Advancing South-South cooperation in education and skills development: lessons from the field

Karin Costa Vazquez (Brazilian Center for International Relations)
Amanda Lucey (Institute of Security Studies)
Motivation and objectives

- Need to systematize SSC practices, understand the approaches and modalities taken by different countries, and draw lessons for the implementation of the SDGs.
- Comparative study of Brazil and India cooperation in education and skills development in Africa.

- Assess Brazilian and Indian cooperation contribution to education and skills development under the MDG framework
- Understand the enabling factors and lessons learned
- Identify imperatives for M&E of SSC
- Provide initial reflections to advance the implementation of the SDGs in education and skills development
Brazil-Africa cooperation in education & skills development

The vocational Training Center in Cazenga (Angola)
The Brazilian Confederation of Industries, through its National Service for Industrial Training (SENAI), has been supporting industrial development in Brazil for more than 70 years and has grown in global recognition for the quality of the vocational training it provides.

On the back of its domestic success, SENAI has worked with the Brazilian Cooperation Agency to set up 10 vocational training centers globally. The Brazil-Angola project to rebuild the Vocational Training Center of Cazenga, transfer teaching materials and methodologies and form technical and management capacities (1999-2005) pioneered these efforts in support of Angola’s post-war reconstruction plan.

- Number of trained students increased from 144 in 1999 to 2,000 in recent years
- Number of trainers increased from 4 in 1999 to over 30 in 2014
- Number of courses offered increased from 5 in 1999 to 10 in 2005 and 15 in 2014

- Student employability has been historically as low as 20%
- Center weak engagement with local industry, particularly foreign companies in Angola
- Center operational capacity and student drop-out are growing concerns, particularly in the context of Angola’s economic downturn
India’s development cooperation in education and skills development in Africa has operated through three main modalities:

- Scholarships granted mainly through the Indian Technical and Economic Program (ITEC)
- Lines of credit for private companies to build education-related infrastructure
- Grants for technical cooperation projects (e.g. curriculum design, train the trainers programs)

Created in 1964, ITEC coordinates trainings to participants from 161 countries in 48 Indian institutions. ITEC and its Africa-specific corollary Special Commonwealth Assistance for Africa Program (SCAAP) offer more than 280 short and medium duration training programs for African scholars to enhance their qualification and skills.

- ITEC has expanded from 1,959 participants in 1999-2000 to 5,000 in 2009-2010
- Over 10,000 scholarship slots were offered under the ITEC/SCAAP programme in 2013-2014
- In Africa, 743 scholarships were offered in 2005
- 50,000 new scholarships were announced at the 4th India-Africa Partnership Forum in 2015

- Diffuse impact
- Candidates nomination can be a cumbersome process and result in unused slots
Enablers and lessons learned: preliminary findings

Dimension 1 / Alignment with national priority: Angola post-war reconstruction plan and emphasis on vocational training for social integration.

Dimension 2 / Knowledge and technology transfer: In Angola, activities included the transfer of teaching materials and methodologies and development of technical and management capacities – in addition to the reconstruction of the center.

Dimension 2 / Mutual benefits (win-win): Continued cooperation is expected to open up favorable prospects for mutually beneficial, collaborative country and Indian enterprises. ‘Diffuse reciprocity.’ business ventures between the developing...

Dimension 5 / Multi-stakeholder participation: India uses a number of domestic institutes to carry out its initiatives The outsourcing of projects to universities and centers is beneficial as it enables government to gather extra capacity to fulfill envisaged activities. It also brings on board specialized experts, who may be more appropriate for carrying out training.

Dimension 6 / Flexibility and adaptation to local context: due to persisting political instability and security threats, partners agreed to build a permanent center in the capital instead of mobile units.
Enablers and lessons learned: preliminary findings

• Unlike in the MDGs, education and skills development are now at the core of the 2030 Development Agenda. The benefits of investment in education and skills development can be felt across the 17 Sustainable Development Goals and 169 targets in the years to come, mainly:
  - SDG 4, which calls for increasing the number of youth and adults with relevant skills, including technical and vocational skills in order to access employment, decent jobs and entrepreneurship
  - SDG 8, which calls for the substantial reduction of youth not in employment, education or training.

• **Capacity development is at the heart of the Brazilian and Indian cooperation in Africa** and should be inserted into multi-sectoral policies (best represented by the SDGs that MDGs)

• Brazilian SSC from the beginning recognized this and sought to answer with **structuring strategies**.

• In the Indian case, the **diversity of partnerships and modalities** was the center of the cooperation strategy.

• **The NeST framework is an initial attempt to unpack SSC principles and must be empirically tested and improved**, taking into consideration the potential links among the different dimensions as well as the different areas of intervention, country typologies, and modalities used.
Way forward

• Case studies to be finalized and published.
• Effort to systematize SSC practices shall be expanded to other countries and development sectors so experiences can be compared with each other.
• Case study is not an end in itself, but an instrument for the design of instruments to advance inclusive, sustainable development led by the Global South.
• Contribute to ongoing discussions on the implementation of the SDGs in education and skills development, as for instance the creation of a skills development fund within the New Development Bank.