

FACTSHEET

Gender, AI, and Digital Skills Ecosystem: Sub-Saharan Africa



Kenya

Kenya is a unitary presidential republic which comprises 42 semi-autonomous counties. Bordering the Indian Ocean to the southeast, Kenya is the seventh most populous country in Africa.

POPULATION (MILLION) **54.02**

EDUCATION EXPENDITURE **4.1%***

SECTORAL EMPLOYMENT (%)

	Services	Industry	Agriculture	
Overall	51.2	15.7	33	
Female	54.5	10.6	34.8	
Male	48	20.7	31.3	

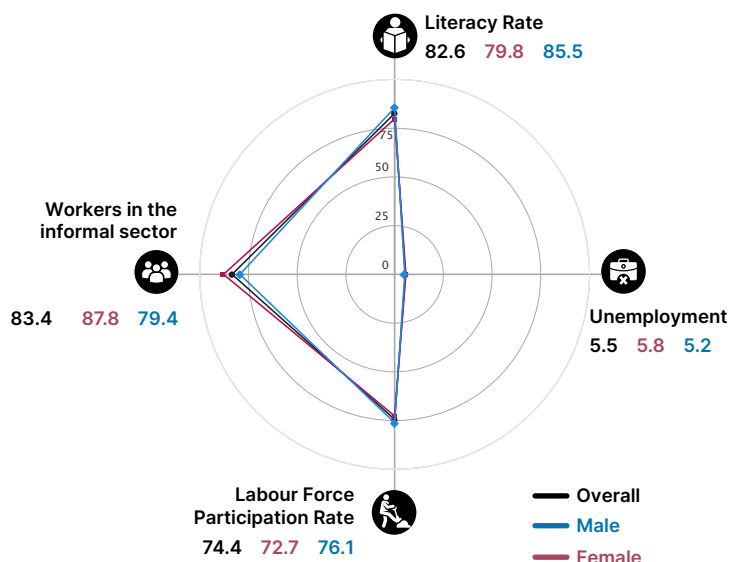
NOTABLE ACTORS

- The Ministry of **Education, Science and Technology** (MOEST) is responsible for initial and continuing TVET. Parastatal bodies such as the Kenya National Qualifications Authority also play a role. The **Ministry of Labour and Social Protection** (MLSP), oversees industrial training system and is tasked with labour market policy, human resource planning and development, as well as industrial relations.

SALIENT POINTS

The Kenyan Constitution of 2010 defines education and training related responsibilities for both the national government and the 47 counties. It establishes a right to education for every Kenyan and provides measures for ensuring the youth has access to relevant education and training.

GENDER-WISE DISAGGREGATION (%)



NOTABLE POLICIES, ACTS, AND SCHEMES

- For skill anticipation, Kenya Labour Market Information System (KLMIS) established in 2017 is a rich source. It offers services such as accreditation of private employment agencies, the delivery of public employment services and the attestation of foreign employment contracts. KLMIS also supplies information to each county on skills demand and skills gaps, labour market indicators, training institutions and programmes.
- Majority of vocational training in the informal Jua Kali sector is given by traditional apprenticeships, especially in the production and service sectors. It is estimated that 40 percent of young people in Kenya acquire vocational skills through this form of training. In the Jua Kali system traders and artisans learn from the local master crafts-persons and do not receive a degree or certificate for the skills they develop.
- In the formal structure, Foundational Industrial Education starts at the lower secondary education level.

* Of total GDP

- International Labour Organization, *Bringing recognition to the skills of informal "Jua Kali" sector workers in Kenya*, January 6, 2022 https://www.ilo.org/global/programmes-and-projects/prospects/countries/kenya/WCMS_833562/lang--en/index.htm
- International Labour Organization, https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/genericdocument/wcms_742210.pdf
- UNESCO, TVET Country Profiles Kenya <https://unevoc.unesco.org/home/Dynamic+TVET+Country+Profiles/country=KEN>
- The World Bank, "Literacy rate, adult total (% of people ages 15 and above) - Kenya, Rwanda, Ghana, Botswana" <https://data.worldbank.org/indicator/SE.ADT.LITR.ZS?locations=KE-RW-GH-BW>
- The World Bank, <https://data.worldbank.org/indicator/SL.AGR.EMPL.ZS?locations=KE-RW-GH-BW-ZA-N>

Uganda

Uganda is a unitary presidential republic in East Africa. It is a landlocked country and comprises four regions with a total of 136 districts.

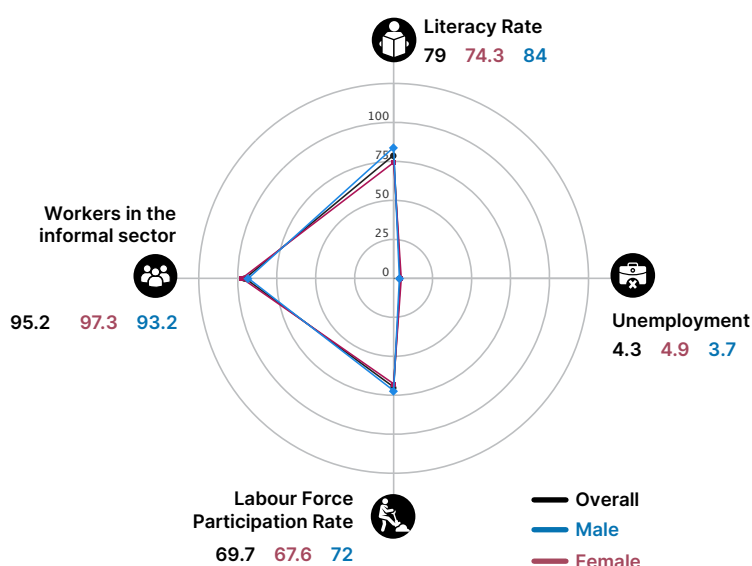
POPULATION (MILLION) **47.25**

EDUCATION EXPENDITURE **2.8%***

SECTORAL EMPLOYMENT (%)

