

# A Landscape Analysis of Green Skills TVET Providers

Focus on Côte d'Ivoire, Ghana, Kenya, Morocco, and Senegal

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## Abstract

The global transition to a low-carbon economy demands the increased delivery of green skills, yet technical and vocational education and training (TVET) systems in Africa struggle to meet this need. This landscape analysis, by the Center for Global Development (CGD) and IREX, aims to identify “investment-ready” TVET providers in Côte d'Ivoire, Ghana, Kenya, Morocco, and Senegal that are capable of scaling green skills training for local and international markets. Drawing on a literature review, field visits, and stakeholder interviews, the landscape analysis identifies nine high-performing providers – mainly public-private partnerships and utility-based Centres of Excellence – delivering industry-aligned, employment-driven training. To accelerate green skills development, support international labour mobility, and advance equitable participation in the green transition, donors and national governments should invest in these providers and help scale their models. This agenda is particularly urgent when considering the challenges facing Africa: a demographic youth bulge, increasing unemployment rates, and a scarcity of workers to support Africa's green transition. The paper concludes with actionable opportunities for international donors and national governments to invest in scalable, sustainable green-skilled migration partnerships.

## **A Landscape Analysis of Green Skills TVET Providers: Focus on Côte d'Ivoire, Ghana, Kenya, Morocco, and Senegal**

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# Contents

|                                                                                                                     |           |
|---------------------------------------------------------------------------------------------------------------------|-----------|
| <b>Introduction</b> .....                                                                                           | <b>1</b>  |
| <b>Methodology</b> .....                                                                                            | <b>5</b>  |
| <b>Key findings</b> .....                                                                                           | <b>6</b>  |
| The five countries studied have nascent yet uneven policy frameworks aimed at addressing the green skills gap ..... | 6         |
| Some countries are developing specific green skills policies.....                                                   | 7         |
| Development partners are also contributing to policy development and the enabling environment.....                  | 7         |
| These new policies are influencing shifts in TVET practice .....                                                    | 8         |
| TVET has a role in promoting migration pathways .....                                                               | 8         |
| However, challenges persist in delivering expected outcomes .....                                                   | 9         |
| Most government-operated programmes will not meet these performance benchmarks.....                                 | 10        |
| <b>Nine investment-ready TVET providers</b> .....                                                                   | <b>10</b> |
| Public-private partnership providers.....                                                                           | 11        |
| African Network of Centres of Excellence in Electricity.....                                                        | 11        |
| Additional good practices.....                                                                                      | 15        |
| <b>Conclusion</b> .....                                                                                             | <b>17</b> |
| <b>References</b> .....                                                                                             | <b>20</b> |
| <b>Annex 1. Investment-ready TVET providers</b> .....                                                               | <b>25</b> |
| Centre des Métiers de l'Electricité (Côte d'Ivoire).....                                                            | 25        |
| Volta River Authority Academy (Ghana).....                                                                          | 27        |
| Electro Recycling Ghana (Ghana) .....                                                                               | 29        |
| KenGen Geothermal Training Centre (Kenya).....                                                                      | 31        |
| Instituts de Formation aux Métiers des Energies Renouvelables et de l'Efficacité Energétique (Morocco).....         | 33        |

|                                                                                     |           |
|-------------------------------------------------------------------------------------|-----------|
| L'Institut de Formation aux Métiers du Bâtiments et Travaux Publics (Morocco) ..... | 35        |
| Institut de Formation Transport et Logistique (Morocco).....                        | 37        |
| Centre des Sciences et Techniques de l'Électricité (Morocco) .....                  | 39        |
| Centre de Formation aux Métiers Portuaires et à la Logistique (Senegal).....        | 41        |
| Other potential opportunities.....                                                  | 43        |
| <b>Annex 2. Country profiles .....</b>                                              | <b>44</b> |
| Côte d'Ivoire .....                                                                 | 44        |
| Introduction .....                                                                  | 44        |
| TVET policies.....                                                                  | 44        |
| Governance and stakeholders.....                                                    | 45        |
| Skills for migration .....                                                          | 45        |
| Ghana .....                                                                         | 46        |
| Introduction .....                                                                  | 46        |
| TVET policies.....                                                                  | 46        |
| Governance and stakeholders.....                                                    | 47        |
| Green skills policies.....                                                          | 47        |
| Examples of good practice.....                                                      | 48        |
| Kenya.....                                                                          | 50        |
| Introduction .....                                                                  | 50        |
| TVET policies.....                                                                  | 51        |
| Governance and stakeholders.....                                                    | 51        |
| Green skills policies.....                                                          | 52        |
| Examples of good practice.....                                                      | 53        |
| Morocco .....                                                                       | 56        |
| Introduction .....                                                                  | 56        |
| TVET policies.....                                                                  | 56        |
| Governance and stakeholders.....                                                    | 57        |
| Examples of good practice.....                                                      | 57        |

|                                                                    |           |
|--------------------------------------------------------------------|-----------|
| Senegal.....                                                       | 59        |
| Introduction .....                                                 | 59        |
| TVET policies.....                                                 | 59        |
| Governance and stakeholders.....                                   | 60        |
| <b>Annex 3. Stakeholders engaged and projects referenced .....</b> | <b>61</b> |

## Figures

|                                                                     |    |
|---------------------------------------------------------------------|----|
| 1. Identified green skill TVET providers.....                       | 15 |
| 2. Kenyan general and further education and training framework..... | 50 |

## Tables

|                                                              |    |
|--------------------------------------------------------------|----|
| 1. Investment-ready African green skills TVET providers..... | 13 |
| 2. Stakeholders engaged (met) .....                          | 61 |
| 3. Referenced projects (not met).....                        | 63 |

## Boxes

|                                                                                    |    |
|------------------------------------------------------------------------------------|----|
| 1. Definitions.....                                                                | 1  |
| 2. The links between TVET and labour migration .....                               | 4  |
| 3. Establishing joint TVET programmes with TAFE to capacity build Kenyan TVET..... | 55 |

## Introduction

The global transition towards a low-carbon economy is widely expected to lead to high levels of net job creation, with roles distributed across the pay and skill spectrum (IEA, 2025). Yet few countries have enough skilled workers to fulfil these roles (Huckstep and Dempster, 2024; IEA, 2023). The World Economic Forum (WEF) (2024) describes this “green skills crisis”; countries have insufficient policies and programmes to support green skills development, coupled with a lack of investment in technical and vocational education and training (TVET, see Box 1 for definitions). These skill gaps are already delaying green investments, jeopardising the ability of countries to meet their green transition targets (Huckstep and Kenny, 2022). Skilled workers are critical to delivering key emission reduction infrastructure and projects, and recent modelling has also shown how they can contribute to thousands of tonnes of CO<sub>2</sub> emission abatement (Huckstep and Harnoss, 2026). Emissions reduction is a global public good; closing the green skills gap should therefore be seen as a shared global challenge. Donors in high-income countries should invest in building green skills in low- and middle-income countries, alongside promoting skilled migration to meet their own skill gaps.

### BOX 1. Definitions

**Green skills** are about both: (i) technical knowledge and skills that enable professionals to effectively use green technologies and processes (i.e., resource-efficient technologies or processes that reduce waste and minimise the environmental impact of human action); and (ii) transversal skills as well as knowledge, values, and attitudes that help them take pro-environmental decisions in their work and lives. Examples of green skills range from those necessary to produce green energy like solar panel manufacturing and installation to a full suite of skills and professions needed to enable the green transition that can include electricians, power utility technicians and managers, energy-efficient construction, battery technicians, and environment-friendly manufacturing, among many others. These green skills are already being introduced in training systems globally (ETF, 2023).

**Technical and vocational education and training** is understood as comprising education, training, and skills development relating to a wide range of occupational fields, production, services, and livelihoods. TVET, as part lifelong learning, can take place at secondary, post-secondary, and tertiary levels and includes work-based learning, continued training, and professional development, which may lead to qualifications. TVET also includes a wide range of skills development opportunities attuned to national and local contexts. Learning to learn, the development of literacy, numeracy skills, transversal skills, and citizenship skills are integral components of TVET (UNESCO, 2016).

**Dual TVET** is a training system that combines theoretical learning at a technical school with practical, hands-on experience gained at a company. This “dual” system is based on the German model and aims to improve the employability of young people by aligning vocational training with the needs of the labour market. Trainees acquire both technical knowledge and real-world work experience, and companies gain a supply of skilled workers (GIZ, 2024). The dual system is embedded as part of a broader integrated employment approach that coordinates the roles of government, employers, and chambers/professional bodies to create a tripartite governance model.<sup>1</sup>

The **green economy** is defined as low carbon, resource efficient, and socially inclusive. In a green economy, growth in employment and income are driven by public and private investment into such economic activities; infrastructure and assets that allow reduced carbon emissions and pollution; enhanced energy and resource efficiency; and prevention of the loss of biodiversity and ecosystem services (UNEP, n.d.).

The **green transition** is the process of moving towards a green economy. This transition can be seen as a “Just Transition” when actions are taken to ensure that all benefit from the transition – notably individuals currently employed in carbon-emitting sectors as well as marginalised groups (UNDP, 2022).<sup>2</sup>

**Government-operated TVET** describes provision that is, at least in part, funded by national and/or local government budgets and operates with the national TVET governance framework in terms of curriculum offer and quality assurance. Staff are typically civil servants. Individual centres often have limited autonomy in terms of programming, curriculum, and delivery. As public entities, centres are often restricted from earning revenue for providing additional services.

**Given demographic trends, economic growth, and the locus of environmental impact, Africa is indispensable to skilling the green transition. African youth will make up 42 per cent of the global youth population by 2030 (PRB, 2019).** Moreover, in sub-Saharan Africa, nearly 22 per cent of youth were not in employment, education, or training in 2023 (ILO, 2024a). Critically, as the rest of the world faces challenges with aging populations, Africa is experiencing huge growth; by 2030 it is anticipated that half of new entrants into the global labour force will come from sub-Saharan Africa, demanding 15 million new jobs annually (Laws et al., 2024). Despite having some of the world’s fastest growing economies, limited access to affordable and reliable energy services will constrain long-term inclusive growth on the continent. Notably, an estimated 585 million people in sub-Saharan Africa

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1 Additional definitions and useful resources on various topics related to Dual TVET, including a “Just Green Transition,” have been produced by the Donor Committee Dual VET (DC dVET) comprised of Austria, Germany, Liechtenstein, and Switzerland. To read more, please visit [Dual VET in Development Cooperation | Mutual Understanding and Principles](#).

2 Additional DC dVET (space between DC and dVET) insights and resources on a Just Green Transition can be sourced at <https://www.dcdualvet.org/topics-and-resources/just-green-transition/>.

will still have no access to electricity in 2030.<sup>3</sup> The need to electrify Africa is set against a backdrop of accelerating climate change; 2024 was the warmest year on record, and “reveals a stark pattern of extreme weather events, with some countries grappling with unprecedented flooding... and others enduring persistent droughts and water scarcity” (World Meteorological Organization, 2025). African countries have recognised the potential of the green economy to address these challenges, with many countries introducing national green strategies (often with accompanying skills strategies) focusing on growing new energy sources, growing economic opportunities, and transitioning towards decarbonised industrial models. Taken together, this makes Africa the largest source of potential skilled labour to drive the green transition.

**Most green skills that are needed are technical and vocational in nature; however, the TVET systems in Africa meant to produce these skills perform relatively poorly (World Bank et al., 2023).**

Global evidence on the effectiveness of TVET programmes is mixed, with evaluations showing that many programmes fail to deliver employment and income results, and of those that do, many cannot pass a cost-benefit test (Ricou and Moore, 2020). Effective impactful models do exist, though, and we know some key elements that contribute to success (World Bank, 2018). Unfortunately, for the most part, government-operated TVET systems in low- and middle-income countries face persistent challenges in adopting governance models responsive to industry needs; obtaining appropriate infrastructure, equipment, and materials; finding trainers with technical knowledge of emerging industry skills demands; and overcoming engrained negative social perceptions of TVET quality and value (African Center for Economic Transformation, 2025). For green skills in particular, these challenges are often exacerbated by the technologically driven nature of many green jobs that demand access to new knowledge, practices, and expensive training resources (GIZ, 2022).

**One way to support TVET in low- and middle-income countries to deliver green skills at scale is to identify high-performing providers and invest in and scale those programmes while linking graduates to international migration pathways (Box 2).** This approach takes advantage of the large number of youth and lower training costs in low- and middle-income countries; drives investment, revenue, and enhanced capacity in those training programmes; and provides job opportunities for skilled workers whether they choose to stay or migrate – all while contributing to the transition to a lower carbon future. All countries are increasingly acknowledging the opportunities of skilled migration to fill the green skills gap while addressing unemployment in low- and middle-income countries. For example, new bilateral labour agreements (BLA) on the topic have recently been signed, such as between Kenya and Germany.<sup>4</sup>

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3 See <https://africa-eu-energy-partnership.org/about-the-aeep/>.

4 For more information, please see <https://www.bmi.bund.de/EN/topics/migration/migration-partnerships/kenia/kenia-node.html>.

## BOX 2. The links between TVET and labour migration

In the context of shrinking global aid budgets and persistent skills shortages in all countries, aligning TVET with international labour mobility – particularly in green sectors – can deliver a “triple win”: improving employment outcomes for trainees and filling critical labour gaps in countries of destination, while realising national labour market needs and local value creation and strengthening TVET providers in countries of origin. A forthcoming paper (Dempster and Ricou, 2026) outlines two broad ways in which TVET providers and donors can link training and labour migration opportunities. The first is to align training content and quality with employer needs, including improving the quality of programmes; providing “top-up” training; and developing a full “away track” à la the Global Skill Partnership model.<sup>5</sup> The second is to recognise certifications or qualifications, including implementing Mutual Recognition Agreements; supporting the individual certification of skills and pursuing accreditation in the country of destination; forming partnerships with country of destination employers; and delivering industry-issued certifications. Regardless of the approach chosen, TVET providers should also provide additional, nontechnical training and services and negotiate investment and financing for development impact. The paper outlines how these linkages can increase TVET placement rates, improve institutional quality, attract investment, and expand opportunities for disadvantaged groups, including refugees. It concludes with recommendations for TVET providers themselves and donors as to how to design programmes that incorporate international mobility pathways, strengthen local institutions, and ensure development benefits are shared between countries of origin and destination.

**Despite the promise of linking green skills development and labour migration, the practice remains nascent on the African continent.** For the past three years, CGD has been working on promoting this linkage,<sup>6</sup> yet felt there was insufficient understanding of viable TVET providers delivering high-quality green skills. To catalyse investments to meet this urgent need, CGD commissioned IREX to conduct this landscape analysis of green skills TVET providers in five African countries: Côte d’Ivoire, Ghana, Kenya, Morocco, and Senegal. A particular emphasis was placed on identifying high-quality, industry-oriented TVET providers that – with additional investment and support – could rapidly scale their programmes to close national and global green skills gaps, including through integrated migration pathways.

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5 For more information, please see <https://cgdev.org/bettermigration>.

6 CGD’s Linking Training and Migration for the Green Transition project was launched in 2023. More than 80 countries have committed to substantially reducing their greenhouse gas emissions in the next few decades, requiring what is known as a green transition. Yet the lack of skilled manpower to do so is rarely discussed. Our initiative combines research and policy outreach to understand whether a creative combination of training and migration could be used to support the green transition, facilitating development and reducing carbon emissions. To explore our work and join our Community of Practice, please see <https://www.cgdev.org/project/linking-training-and-migration-green-transition>.

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## Methodology

This study was undertaken between May and December 2025. Echoing the broader urgency, this study utilised purposeful selection to identify countries to visit and stakeholders to engage. The authors undertook a rapid desk review of existing TVET and green skills grey literature, and utilised purposeful selection to identify countries to include in the study. They leveraged their professional and institutional networks to identify countries with conducive policy environments, where they knew or received leads on promising providers that could be rapidly consulted. Five were selected: Côte d'Ivoire, Ghana, Kenya, Morocco, and Senegal.

