 and above</td>
<td>0.19%</td>
<td>0.78%</td>
<td>0.08%</td>
<td>0.40%</td>
<td>1.14%</td>
<td>0.19%</td>
<td>0.73%</td>
<td>2.15%</td>
<td>0.35%</td>
</tr>
<tr>
<td>Youth to adult ratio</td>
<td>3.6:1</td>
<td>2.9:1</td>
<td>10.6:1</td>
<td>3.5:1</td>
<td>2.8:1</td>
<td>9.3:1</td>
<td>2.9:1</td>
<td>2.5:1</td>
<td>5.9:1</td>
</tr>
<tr>
<td>Women</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Total</td>
<td>3.70%</td>
<td>9.03%</td>
<td>1.10%</td>
<td>3.11%</td>
<td>6.14%</td>
<td>1.04%</td>
<td>3.19%</td>
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<td>0.33%</td>
<td>2.71%</td>
<td>5.71%</td>
<td>0.60%</td>
<td>2.71%</td>
<td>4.89%</td>
<td>0.86%</td>
</tr>
<tr>
<td>Age 60 and above</td>
<td>0.23%</td>
<td>1.19%</td>
<td>0.10%</td>
<td>0.46%</td>
<td>1.23%</td>
<td>0.29%</td>
<td>0.74%</td>
<td>2.49%</td>
<td>0.45%</td>
</tr>
<tr>
<td>Youth to adult ratio</td>
<td>3.0:1</td>
<td>1.9:1</td>
<td>14.1:1</td>
<td>2.3:1</td>
<td>1.6:1</td>
<td>6.9:1</td>
<td>2.4:1</td>
<td>1.9:1</td>
<td>5.0:1</td>
</tr>
</tbody>
</table>

Sources: Census-2000 (2002); Minicensus-2005 (2007); Census-2010 (2012); author’s own calculations.
China’s leadership currently seems to be extremely worried about unemployment, and particularly youth unemployment, even though the country’s official unemployment rate is rather low. Possible reasons for this are that

(1) the youth unemployment rate is actually higher than stated;
(2) the inadequate employment situation faced by many young people is actually worse than the incomplete measurements of unemployment indicate;
(3) particularly graduates of tertiary education institutions face a job reality below their expectations;
(4) the Chinese population is highly concerned about the labor market’s development; and,
(5) the state fears that frustration and discontent might trigger protests, as was recently the case in the Arab world and other countries.”

Gunter Schucher, 2014 (GIGA)
## Youth Unemployment: China

### Table 2: Share of Youth Unemployment in Overall Unemployment, 2000–2010

<table>
<thead>
<tr>
<th></th>
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<th>2005</th>
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<tr>
<td></td>
<td>China</td>
<td>Urban</td>
<td>Rural</td>
<td>China</td>
<td>Urban</td>
<td>Rural</td>
</tr>
<tr>
<td>Total</td>
<td>42.62%</td>
<td>34.53%</td>
<td>72.65%</td>
<td>32.06%</td>
<td>26.33%</td>
<td>55.19%</td>
</tr>
<tr>
<td>Female</td>
<td>42.30%</td>
<td>33.86%</td>
<td>76.31%</td>
<td>29.37%</td>
<td>23.70%</td>
<td>52.18%</td>
</tr>
<tr>
<td>Male</td>
<td>42.90%</td>
<td>35.15%</td>
<td>69.77%</td>
<td>35.01%</td>
<td>29.19%</td>
<td>58.50%</td>
</tr>
</tbody>
</table>

Sources: Census-2000 (2002); Minicensus-2005 (2007); Census-2010 (2012); author’s own calculations.
Skills Development challenges: Asia

- Building up a system for training or creating a training market
- Reducing skills mismatches and increasing the links between training and industry needs.
- Upgrading quality of skills training systems and improving outcomes
- Increasing industry participation and ownership

1. Universities of Applied Sciences (UAS) are to be added to the tertiary TVET education to offer bachelor level vocational education. Transitional options are offered at both upper secondary level and at the tertiary level.

2. Provincial governments are to play a central coordinator role in local TVET developments.

3. Industry is defined to be a key provider of TVET. Company engagement in all aspects of TVET is to be institutionalized and legislated.