Services	Industry	Agriculture	
27.6	9.5	62.9	Overall
26.7	5.3	68	Female
28.5	13.5	58	Male

GENDER-WISE DISAGGREGATION (%)



NOTABLE ACTORS

The **Ministry of Education and Sports (MoES)** is responsible for critical government programmes such as Universal Primary Education (UPE), Universal Post Primary Education and Training (UPPET) as well as sports for enhancing citizens' wellness/health/productivity and the country's image. The government is also concurrently exploring options for revitalization and strengthening of Technical and Vocational Education and Training (TVET).

NOTABLE POLICIES, ACTS, AND SCHEMES

- The government has a comprehensive set of education policies contained in the Government White Paper (GWP) on Education of 1992. The 1992 GWP on Education highlights in general terms that Technical and Vocational Education Programmes should take into consideration the need to change the negative attitude towards TVET.
- Currently, there is no specific policy on TVET delivery that ensures skills development for all. Accordingly, the government has developed this TVET policy to align itself to the East African Community commitments on TVET and also address the other socio-economic requirements of the new era. The Second National Development Plan (NDPII) highlights the need to: increase equitable access to appropriate skills training at all levels; improve the quality and relevance of skills development; and to enhance the efficiency and effectiveness in skills delivery broadly.

* Of total GDP

- Makerere Innovation and Incubation Center <https://miichub.com>
- The World Bank, "Literacy rate, adult total (% of people ages 15 and above) – Kenya, Rwanda, Ghana, Botswana" <https://data.worldbank.org/indicator/SE.ADT.LITR.ZS?locations=KE-RW-GH-BW>
- The World Bank, "Employment in agriculture (% of total employment) (modeled ILO estimate) – Kenya, Rwanda, Ghana, Botswana, South Africa, Nigeria" <https://data.worldbank.org/indicator/SL.AGR.EMPL.ZS?locations=KE-RW-GH-BW-ZA-NG>
- UNESCO, "<https://en.unesco.org/creativity/policy-monitoring-platform/national-ict-initiative-support>"
- UNESCO, "<https://en.unesco.org/creativity/policy-monitoring-platform/digital-uganda-vision>"

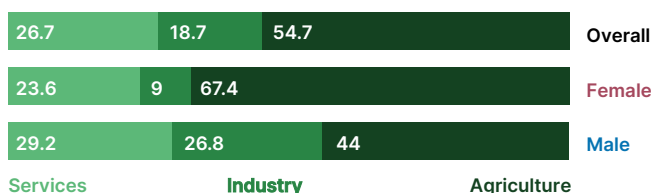
Rwanda

Rwanda is a unitary presidential republic. It comprises of five provinces and is a landlocked country in Central Africa. It is the fifth most densely populated country in the world.

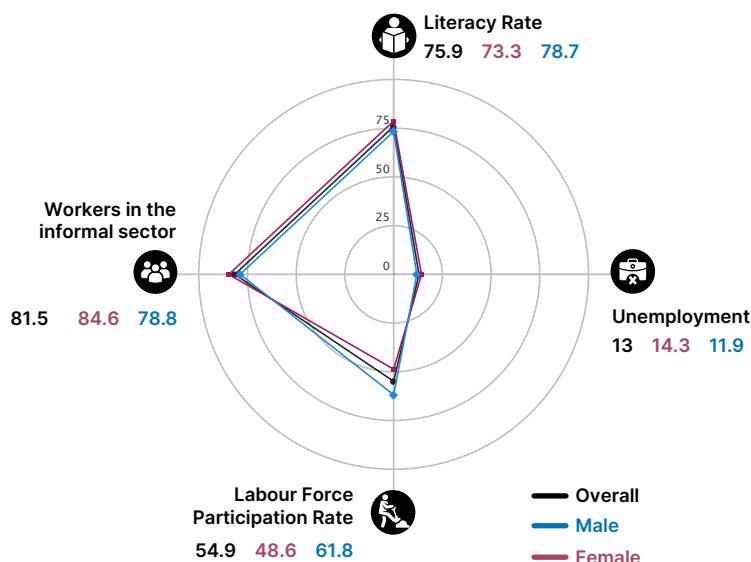
POPULATION (MILLION) **13.77**

EDUCATION EXPENDITURE **4.8%***

SECTORAL EMPLOYMENT (%)



GENDER-WISE DISAGGREGATION (%)



NOTABLE ACTORS

The **Rwanda TVET Board (RTB)** oversees vocational education and the **Chief Skills Office under Rwanda Development Board** aligns skill development with labour market demands.