To inform our understanding of the broader context in each of the countries, a literature review was conducted to identify policies, stakeholders, sectors, and processes driving each country's approach to green skills, TVET more broadly, and its perception of national TVET systems and skills models. The review draws on national TVET and climate change related strategies and policy documents, and is informed by TVET sector profiles provided by agencies such as United Nations agencies (UNEVOC, UNESCO) and the International Labour Organisation (ILO); development partner reports including the African Development Bank (AfDB), Agence Française de Développement (AFD), European Union (EU), Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), Swisscontact, United Nations Environmental Programme (UNEP), and the World Bank; and CGD and IREX's own in-house research sources.

This desk research was complemented with two- to four-day visits to each country. Across the five countries, the authors engaged 16 TVET providers and conducted 25 semi-structured key informant interviews with stakeholders including government representatives, policy think tanks, industry organisations, NGOs, and development partners (see [Annex 3](#) for a full list of stakeholders consulted). Some of these interviews were conducted virtually with stakeholders that were unavailable during the trips. The report presents key findings from the country visits. However, more extensive country profiles can be found in [Annex 2](#).

**To screen potential TVET providers, the authors assessed providers against key quality benchmarks.** The most important of these was the key outcome of being responsive to industry demand and demonstrating capacity to develop and deliver programmes that result in strong employment pathways for programme graduates. A key predictor of this success is whether the provider has a governance structure and financial incentives in place to make the provider accountable to employers. Additional indicators include the following:

- There are programmes that currently deliver green skills training.
- There is demonstrable institutional capacity for continuous improvement.
- There are key inputs and processes in place conducive to high-quality training that is regularly adapted to meet industry needs, including:
  - Training curricula and content serving current industry needs.

- Adequate and appropriate infrastructure, equipment, and materials.
- Trainers with requisite technical knowledge and practical experience.
- High levels of practical, hands-on training, and/or work-based learning.
- Capacity to regularly update programmes, curricula, equipment, training resources, and infrastructure in alignment with industry practice and skills demands.
- The provider has or is working towards one or more international accreditations or certifications.
- The provider has some experience pursuing international partnerships such as twinning, mapping their curricula to international standards or qualification frameworks, or having already explored migration partnerships.

Finally, the authors wanted to ensure that identified providers were “investment-ready,” meaning that they have the capacity to grow or represent a model that could be replicated. In this way, the production of green skills can be rapidly scaled to meet growing demand.

The study did not have the capacity to conduct an extensive survey of TVET provision in the researched countries. As a result, the presented list of high-performing centres, programmes, and examples is intended to be illustrative of the potential of African TVET to develop skills for the green transition, rather than a comprehensive summary of all programmes. Other potential providers almost certainly exist both within the studied countries and in countries not visited. In addition, the studied TVET sectors contain complicated governance structures, often with multiple contributing stakeholders and policies, which demand further study to fully understand entirely the system dynamics.

## Key findings

### The five countries studied have nascent yet uneven policy frameworks aimed at addressing the green skills gap

Ghana and Kenya have specific policies while the others did not. Similarly, there is a varied approach to labour migration. While all expressed at least some interest, Kenya notably wants to “export 1 million [people] per year for the next three years” (Ross and Martinez, 2025), and Ghana and Senegal have a skills migration alliance in place with Germany, including an accompanying Skills Partnerships Mechanism for planned migration to Germany.<sup>7</sup> While the other studied countries may not have formal migration policies, they do employ migration-focused initiatives. For example, Senegal has an agreement with France to reintegrate skilled diaspora to promote national growth (IOM, 2015). The International Organisation for Migration (IOM) also reports that Côte d’Ivoire is in the process of developing a national migration policy to formalise migration

<sup>7</sup> See <https://gsp.cgdev.org/2025/08/20/skills-partnerships-between-senegal-ghana-and-germany/>.

pathways and partnerships.<sup>8</sup> These policies are having some influence on TVET systems to better deliver green skills. Unfortunately, the predominantly government-run TVET programmes continue to face challenges in delivering high-quality and market-relevant skills, especially for the green transition. While these TVET systems are slowly reforming, they will not be able to meet the urgency of the moment. This includes, in the context of labour migration, challenges with meeting the needs for high-quality, market-relevant skills that are applicable to employment in country of origin labour markets. Thankfully, the authors identified nine high-performing TVET providers that are currently delivering the needed green skills. These providers are ready to scale their work and represent models that can be replicated both within these countries and across the continent. Finally, additional good practices are captured that, with further study, could develop into investable opportunities or could otherwise inform future projects.

### **Some countries are developing specific green skills policies**

Across the studied countries there was an uneven approach to prioritising green skills. Both Kenya and Ghana demonstrated strategic prioritisation through the development of national green skills strategies. In Kenya, the National Strategy on Green Skills and Jobs, currently being developed and refined by the State Department of Labour and Skills Development, aims to align the workforce with the transition to a low-carbon, resource-efficient, and climate-resilient economy and develop enhanced education and employment opportunities that align with green economic priorities and green jobs (ILO, 2025). In Ghana, the National Green Jobs Strategy (2021–2025), being delivered under the Ministry of Employment and Labour Relations (MELR), with support from the Ministry of Environment, Science, Technology and Innovation (MESTI) in collaboration with the ILO, provides a framework for the identification, definition, and promotion of green jobs (Ministry of Employment and Labour Relations, 2021).

### **Development partners are also contributing to policy development and the enabling environment**

There were impactful examples of development programmes driving the introduction of green skills across the target countries. This includes facilitating green skills policy dialogues and networks such as The Alliance for Green Skills and Opportunities (AGSO) in Kenya. Administered by Jacob's Ladder Africa, AGSO unites government agencies, private sector, education, development partners, and youth organisations to drive sustainable development and act as a resource and communications hub. For example, AGSO provides a platform to connect jobseekers with green employment opportunities and training resources in renewable energy, waste management, and sustainable agriculture. An initial activity has been the commissioning of a national Green Skills Gap Baseline Survey.

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<sup>8</sup> For more information, please see <https://www.iom.int/countries/cote-divoire>.

There are also examples of development partners introducing green programmes that align with national green strategies. The ILO's Ghana Green Jobs Programme (2024–2027) is supporting the realisation of the objectives of the National Green Jobs Strategy, including identification of skills needs and the development of relevant curriculum.<sup>9</sup> In Kenya, the ILO is supporting the introduction of the National Strategy on Green Skills and Jobs through providing technical assistance and convening consultation.<sup>10</sup>

## These new policies are influencing shifts in TVET practice

Where green skills policies are in place, they are leading to the development of new TVET curriculum and programmes. In Kenya, the TVET Authority (TVETA) has been tasked with developing green skills to support national green strategic priorities including through the introduction of programmes and curricula for circular economy/waste management and renewable energy (solar photovoltaic [PV] panel installation). In Ghana, the Commission for TVET (CTVET) is responsible for developing policy and practice aligned with the demands of the green economy. It is mandatory for TVET curriculum development to embed aligned green skills. CTVET has partnered with the ILO and GIZ to develop a green curriculum for emerging jobs such as solar PV panel installation and maintenance. It has also developed key green construction sector roles focusing on TVET institutional and instructor upskilling and upgrading interventions. Additionally, Ghana's TVET Service (TVETS) has a "green team" focused on developing skills for the green economy; this includes developing training for high-demand occupations and skills gaps in recycling, bioconstruction, waste reduction/management, and solar PV panel installation/maintenance.<sup>11</sup>

## TVET has a role in promoting migration pathways

The five countries are all open to skilled emigration with varied levels of direct policy engagement to promote it. The Kenyan National Labour Migration Strategy outlines the government's commitment to a strong labour migration governance framework, addressing the issue of rising youth unemployment by harnessing the potential of labour migration (ILO, 2024b). The strategy is anchored on four pillars: governance and accountability, skills for the global labour market, cultural integration and resilience, and skills recognition. It aspires to elevate Kenya's standing as a hub for highly skilled workers in the global marketplace.<sup>12</sup> The countries plan to sign ten new BLAs, sending millions of workers abroad in the coming years (Musau, 2023; Ross and Martinez, 2025).

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9 For more information, please see <https://www.ilo.org/resource/article/ilo-and-partners-inaugurates-green-jobs-green-skills-project-ghana>.

10 For more information, please see <https://www.ilo.org/resource/news/ilo-supports-kenya-refine-national-plan-green-jobs-and-skills>.

11 For more information, please see <https://ctvet.gov.gh/advancing-sustainability-in-tvet-ctvets-role-in-the-greening-tvet-validation-workshop/>.

12 See, for example, their new agreement with Germany: <https://www.ilo.org/resource/article/kenya-germany-bilateral-labour-agreement-solidifies-path-skilled-labour>.

The Ghanaian government's economic growth strategy references the importance of job creation opportunities afforded through effective migration management driven through international partnerships (IOM, 2022). In May 2025, the government was discussing a labour mobility agreement with Germany, similar to the one Kenya signed, to create safe and decent employment opportunities for Ghanaian youth that meet Germany's skills needs and immigration requirements.<sup>13</sup> Notably, the Skills Partnership project (2023–2027) between Germany, Ghana, and Senegal, funded by the EU and delivered by GIZ, is formalising and developing skills for orderly migration pathways with a focus on skills development programmes tailored to country-specific high-demand occupations (CGD, 2025b).

Similarly, the Pilot Project Addressing Labour Shortages Through Innovative Labour Migration Models (PALIM) and subsequent models Towards a Holistic Approach to Labour Migration Governance and Labour Mobility in North Africa (THAMM, and THAMM Plus) have linked skills development in Morocco with labour market needs in Belgium, Germany, and France. Stakeholders noted that Morocco is currently developing a migration strategy; meanwhile, education officials expressed strong interest in pursuing skilled emigration opportunities.

## However, challenges persist in delivering expected outcomes

There are documented challenges to the development of green skills through current TVET models. These include access to green training resources, especially as green jobs are often in emerging sectors; TVET trainer knowledge of green jobs, practices, and technology; limited access to green curriculum and components; and the need to raise awareness of green opportunities and training amongst learners and their communities (UNESCO-UNEVOC, n.d.). The nascent commitment and progress identified in this study made towards green skills development is limited by challenges in effective TVET delivery.

Stakeholders referenced disconnects between green jobs policies and the formulation of programmes in government-operated TVET systems. There are limited resources available for TVET providers to acquire green training technologies, particularly in renewable energy, which leaves learners unable to access industry-relevant training environments. TVET trainers require regular in-service training to keep them up to date on emerging industry practice, and there is a need to promote closer linkages between training and industry through the introduction of formal work-based learning programmes. These challenges are particularly pronounced in government-operated programmes that start from lower quality benchmarks; often lack the autonomy to adapt on their own and towards changing industry demand; may not be subject to accountability for job placement outcomes; and, in most cases, are not able to take advantage of the revenue potential of linking training to migration due to centralised funding mechanisms.

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13 For more information, please see <https://www.ghanaweb.com/GhanaHomePage/NewsArchive/Germany-Ghana-in-talks-for-labour-mobility-agreement-to-benefit-youth-Ablakwa-1984052>.

## Most government-operated programmes will not meet these performance benchmarks

Targeting support to government-operated providers is likely to have a low return on investment in the near term and risk harmful delays in closing the green skills gap. Initial investments should be focused on high-performing programmes. Once near-term gaps begin to close and trust is built with high-income countries through migration partnerships, the development community could leverage those demonstration effects to work to support government TVET systems. Indeed, closing the green skills gap will require African governments to undertake holistic, industry-oriented TVET reforms; develop TVET personnel in green skills; align training resources; redesign curricula; and develop quality assurance and green quality metrics. Using the need to respond to the demand for green skills to catalyse these reforms could push TVET systems to deliver better results for graduates and employers and make TVET more attractive through delivering training that leads to employment in “clean” green sectors (GIZ, 2023).

Thankfully, this study has identified nine examples of high-performing TVET programmes that equip youth with green skills that correspond with market demand, denoted as “investment-ready” opportunities.

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## Nine investment-ready TVET providers

**To meet the urgent needs of closing the green skills gaps, the study identified high-performing, investment-ready African TVET providers** that are currently delivering green skills training that is responsive to the needs of local industry, has the capacity or experience to engage with international networks, and is at (or near) global standards of quality expected in high-income countries (Table 1). [Annex 1](#) provides full descriptions and key data on each of those providers and leads on additional promising providers. [Annex 2](#) includes additional context on each country studied as well as identified good practices.

**These providers are “investment-ready.”** They have active, viable plans for how they could expand their work and/or represent models that could be readily replicated. This could involve a range of grant investments, from new curricula development and training of trainers to provision of new equipment, up to and including infrastructure expansions of existing campuses or construction of new ones. With this support, investment-ready providers can begin scaling green skills development. To take advantage of international emigration opportunities, many would need supplementary language training depending on the country of destination, and most would require support developing predeparture orientation and social, cultural, and employer integration programmes. These providers would then serve as demonstration models for pathways that integrate skills development and migration, building trust with and between employers and governments.

This study identified nine such investment-ready training programmes across the five studied countries that are capable of delivering at the required level of quality, are eager to explore migration pathways, and are poised to scale to meet global green skills demand. These largely fall into two major categories of TVET providers: (1) public-private partnership (PPP) providers; and (2) providers belonging to electrical utilities that have been designated as Centres of Excellence (CoEs) through the African Network of Centres of Excellence in Electricity (ANCEE) created by the Association of Power Utilities of Africa (APUA). The final section presents additional programmes and projects that represent good practices that could be incorporated into future investments.

## Public-private partnership providers

The first set of investment-ready opportunities are PPP training programmes. These programmes are characterised by the government retaining ownership of the physical facilities while the centre is independently managed, in most cases under a concession to the industry association for the relevant sector. Programmes may even be accredited by industry but mapped to national qualification frameworks. This governance model provides independence and flexibility to the provider and introduces direct accountability to sector employers (Ricou and Moore, 2020).

Across the programmes, the governments provide a partial subsidy to the providers that covers some of the operational costs of delivering initial training to youth. This means that providers have an incentive to generate revenue by selling in-service or upskilling training, as well as advisory services to firms. Importantly, trainers are most often hired on private sector contracts and have real-world experience in their domains, including, in many cases, holding current sector roles. This stands in contrast to many government-operated TVET providers that are staffed with lifelong civil servants, often without having the required technical competencies. The training provided is practical and often includes work-based learning that takes place in firms for up to 50 percent of training time. We identified PPP providers in Morocco and Senegal delivering a range of key skills needed for the green transition and eager to explore the potentials of migration pathways. In addition to the investment opportunities offered by each of these providers, they present a model for high-quality green skills training, which can link to migration pathways that can be both replicated and scaled to new sectors within these countries and introduced to other countries as well.

## African Network of Centres of Excellence in Electricity

The second category of investment-ready providers were those that have been designated as CoEs by ANCEE, an initiative of APUA.<sup>14</sup> These centres were originally established within or linked to national power utilities primarily as training programmes meant to serve the needs of their respective utilities. With the support of the AFD and AfDB, APUA established ANCEE in 2016. Over the following years, ANCEE labelled 10 power utility training centres as CoEs.

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14 For more information, please see <https://ancee-racee.org/>.

The primary objectives of ANCEE is to improve the performance of African power utilities, make them more attractive to investment, and ultimately improve electricity quality and supply through strengthened human resources. To achieve this, ANCEE supported utility training centres to move from being largely focused on internal training to being service providers for other utilities. This opening has positioned these CoEs to serve more broadly to develop energy-related skills, including those necessary for the green transition. Importantly, each of these CoEs delivers high-quality training with a focus on delivering graduates with the practical skills needed to staff utilities that function well. Being operated by the privately managed utilities, they are held accountable for their performance and are given managerial autonomy to meet their objectives. As with the PPPs, they are staffed by technical experts with professional experience in their fields. The CoEs that we engaged with in Côte d'Ivoire, Ghana, Kenya, and Morocco each expressed interest in using migration pathways to leverage their experience to help close the global green skills gap.