4. National Vocational Students Skill Competition – as component of internationalisation – ‘entry point for international cooperation on TVE Dual Track Education (rebalance participation - 45/55-50/50)
Agendas reviewed
Development is happening and mutual co-operation is a reality

Kenyan President Uhuru Kenyatta and Chinese President Xi Jinping struck a multibillion-dollar deal to upgrade Kenya’s railways. (AFP)
Earlier this month, Kenyan officials let it be known that 5000 Chinese workers would travel almost 10 000kms to Africa to build the first phase of a railway on which President Uhuru Kenyatta had staked a huge chunk of his legacy.

The 609km of track, valued at $3.7-billion, will be the first additions Kenya has made to its ageing British-built railway network since the 19th century and, when complete, will connect to the hinterlands of South Sudan, Rwanda and Uganda.

But Kenyan public reaction to the news online neared an uproar and the Consumer Federation of Kenya is currently running a poll, which is showing that nearly 80% of Kenyans oppose the influx of such a large number of Chinese workers, even if 30 000 locals will also be employed.

(mail and Guardian, August 2014)
Let’s understand (some) public sentiment …

- Eg. We simply must not allow the recolonisation of Africa. Our leaders must not sell our birthright. The African economy must benefit Africans.

  (Dlanga, 2014, Mail and Guardian, 16.10.2014)
Let South-South co-operation be different….Yes it can!!!

- Need for creative solutions that ensure that cooperation is enduring (and leads to win-win….). joint challenges and jointly crafted solutions
- A concerted understanding of the skills development issues for mutual learning is necessary will advance the co-operation agenda
- Need to understand what is happening on the ground and learn from current development perspectives...yes.. western.. but they provide a valuable learning opportunity... and explore
- How it can be different.......
A rainbow of colour as banner-bearing ANCYL members leave the Joburg CBD and pass through Braamfontein.

Picture: Steve Lawrence
Might require an attitude(-nal) review.....

"Because I like it better than the old one, that's why."
Need for co-operation

An opportunity to advance the agenda
BRICS leaders affirmed the strategic importance of education to sustainable development and inclusive economic growth and pledged to strengthen cooperation.

The *Fortaleza Declaration* r(2014)

BRICS leaders affirming that the development agenda beyond 2015 should “ensure equitable, inclusive and quality education and lifelong learning for all”.

*BRICS: Building Education for the Future*, reflect the ‘shared aspirations and different development trajectories provides a rich context for BRICS to exchange knowledge and engage in joint activities, helping to spur education progress both within BRICS and globally.
12 areas for collaboration

- **Strengthen education systems for quality and equity**
  1. Governance and Finance systems (knowledge sharing)
  2. National Assessments
  3. Education data

- **Aim for excellence in higher education**
  4. Manage Expansion
  5. Facilitate mobility of students and teaching personnel

- **Improve skills development for growth that benefits all**
  6. Improve LMIS and capacity
  7. Design and implement NQFs
  8. Strengthen links between, Co/s and TVET Institutions
  9. Policies to meet Training needs of women and disadvantaged

- **Support education in other developing countries**
  10. Establish a hub to share information and data on development cooperation in education
  11. Create a joint fund/programme to support education in Africa
  12. Engage in joint advocacy for education
Funding agencies: ADB

Strategy 2020

- increasing enrolment (access)
- Improving outcomes
- Reducing inequality (equity and inclusiveness)
- Reducing costs

.....universal basic education goes hand-in-hand with expansion of post primary education, teacher education, and skills training that together rest on the strong primary school foundation

- USD8.2 billion loans and grant over past 40 yrs
Some promising projects

- Understanding barriers to accessing skills development and employment for youth in Argentina and South Africa in a comparative and international perspective

A collaborative project between the Programme of Studies on Youth, Education and Work, (PREJET) at the Institut of Economic and Social Development in Argentina and the Researching education and Labour (REAL) centre of the University of Witwatersrand in South Africa. This collaboration is sponsored by the Network for International Policies and Cooperation in Education and Training (NORRAG), which is facilitating a South-South cooperation in the understanding of barriers to accessing skills development and employment for youth in the two countries.