NOTABLE POLICIES, ACTS, AND SCHEMES

Formally, TVET is introduced at the upper secondary level. In the post-secondary level, diplomas and advanced diplomas are offered. Non-formal institutions and private companies offer skilling on the basis of local needs.

SALIENT POINTS

In the field of education and training, Rwanda has moved towards universal secondary education (12 Year Basic Education). The 12YBE programme is designed to build a pipeline of skilled and semi-skilled labour, necessary to support innovation, bolster economic growth and accelerate poverty reduction.

* Of total GDP

- World Economic Forum, "How Rwanda can leverage the Fourth Industrial Revolution to strengthen post-COVID-19 resilience," March 31, 2022. <https://www.weforum.org/agenda/2022/03/rwanda-leveraging-the-fourth-industrial-revolution-to-strengthen-post-covid-resilience/>
- African Development Bank Group, *Rwanda Skills Employability and Entrepreneurship Programme*. [https://www.afdb.org/fileadmin/uploads/afdb/Documents/Project-and-Operations/Rwanda%20-%20Skills%20Employability%20and%20Entrepreneurship%20Programme%20\(SEEP\)%20-%20Appraisal%20Report.pdf](https://www.afdb.org/fileadmin/uploads/afdb/Documents/Project-and-Operations/Rwanda%20-%20Skills%20Employability%20and%20Entrepreneurship%20Programme%20(SEEP)%20-%20Appraisal%20Report.pdf)
- UNESCO, TVET Country Profiles, Rwanda <https://unevoc.unesco.org/home/Dynamic+TVET+Country+Profiles/country=RWA>
- Paul Mwangi Maringa† & Maina Maringa, "Quality of TVET in Rwanda with respect to gender and enrolment factors of access and equal opportunity in Ecole Technique Officiels (ETOs) and Agroveterinaires (EAVEs)," *Global Journal of Engineering Education*, Volume 15, Number 3, 2013 <http://www.wiete.com.au/journals/GJEE/Publish/vol15no3/07-Maringa-M.pdf>
- The World Bank, "Literacy rate, adult total (% of people ages 15 and above) - Kenya, Rwanda, Ghana, Botswana" <https://data.worldbank.org/indicator/SE.ADT.LITR.ZS?locations=KE-RW-GH-BW>
- The World Bank, "Employment in agriculture (% of total employment) (modeled ILO estimate) - Kenya, Rwanda, Ghana, Botswana, South Africa, Nigeria" <https://data.worldbank.org/indicator/SL.AGR.EMPL.ZS?locations=KE-RW-GH-BW-ZA-NG>

South Africa

South Africa is a unitary parliamentary republic with an executive presidency. It comprises nine provinces.

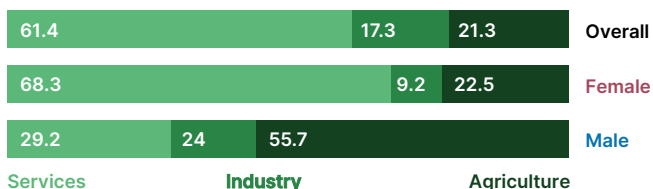
POPULATION (MILLION)

59.89

EDUCATION EXPENDITURE

6.2%*

SECTORAL EMPLOYMENT (%)



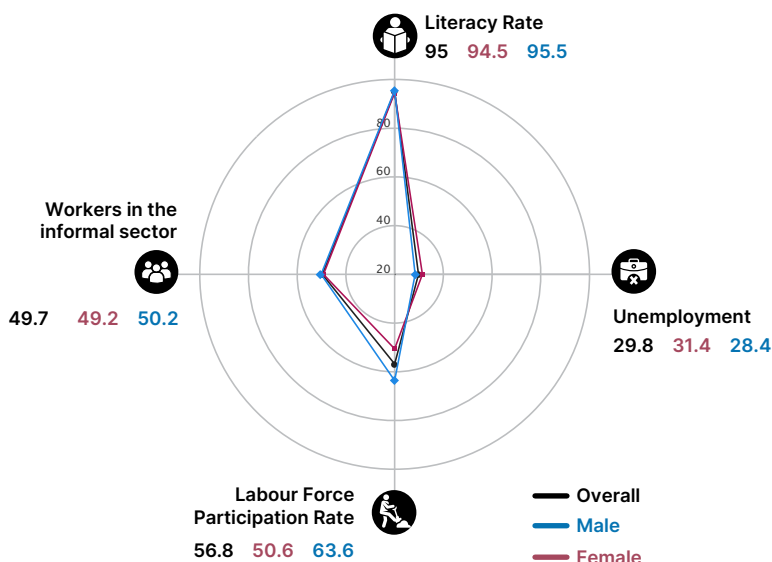
NOTABLE ACTORS

The **Department of Basic Education** is responsible for programmes up to secondary schooling and the **Department of Higher Education and Training (DHET)** handles higher education and post-secondary training. The **National Skills Authority (NSA)** is an advisory body to the DHET that monitors national skills development policies, assists in reviewing the TVET legislative framework, and monitors and evaluates the work of the Sector Education and Training Authorities.

SALIENT POINTS

As a long-term goal, National Development Plan 2030 has targeted raising the participation rate in vocational colleges to 25 per cent of all post-secondary education, amounting to a more than fourfold increase in learners from 300,000 in 2012 to 1.25 million by 2030.