**Both the PPP providers and the CoEs were eager for partnerships that would open avenues to expand their reach, continue to raise their profiles, and generate new revenue.** In particular, they saw international migration pathways as ways to continue to raise the profile of their institutions, access additional support and quality assurance, and generate new revenue streams (see Box 2). In the case of the PPPs, this would further solidify the programmes as leaders in their space, bringing prestige and international recognition. Some of the PPPs visited also noted financial challenges, including that subsidies from the government sometimes do not fully cover operating expenses for preservice programmes, let alone saving for future investments. Migration partnerships that generate additional revenue could solidify providers' financial positions, enabling them to maintain and expand their impact. Investing in CoEs would leverage their directly relevant infrastructure and expertise and bring it to bear on delivering green skills for the broader economy. Additionally, the identified programmes already have or have the potential to embed strong inclusion principles in their programming that would further promote equitable access to both domestic and international opportunities, supporting a green transition.

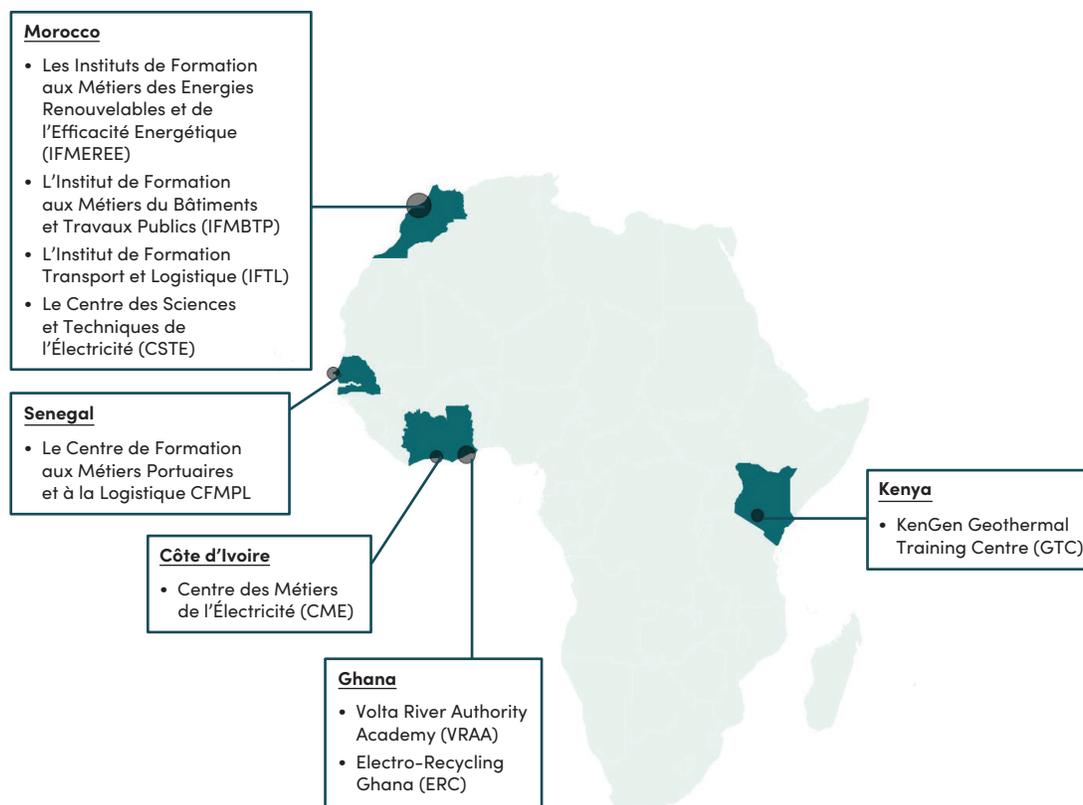
**TABLE 1. Investment-ready African green skills TVET providers**

| Country/<br>Provider                      | Type of<br>Provider | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Côte d'Ivoire</b>                      |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Centre des Métiers de l'Électricité (CME) | CoE                 | CME is a training centre owned by the Compagnie Ivoirienne d'Électricité (CIE) – Côte d'Ivoire's power utility. CME has a core mandate to provide continuous professional development for staff of the utility (2,000–5,000 per year) but also provides both initial, two- to three-year diploma training (~250 graduates per year) and upskilling and certificate courses (1,000 per year). Of diploma graduates, 70 percent are employed six months later and on average earn USD 500–900 per month net. Training and consulting are also provided for smaller regional utilities and other African clients.                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Ghana</b>                              |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Volta River Authority (VRA) Academy       | CoE                 | VRA Academy, part of Ghana's power utility, the Volta River Authority, trains Ghanaian and wider African energy sector technicians, engineers, and managers through competency-based engineering and nonengineering courses. There is a growing focus on green skills, with courses relating to hydrogen, thermal, solar, and wind offered. VRA Academy delivers programmes for around 3,000 trainees a year (approximately 2,500 internal trainees and 500 external enrolments). It offers modular bespoke courses ranging from five days to two years, with the majority being delivered in around 5 to 10 days. The majority of VRA Academy's programmes are aimed at existing sector professionals who require targeted upskilling to address identified skills gaps. A smaller number of longer programmes are accredited by CTVET, combining practical and theoretical elements delivered in an industry-aligned training centre.                                                                                                                 |
| Electro Recycling Ghana (ERC)             | Private             | ERC is a German-Ghanaian partnership introducing innovative models for skills training and start-up support for the green economy. ERC utilises the demand for affordable electronics by delivering training programmes to develop skills in testing, repairing, and reusing old electrical appliances. Training focuses on skills required for services in e-waste recycling, plastic recycling, and battery management. ERC also supports start-ups, with platforms for over 200 youth to sell tablets, phones, and laptops produced through ERC's recycling activities and other products such as recycled electric vehicle (EV) batteries and pay-as-you-go data packages, which are in high demand in Ghana.                                                                                                                                                                                                                                                                                                                                       |
| <b>Kenya</b>                              |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| KenGen Geothermal Training Centre (GTC)   | CoE                 | GTC is part of the Kenya Electricity Generating Company PLC (KenGen), East Africa's leading electric power generating company. GTC offers a range of diploma programmes and short courses, which include internships and practical training opportunities, such as: diplomas in Geology Technology (two to three years), which cost KES 40,000–50,000 (USD 300–400) per year, and in Energy Project Management (two years), which cost KES 35,000–45,000 per year. GTC also offers a range of short courses (21–45 days) to address specific industry needs linked to geothermal techniques and energy sector management. These courses have been developed under the East Africa Skills for Transformation and Regional Integration Project (EASTRIP) (see further discussion in <a href="#">Annex 2</a> ). GTC graduate career paths include roles in Geology Technology, Energy Project Management, Geothermal Engineering, and Environmental and Direct Use Applications. Graduates have also found employment in Ethiopia, Djibouti, and Tanzania. |

**TABLE 1. Investment-ready African green skills TVET providers (Continued)**

| Country/<br>Provider                                                                                        | Type of<br>Provider | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Morocco</b>                                                                                              |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Les Instituts de Formation aux Métiers des Energies Renouvelables et de l'Efficacité Energétique (IFMEREER) | PPP                 | IFMEREER has three campuses and operates under a PPP where the operations of the network have been transferred to two industry associations under a concession agreement. IFMEREER offers two-year preservice training programmes that result in Specialised Technician or Technician qualifications, covering a range of areas from solar energy systems and wind energy systems to energy efficiency. The network has seen more than 2,000 trainees graduate to date, with 73 percent placed in jobs within six months.                                                                                                                                                                                                                           |
| L'Institut de Formation aux Métiers du Bâtiments et Travaux Publics (IFMBTP)                                | PPP                 | IFMBTP is operated under a concession agreement by the sector's industry association. IFMBTP opened in 2023, and its first class of 87 trainees graduated in July 2025. By October 2025, 65 had already been hired and an additional 10 were continuing their studies. The centre has a current capacity of 240 trainees across two cohorts, 48 percent of which are women. In 2025, IFMBTP received 20,000 applications for 120 open spots. IFMBTP offers a range of two-year diploma programmes to shorter certificate courses, including Construction, Topography, Construction Laboratory Sciences, Metalworking, and Electrical Engineering, and Smart Home Technology.                                                                        |
| L'Institut de Formation Transport et Logistique (IFTL)                                                      | PPP                 | IFTL is a PPP provider that is operated under a concession agreement by the Transport and Logistics Federation – the sector's industry association. IFTL opened in 2023, and its first cohort of 131 trainees graduated in September 2025. As of October 2025, 31 already had job offers and another 40 expressed interest in continuing their studies at the centre's new bachelor's programme (requiring one year of additional study.) IFTL has a current capacity of 540 places for two cohorts of two-year diploma students. IFTL offers two-year diplomas in Multimodal Transport Organisation, Supply Chain and Logistics Management, Warehouse Management and Commercial Driving, and other complementary warehouse and logistics training. |
| Le Centre des Sciences et Techniques de l'Électricité (CSTE)                                                | CoE                 | CSTE is the training arm of Morocco's national electricity and water utility. CSTE trains around 6,000 people annually, including 500 participants from Moroccan industry and sub-Saharan Africa. CSTE delivers more than 400 modules across production, transmission, and distribution, covering over 40 trades and 1,000 job functions. CSTE operates on a commercial basis and reinvests revenues into its facilities and training offer. It is ISO 9001 and 2993 certified and has been recognised as an ANCEE Centre of Excellence since 2013.                                                                                                                                                                                                 |
| <b>Senegal</b>                                                                                              |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Le Centre de Formation aux Métiers Portuaires et à la Logistique (CFMPL)                                    | PPP                 | CFMPL was established in 2011 and operates as a PPP – owned by the government but managed by the Port of Dakar community. CFMPL receives government subsidies, covering 90 percent of preservice training costs for youth, with the rest covered by the trainees themselves. Demand for its programmes is high, with CFMPL having received 2,500 applications in 2024 for 64 preservice places. The centre offers two-year diplomas in Commercial Transport, Handling and Port Operations, Logistics, and International Transport. Major partners include Total, Bolloré, and Caterpillar. Outcomes are strong, with 86 percent of graduates employed.                                                                                              |

**FIGURE 1. Identified green skill TVET providers**



## Additional good practices

In addition to the investment-ready opportunities laid out above, the study also identifies examples of good practice from donor-led interventions. These interventions are delivering inclusive and labour market-relevant programmes through institutionalising dual TVET models, providing support to policymakers; resources and infrastructure; and TVET trainer programmes. Governments and donors can consider integrating these practices as part of strengthening or reforming existing TVET services or into donor supported programmes. Examples of these types of practices include the following:

- Employers in countries of destination with production facilities in countries of origin (e.g., Kronos in Kenya) supporting the development, delivery, and assessment of dual TVET programmes. These interventions have led to the joint certification of programmes between origin and destination countries' awarding authorities driving up programme quality and opportunities for migration pathways.<sup>15</sup>

15 See the Finnish and German co-financed Youth Employment and Vocational Training II project (2023–2026), implemented by GIZ: <https://www.oph.fi/sites/default/files/documents/Youth%20Employment%20and%20TVET%20in%20Kenya%20-%20Project%20description.pdf>.

- The Swisscontact Propela project in Kenya has introduced paid apprenticeships putting employers at the forefront of TVET delivery. These cases of good practice can inform other short-term investments and provide valuable models for future programme and system development, but additional study would be needed to verify whether these specific programmes could absorb additional investment at this time.<sup>16</sup>
- Projects such as Skills Partnership between Senegal, Ghana and Germany and Youth Employment and Vocational Training II have introduced good practice in linking TVET programmes to migration pathways embedding models that unlock crucial “triple wins” benefits for the country of origin, the country of destination, and the migrant themselves.

These programmes have sought to promote and embed sustainable models. This has included building domestic TVET provider capacity to deliver green skills training through significant infrastructure investment, partnering with the private sector, including in the case of Propela securing financial commitment to training through funding stipends, and reinforcing national skills systems by introducing green occupation standards and TVET trainer-development activities. However, there is an opportunity for further investment to align with donor interventions to build on the platforms that the projects have created.

Importantly, the study also found strong examples of the private sector organisations demonstrating good practice in the development of green skills programmes and understanding. Skills development driven by the private sector will be more closely aligned to labour market demands for green skills (OECD, 2017), as can be seen in the following examples:

- The Kenya Private Sector Alliance = and the Stockholm Environment Institute are supporting connections between Kenyan bioeconomy businesses with Swedish partners through the Advancing Bioeconomy Development Kenya (ABDK) project funded by the Swedish government.<sup>17</sup> ABDK supports the development of a skilled workforce capable of addressing environmental challenges and contributing to green growth.<sup>18</sup>
- The Kenya Association of Manufacturers (KAM) supports the operation of the Centre for Green Growth and Climate Change (CGCC), developed in collaboration with the United Nations Development Programme (UNDP) to promote sustainable practices within the manufacturing sector. The centre supports private sector capacity to conduct energy audits (over 800 have been conducted through the initiative), including through training 400 sector managers in energy efficiency and conservation. CGCC has supported the formation of the Association of Energy Professionals of East Africa (2014), which has

16 For more information, please see <https://www.swisscontact.org/en/projects/improving-skills-for-plumbers-and-electricians-through-dual-apprenticeship-training-propela>.

17 For more information, please see <https://www.sei.org/projects/advancing-bioeconomy-development-in-kenya/>.

18 For more information, please see <https://www.sei.org/features/mapping-to-matchmaking-accelerating-kenyas-bioeconomy-through-strategic-partnerships/>.

provided a platform to develop industry understanding of key issues underpinning green economic transition.<sup>19</sup>

- The Kenya Extended Producer Responsibility Organization (KEPRO), which works across the KAM membership network, was established in collaboration between Danish Industry (DI) and KAM to promote the circular economy and energy efficiency, introducing private sector institutional capacity building, tool kits, awareness raising, waste reduction competitions, and collaboration with waste service providers. KEPRO also has a youth chapter that engages and empowers young people to become catalysts for positive change within their communities.<sup>20</sup>
- There are also examples of impactful green economy PPP such as the Lake Turkana Winder power project, which has been developed by a partnership between the government, international agencies, and the private sector.<sup>21</sup>

The study also found examples of international organisations operating in the African labour market making important contributions to green skills dialogues and understanding. Shortlist, a workforce development agency, has conducted the research project Forecasting Green Jobs in Africa in collaboration with FSD Africa and Boston Consulting Group (FSD Africa and Shortlist, 2024). DI have also compiled a report entitled Towards Sustainable Growth and Decent Jobs, presenting insights from their project activities in developing countries (Danish Industry, 2024). Based in Kenya, Jacob's Ladder Africa focuses on green skills for youth and women, seeking to add 30 million green jobs to the African economy by 2030 through implementation, skills programmes, and enterprise development.<sup>22</sup>

## Conclusion

**The green skills gap exists now and is only growing; all countries need to produce these skills to support the green transition.** It will be important to scale green-skilled training programmes and TVET systems in low- and middle-income countries, especially in Africa. Additionally, creating migration pathways would allow skilled workers trained in countries of origin to contribute to filling the skills gaps at home and abroad while also supporting the development of country of origin TVET provision. Ideally, this approach takes advantage of increased access to youth and lower training costs in countries of origin; drives investment, revenue, and enhanced capacity in training programmes and systems; and provides opportunities for skilled workers whether they choose to migrate or stay – all while contributing to the transition to a lower carbon future. This “triple win” is good for employers in all countries, good for graduates who get quality and relevant training that leads to economic opportunities whether at home or abroad, and good for the environment.

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19 For more information, please see <https://kam.co.ke/centre-for-green-growth-and-climate-change>.

