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Bridging Africa and Europe: New Qualifications and Competencies in TVET

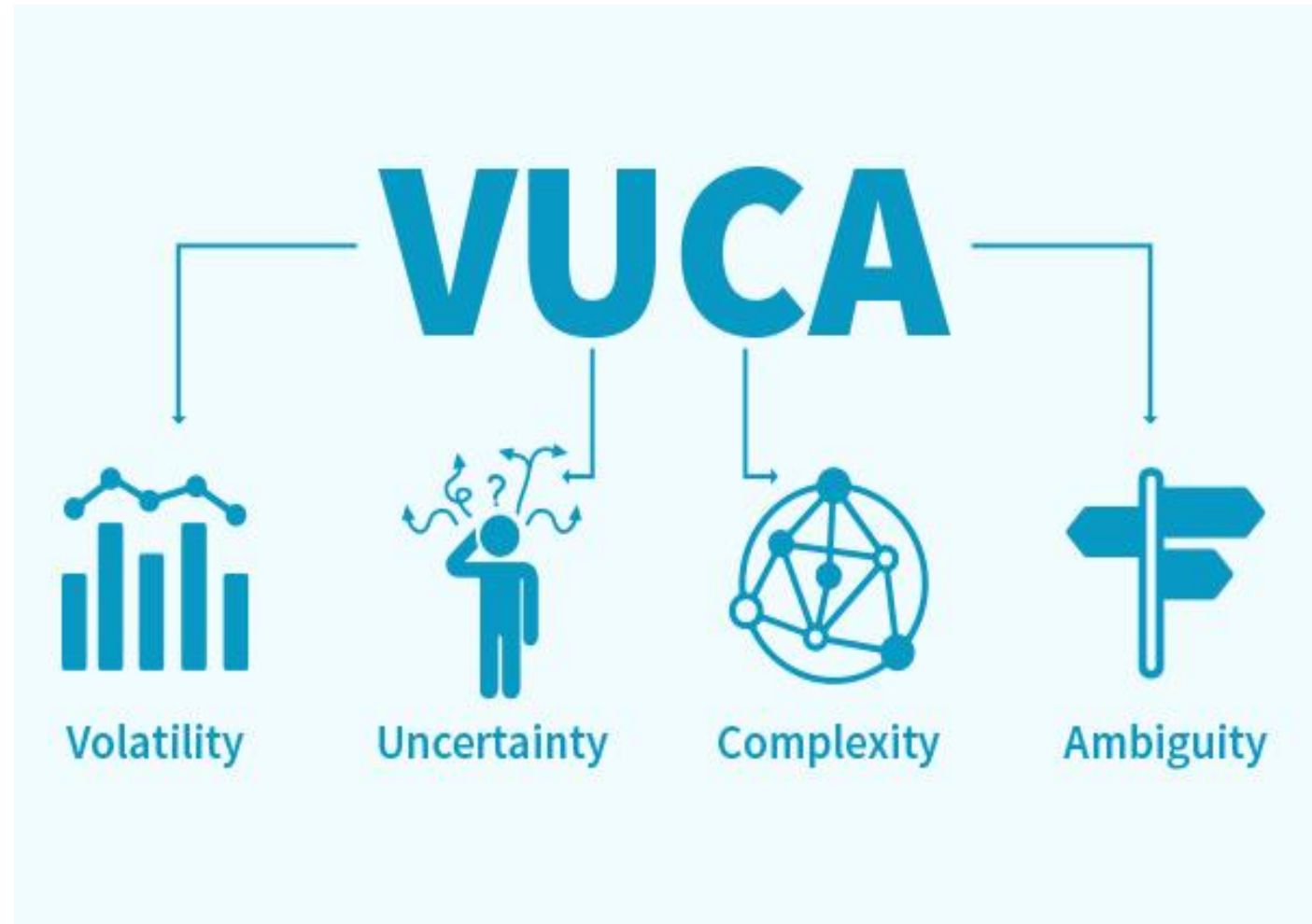
Co-hosted by University of Cape Coast

Introducing the “three I’s”

The identification, integration and implementation of new qualifications and competencies

Why is this topic important?

- **Identification** of future-oriented qualifications and competencies
- efficient **integration** into occupational profiles, curricula, and training regulations.
- **Implementation** through new teaching and learning methods and in adequate pedagogical environments



- Identification, integration and implementation of New Qualifications and Competencies is a **government or stakeholder-led process**?
- What is the **degree of ownership** of the perceived by labour market stakeholders?
- Are the curricula developed **synthetic/indicative** or **analytical/prescriptive**?

The three i's

Identification			
Integration			
Implementation			

The three m's

	MACRO	MESO	MICRO
Identification			
Integration			
Implementation			



Identification

Integration

Implementation

MACRO

Cultivating new
stakeholder
relationships

MESO

Capacity for data
collection and
analysis

MICRO

Established channels
to upstream the
information
collected

	MACRO	MESO	MICRO
Identification			
Integration	Qualifications do not offer intermediary exits to the labour market	Lack of expertise related to competencies and curriculum development	Stiffness in the curricula to be implemented in classrooms and workshops
Implementation			

MACRO

MESO

MICRO

Identification

Integration

Implementation

Micro Level cannot address the dynamics of new 'credentialing' alone

Balancing private sector involvement resulting in public benefit

Teachers and trainers with the needed technical and pedagogical skills

NQC publication: Validation Partners

Macro

Meso

Micro

Africa



Asia



Europe



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