GENDER-WISE DISAGGREGATION (%)



NOTABLE POLICIES, ACTS, AND SCHEMES

There are six main pathways for skills formation within the South African TVET system offered at different learning sites and qualification levels:

- NATED (N)/Report 191 programmes that are currently being phased out and combine 18 months of learning at college with a further 18 months' work experience
- National Senior Certificates (NSC) for technical subjects offered by high schools
- National Certificate Vocational (NCV) programmes offered by vocational colleges at three levels (2, 3 and 4 NQF), each requiring a full year of study
- Occupational programmes, such as learnerships (18 months) and apprenticeships (36 months)
- National Higher Certificates offered in partnership by colleges and higher education institutions
- Recognition of prior learning (RPL)

* Of total GDP

- Technopolis & Research ICT Africa and Tambourine Innovation Ventures, *Unlocking the Potential of the Fourth Industrial Revolution in Africa*, Technopolis Group, Abidjan, Côte d'Ivoire, 2019. <https://dl.acm.org/doi/abs/10.1145/3326365.3326398>
- The South Africa – European Union Strategic Partnership Dialogue Conference, *POLICY OPTIONS FRAMEWORK FOR THE FOURTH INDUSTRIAL REVOLUTION IN SOUTH AFRICA*, 2018 https://hsr.ac.za/uploads/pageContent/10155/4IR%20Framework%20Report_Final_lowres.pdf
- UNESCO, TVET Country Profiles, South Africa <https://unevoc.unesco.org/home/Dynamic+TVET+Country+Profiles/country=ZAF>
- International Labour Organization, *State of Skills* https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/genericdocument/wcms_742215.pdf
- The World Bank, "Literacy rate, adult total (% of people ages 15 and above)" <https://data.worldbank.org/indicator/SE.ADT.LITR.ZS?view=chart>
- International Labour Organization, Data Country Profiles <https://ilostat.ilo.org/data/country-profiles/>
- The World Bank, "Employment in agriculture (% of total employment) (modeled ILO estimate) - Kenya, Rwanda, Ghana, Botswana, South Africa, Nigeria" <https://data.worldbank.org/indicator/SL.AGR.EMPL.ZS?locations=KE-RW-GH-BW-ZA-NG>
- The World Bank, "Employment in agriculture (% of total employment) (modeled ILO estimate) - Kenya, Rwanda, Ghana, Botswana, South Africa, Nigeria" <https://data.worldbank.org/indicator/SL.AGR.EMPL.ZS?locations=KE-RW-GH-BW-ZA-NG>
- African Skills Portal for Youth Employment and Entrepreneurship (ASPYYE), *TVET Report South Africa*, https://aspjee.org/sites/default/files/2022-10/Country%20TVET%20report_SouthAfrica_V2_0.pdf

Zimbabwe

Zimbabwe is a unitary presidential republic and a landlocked country in Southern Africa. It comprises eight administrative provinces.

POPULATION (MILLION)

16.32

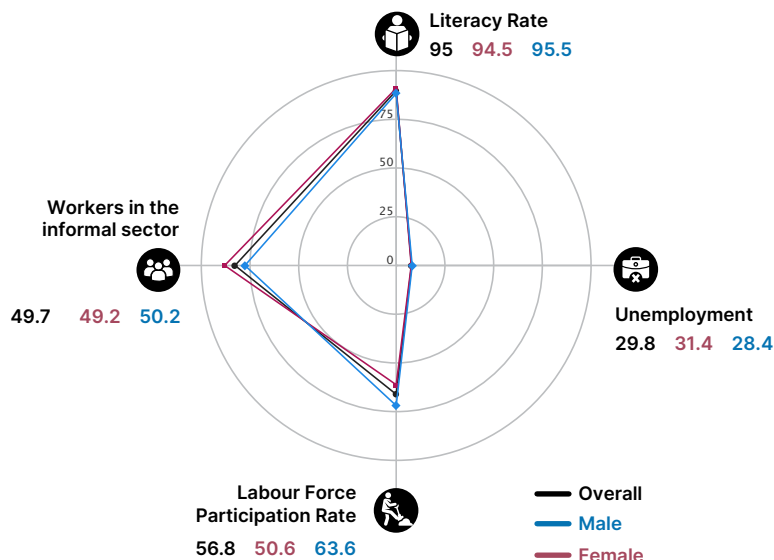
EDUCATION EXPENDITURE

2.1%*

SECTORAL EMPLOYMENT (%)

Sector	Overall	Female	Male
Services	26.7	29.4	24
Industry	11.6	4.6	18.9
Agriculture	61.6	66	57.1

GENDER-WISE DISAGGREGATION (%)



NOTABLE ACTORS

- The **Ministry of Primary and Secondary Education** (MoPSE) handles Early Childhood Education and Care, Primary and Secondary Education. Non-formal education (NFE) is also under MoPSE's remit and is for learners (both children and adults) who do not have access to formal education.
- Ministry of Higher and Tertiary Education, Innovation, Science, and Technology Development** (MoHTEISTD) is responsible for university, technical and teacher education. Tertiary education is also under the management of MoHTEISTD. Quality assurance of the education sector is done through the **Zimbabwe Council for Higher Education**. Examination policies, regulations and procedures for TVET come under the Higher Education Examinations Council.