20 For more information, please see <https://kepro.co.ke/>.

21 For more information, please see <https://ltwp.co.ke/>.

22 For more information, please see <https://jacobs ladder.africa/>.

**We issue a call to action to the development and corporate communities. This study identified nine top-tier providers that are ready today to engage to meet these goals – begin investing now.** As noted in Table 1 and in more detail in Annex 1, these providers have investment projects ready to go. These range from adding new programmes like EV battery maintenance at IFTL or green hydrogen at IFMERE, <sup>23</sup> to supporting the development of migration pathways, <sup>24</sup> to expanding existing campuses like at IFMBTP, to scaling the PPP model to new cities and countries in partnership with existing centres and industry. Some of these investment needs are relatively modest; others, such as expanding infrastructure or creating a new campus, would require as much as USD 6–10 million to realise.

**Other potential providers almost certainly exist that were not identified in this study.** The six other ANCEE CoEs <sup>25</sup> merit consideration. The staff at IFMERE in Morocco noted that the Global Wind Organisation has certified providers in both Egypt and South Africa; <sup>26</sup> and IFTL in Morocco shared that they were in initial discussions to partner with L’Institut Méditerranéen de Formation aux Métiers Maritimes (IMFMM) <sup>27</sup> in Tunisia. The water and sanitation sector will also be critical to consider. Stakeholders noted the Centre de Formation aux Techniques de l’Eau, <sup>28</sup> which belongs to the Moroccan water utility, and the Regional Center for Training and Water Studies <sup>29</sup> in Egypt as high-performing programmes in the sector. Additionally, Eranove in Côte d’Ivoire also manages the Ivorian water utility and is planning to invest in the utility’s training centre with the aim to bring it up to the performance level of CME. The authors also welcome recommendations from readers to continue to expand this list. To scale green skills development beyond the initial providers we identified, additional work can and should be conducted to identify more providers like these that can be incorporated into future investments. Lessons can also be drawn from an initial round of investments to begin to chart a path forward for leveraging the need to develop green skills to drive reform of broader TVET systems.

**Success and lessons from initial investments in these high-performing centres can then be used to scale these best practices.** The clearest path for this would be to replicate these successful models – particularly the PPP model – both within the five study countries and into other countries. When those who migrate demonstrate value to country of destination employers, they and their governments should be willing to contribute towards this expansion. Key lessons can also be used to catalyse reform in government TVET systems as well. Investing in the nine identified centres should

23 Including new or adapted infrastructure, new equipment, curriculum development, training of trainers, etc.

24 Including identifying employer partners in countries of destination, developing any necessary supplementary programmes including language courses and predeparture orientation, mapping visa and work permit pathways, and coordinating with country of destination immigration officials.

25 For more information, please see <https://ancee-racee.org/ancee/?lang=en#centre-tab>.

26 For more information, please see <https://www.globalwindsafety.org/trainingproviders/findtrainingprovider>.

27 For more information, please see <https://imfmm.tn/web/>.

28 For more information, please see <https://www.onep.org.ma/>.

29 For more information, please see <https://rctws.gov.eg/>.

serve as a catalytic first step towards both the expansion of the supply of green skills and the reforms to TVET systems to deliver those skills efficiently and at high quality.

**This five-country study has started to identify key themes for additional research to inform future programme and system development.** This includes exploring approaches to identifying shared global skills needs and opportunities to map training programme design. This could include through defining joint international occupational standards describing knowledge, skills, and behaviours for priority green jobs; joint certification between countries of origin and destination; and the codesign and delivery of programmes aligned with defined global green skills demands.

The study identified green TVET networks that would provide an opportunity for stakeholder exchanges and partnership development. Additional research could identify how global partnerships and networks could promote the attractiveness of TVET and encourage stakeholder engagement. There are significant capacity development needs, linked to sector leadership and instructor knowledge, that also must be further understood. It is important to understand how TVET interventions can be aligned with sector reforms to develop scalable TVET programmes that unlock “triple wins.” The capacity of programmes and centres to align with the economic needs and skills gaps of countries of destination can be explored through labour market and TVET system analysis. This will support the identification of mappable programmes and qualifications in alignment with skills gaps and demand. The complexities and challenges associated with qualification mapping implies that it will be important to involve and draw on the expertise of destination countries’ accreditation agencies such as BIBB in Germany.<sup>30</sup>

**With targeted investment and drawing on good practice from across these five countries, real opportunities exist now to begin to scale green skills development in Africa to power the green transition both on the continent and globally. The authors stand ready to facilitate connections to and support engagement with the identified TVET providers.**

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30 For more information, please see <https://www.bibb.de/en/index.php>.

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## Annex 1. Investment-ready TVET providers

### Centre des Métiers de l'Electricité (Côte d'Ivoire)

CME,<sup>31</sup> created in 1970, is owned by CIE – the Ivorian national power utility. Both CME and CIE are managed by Eranove, a pan-African corporation headquartered in Paris, under a concession agreement from the government of Côte d'Ivoire. CME's vision is to become a centre of excellence for high-performing electrical and industrial sectors. Based in



Bingerville, on the outskirts of the commercial hub of Abidjan, CME has a core mandate to provide continuous professional development for staff of the utility. It also increasingly provides both initial (diploma) training for new entrants to the sector and upskilling and certificate courses for other firms in the sector. These programmes range from short upskilling courses, lasting just weeks or months, to two- to three-year diploma programmes. The total course costs for diploma programmes range from USD 2,600–3,500. Through ANCEE, the West African Power Pool (WAPP), and the West African Energy Exchange System, the centre has provided training and capacity development consulting for smaller regional utilities and other African clients. Representatives from CME expressed interest in scaling their operations and earning new revenue through international migration pathways – noting that while “we haven't thought about it, it's a real opportunity.” Indeed, a core part of their vision is to be a credible regional alternative to training in Europe. In recent experience, the Gabonese utility was inquiring about training in France and they were redirected to CME, as the quality is comparable at lower cost, closer to home.

In addition to managing CME, Eranove recently opened Eranove Academy<sup>32</sup> to offer additional complementary training offerings. These are offered largely through a virtual/e-learning modality. Courses include newly opened one- to three-year diploma programmes, including Electrical Engineering Technician, Energy Efficiency Technician, and Renewable Energy.

#### Programme areas.

- Two-year diploma programmes: Electrical Engineering; Industrial Maintenance; and Energy and Environmental Engineering.
- Bachelor's degrees (adding one year to a two-year diploma): Industrial Automation, Control, and Supervision Technician; Electrical Control and Industrial Computer Engineering;

31 For more information, please see [www.cme.ci](http://www.cme.ci).

32 For more information, please see [www.eranoveacademy.ci](http://www.eranoveacademy.ci).

Sustainable Development, specialising in Energy Efficiency, Renewable Energy, and Smart Home Technology; Distribution and Marketing of Electricity; Energy Management; Hydrological and Thermal Energy Production; and Energy Transmission and Flow.

- **Upskilling and certificate programmes:** A full range of utility services from generation to transmission and distribution; renewable energies; energy efficiency; customer service; and drone piloting.

**Scale and duration of programmes.** Diploma programmes last two to three years with a total student body of 500 students. There are 1,000 workers trained in short upskilling or certificate courses per year and between 2,000 and 5,000 utility staff trained annually.

**Governance and links to industry.** CME is owned by CIE, which is managed under a concession to a private firm, Eranove. Both the centre and the company respond to performance requirements set forth in the concession agreement and profit motive.

**Certifications and accreditations.** CME is recognised as a Centre of Excellence by ANCEE and WAPP. It holds ISO 9001 certification for quality management and ISO 50001 certification for energy management systems. It has also received certification from the French regulatory body Comité des Travaux Sous Tension. Certain programmes also have French Conservatoire National des Arts et Métiers (CNAM) accreditation.

**Programme outcomes.** Of diploma candidates, 91 percent pass their national exams. At six months, 70 percent of graduates are employed (compared to a national average of less than 40 percent). Some of those not employed are continuing their studies. On average, graduates earn a starting salary between USD 500 and USD 900 per month net. CME reports strong positive feedback from employers, with some sharing that they will only hire CME graduates.

**Investment needs.** CME reports that they would have capacity with their current infrastructure and equipment to increase the number of trainees to contribute to global demand through migration pathways. They did note a recent flood that damaged their onsite utility-grade solar equipment. They still have functional panels but need additional equipment to be able to restart that training. Creating new programme tracks would also require investment in curriculum design, training of trainers, and potentially equipment. Technical assistance would be required to design, initiate, and monitor a migration pathway.

## Volta River Authority Academy (Ghana)



VRA Academy is integrated into the Volta River Authority, through which it receives funding and planning oversight. VRA Academy trains Ghanaian and wider African energy sector technicians, engineers, and managers through competency-based engineering and non-engineering courses. VRA Academy delivers competency-based training (CBT) programmes for around 3,000 trainees a year (approximately 2,500 internal trainees drawn from the Volta River Academy workforce and 500 external enrolments). VRA Academy offers modular bespoke courses ranging from 5 days to two years, with the majority being delivered in around 5 to 10 days. The courses combine practical and theoretical elements and are delivered in an industry-aligned training centre. Training includes a growing focus on green skills through hydro, thermal, and solar power courses. Programmes are mapped to the Ghanaian National Qualification Framework (GNQF). VRA Academy are in the process of securing accreditation for some selected programmes from the Commission for Technical Vocational Education and Training (CTVET).

VRA Academy is a member of ANCEE, under the Association of Power Utilities in Africa (APUA), and has been selected as one of the five regional CoEs for the West African Power Pool (WAPP).<sup>33</sup> WAPP works across multiple African countries to implement best practices in international integrated power systems operations and management. VRA Academy works through its international networks to deliver training and capacity development support to African partners, including plans to deliver 30 courses in the next year to cohorts from Malawi, Zimbabwe, Angola, and Eswatini.

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33 For more information, please see <https://usea.org/regional-partnerships/west-african-power-pool-wapp>.

**Programme areas.** Aimed at developing the competencies of both technical and nontechnical staff within the energy sector. This includes a range of sector-specific training; generation programmes, such as power networks and substation maintenance; renewable energy integration; and nontechnical courses in energy management and leadership, and IT.<sup>34</sup>

**Scale and duration of programmes.** Modular bespoke courses ranging from five days to two years, with the majority being delivered in around 5 to 10 days to current sector professionals.

**Governance and links to industry.** VRA Academy is integrated into the Volta River Authority with programmes directly aligned to industry skills needs. VRA Academy programmes include workplace elements, developing professional self-awareness, opportunities to apply the knowledge and the skills in a practice-based setting, and internships.

**Programme outcomes.** Training targeted at existing Volta River Authority or partners employees looking to upskill or reskill through occupation-specific training, embedding direct links between training and employment.

**Investment needs.** VRA Academy has a budgeted business plan, developed in consultation with the Volta River Authority; however, it would welcome the opportunities afforded by additional loans or grants. They noted that investment could be delivered through a match funding model with the Volta River Authority. A priority investment is for support to acquire training simulators to replicate power station and renewable energy employment working conditions, which can be challenging, and in some cases dangerous, for trainees to access through work-based learning (WBL).<sup>35</sup> They highlighted the importance of train the trainer interventions aligned with the provision of new training resources and emerging global training techniques. This includes through equipping new training rooms, campus infrastructure, and training resources. Finally, the academy would value international collaboration in the development of a curriculum, especially for emerging green technologies and jobs.

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34 For more information, please see [https://www.vra.com/media/2018/2019\\_percent20VRA\\_percent20Academy\\_percent20Training\\_percent20Brochure.pdf](https://www.vra.com/media/2018/2019_percent20VRA_percent20Academy_percent20Training_percent20Brochure.pdf).

35 UNESCO-UNEVOC define work-based learning as: “*Work-based learning refers to all forms of learning that takes place in a real work environment. It provides individuals with the skills needed to obtain and keep jobs and progress in their professional development. Apprenticeships, internships/traineeships and on-the-job training are the most common types of work-based learning.*” For more information, please see: <https://unevoc.unesco.org/home/+TVETipedia+Glossary/lang=en/show=term/lang=en/term=Work-based+learning>.

## Electro Recycling Ghana (Ghana)



ERC is a German-Ghanaian partnership introducing innovative models for skills training and start-up support for the green economy.<sup>36</sup> ERC utilises the demand for affordable electronics by delivering training programmes to develop skills in testing, repairing, and reusing old electrical appliances. Training, developed collaboratively with German partners, focuses on skills required for services in e-waste recycling, plastic recycling, battery management, and data destruction. ERC also supports start-ups through introductions to a cohort of international investors ready to provide seed funding for sales booths to young entrepreneurs. The booths have provided platforms for over 200 youth to sell tablets, phones, and laptops produced through ERC's recycling activities and other products, such as recycled EV batteries and data packages (in high demand in Ghana).

**Programme areas.** In-house training programme for testing, repairing, and reusing old electrical appliance to support the delivery of services in e-waste recycling, plastic recycling, battery management, and data destructions. Utilising recycled resources to support youth start-ups selling equipment and data packages.

**Scale and duration of programmes.** Short courses: four to six weeks.

<sup>36</sup> For more information, please see <https://www.electro-recycling.com/>.

**Governance and links to industry.** Joint investment between German and Ghanaian partners developing electronic goods recycling to develop products that can be sold to the market through sales booths for young entrepreneurs, funded through investors.

**Programme outcomes.** Fifty trained employers and 200 youth start-up booths. ERC did not share the exact figure on the sustainability of the booths but indicated that it had been a successful model that they are planning to extend.

**Investment needs.** ERC faces challenges with its training centre infrastructure, which has faced challenges with flooding. Investment in the centre would allow ERC to grow the number of trainees and the quality of training. ERC also requires access to training resources that align with modern recycling/circular economy practice. The centre would also welcome the opportunity to access global training programmes and train the trainer input. The current investment model, working with youth to establish booths, could be further extended through additional investment and access to products.

## KenGen Geothermal Training Centre (Kenya)



GTC is part of KenGen, East Africa's leading electric power generating company. GTC's vision is to be a globally recognised CoE for the development of skills requirements in the energy sector that contributes to the sustainable development of energy resources. The centre has established MoUs with domestic and international partners that allow it to keep up to date with sector advances in practice, research, and technology. Its international activities have included study visits to Germany, New Zealand, the US, Japan, and partner East African countries. GTC conducts energy sector research in collaboration with international higher education partners, including the UN's University-Geothermal Training Programme (UNU-GTP). The centre also partners agencies such as APUA, the World Bank, UNEP, and UNU-GTP.

**Programme areas.** GTC delivers both bespoke courses, developed subject to demand, and longer KNQF-mapped programmes in areas such as geosciences, basic computer skills, health and safety, management skills, and renewable energy through training in geothermal technology and environmental sciences.

GTC has been selected as the regional TVET CoE in geothermal energy for the EASTRIP programme. It is currently the project's only renewable energy-focused CoE.

The centre was awarded a USD 10.8 million grant towards upgrading training and accommodation infrastructure.<sup>37</sup>

**Scale and duration of programmes.** The number of learners training on the centre’s short courses is subject to demand, with around 200–220 full-time learners on the longer-term programmes.

**Governance and links to industry.** GTC is part of KenGen, East Africa’s leading electric power generating company, but serves both internal and external trainees.

**Investment needs.** GTC referenced opportunities for ongoing global support for curriculum development, especially in alignment with emerging green jobs, technology, and skills. Although the centre’s embedded role in the wider KenGen organisation provides it with access to industry demand, it would welcome access to global best practice in sector training programmes. This includes dialogues with other CoEs on emerging trends and training techniques. GTC identified the value of train the trainer interventions that supported the introduction of “dual professional” behaviours through keeping instructors up to date with sector trends and develops their pedagogic skills. There is an ongoing need for investment to build on the resources and infrastructure platform that has been established through the EASTRIP project. The investment from the World Bank has made a significant difference to GTC’s capacity to deliver quality training; however, as they are delivering programmes in a fast-moving sector there remains a continuous need to access modern training equipment, resources, and materials. GTC would also welcome the opportunity for investment to support their international partnerships, including with other energy sector CoEs and mapping of programmes. They have established curriculum links with East African peers through the EASTRIP project and would like support to grow their network and programmes to wider international providers.

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37 For more information, please see <https://www.kengen.co.ke/index.php/geothermal-center-of-excellence.html>.

