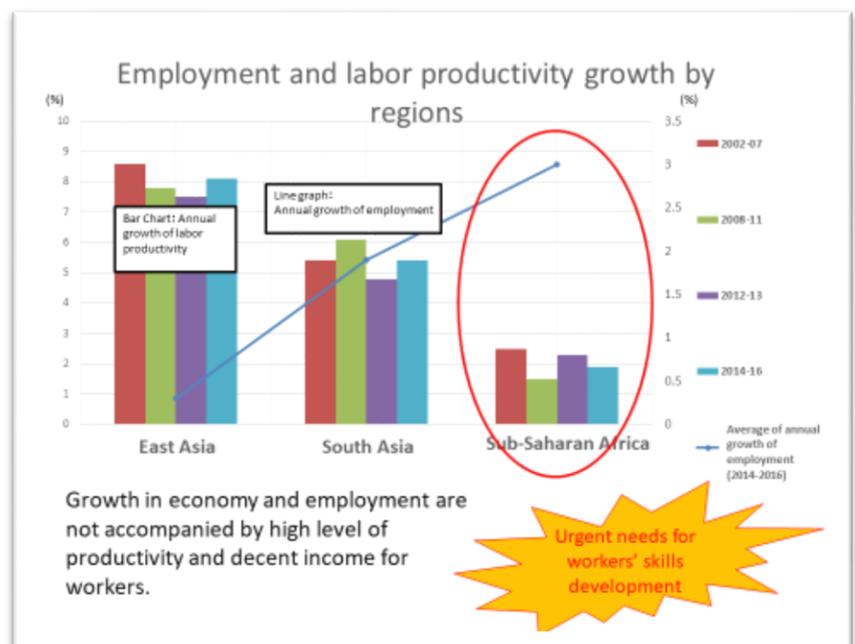


## Why Industrial Skills Development in Africa Now?

- From year 2000 onward, the economic growth rate in Africa is larger than that of developed countries including Japan, but their national incomes largely rely on the low value-added products such as a resource export.
- Workers' life tend not to be stable because many of them share jobs with low productivity and without decent income.
- While 40% of African workforce is younger than 24 years old, the unemployment rate is highest among them.
  - Unemployment rate for under 24 population is 14.1% in Sub-Sahara Africa, while the overall unemployment rate is 8.0% (World Development Indicators, 2014).



- ◆ Preparation of the workforce with high level of skills is the precondition for the economic growth based on the value-added production and decent employment.
- ◆ Vocational skills training under the limited governmental budget requires an efficient implementation of industrial skills development.
- ◆ The Sustainable Development Goals (SDGs) adopted by the United Nations General Assembly as well as the International Conference on African Development (TICAD VI) held by the Japanese government in August 2016, highlight the importance on industrial skills development.
- ◆ Africa that has a huge potential as the market and production base, growingly attracts Japanese corporations. Meanwhile, the lack of skilled labor force, together with a political instability and a lack of infrastructure, bottlenecks their extension into Africa.

## Objectives of the Project:

- To propose an efficient means of preparing workforce, which contribute to the economic growth and poverty alleviation in Africa
- To specify, with concrete evidence, whether the technical and vocational education and training (TVET) produces workers with appropriate skills demanded by the industries
- To forge the skills assessment module to the applicable level and make it available for governments and their business partners in Africa

## Features of the Project:

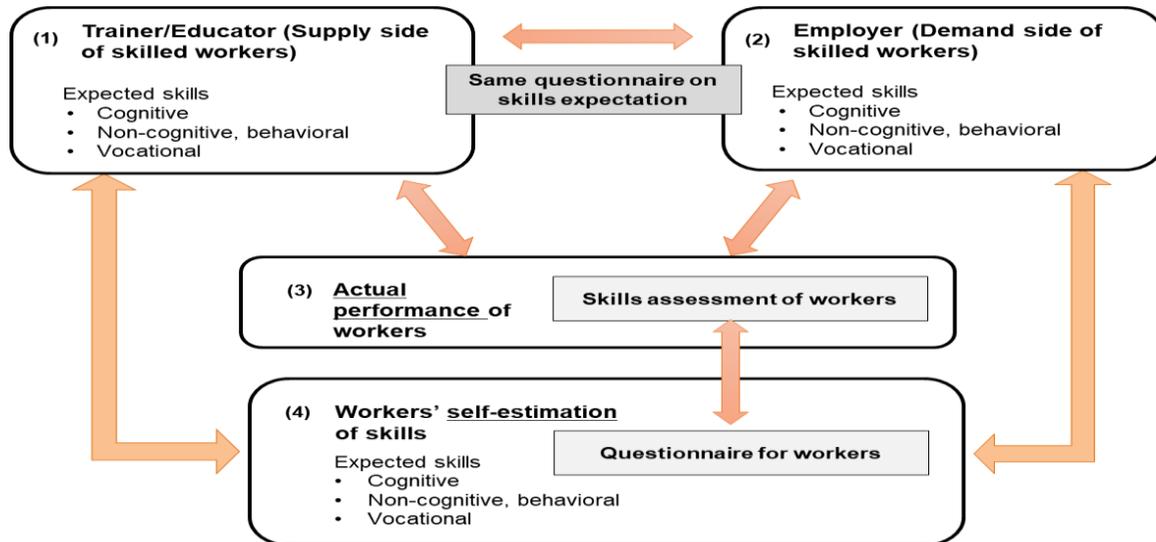
1. The skills assessment module under this project can provide answers to below questions:
  - Whether there are gaps in the expectations on the skills of workers between the industries and the schools
  - Whether the actual practical skills of workers meet the expectations of the employers and trainers
  - Whether the school curriculum produces human resources with skills as intended

2. The Project grasps skills as not just a simple production skill, but multiple/comprehensive problem-solving skills composed of the followings:

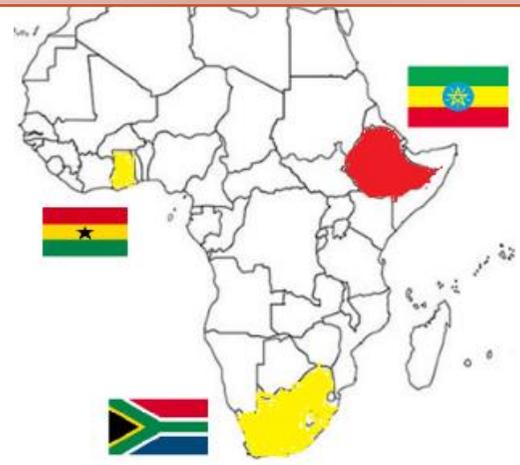
- **Cognitive skills:** Basic knowledge, literacy and numeracy, which can be acquired in the classroom
- **Vocational skills:** Operational skills for production in special sectors
- **Non-cognitive skills:** Skills to apply the knowledge, to have inter-personal relations, to follow the rule, and to judge things in order to make a required result

**Pilot studies are conducted in three countries, aiming to standardize the skills assessment module for the application in different countries and industrial sectors**

### Framework of Skills Assessment Module



**Countries where we work:**  
Ethiopia, South Africa, and Ghana



**Our Team brings together expertise from various academic fields for tackling the problems.**



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