NOTABLE POLICIES, ACTS, AND SCHEMES

The Manpower Planning and Development Act: 28:02 of 1984 (amended in 1996) regulates the management, operation and maintenance of TVET institutions, universities, teachers' colleges and vocational training schemes. The Act promotes human resource development, including apprenticeships and certification for skilled workers, establishes a training levy and outlines the functions of the National Manpower Advisory Board.

* Of total GDP

- UNESCO <https://en.unesco.org/creativity/policy-monitoring-platform/innovation-drive-project>
- The World Bank, "Literacy rate, adult total (% of people ages 15 and above) - Kenya, Rwanda, Ghana, Botswana" <https://data.worldbank.org/indicator/SE.ADT.LITR.ZS?locations=KE-RW-GH-BW>
- The World Bank, "Employment in agriculture (% of total employment) (modeled ILO estimate) - Kenya, Rwanda, Ghana, Botswana" <https://data.worldbank.org/indicator/SL.AGR.EMPL.ZS?locations=KE-RW-GH-BW-ZA>
- Zimbabwe National Statistics Agency, *Education Statistics Report 2018-2020*, November 2021 https://www.zimstat.co.zw/wp-content/uploads/publications/Social/Education/Education_Report_2020.pdf

Botswana

Botswana is a parliamentary republic with an executive presidency. It comprises 10 administrative districts and is a landlocked country in Southern Africa.

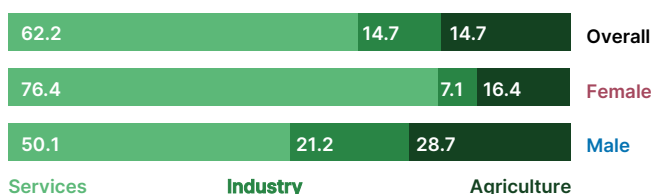
POPULATION (MILLION)

2.63

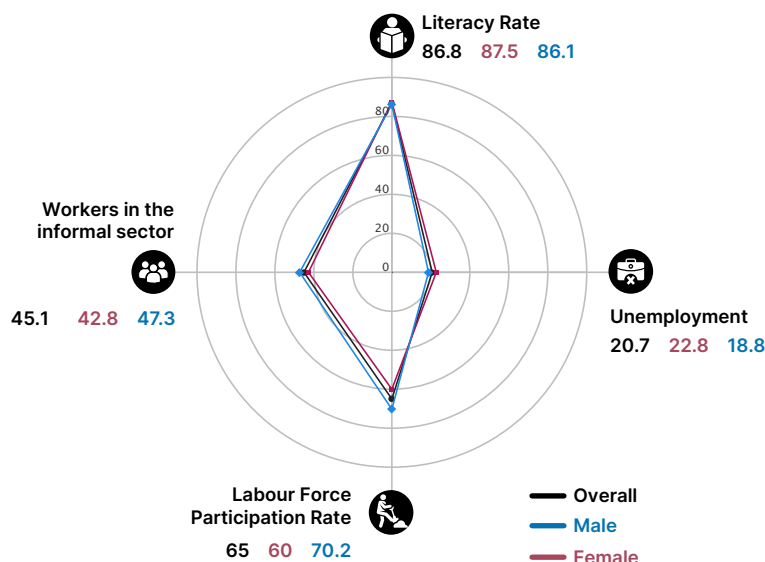
EDUCATION EXPENDITURE

8.1%*

SECTORAL EMPLOYMENT (%)



GENDER-WISE DISAGGREGATION (%)



NOTABLE ACTORS

Except for the University of Botswana, the **Ministry of Education** in Botswana has authority over all of Botswana's educational structure. The **Botswana Qualifications Authority (BQA)** was created in 2013 to be in charge of the **National Credits and Qualifications Framework (NCQF)** and coordinating the quality assurance system of the education, training and skills development.

NOTABLE POLICIES, ACTS, AND SCHEMES

The National Policy on Vocational Education and Training lays down the broad framework, within which training activities in the country are carried out. The HRDC authorized by the Human Resource Development Council Act No. 17 of 2013, plays an important role in the development of the TVET system by giving policy advice concerning issues of National Human Resource Development.

SALIENT POINTS

Access to vocational education and training is very limited. Recent enrollment data indicate that less than 10% of all secondary school leavers have access to some form of vocational education and training.