## Instituts de Formation aux Métiers des Energies Renouvelables et de l'Efficacité Energétique (Morocco)



IFMERE opened its first of three campuses in 2015 in Oujda, followed by campuses in Tangier in 2019 and Ouarzazate in 2020. The network was established by the government of Morocco to contribute to its 2009 national strategy of ensuring 56 percent of energy production comes from renewable sources by 2030.<sup>38</sup> Financing for the project was provided by the AFD, GIZ, and the EU. The centres would directly address the projected need of 23,000 new renewable energy technicians and 30,000 energy efficiency technicians by 2025. The network operates under a PPP where the operations of the network have been transferred to two industry associations – the National Federation of Electricity, Electronics, and Renewable Energy and the Federation of Metallurgical, Mechanical, and Electromechanical Industries – under a concession agreement. IFMERE is thus managed as an independent network with joint accountability to industry and the government.

IFMERE offers two-year preservice training programmes that result in Specialised Technician or Technician qualifications that require completion of secondary school with or without the baccalaureate exam respectively. These cover a range of areas from solar energy systems and wind energy systems to energy efficiency. Courses are competency based and delivered with a mix of classroom and practical experience. The network has seen more than 2,000 trainees graduate to date with 73 percent placed in jobs within six months. Initial training is offered free of charge to Moroccan youth with costs being partially covered by a subsidy from the Moroccan government. IFMERE earns additional revenue to cover the gap by selling upskilling and certificate courses as well as other

38 For more information, please see [https://amee.ma/sites/default/files/inline-files/LA\\_NOUVELLE\\_STRATEGIE\\_ENERGETIQUE\\_NATIONALE.pdf](https://amee.ma/sites/default/files/inline-files/LA_NOUVELLE_STRATEGIE_ENERGETIQUE_NATIONALE.pdf).

professional services, including designing PV and wind power systems, conducting energy efficiency audits, and carbon audits. IFMEREETangier alone earns USD 250,000 a year from these services. Of note, IFMEREETangier has also received outreach from a German state chamber of commerce interested in exploring a migration partnership.

#### **Programme areas.**

- Two-year diploma programmes: Solar Energy Systems; Wind Energy Systems; Energy Efficiency; PV Technician.
- Bachelor's degrees (adding one year to a two-year diploma): Solar Energy Systems.
- Technical Secondary School Diploma: Renewable Energy.
- Upskilling and certificate programmes: Solar Systems, Wind Energy Systems, Energy Efficiency Audit; Biogas; Global Wind Organisation courses including health and safety, working at heights, and fire safety modules (among others).

**Scale and duration of programmes.** Diploma-based programmes last two to three years with over 500 graduates per year spread across three campuses. There are an average of 250 trainees for upskilling and certificate courses per year at the campus in Tangier.

**Governance and links to industry.** IFMEREETangier is a PPP between the government of Morocco and two industry associations – the National Federation of Electricity, Electronics, and Renewable Energy and the Federation of Metallurgical, Mechanical, and Electromechanical Industries.

**Certifications and accreditations.** IFMEREETangier is recognised as a CoE by the European Training Foundation. It holds ISO 9001 certification for quality management. IFMEREETangier is one of only three Global Wind Organisation–certified training providers in Africa. Certain programmes also have CNAM accreditation.

**Programme outcomes.** Overall, the IFMEREETangier network has placed 73 percent of graduates in jobs. IFMEREETangier had an average of 80 percent placement for 2024 graduates. In 2023, 100 percent of solar panel installation technician graduates found jobs. Of clients purchasing upskilling/professional development services, 98 percent report being satisfied by the training. Graduates of wind energy programmes can expect to make USD 600 per month net as a starting salary and can expect that to grow to USD 1,000–1,500 per month after gaining one to two years of experience. Other fields average USD 300–400 per month net as a starting salary.

**Investment needs.** IFMEREETangier has an ambition to expand to a new campus in Casablanca that could serve the needs of that region and tap into the revenue potential of serving the largest economic base in the country. Morocco has also signed large investment deals to develop a green hydrogen industry and IFMEREETangier is seeking support to develop the training programmes necessary to launch and sustain this industry. Finally, IFMEREETangier noted that some of their equipment was purchased during the initial creation of the centre and is in need of updating or replacing.

## L'Institut de Formation aux Métiers du Bâtiments et Travaux Publics (Morocco)



IFMBTP is a PPP training provider that was cofinanced by the American Millennium Challenge Corporation and the government of Morocco. It is operated under a concession agreement by the Fédération Nationale du Bâtiments et des Travaux Publics (FNBTP) – the sector's industry association. IFMBTP opened in 2023 and saw its first class of 87 trainees graduate in July 2025. By October 2025, 65 had already been hired and an additional 10 were continuing their studies. The centre has a current capacity of 240 trainees across two cohorts. Of current trainees, 48 percent are women. In 2025, IFMBTP received 20,000 applications for 120 open spots.

IFMBTP offers 10 two-year diploma programmes that include Construction, Topography, Construction Laboratory Sciences, Metalworking, and Electrical Engineering and Smart Home Technology. Green methods and skills are incorporated transversally across the programmes. Instruction is competency based and includes hands-on, practical coursework as well as WBL. They also offer two- to three-day certificate courses focused on digital technology in construction and health and safety. Initial training is offered free of charge to Moroccan youth, with costs being partially covered by a subsidy from the Moroccan government. They also offer on-demand, bespoke continuous professional development to firms, including management courses, on a fee-for-service basis. On average this costs firms USD 120 per person per day. The centre has also established a process for recognition of prior learning.

In partnership with the Port of Cotonou, they are providing free training to a group of Beninese women. Representatives of the centre expressed deep interest in linking to migration pathways and thought that 30 percent of their current students would be interested to pursue a mobility track.

#### **Programme areas.**

- Two-year diploma programmes: Surveyor, Land Surveyor/topographer; Construction Laboratory Techniques; Metal Framework; Aluminium and Stainless-steel Operator and Installer; Electricity and Home Automation; Waterproofing Worker; Aluminium and Stainless-steel Carpentry.
- Bachelor's degrees (adding one year to a two-year diploma): Opened in January 2026 for digital construction design.
- Short certificate courses: IT in Construction; Health and Safety.

**Scale and duration of programmes.** At current capacity, IFMBTP can confer degrees to 120 trainees per year from their two-year diploma programmes.

**Governance and links to industry.** IFMBTP is a PPP between the government of Morocco and the sector's industry association, the FNBTP. The centre describes itself as “a training centre for professionals by professionals.”

**Certifications and accreditations.** IFMBTP is accredited by buildingSMART International to provide certificate courses in Building Information Modelling. They are pursuing CNAM accreditation for the bachelor's programme that will begin in January 2026.

**Programme outcomes.** As of this study, the first cohort of graduates had only been out of training for three months and yet 75 percent had already found jobs, with another 11 percent opting to pursue further studies. Graduates can expect to earn USD 500–700 per month, net of taxes, as starting salaries.

**Investment needs.** With 20,000 applications received during their last recruitment cycle for 120 places, the demand from youth for this training is exceptionally high. However, with the current infrastructure, the centre is at capacity. Land exists on their current premises to expand and double their current capacity. They also have existing designs for this USD 6–7 million expansion. It is a “shovel-ready” project that could be completed in 12 months. With the existing demand, IFMBTP also believes they could easily partner with another municipality in Morocco to identify land and build a new campus for an additional USD 7–14 million. FNBTP is also a member of the African Federation of Construction Contractors Associations (AFCCA). Through AFCCA, investors could identify other national construction associations that could lead similar PPPs in other countries.

## Institut de Formation Transport et Logistique (Morocco)



IFTL is a PPP provider that was cofinanced by the Millennium Challenge Corporation and the government of Morocco. It is operated under a concession agreement by the Transport and Logistics Federation – the sector’s industry association. IFTL opened in 2023, and its first cohort of 131 trainees graduated in September 2025. As of October 2025, 31 already had job offers and another 40 expressed interest in continuing their studies at the centre’s new bachelor’s programme (requiring one year of additional study). IFTL has a current capacity of 540 places for two cohorts of two-year diploma students. It also offers nine-month training for truck drivers. The centre recently launched a bachelor’s programme for supply chain management that will add an additional year of training to a two-year diploma.

IFTL offers two-year diplomas that include Multimodal Transport Organisation, Supply Chain Management, and Logistics and Warehouse Management. Shorter courses are offered for commercial truck drivers that incorporate techniques for fuel-efficient driving. Due to the potentially high cost of accidents caused by trainees in commercial warehouses or in trucking, IFTL found that firms were unwilling to host WBL; however, they compensated with increased practical training at IFTL. Initial training is offered free of charge to Moroccan youth with costs being partially covered by a subsidy from the Moroccan government. Drivers can expect to earn a starting salary of USD 500 a month net and logistics technicians can expect to earn a starting salary of USD 600 a month net. They also offer certificate courses and continuous professional development for warehouse equipment operators and supervisors. For example, in early 2025, IFTL secured a contract with the Ministry of Interior to train 84 agents that will be responsible for maintaining regional rapid emergency response depots. Currently, IFTL generates USD 100,000 from fee-for-service training and consulting but expects that number to double within the next few years.

They also offer certificate courses ranging from two weeks to two months. focused on digital technology in construction and health and safety. They also offer on-demand, bespoke continuous professional development to firms, including management courses, on a fee-for-service basis.

**Programme areas.**

- Two-year diploma programmes: Multimodal Transport Organisation; Production Logistics Management; Logistics Management; E-commerce and Distribution; Warehouse Management; Commercial Driver.
- Bachelor's degrees (adding one year to a two-year diploma): Customs Management and Operations; Supply Chain Management.
- Short certificate courses: Warehouse Equipment Operations; Loading Dock Operations/Management; Logistics Planner; Warehouse Management.

**Scale and duration of programmes.** At current capacity, IFTL can confer degrees to 150 trainees per year from their two-year diploma programmes. In 2024, they conducted upskilling training for more than 500 employees of 16 firms.

**Governance and links to industry.** IFTL is a PPP between the government of Morocco and the sector's industry association, the Transport and Logistics Federation.

**Certifications and accreditations.** The Supply Chain Management bachelor's programme is accredited by CNAM.

**Programme outcomes.** With IFTL just seeing its first cohort of 131 trainees graduate in September 2025 (during the period of this study), it is early to measure programme outcomes, but signs are positive. Notably, 24 percent of graduates had employment within one month of graduation and another 31 percent had opted to continue their studies. Additionally, IFTL has a growing portfolio of fee-for-service trainings and consulting demonstrating a recognition of the centre's quality.

**Investment needs.** IFTL relayed that there is much they can do on their existing campus. This includes establishing an EV battery maintenance programme, which would require a USD 200,000 investment in new training equipment and infrastructure retrofits. Looking further up the supply chain, IFTL aims to become a CoE for battery analysis, repair, certification, and research. This would require an additional USD 1 million. There are also more mundane improvements to IFTL's current facilities that are needed such as creating sports facilities for trainees and adding more equipment to allow for additional training to occur within the current facilities. More ambitious projects could include replicating the centre in either Agadir or Marrakech, which could include expanding into port operations. Constructing a new centre would require an estimated USD 9 million. If the centre were to expand, IFTL also has innovative ideas to create commercial operations within the centre that could provide WBL opportunities for trainees while generating revenue for the centre.

## Centre des Sciences et Techniques de l'Électricité (Morocco)



CSTE, established in 1963, is the training centre of the Moroccan state-owned power utility, l'Office National de l'Électricité et de l'Eau Potable (ONEE). Its primary mission is to develop the utility's workforce to be able to ensure the safe, reliable, and efficient delivery of electricity nationwide. It also provides upskilling training to firms and individuals outside of the utility on a fee-for-service basis. As Morocco has other institutions dedicated to preservice training for youth, it does not offer this service.

Overall, CSTE trains 6,000 people per year. Of those, 500 are from Moroccan industry or from sub-Saharan Africa. Indeed, CSTE has established a strategy – including through engagement with ANCEE – to provide services to sub-Saharan African power utilities. To maintain quality, CSTE rotates staff from the utility to be trainers. This ensures that the trainers are up to date on current work methods and best practice.

**Programme areas.** CSTE trains on a full range of content areas relevant to utility operations including production, transmission, and distribution of electricity. This includes more than 400 modules that serve over 40 trades and over 1,000 job functions. They have been recently investing in integrating trainings on renewable energies and over 35 courses in soft skills. About half of training conducted focuses on safety and security.

**Scale and duration of programmes.** Six thousand trainees per year, with five hundred of those coming from outside of ONEE.

**Governance and links to industry.** CSTE is a unit within ONEE, a state-owned enterprise. While publicly owned and operated, ONEE functions with operational and financial autonomy, generating revenue and reinvesting in infrastructure and capacity development. To maintain high-quality,

practice-oriented instruction, CSTE rotates experienced staff from ONEE into trainer roles. This approach ensures that training content remains aligned with current operational standards and best practices in utility management. CSTE and ONEE are able to generate revenue and reinvest in their operations. Representatives of CSTE noted interest in being able to sell additional services through mobility pathways or to the rest of Africa as a means of generating revenue.

**Certifications and accreditations.** CSTE was named an ANCEE Centre of Excellence in 2013 and is ISO 9001 and 2993 certified.

**Programme outcomes.** Morocco has made immense strides over the last 20 years, expanding electricity services from only 30 percent rural electrification to now nearly universal access. CSTE played an important role in that progress, contributing essential capacity building to ONEE staff. CSTE reports over 88 percent trainee satisfaction with a recent redesigned six-month ONEE onboarding programme.

**Investment needs.** CSTE has made significant investments in its infrastructure, equipment, and trainers over the last five years. Additional investment priorities include: additional training equipment for renewable energy and energy storage, green hydrogen systems, a platform for training on working at heights, a high-pressure welding lab, and a real-time energy grid management simulator.

## Centre de Formation aux Métiers Portuaires et à la Logistique (Senegal)



CFMPL began operations in 2011 in response to a need from the private sector for skilled labour to serve the Port of Dakar. CFMPL is a PPP where the government owns the centre but has conceded the management to the Communauté des Acteurs Portuaires – the association of firms operating through the Port of Dakar. The centre was initially financed by the AFD.

CFMPL receives continued subsidy from the government of Senegal to offset 90 percent of the costs of preservice training targeted at youth. The remaining 10 per cent is paid by trainees. Upskilling courses are offered for current professionals, last one year, and cost approximately USD 2,000. The centre currently serves over 130 private sector clients in five countries in the region with training and consulting services. CFMPL averages USD 1 million in the sales of services annually and has been able to use that revenue to make over USD 180,000 of investments in the centre.

Their programmes are in high demand. For example, in 2024 they had 2,500 applicants for 64 places for preservice training. Overall, CFMPL has the capacity to see up to 160 trainees graduate per year. A representative for the centre noted that they are very interested in mobility partnerships, noting that the local labour market cannot absorb the large number of youth and they would value an option for regular immigration that youth can freely choose because they present an opportunity.

### **Programme areas.**

- Two-year diploma programmes: Commercial Truck Driver; Construction Vehicle Operator; Commercial Transport Planning; Handling and Port Operations; Logistics Methods and Operations; International Transport Organisation.
- One-year upskilling programmes for individuals with experience leading to diploma: Transport Operations; Handling and Port Operations; International Transport Organisation; Logistics Methods and Operations; Transport and Logistics Production Manager.
- Bachelor degrees (adding one year to a two-year diploma): Freight-forwarding Management.
- Two-year upskilling diploma (masters equivalent): International Commerce Manager.

**Scale and duration of programmes.** Most programmes vary in length from one to two years offering technical diplomas and degrees up to bachelor's and masters equivalents. For these trainings it has the capacity of seeing 160 trainees graduate per year. Including upskilling training, CFMPL has trained over 8,000 Senegalese in 15 years.

**Governance and links to industry.** CFMPL is managed and operated by the Port of Dakar community, which represents firms operating in the port. It also has direct relationships with major firms, including Total, Bolloré, and Caterpillar.

**Certifications and accreditations.** None.

**Programme outcomes.** The centre delivers excellence. Of graduates, 86 percent are employed. With more than 130 clients in Senegal and five other regional countries generating over USD 1 million in revenue for services, CFMPL is clearly seen as the provider of choice of skills development in the sector.

**Investment needs.** Space at CFMPL's current campus is limited. The major planned investment – for which they do not yet have financing – is a dormitory that would cost USD 1 million. The centre is also interested in installing solar panels, as electricity consumption currently represents a major recurring expense. For the current programme areas, the centre is already saturating demand; however, there is opportunity to expand into maintenance trades and occupations. The leadership of CFMPL has begun to consider opportunities to create a new campus adjacent to an expansion zone of the port. This would likely cost at least USD 4–5 million.

## Other potential opportunities

**Côte d’Ivoire.** In addition to CME, three other centres could be viable investment opportunities in the medium term:

- As noted above, the Millennium Challenge Corporation supported the development of a model of a PPP training centre managed by industry associations. Two of these are relevant to green skills – one in transport and logistics and the other in industrial engineering. Both have only recently begun operations but could prove to be valuable partners in the near future.
- Eranove also manages the Ivorian water company (SODECI). As part of its strategic plan, they plan to develop the Centre des métiers de l’eau (CM-Eau), the water training centre, into one that is modelled after and reaches similar quality and performance as CME. This would be good option to explore further for future investment.

**Kenya.** The authors also had an initial meeting with the East Africa Institute of Welding (EAIW) but did not have an opportunity to conduct a site visit. EAIW, which is viewed as a national CoE, trains welders for Kenya’s Oil and Gas sector. EAIW has a partnership with TALO, a UK Oil and Gas company, and delivers training in alignment with globally certified standards. This includes working in collaboration with Nexus Quality, the African partner for Quality Control Co, which is an authorised examination centre for the American Society for Nondestructive Testing, American Welding Society, and the Society for Protective Coatings (SSPC) training and certification programmes. This partnership ensures that EAIW delivers globally accredited training that meets national and international industry requirements. EAIW is keen to explore opportunities to deliver training for international mobility programmes, including through developing current talks with IOM.

**Morocco.** During our visits we heard that the water training centre of ONEE in Rabat is also very strong; in fact, it is one of only a few high-quality training programmes in the water sector on the continent. However, the authors did not have an opportunity to visit.

**Senegal.** The authors visited the Centre de Formation Professionnelle et Technique Sénégal-Japon (CFPT-SJ). This centre can best be described as a PPP in transition. As its name implies, it has a strategic relationship with Japan and has and continues to receive continued support from the government of Japan. The government of Senegal granted autonomy to CFPT-SJ but the governance model is in transition as some civil servant staff remain, though as staff retire or leave they can be replaced by experienced professionals. CFPT-SJ could present an opportunity for additional future investment and for exploring migration pathways to Japan. The authors additionally heard of a PPP in the construction sector, but they did not have an opportunity to follow up.

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## Annex 2. Country profiles

### Côte d'Ivoire

#### Introduction

Côte d'Ivoire's economy has been growing at a rapid pace, with annual GDP growth averaging 6.5 percent since 2021 and expected to continue into 2026.<sup>39</sup> However, stakeholders report that firms cannot find the skilled workforce they need to take advantage of this growth and convert it into social development outcomes. A cause of this skills gap is that Côte d'Ivoire's TVET system faces challenges resulting from outdated training programmes that often lack practical training elements, instructors' industry knowledge, limited resources, and linkages with employers. These challenges impact system quality and relevance, with TVET graduates typically not having the skills demanded by industry.<sup>40</sup>

The system is governed by the Ministry of Technical Education, Vocational Training and Apprenticeship (Ministère de l'Enseignement Technique, de la Formation Professionnelle et de l'Apprentissage, METFPA) and its Department for the Supervision of Private Schools (Direction de l'Encadrement des Etablissements Privés, DEEP). In 2020, there were 68 public and 691 private TVET providers.

With stable leadership in the METFPA since 2021 and a stable policy framework since then, Côte d'Ivoire has been able to pursue a consistent government vision for TVET. This has included the development of "Talent Academies" through a competency-based approach to develop modern skills. This has been accompanied by increasing partnership with the private sector. For example, according to a METFPA official, in one pilot initiative, 1,000 youth were trained in warehousing and logistics operations, with 80 percent being placed in jobs. This type of initiative through traditional TVET programmes remains limited, however. Unfortunately, stakeholders report that the underlying performance of the system has not dramatically improved in that time. However, in partnership with the Millennium Challenge Corporation, the government has piloted a model of PPP where industry associations operate TVET providers as a concession from the government. All three of these programmes are only just beginning operations. One, focused on transport and logistics, may offer an interesting investment opportunity in the near future.

#### TVET policies

- **National Qualification Framework.** Côte d'Ivoire is in the process of developing a National Qualifications Framework (NQF) under the Loi d'Orientation de l'Enseignement et de la Formation Techniques et Professionnels n° 2022-795 (2022), which will include the

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39 For more information, please see <https://www.worldbank.org/en/country/cotedivoire/overview>.

40 For more information, please see <https://www.giz.de/en/projects/support-vocational-training-reform>.

recognition of prior learning and informal apprenticeships. This harmonisation process will be implemented through the introduction of a Cadre National des Certifications et Qualifications (CNCQ), which will integrate and standardise certificates and qualifications from formal education, vocational training, and informal learning. Côte d'Ivoire's NQF design aligns with regional frameworks such as the ECOWAS initiative for harmonisation among West African countries. METFPA will have responsibility for establishing and managing the NQF.

- **Strategie nationale de transformation digitale de l'ETFP et du développement des competencies en Côte d'Ivoire 2025–30 (2024).** National strategy for the digital transformation of TVET in Côte d'Ivoire.
- **Decree No. 2023-668 (2023).** Establishes a competency-based TVET approach.
- **Decree No. 2022-795 (2022).** Aligns the quality and relevance of TVET with the needs of the labour market and national development goals. It targets TVET enrolments and progression to employment through equipping learners with the skills required for employment (UNESCO-UNEVOC, 2025a).

## *Governance and stakeholders*

Since 2021, the Ministry of Technical Education, Vocational Training and Apprenticeship (METFPA) has been in charge of the TVET system. This has brought some welcome stability to the sector's institutional frame, which had previously changed multiple times between different ministerial responsibilities, limiting long-term vision and actions (UNESCO-UNEVOC, 2025a). METFPA has responsibility for TVET policy, curriculum, resources, and quality assurance. State authorities also have responsibilities for the local delivery of TVET. Additional sector actors include the following:

- The Teaching Institute for TVET Tuition is responsible for pedagogic research and TVET trainers initial and continuing professional development.
- The National Agency for Vocational Training is responsible for researching TVET needs.
- The Vocational Training Development Fund funds TVET upskilling through a levy on private sector payroll.

## *Skills for migration*

The study uncovered no formal Ivorian policy regarding emigration promotion. However, representatives from METFPA expressed strong interest in the notion of tying improved TVET to migration pathways. They recognised the value that this could bring both in terms of quality assurance and financing.

## Ghana

### Introduction

Despite Ghana having, in comparison to other countries in the region, a stable democracy and above-average economic growth, the economy remains defined by low-skilled, low-paid jobs, making it challenging for youth to access decent employment opportunities (UNESCO-UNEVOC, 2024a).

In 2021, around 11 percent of Ghana's population were living on less than USD 1.90 per day, with over 90 percent of the working population being employed in the informal sector. There is a shortage of skilled workers that are needed to secure industrial productivity and competitiveness, especially in emerging sectors such as the green economy and Industry 4.0.

There are challenges with attracting youth towards TVET routes and supporting their successful transition to work. Around 28 percent of Ghanaians aged 15–34 are not in employment, education, or training, with women only making up 25 percent of TVET enrolments and additional female underrepresentation in technical and craft occupations (UNESCO-UNEVOC, 2024a). This speaks to a need to promote the TVET route to secondary school graduates, employers, and marginalised communities. TVET in Ghana has been traditionally delivered informally in MSME/SMEs by master craftpersons utilising informal apprenticeship models.<sup>41</sup> This informal approach to developing skills is becoming increasingly outdated as SMEs face challenges in keeping pace with technological innovations, including in responding to the green transition, demanding more structured formal training routes. Additionally, skills acquired through traditional apprenticeships limit youth advancement within the formal education system and transferability between jobs.

The government, in consultation with development partners, has sought to harmonise TVET system governance and introduce enhanced dual TVET partnerships between industry and training providers that embed CBT models and meet the skills needs of a modern economy.

Despite these interventions, the effectiveness of Ghana's TVET system remains limited in terms of policy and institutional management, teaching quality and relevance, access and inclusion (UNESCO-UNEVOC, 2024a).

### TVET policies

In 2019, the government of Ghana initiated the Harmonisation of TVET reform, which has seen all 218 TVET providers, which were previously spread over 19 different ministries, organised under the umbrella of the Ministry of Education.<sup>42</sup> Two key TVET agencies were established: CTVET, responsible for developing TVET sector policy, and TVETS, responsible for sector research and implementing TVET policy.

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41 For more information, please see <https://www.giz.de/en/regions/africa/ghana/news/equipping-thousands-employability-skills-ghana-tvet-voucher-programme>.

42 For more information, please see <https://www.govet.international/en/181078.php>.

The development of Ghanaian TVET system reform is being further supported by the EU-Ghana Pact for Skills: Support to the Transformation of the TVET System project, a three-year intervention launched in 2023 with a EUR 16 million (USD 18.66 million) budget funded by the EU and German government (BMZ). The project, implemented by GIZ, includes a focus on developing TVET system and policy capacity to align with market needs through introducing concepts of dual TVET and CBT. The project is aligned to national policies including the National Green Jobs Strategy, the Education Strategic Plan (2018–30), the Education Sector Medium Term Development Plan (2022–26), and the Strategic Plan for TVET Transformation (2023–27) (ILO, 2024c).<sup>43</sup>

## ***Governance and stakeholders***

Under the Harmonisation of TVET process, the Ministry of Education has institutional responsibility for overseeing the TVET system and key government agencies.<sup>44</sup>

CTVET is a Ministry of Education agency responsible for responsive TVET policy, governance structures, systems and procedures. CTVET acts as a coordinating body for TVET providers and polytechnics with the mandate to plan, coordinate, and support all aspects TVET system delivery.<sup>45</sup>

The Ghana TVETS is the implementing agency for CTVET policies and programmes the management of sector quality assurance, and curriculum development.<sup>46</sup>

## ***Green skills policies***

The National Green Jobs Strategy (2021–25), delivered under MELR, with support from MESTI, in collaboration with the ILO, provides a framework for the promotion of green jobs in Ghana (Ministry of Employment and Labour Relations, 2021). The strategy promotes Ghana's green jobs and skills funding through identifying opportunities to access private sector and international investment. Positive gender, equity, and social inclusion (GESI) outcomes are reinforced through from strategic input from the Ministry of Gender, Children and Social Protection and the National Youth Authority.<sup>47</sup> The strategy's overall goal is to create decent green jobs in Ghana through the delivery of four components; developing MELR's capacity to coordinate green job initiatives; developing skills for the green economy; Green Enterprise Development; and the mobilisation of green sector funding.

The ILO Ghana Green Jobs Programme (2024–27) provides a framework for the promotion of green jobs in Ghana, and the identification of skills needs and the development of a relevant curriculum. The programme is linked to key national policies including, the National Green Jobs Strategy,

43 For more information, please see <https://aspyee.org/news/eu-ghana-pact-targets-green-jobs-and-skills-devt>.

44 For more information, please see <https://moe.gov.gh/the-technical-vocational-and-skill-training/>.

45 For more information, please see <https://ctvet.gov.gh/>.

46 For more information, please see <https://gtvets.gov.gh/>.

47 For more information, please see <https://gna.org.gh/2023/09/national-green-jobs-strategy-identifies-major-sectors-for-green-jobs-advancement/>.

the Education Strategic Plan (2018–30), the Education Sector Medium-Term Development Plan (2022–26), and the Strategic Plan for TVET Transformation (2023–27) (ILO, 2024c). Through the Green Jobs Programme, the ILO promotes coordination on green jobs and skills projects to develop green and digital jobs and reinforces capacity to address green and digital skills gaps and build the relevance and accessibility of competency-based TVET programmes that respond to current and future labour market needs (ILO, 2024c).

## **Examples of good practice**

### *Pact for Skills: Support to the Transformation of the TVET System in Ghana project (GIZ)*

Pact for Skills, which is being implemented by GIZ, addresses identified challenges for youth unemployment, coupled with low-skilled and low-paid work. The project promotes employer engagement and the introduction of dual training modules, capacity development of TVET instructors and workforce facilitators, and TVET modernisation. The introduction of green education and digital transformation skills are key Pact for Skills objectives. The project has introduced green programmes, utilising a CBT curriculum and dual TVET models, for Building Construction and Biodigester Construction, in partnership with six Ghanaian technical institutes. The project supports learners' access to quality WBL through the provision of insurance, stipends, support for travel and accommodation costs, and personal protective equipment. The two courses have registered 720 learners (505 in Building Construction and 215 in Biodigester Construction) over three academic years across the participating institutions. So far, 476 learners (339 male, 137 female) have participated in the programmes' WBL (described as workplace experience learning [WEL] in Ghana) element. There have been 282 graduates with the skills to contribute to the greening of the Ghanaian economy.<sup>48</sup>

The project's objectives are to train 3,200 persons through competence-based training, including digital and sustainability aspects, as well as 2,400 in-company trainers, including at least 700 women. Two hundred companies are accredited by CTNET to offer WEL as part of CBT; three TVET schools in three regions are accredited/registered by CTNET as providers of green competence-based vocational training; and 10 new or adapted competency-based curricula for training in green sectors are accredited by CTNET.

The project promotes employer engagement and the introduction of dual training modules, capacity development of TVET instructors and workforce facilitators, and TVET sector modernisation in alignment with industry needs. The programme is being delivered in partnership with six selected Ghanaian TVET institutes. The Building Construction and Biodigester Construction programmes

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48 For more information, please see <https://www.giz.de/en/projects/supporting-transformation-vocational-education-and-training-ghana>.

include modules that introduce German language and specific sector skills requirements, to prepare graduates for potential progression to in-country, German-based apprenticeships.

### *Global Skill Partnership (2023–27) between Germany, Ghana, and Senegal*

Funded by the EU and delivered by GIZ, the project has a budget of EUR 4.3 million, with 90 percent being funded through the EU's Asylum, Migration, and Integration Fund. The project supports the creation of skills development programmes tailored to address country-specific high-demand occupations. This includes the development of comparative curricula and training, which will equip teachers and stakeholders to apply procedures, methodologies, and knowledge that resonate in each local context. Up to 360 Senegalese and Ghanaian participants will receive training and develop their skills in training programmes aimed at domestic job opportunities. While selected trainees will continue their apprenticeship in Germany, those who remain in their home country will receive comprehensive additional technical training, so that they will have the necessary skills to pursue their professional goals. Through the application of digital profiling methods. One hundred and eighty participants will join the “abroad” track and will be part of the mobility for the continuation of their training in Germany. Predeparture and orientation measures and language training will be applied to assist participants on the mobility scheme, supporting their enrolment onto a German apprenticeship programme. Preliminary results from March 2025 were encouraging, with 22 of 24 Senegalese and 19 of 20 Ghanaian participants passing the A2 German language exam.<sup>49</sup>

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49 For more information, please see <https://www.migrationpartnershipfacility.eu/mpf-projects/52-skills-partnerships-between-senegal-ghana-and-germany/preview>.