* Of total GDP

- Ministry of Labour and Home Affairs, *National Policy on Vocational Education and Training*, December 1997 https://planipolis.iiep.unesco.org/sites/default/files/ressources/botswana_national_policy_on_vet.pdf
- Data Reportal, "Digital 2022: Botswana," February 15, 2022 <https://datareportal.com/reports/digital-2022-botswana>
- UNITED NATIONS COMMISSION ON SCIENCE AND TECHNOLOGY FOR DEVELOPMENT (CSTD), *Industry 4.0 for inclusive development* https://unctad.org/system/files/non-official-document/ecn162022_industry_s02_botswana_DLetsholatebe_en.pdf
- UNESCO, TVET Country Profiles, Botswana <https://unevoc.unesco.org/home/Dynamic+TVET+Country+Profiles/country=BWA>
- USAID, *Botswana Workforce and Skills Training Project Phase H (BWASTII)*, 1993 https://pdf.usaid.gov/pdf_docs/PDABG858.pdf
- The World Bank, "Literacy rate, adult total (% of people ages 15 and above) - Kenya, Rwanda, Ghana, Botswana" <https://data.worldbank.org/indicator/SE.ADT.LITR.ZS?locations=KE-RW-GH-BW>
- The World Bank, "Employment in agriculture (% of total employment) (modeled ILO estimate) - Kenya, Rwanda, Ghana, Botswana, South Africa, Nigeria" <https://data.worldbank.org/indicator/SL.AGR.EMPL.ZS?locations=KE-RW-GH-BW-ZA-NG>
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- The World Bank, "Employment in industry (% of total employment) (modeled ILO estimate) - Kenya, Rwanda, Ghana, Botswana, South Africa, Nigeria" <https://data.worldbank.org/indicator/SL.IND.EMPL.ZS?locations=KE-RW-GH-BW-ZA-NG>
- The World Bank, "Literacy rate, adult female (% of females ages 15 and above) - Kenya, Rwanda, Ghana, Botswana, South Africa, Nigeria" <https://data.worldbank.org/indicator/SE.ADT.LITR.FE.ZS?locations=KE-RW-GH-BW-ZA-NG>
- The World Bank, "Labor force participation rate, total (% of total population ages 15-64) (modeled ILO estimate) - Kenya, Rwanda, Ghana, Botswana, South Africa, Nigeria" <https://data.worldbank.org/indicator/SL.TLF.ACTI.ZS?locations=KE-RW-GH-BW-ZA-NG>
- The World Bank, "Government expenditure on education, total (% of government expenditure) - Kenya, Rwanda, Ghana, Botswana, South Africa, Nigeria" <https://data.worldbank.org/indicator/SE.XPD.TOTL.GB.ZS?locations=KE-RW-GH-BW-ZA-NG>

Ghana

Ghana is a unitary presidential republic. It consist of 16 administrative regions. Located in West Africa, Ghana is the second largest producer of cocoa globally.

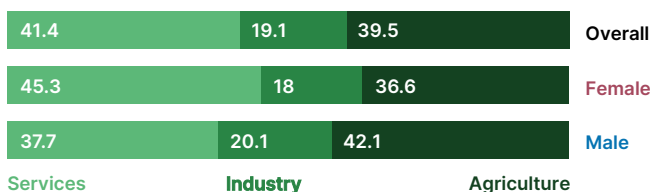
POPULATION (MILLION)

33.47

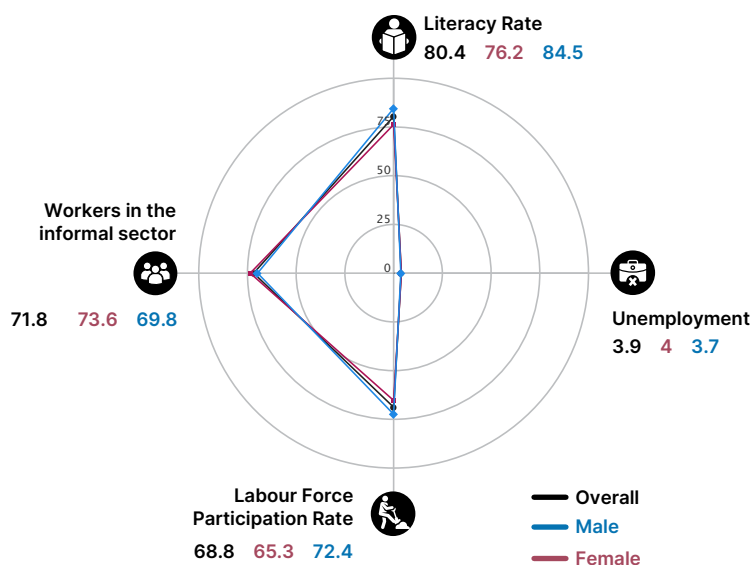
EDUCATION EXPENDITURE

2.9%*

SECTORAL EMPLOYMENT (%)



GENDER-WISE DISAGGREGATION (%)



NOTABLE ACTORS

The **Ministry of Education** is in charge of the TVET system in Ghana. The Ghana Education Service (GES) under the MoE has the mandate of implementing pre-tertiary education policies formulated by the Ministry. At the national level, the **Council for Technical and Vocational Education and Training (COTVET)** is responsible for the coordination and supervision of the TVET system. This includes planning, coordinating and supporting aspects that are related to the TVET system. COTVET also has the responsibility of quality assurance of the TVET programmes. The National Vocational Training Institute under the Ministry of Employment ensures training of youth in 34 TVET institutions.

NOTABLE POLICIES, ACTS, AND SCHEMES

Ghana is currently in the process of developing a comprehensive National Qualifications Framework that will oversee the formal TVET qualifications. For the informal training that involves apprenticeship, the NVTI currently provides formal recognition of skills developed in informal apprenticeships by organising trade tests at different proficiency levels and in a wide range of occupations. In 2013, Ghana introduced the Collaborative Apprenticeship Training (CAT) system, which has been progressively extended to cover new occupations and regions complementing workbased learning with structured courses at TVETs.

SALIENT POINTS

Since 2017, a number of reforms have been undertaken in the TVET sector starting with the five-year strategic plan for TVET transformation.