## Kenya

### Introduction

Kenya faces a severe youth unemployment crisis, with the Federation of Kenya Employers (FKF) highlighting that youth aged 15–34 make up about 35 percent of Kenya’s population, with an unemployment rate of around 67 percent, which is five times the national average. FKF further highlight that over one million young people enter into the labour market annually without skills aligned to labour market demand.<sup>50</sup> This scenario results in a critical need for access to quality TVET to help address these challenges. The Kenyan TVETA accredits over 1,700 TVET providers: 1,156 public and 88 private sector vocational training centres ; 225 public and 885 private technical vocational training centres; 11 polytechnics; and 1 Kenya School of TVET that leads on sector capacity building through training of trainer programmes and integrating international best practice through participating in global networks such as World Skills.<sup>51</sup>

TVET is delivered between Level 3 (National Vocational Certificate 1) and Level 6 (Higher National Diploma) on the Kenyan General and Further Education and Training Framework (KNQF) as described in Figure 2.

**FIGURE 2. Kenyan general and further education and training framework**

| KNQF Level | General and Further Education and Training Framework |                                                                             |                                                         |                                                     |
|------------|------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------|
| 10         | Doctorate degree                                     |                                                                             |                                                         |                                                     |
| 9          | Master’s degree                                      |                                                                             |                                                         |                                                     |
| 8          | Post-Graduate Degree                                 | Professional Bachelor’s Degree                                              |                                                         | Professional Master Craft Person                    |
| 7          | Bachelor’s Degree                                    |                                                                             |                                                         | Master Craft Person I or Management Professional    |
| 6          | National Diploma                                     |                                                                             |                                                         | Master Craft Person II or Professional Diploma      |
| 5          |                                                      | Craft Certificate, National Certificate, National Vocational Certificate IV |                                                         | Professional Certificate or Master Craft Person III |
| 4          |                                                      |                                                                             | National Vocational Certificate III/Artisan Certificate | National Skills Certificate - I                     |
| 3          |                                                      |                                                                             | National Vocational Certificate II                      | National Skills Certificate - II                    |
| 2          | Secondary Certificate                                |                                                                             | National Vocational Certificate I                       | National Skills Certificate - III                   |
| 1          | Primary Certificate                                  |                                                                             |                                                         | Basic Skills/Skills for life                        |

50 For example, see <https://www.fke-kenya.org/policy-issues/youth-employment>.

51 For more information, please see <https://www.kstvet.ac.ke/>.

## TVET policies

- **TVET Act #29 (2013)** is the pivotal legislation for Kenya's TVET system. It sets out guidelines for TVET implementation through the development of a dynamic and responsive curricula, enhanced TVET institution and industry collaboration, resources and technology, and the establishment of TVETA. TVETA assigned responsibility for registration and quality assurance, curriculum development processes.
- **Technical and Vocational Education and Training Authority (TVETA) Strategic Plan 2023–27** was launched in 2023. The TVETA strategic plan utilises sector analysis to develop priorities linked to improved TVET quality and relevance, enhanced access, equity and inclusivity, strengthened governance and management, sustainable funding and financing, and technology integration. The strategy reinforces TVETA's quality assurance role.<sup>52</sup>
- **The Industrial Training Amendment Act (2022)** is an amendment to the existing Industrial Training Act that strengthens TVET by making it more responsive to the needs of the economy. The act introduces new funding mechanisms, encourages greater industry stakeholder engagement in the development and implementation of programmes, and aligns with national and international quality assurance standards (UNESCO-UNEVOC, 2025b).
- **National TVET Standards (2020)** were developed by TVETA through research on international best practice and local skills needs. There is a focus on TVET quality and relevance and benchmarking Kenya's standards to developing and developed countries to align with global practices. This includes a focus on global skills benchmarking (UNESCO-UNEVOC, 2025b).
- **TVET Standard on Open and Distance E-Learning (ODEL) (2020)** was developed as part of the UNESCO-delivered BEAR II project<sup>53</sup> and sets out requirements and guidelines for the implementation of ODeL to ensure the quality comparability of TVET CBET programmes offered through ODeL and face-to-face delivery (UNESCO-UNEVOC, 2025b).
- **TVETA Strategic Plan (2019–23)** reinforces and renews TVETA's mandate and functions in developing a modern and labour market responsive TVET system building on the TVETA Act (2013) mandate.

## Governance and stakeholders

The **Ministry of Education, Science, and Technology** is responsible for all education sector governance (from preprimary to university), including TVET. TVET is overseen by the Ministry of Education, Science, and Technology's State Department for Technical Vocational Education and Training. Other ministries with TVET responsibilities include the Ministry of Public Service,

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52 For more information, please see <https://www.tveta.go.ke/>.

53 For more information, please see <https://www.unesco.org/en/skills-work-life/bear-project/phases1-2>.

Youth and Gender Affairs and the Ministry of Labour and Human Resource through the State Department for Labour and Skills Development (UNESCO-UNEVOC, 2025b).

**TVETA**, established by the TVET Act (2013), is an agency within the Department of Vocational and Technical Training. TVETA has responsibility for TVET curriculum development, assessment and certification, and overseeing registered TVET providers. Key services provided by TVETA are accreditation, standards development with private sector networks and the Ministry of Labour, outreach services (supporting TVET institutional capacity), and compliance enforcement, including institutional quality audits.<sup>54</sup>

## *Green skills policies*

**The National Strategy on Green Skills and Jobs** is currently being developed/refined by the State Department of Labour and Skills Development, in partnership with the ILO PROSPECTS programme<sup>55</sup> and GIZ, supported by the Ministry of Foreign Affairs of the Netherlands. The strategy aims to align the Kenyan workforce with the transition to a low-carbon, resource-efficient, and climate-resilient economy and develop enhanced education and employment opportunities that align with green economic priorities and green jobs. This plan is crucial for achieving Kenya's Nationally Determined Contribution of reducing greenhouse gas emissions by 32 percent by 2030. The strategy has six key pillars (ILO, 2025):

1. Green governance: strengthen the governance framework for the delivery of green skills and jobs.
2. Green skills: develop green skills that are aligned to the needs of industry.
3. Green research and technology: enhance green research and technology transfer to drive innovation in green enterprises.
4. Green jobs: facilitate the identification, creation, and growth of green enterprises and jobs creating sustainable employment opportunities.
5. Green labour market: enhance labour market performance within the green economy.
6. Green finance: establish a sustainable financing mechanism for the delivery of green skills and jobs.

The strategy is being delivered in collaboration with industry partners and promotes advocacy activities promoting a green transition, ensuring that marginalised groups and those reliant on carbon-intensive industries are not unfairly disadvantaged. The strategy is committed to youth empowerment and utilising the green transition as a medium to address high youth

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54 For more information, please see <https://www.tveta.go.ke/>.

55 For more information, please see <https://www.ilo.org/projects-and-partnerships/projects/partnership-improving-prospects-forcibly-displaced-persons-and-host>.

unemployment rates. This includes aligning with UNEP's Green Jobs for Youth Pact promoting access to global green jobs and skills.<sup>56</sup>

## *Examples of good practice*

### *PropelA project*

This is being delivered by Swisscontact and funded by the Hilti Foundation. The project builds industry-demanded skills in the Kenyan construction sector through piloting training in the electrical and plumbing trades. The project introduces dual apprenticeship programmes in partnership with 35 Nairobi-based companies. PropelA is modelled on the dual apprenticeship curricula in Switzerland but is localised for the Kenyan labour market. The project has been designed and delivered in collaboration with government of Kenya agencies, including the National Industrial Training Authority (NITA), and a local TVET provider, Don Bosco Boys Technical Training Institute. The participating employers pay the apprentices a stipend, NITA provides government of Kenya certification, and Don Bosco delivers the theoretical part of the programme.

Launched in 2022, PropelA has provided dual apprenticeship opportunities for 300 trainees (18–24 years) through a two-year apprenticeship contract, with 76 graduates awarded with an employer/NITA certificate (KNQF L5) and an 80 percent progression rate to a full-time contract. The theoretical and practical elements of the programme are developed in collaboration with employers, with reference to Swiss apprenticeship programmes, in the target trade areas. The apprenticeship has a strong focus on developing soft skills, highlighted as a priority by employers, as well as technical skills. From 2026 to 2029, the project is entering Phase II, which will see the introduction of new trades and sectors, including Integrated Facilities Management, which will include green elements linked to solar installation and retrofitting. Due to the focus on developing a cohort of domestic employers, the project does not currently have an international migration track to Switzerland.<sup>57</sup>

### *East Africa Skills for Transformation and Regional Integration Project (EASTRIP) (2019–26)*

This is a World Bank-funded project enhancing TVET quality, access, and relevance in East Africa (Ethiopia, Kenya, and Tanzania). EASTRIP's Kenyan delivery partners are the State Department of Vocational and Technical Training, Coast National Polytechnic, Institute of Highways and Building Technology, Meru National Polytechnic, KenGen GTC, and Kisumu National Polytechnic. KenGen Geothermal Institute has been equipped to deliver green training programmes through

56 The Green Jobs for Youth Pact is an interagency partnership between the ILO, UNEP, and UNICEF, with and for youth, bringing together governments, businesses, and educational institutions through three tracks: employment creation & entrepreneurship, environmental education & skills for green jobs, and empowerment & youth engagement.

For more information, please see <https://www.unep.org/topics/youth-education-and-environment/green-jobs-youth>.

57 For more information, please see <https://www.swisscontact.org/en/projects/improving-skills-for-plumbers-and-electricians-through-dual-apprenticeship-training-propela>.

geothermal and solar energy. The project has developed a regional TVET qualification framework (236 qualifications), and harmonised occupational standards (44) in priority sectors/occupations, which have been referenced to global frameworks (such as in ASEAN, South Africa, and the EU) (Gebregziabher, 2021).

### *GIZ implemented Youth Employment and Vocational Training II project (2023–26)*

This project is jointly funded by Germany and Finland, introducing inclusive and labour market-relevant programmes through targets of institutionalising dual TVET in 60 TVET providers and 800 companies. The project enhances TVET sector capacity through the introduction of dual TVET concepts into TVET trainer programmes delivered by the Kenya School of TVET. By the end of 2026, the project aims to facilitate the enrolment of 6,000 young (15–34) Kenyans, particularly school graduates with potential for skilled worker-level training and employment, in high-quality dual TVET courses and strengthen the capacity of 1,800 TVET personnel. It offers training in 15 labour market-relevant occupations, including a focus on emerging green jobs in the construction sector.<sup>58</sup>

A meeting with GIZ Kenya highlighted how the project promotes peer exchanges for its partner institutions with German stakeholders, including industry, and technical support from seven Finnish Universities of Applied Science.<sup>59</sup> Global employers are afforded an opportunity to input into curriculum development activities, with the project's Industrial Mechatronics Diploma curriculum being designed in consultation with domestic and international employers. A pilot programme has been designed with 16 learners on the mechatronics programme receiving both a Kenyan CDACC certificate and a Level C German Chamber of Foreign Trade Certificate awarded by the German Chamber of Commerce in Kenya. The German qualification includes additional language and culture elements, with German employer input on the curriculum (theoretical and practical) provided by Kronos AG, a German packaging and bottling manufacturer. This has allowed 12 learners to have employment and training opportunities in Germany.

### *Kenya Blue Economy Skills Training Program (KBEST)*

KBEST is funded by Global Affairs Canada and delivered by Colleges and Institutes Canada is a seven-year project with a target to reach 5,000 young Kenyan beneficiaries. The programme develops skills to grow Kenya's global blue economy capacity.<sup>60</sup> KBEST connects Canadian colleges with Kenyan TVET providers from the coast of the Indian Ocean and Lake Victoria. The partnerships support institutional capacity building to deliver training aligned with international standards

58 For more information, please see <https://www.oph.fi/sites/default/files/documents/Youth%20Employment%20and%20TVET%20in%20Kenya%20-%20Project%20description.pdf>.

59 For more information, please see <https://www.giz.de/en/projects/promotion-youth-employment-and-vocational-training-0>.

60 The Blue Economy is the sustainable use of the ocean resources for economic growth, improved livelihoods and jobs, and ocean ecosystem health. For more information, please see <https://www.worldbank.org/en/news/infographic/2017/06/06/blue-economy>.

and in response to skills demands for the blue economy, creating positive economic, employment, and environmental outcomes. It utilises private sector partnerships to identify skills gaps, provide WBL opportunities, and define blue economy occupational standards. The project also partners with local women's rights organisations and the Equity Group Foundation<sup>61</sup> to promote positive GESI outcomes.<sup>62</sup>

Alongside the development of programmes, there are also interesting examples of strategic MoUs between countries of origin and destination being utilised to establish joint TVET programmes. See Box 3 for one example.

### **BOX 3. Establishing joint TVET programmes with TAFE to capacity build Kenyan TVET**

A group of Australian TVET providers, led by the Signet Institute of Australia, met with Kenyan TVET providers and policymakers to discuss the potential to deliver Australian accredited TVET programmes (TAFE) in Kenya. This has led to an MoU to explore the opportunity to develop joint programmes in key sectors aligned with industry demand in Australia. Although the initial focus is on skills development, it is intended that the students who complete the Australian-aligned curriculum in Kenya may benefit from favourable consideration visa applications, including potential flexibility in English language proficiency requirements such as IELTS. Identified development interventions also embed strong GESI metrics and outcomes that provide the foundation for inclusive access to green skills and employment opportunities.

61 Equity Group Foundation is a nonprofit implementing foundation set up in 2008 as the social arm of Equity Group Holdings with the aim of transforming the lives and livelihoods of our people socially and economically through modern, inclusive financial services that maximise their opportunities. For more information, please see <https://equitygroupfoundation.com/>.

62 For more information, please see <https://www.collegesinstitutes.ca/programmes/kenya-blue-economy-skills-training/>.

## Morocco

### Introduction

Morocco is a middle-income country, with a per capita GDP in 2024 of nearly USD 4,000 and an annual growth of 3.2 percent (World Bank, 2026). It has notable modern industries in the automotive manufacturing, aeronautic components, renewable energy, and agribusiness. The port at Tanger Med is the largest in Africa, 19th in the world, and handles more than 40 percent of transshipment traffic in Africa. As a result, Morocco's TVET sector is more advanced and better funded than the other countries in the study.

### TVET policies

- **Strategic Vision of the Ministry of Economic Inclusion, Small Business, Employment, and Skills Vocational Training Sector (2025).** This creates a roadmap for a shift towards a demand-driven, inclusive and modernised TVET system built on strong PPPs with a strong focus on employability and regional equity (UNESCO-UNEVOC, 2025c).
- **Cités des Métiers et des Compétences (CMS) initiative (2023).**<sup>63</sup> The CMS has been launched in all 12 of Morocco's regions. The CMS includes modern innovative vocational training centres developed in partnership with local businesses and public bodies. The network expanded from three centres in 2023 to seven in 2024, with five more underway. As part of the National Vocational Training Strategy 2021, this initiative supports a more coordinated approach to skills development, governance, and resource efficiency.
- **National Vocational Training Strategy (2021).** This emphasises lifelong learning and involving diverse stakeholders like enterprises in governance to bridge the skills gap. The system offers various qualifications, from the Certificate of Professional Training (CAP) to Technical Diplomas, with an emphasis on practical, hands-on training for employment in various sectors such as agriculture, tourism, and IT (UNESCO-UNEVOC, 2019). The strategy brings together partners to create a shared vision for skills development.
- **Morocco Skills Development for Employment (2020).** This maps TVET policies to the wider education system and assesses the design features and implementation challenges that constrain the effective delivery of TVET.

TVET is at the core of Morocco's New Development Model (2021), a comprehensive reform aimed at promoting private sector-led growth while reducing social inequalities by 2035. Current system priorities include the implementation of the New Employment Roadmap (2025) that addresses both the supply and demand for skills, enhanced skills data through strengthened labour market observatory functions, and increased quality and relevance of TVET.<sup>64</sup>

63 For more information, please see <https://cmc.ac.ma/fr>.

64 For more information, please see <https://www.etf.europa.eu/en/where-we-work/countries/morocco>.

## *Governance and stakeholders*

The **Department of Vocational Training (DFP)** within the Ministry for Economic Inclusion, Small Businesses, Employment and Skills (MIEPEEC) is responsible for the Moroccan TVET system. The Office of Vocational Training and Employment Promotion (OFPPT) is the main public vocational training operator in Morocco (delivering 90 percent of public sector programmes). OFPPT is tasked with providing training that aligns with industry needs and promotes economic productivity and positive youth employment outcomes. OFPPT offers half a million training places each year, in over 300 trades, delivered by 10,000 staff in its 368 institutes.<sup>65</sup> TVET is funded through a variety of routes: levy, central funding, fees, and development programmes.