* Of total GDP

- The World Bank, "Literacy rate, adult total (% of people ages 15 and above) - Kenya, Rwanda, Ghana, Botswana" <https://data.worldbank.org/indicator/SE.ADT.LITR.ZS?locations=KE-RW-GH-BW>
- The World Bank, "Employment in services (% of total employment) (modeled ILO estimate) - Kenya, Rwanda, Ghana, Botswana, South Africa, Nigeria" <https://data.worldbank.org/indicator/SL.SRV.EMPL.ZS?locations=KE-RW-GH-BW-ZA-NG>
- The World Bank, "Employment in agriculture (% of total employment) (modeled ILO estimate) - Kenya, Rwanda, Ghana, Botswana, South Africa, Nigeria" <https://data.worldbank.org/indicator/SL.AGR.EMPL.ZS?locations=KE-RW-GH-BW-ZA-NG>
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- The World Bank, "Literacy rate, adult female (% of females ages 15 and above) - Kenya, Rwanda, Ghana, Botswana, South Africa, Nigeria" <https://data.worldbank.org/indicator/SE.ADT.LITR.FE.ZS?locations=KE-RW-GH-BW-ZA-NG>
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- UNESCO, TVET Country Profiles, Ghana. <https://unevoc.unesco.org/home/Dynamic+TVET+Country+Profiles/country=GHA>
- Commission for Technical and Vocational Education and Training, Ghana TVET Report (2021) <https://ctvet.gov.gh/wp-content/uploads/2022/09/GHANA-TVET-REPORT-2021SIGNED.pdf>
- GFA Group, Ghana Skills Development Initiative https://www.gfagroup.de/projects/Ghana_Skills_Development_Initiative_GSDI_III_3884439.html
- African Development Bank Group, Fund for African Private Sector Assistance. <https://www.afdb.org/en/topics-and-sectors/initiatives-partnerships/fund-for-african-private-sector-assistance/cas>

Nigeria

Nigeria is a federal presidential constitutional republic. It is divided into 36 states and 1 federal capital territory. Nigeria is located in West Africa and is world's 6th most populous country.

POPULATION (MILLION)
218.54

EDUCATION EXPENDITURE
5.1%*

SECTORAL EMPLOYMENT (%)

Services	Industry	Agriculture	
52.1	12.7	35.2	Overall
62.2	13.2	24.6	Female
44.3	12.2	43.5	Male

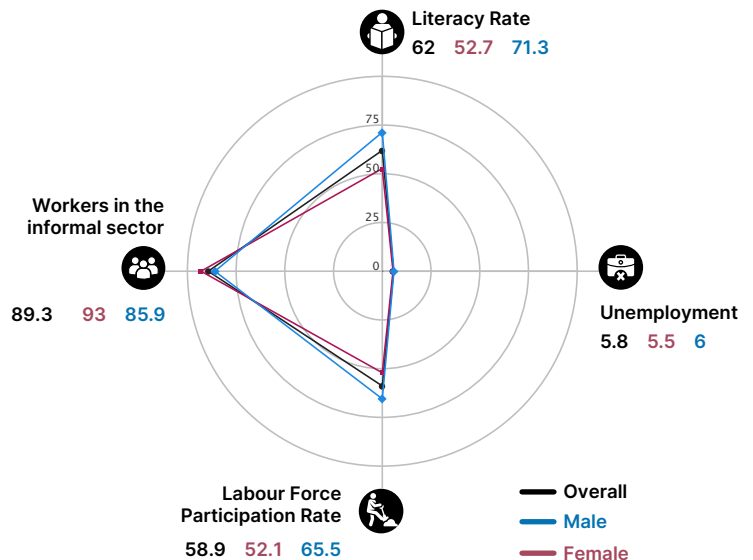
NOTABLE ACTORS

There is multi-level governance of the skills system in Nigeria, managed simultaneously at the federal, state and local government levels; however, the federal level is the ultimate guiding force. At the federal level, the **Federal Ministry of Education, the Federal Ministry of Science and Technology and the Federal Ministry of Labour and Productivity** are jointly responsible for the development of TVET and the governance of the skills system.

SALIENT POINTS

The latest Nigerian Skill System reform introduced free, compulsory basic education, which includes pre-vocational courses teaching basic technology and mandatory vocational lessons.

GENDER-WISE DISAGGREGATION (%)



NOTABLE POLICIES, ACTS, AND SCHEMES

The informal TVET apprenticeship programme has remained effective due to its heavy reliance on work-based learning (WBL). Non-formal and formal TVET programmes implement WBL in different ways. Formal WBL is implemented in TVET institutions through internships, the school-based enterprise (SBE) entrepreneurial initiatives and one-off assignments/activities (field trips, work shadowing, occupation-based projects, career day events, career mentoring, and so on).

* Of total GDP

- GFA Group, *Skills Development for Youth Employment*, https://www.gfagroup.de/projects/Skills_Development_for_Youth_Employment_SKYE_3952704.html
- Skills Initiative for Africa, *SIFA in the Papers, Nigeria* <https://skillsafrica.org/news/sifa-advertorial-in-print-media-nigeria>
- Eye City Solutions, *The Fourth Industrial Revolution: Unlocking the Gains for Nigeria* <https://www.eyecity.ng/the-fourth-industrial-revolution-unlocking-the-gains-for-nigeria/>
- UNESCO, TVET Country Profiles, Nigeria <https://unevoc.unesco.org/home/Dynamic+TVET+Country+Profiles/country=NGA>
- ILO, "https://www.ilo.org/wcmsp5/groups/public/--ed_emp/--emp_ent/documents/genericdocument/wcms_754757.pdf"
- The World Bank, "Literacy rate, adult total (% of people ages 15 and above) - Kenya, Rwanda, Ghana, Botswana" <https://data.worldbank.org/indicator/SE.ADT.LITR.ZS?locations=KE-RW-GH-BW>
- The World Bank, "Employment in agriculture (% of total employment) (modeled ILO estimate) - Kenya, Rwanda, Ghana, Botswana, South Africa" <https://data.worldbank.org/indicator/SL.AGR.EMPL.ZS?locations=KE-RW-GH-BW-ZA>

Cote d'Ivoire

Cote d'Ivoire is a unitary presidential republic. It is made up of 12 administrative districts and two district-level autonomous cities. Located in the southern coast of West Africa, it is the third most populous country in the region.

POPULATION (MILLION)

28.16

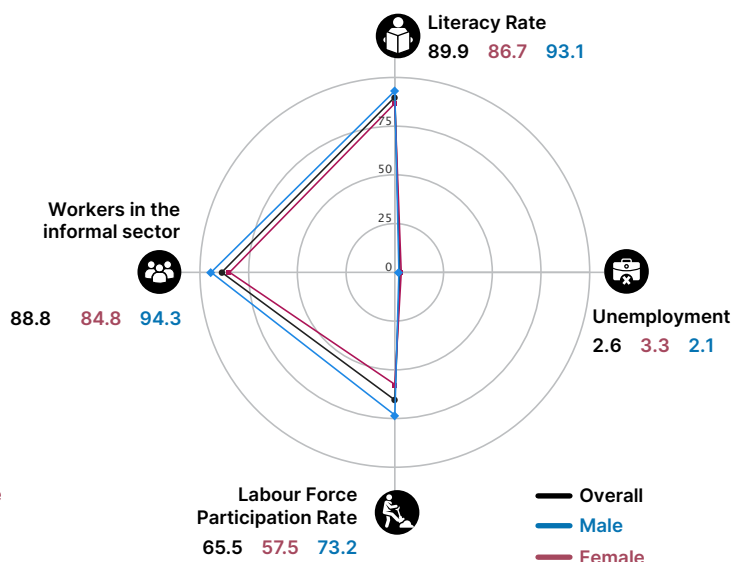
EDUCATION EXPENDITURE

3%*

SECTORAL EMPLOYMENT (%)

Sector	Overall	Female	Male
Services	44.2	55.2	50
Industry	10.8	6.3	14.1
Agriculture	45	38.5	35.9

GENDER-WISE DISAGGREGATION (%)



NOTABLE ACTORS

The **Ministry of National Education, Technical Education and Vocational Training** caters to the following areas: preschool education, primary education, lower and upper secondary education, technical education and vocational training, and higher education. There are also literacy and non-formal education centres for adolescents who have never attended school or who left school early and for illiterate adults. Lessons are taught in French, although bilingual teaching in various national languages has been tested in some places and clearly has potential. **National Agency for Vocational Training** is responsible for implementing the Youth Employment and Skills Development.

NOTABLE POLICIES, ACTS, AND SCHEMES

- TVET is currently under the supervision of the Ministry of National Education, Technical Education and Vocational Training. The role of the relevant central departments and related structures is to develop, design and plan the national training policy, draw up curricula and syllabi, plan the sequence of teaching programmes, manage programmes and projects, mobilise human, material and financial resources and monitor and evaluate courses and activities. Regional and departmental offices are responsible for the implementation and execution of the national vocational training policy at the local level.
- The National Council of Occupational Sectors (CNBP) is a coordination and regulation entity between the state authorities and various economic and social stakeholders. It is responsible for coordinating the activities of the Occupational Sectors Committees (CBP). In addition, it advises the government on TVET matters, in particular by proposing directions and policies to provide a better match between training and employment and to facilitate trainees' access to the permanent job market.

* Of total GDP

- Smart Africa, "SADA boosts digital skills in Côte d'Ivoire with the launch of its national digital academy," September 2022 <https://smartafrica.org/sada-boosts-digital-skills-in-cote-divoire-with-the-launch-of-its-national-digital-academy-2/>
- The World Bank, "Literacy rate, adult total (% of people ages 15 and above) - Kenya, Rwanda, Ghana, Botswana" <https://data.worldbank.org/indicator/SE.ADT.LITR.ZS?locations=KE-RW-GH-BW>
- The World Bank, "Employment in agriculture (% of total employment) (modeled ILO estimate) - Kenya, Rwanda, Ghana, Botswana, South Africa" <https://data.worldbank.org/indicator/SL.AGR.EMPL.ZS?locations=KE-RW-GH-BW-ZA-NG;chrome-extension://efaidnbmninnbpcjpcqclcfndmkaj/>
- International Labour Organization, "State of Skills" https://www.ilo.org/wcmsp5/groups/public/--ed_emp/--ifp_skills/documents/genericdocument/wcms_742222.pdf