The authors heard from industry stakeholders that governance challenges remain in the primary agencies delivering TVET in Morocco with graduates often still not possessing the skills needed by employers. Thankfully, Morocco has also been a pioneer in developing PPPs in TVET. Initial pilots were developed with the support of the AFD in the automobile and aeronautics sectors. Renewable energy was added next. The Millennium Challenge Corporation then scaled the model to several new sectors including transport/logistics and construction. An evaluation commissioned by the AFD found that these centres had between 80–100 percent job placement rates (AFD, 2021).

## *Examples of good practice*

### *PALIM*

The Pilot Project Addressing Labour Shortages Through Innovative Labour Migration Models (PALIM) was funded by the EU, and ran from 2019 to 2020 between Morocco and Belgium (CGD, 2025c). Set up as a Global Skill Partnership, the programme addressed both the needs of Belgium (a lack of information and communications technology [ICT] workers) and Morocco (increased investment in ICT training centres). Enabel, the Belgian development agency, was the implementer and recruited partners in Belgium and Morocco, from employment services, employers' federations, the Belgian Federal agency for the reception of asylum seekers, and the Flemish Agency for Integration. The Flemish private sector supported curriculum development and provided the Moroccan participants with language training and cultural awareness predeparture training. One hundred and twenty total people participated in the training, with thirty ultimately placed in jobs in Belgium and ninety in Morocco.

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<sup>65</sup> For more information, please see <https://www.ofppt.ma/en>.

## *THAMM*

THAMM was launched in 2019, bringing together Egypt, Morocco, and Tunisia with EU partner countries Germany and Belgium (CGD, 2025d). The overall objective of the three-year programme was to support systemic change in labour migration, through capacity and network building. Professions included: network technicians, industrial maintenance technicians, electricians, construction workers, heating and air conditioning workers, metal workers. Building from the first programme, THAMM Plus is currently underway, with Italy now on board as a partner country.

## Senegal

### Introduction

Every year, around 300,000 young Senegalese enter the workforce, yet companies in emerging industries still face challenges in finding qualified workers. Currently, Senegal's TVET system does not equip individuals with the skills that match private industry needs. There is an urgent need to better align training with market demands through the introduction of enhanced dual TVET models, instructor upgrading, and increased inclusion and access.<sup>66</sup>

In 2019, the Ministry of Employment, Vocational Training and Crafts (MEFPA) was assigned responsibility for Senegal's TVET system policy. Under MEFPA, the Directorate of Vocational and Technical Training is responsible for implementing government policies in the area of TVET and improving and developing TVET structures at a national level. MEFPA also provides an umbrella for other TVET facing ministerial departments to work under. This promotes a coordinated approach to system policy, delivery, and resourcing (ILO, 2019).

TVET is financed by the government of Senegal, the private sector, and international cooperation. The public funding comes from MEFPA and the Ministry of National Education (MEN), together with the Ministry of Economy and Finance, as well as from international donors. In 2014, out of a total budget of just over 30 billion CFA francs (USD 52.7 million), external financing accounted for 12.64 percent (UNESCO-UNEVOC, 2024b). The latest education and training sector policy statement set out plans to increase the share of vocational and technical training in the education and training budget to 7 percent by 2015, and to 15 percent by 2020 (UNESCO-UNEVOC, 2024b). This financial commitment to its TVET sector's growth is significant when compared to other African nations budgetary allocation (Côte d'Ivoire and Niger at 8 percent, Rwanda at 7 percent, Ethiopia at 5 percent, and Ghana at 2 percent as reported by the African Centre for Economic Transition) (ACET, 2025).

### TVET policies

- **The Senegal National Vocational Qualifications Framework** comprises qualifications at five levels: CAP, BEP (Certificate of vocational education), BT (Technician certificate), BTS/DUT (Higher technician certificate/University Technology Diploma); and Engineering Diploma.
- **Education and Training Quality, Equity and Transparency Improvement Programme (2018, PAQUET-EF) 2018–30** (2018) is the country's Education Sector Plan (ESP) focusing on the primary objectives of quality, equity, and good governance and access across the education sector.

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66 For more information, please see <https://www.giz.de/en/projects/promotion-technical-and-vocational-education-and-training-tvet-reform-senegal-ii>.

## *Governance and stakeholders*

There are five key TVET agencies (UNESCO-UNEVOC, 2024b):

- **The Fund for Vocational and Technical Training (3FPT)** utilises a system to training vouchers to enable youth to access TVET programmes.
- **The National Vocational Training Office (ONFP)** delivers and certifies training programmes and is a key agency in coordinating TVET system facing development programme interventions.
- **National Agency of the House of Tools (ANAMO)** provides youth, especially from rural communities, training and integration in a variety of sectors.
- **The Agency for the Promotion and Development of Crafts (APDA)** promotes craft-based enterprises.
- **The National Youth Employment Agency (ANPEJ)** partners with the private sector to arrange WBL and jobs for young people. It also provides funding for small-scale projects and has a database of employment-generating projects.

## Annex 3. Stakeholders engaged and projects referenced

TABLE 2. Stakeholders engaged (met)

| Stakeholder/Project                                                                                                                                                            | Website                                                                                                                                                                                                                                                                                                                             | Date Met            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <b>Côte d'Ivoire</b>                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                     |                     |
| Ministry of Technical Education, Vocational Training and Apprenticeship (Ministère de l'Enseignement Technique, de la Formation Professionnelle et de l'Apprentissage, METFPA) | <a href="https://formation-professionnelle.gouv.ci/">https://formation-professionnelle.gouv.ci/</a>                                                                                                                                                                                                                                 | 28 May 2025         |
| African Water and Sanitation Association                                                                                                                                       | <a href="https://afwasa.org/en">https://afwasa.org/en</a>                                                                                                                                                                                                                                                                           | 28 May 2025         |
| Eranove. Including representatives of Centre des Métiers de l'Électricité (CME) and Eranove Academy.                                                                           | <a href="https://www.eranove.com/en/">https://www.eranove.com/en/</a><br><a href="https://eranoveacademy.ci/">https://eranoveacademy.ci/</a><br><a href="https://www.cme.ci/">https://www.cme.ci/</a>                                                                                                                               | 28 May 2025         |
| Secretariat of the African Network of Centres of Excellence in Electricity (ANCEE)                                                                                             | <a href="https://ancee-racee.org/?lang=en">https://ancee-racee.org/?lang=en</a>                                                                                                                                                                                                                                                     | 28 May 2025         |
| <b>Ghana</b>                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                     |                     |
| Ghana National Chamber of Commerce and Industries (GNCCI) Green Growth Project                                                                                                 | <a href="https://www.ghanachamber.org/news/empowering-women-and-youth-for-a-sustainable-future-1st-phase-of-the-green-growth-ghana-project-training-concludes-in-wa">https://www.ghanachamber.org/news/empowering-women-and-youth-for-a-sustainable-future-1st-phase-of-the-green-growth-ghana-project-training-concludes-in-wa</a> | 11 August 2025      |
| Pact for Skills: Support to the Transformation of the TVET System in Ghana project and the Skills Partnership between Germany, Ghana, and Senegal (GIZ)                        | <a href="https://www.giz.de/en/downloads/giz2023-en-pact-for-skills-support-to-the-transformation-of-the-tvet-system-in-ghana.pdf">https://www.giz.de/en/downloads/giz2023-en-pact-for-skills-support-to-the-transformation-of-the-tvet-system-in-ghana.pdf</a>                                                                     | 13 August 2025      |
| Volta River Authority Academy (VRA Academy)                                                                                                                                    | <a href="https://vraacademy.com/">https://vraacademy.com/</a>                                                                                                                                                                                                                                                                       | 14 August 2025      |
| <b>Kenya</b>                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                     |                     |
| GIZ                                                                                                                                                                            | <a href="https://www.giz.de/en/projects/jugendbeschaffung-und-berufliche-bildung-kenia">https://www.giz.de/en/projects/jugendbeschaffung-und-berufliche-bildung-kenia</a>                                                                                                                                                           | 6 August 2025       |
| Centre for Green Growth and Climate Change, delivered by Kenyan Association of Manufactures                                                                                    | <a href="https://kam.co.ke/centre-for-green-growth-and-climate-change-cggcc">https://kam.co.ke/centre-for-green-growth-and-climate-change-cggcc</a>                                                                                                                                                                                 | 5 August 2025       |
| Kenya Private Sector Alliance                                                                                                                                                  | <a href="https://www.kepsa.or.ke/">https://www.kepsa.or.ke/</a>                                                                                                                                                                                                                                                                     | 5 August 2025       |
| Shortlist                                                                                                                                                                      | <a href="https://www.shortlist.net/">https://www.shortlist.net/</a>                                                                                                                                                                                                                                                                 | 5 August 2025       |
| Swisscontact: PropelA Project, Swisscontact delivered with funding support from the Hilti Foundation                                                                           | <a href="https://www.swisscontact.org/en/projects/improving-skills-for-plumbers-and-electricians-through-dual-apprenticeship-training-propela">https://www.swisscontact.org/en/projects/improving-skills-for-plumbers-and-electricians-through-dual-apprenticeship-training-propela</a>                                             | 8 August 2025       |
| The Alliance for Green Skills and Opportunities (AGSO) Kenya, Jacob's Ladder Africa Secretariat                                                                                | <a href="https://agso-kenya.org/about-us">https://agso-kenya.org/about-us</a>                                                                                                                                                                                                                                                       | 6 August 2025       |
| Kenya Extended Producer Responsibility Organization, Danish Industries                                                                                                         | <a href="https://kepro.co.ke/">https://kepro.co.ke/</a> and <a href="https://www.danskindustri.dk/udviklingsamarbejde?lang=en">https://www.danskindustri.dk/udviklingsamarbejde?lang=en</a>                                                                                                                                         | 5 and 8 August 2025 |

| Stakeholder/Project                                                                                              | Website                                                                                                                                                                                                             | Date Met         |
|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| East Africa Skills for Transformation and Regional Integration Project (EASTRIP),<br>World Bank funded/delivered | <a href="https://documents.worldbank.org/en/publication/documents-reports/documentdetail/984361624597632660">https://documents.worldbank.org/en/publication/documents-reports/documentdetail/984361624597632660</a> | 7 August 2025    |
| KenGen Geothermal Training Centre (GTC)                                                                          | <a href="https://www.kengen.co.ke/index.php/geothermal-center-of-excellence/kengen-gtc.html">https://www.kengen.co.ke/index.php/geothermal-center-of-excellence/kengen-gtc.html</a>                                 | 5 September 2025 |
| <b>Morocco</b>                                                                                                   |                                                                                                                                                                                                                     |                  |
| Institut de Formation Transport et Logistique (IFTL)                                                             | <a href="https://iftl.ma/">https://iftl.ma/</a>                                                                                                                                                                     | 1 June 2025      |
| Les Instituts de Formation aux Métiers des Energies Renouvelables et de l'Efficacité Energétique (IFMERE)        | <a href="https://ifmeree.ac.ma/">https://ifmeree.ac.ma/</a>                                                                                                                                                         | 2 June 2025      |
| Centre des Sciences et Techniques de l'Electricité (CSTE) de l'ONEE-Casablanca                                   | <a href="https://www.one.org.ma/FR/pages/CSTE.asp">https://www.one.org.ma/FR/pages/CSTE.asp</a>                                                                                                                     | 3 June 2025      |
| World Bank, Morocco Office                                                                                       | <a href="https://www.worldbank.org/en/country/morocco">https://www.worldbank.org/en/country/morocco</a>                                                                                                             | 3 June 2025      |
| L'Institut de Formation aux Métiers du Bâtiments et Travaux Publics (IFMBTP)                                     | <a href="https://ifmbtp.ma/">https://ifmbtp.ma/</a>                                                                                                                                                                 | 3 June 2025      |
| <b>Senegal</b>                                                                                                   |                                                                                                                                                                                                                     |                  |
| Global Green Growth Institute (GGGI), Senegal                                                                    | <a href="https://gsgi.org/">https://gsgi.org/</a>                                                                                                                                                                   | 4 June 2025      |
| Ecole Supérieure Polytechnique                                                                                   | <a href="https://esp.sn/">https://esp.sn/</a>                                                                                                                                                                       | 5 June 2025      |
| Centre de Formation Professionnelle et Technique – Sénégal-Japon (CFPT-SJ)                                       | <a href="https://cfptsj.sn/">https://cfptsj.sn/</a>                                                                                                                                                                 | 5 June 2025      |
| Ministère de la Formation Professionnelle et Technique (MFPT)                                                    | <a href="https://formation.gouv.sn/">https://formation.gouv.sn/</a>                                                                                                                                                 | 5 June 2025      |
| Centre de Formation aux Métiers Portuaires et à la Logistique (CFMPL)                                            | <a href="https://www.cfmpl.sn/">https://www.cfmpl.sn/</a>                                                                                                                                                           | 5 June 2025      |

**TABLE 3. Referenced projects (not met)**

| Stakeholder/Project                                                                          | Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Website                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ghana</b>                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                 |
| Ghana TVET Voucher Project (GTVP)                                                            | Funded by BMZ through the KfW Development Bank and government of Ghana and implemented by CTVET.                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <a href="http://gtvp.ctvet.gov.gh/">http://gtvp.ctvet.gov.gh/</a>                                                                                                                                                                                                                                               |
| Green Jobs Programme                                                                         | Delivered by the ILO and implementing partners.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <a href="https://www.ilo.org/resource/article/ilo-and-partners-inaugurates-green-jobs-green-skills-project-ghana">https://www.ilo.org/resource/article/ilo-and-partners-inaugurates-green-jobs-green-skills-project-ghana</a>                                                                                   |
| <b>Kenya</b>                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                 |
| Green Skills 4 Green Jobs: supporting a green and digital transformation in Eastern Africa   | UNESCO-delivered project promoting a positive policy environment for the development of green and digital skills and improving the understanding of Green TVET and Green digital skills concepts. This includes through capacity building initiatives and advocacy.                                                                                                                                                                                                                                                                                                      | <a href="https://unesdoc.unesco.org/ark:/48223/pf0000385363">https://unesdoc.unesco.org/ark:/48223/pf0000385363</a>                                                                                                                                                                                             |
| Kenya TVET Goes Green                                                                        | Delivered under the wider Youth Employment and Vocational Training II intervention with international implementation by HAMK Edu.                                                                                                                                                                                                                                                                                                                                                                                                                                        | <a href="https://www.hamk.fi/en/projects/kenyan-tvet-goes-green/">https://www.hamk.fi/en/projects/kenyan-tvet-goes-green/</a>                                                                                                                                                                                   |
| <b>Morocco</b>                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                 |
| Pilot Project Addressing Labour Shortages through Innovative Labour Migration Models (PALIM) | PALIM was a pilot Global Skills Partnership between Morocco and Belgium, implemented from 2019 to 2021 to train young Moroccans for ICT professions. Set up as a Global Skills Partnership, trainees could choose to work in the ICT sector at "home" or "away."                                                                                                                                                                                                                                                                                                         | <a href="https://gsp.cgdev.org/2021/06/30/pilot-project-addressing-labour-shortages-through-innovative-labour-migration-models-palim/">https://gsp.cgdev.org/2021/06/30/pilot-project-addressing-labour-shortages-through-innovative-labour-migration-models-palim/</a>                                         |
| Towards a Holistic Approach to Labour Migration Governance (THAMM)                           | THAMM was launched in 2019, bringing together Egypt, Morocco, and Tunisia with the EU partner countries Germany and Belgium. The overall objective of the three-year programme was to support systemic change in labour migration, through capacity and network building. Professions included: network technicians, industrial maintenance technicians, electricians, construction workers, heating and air conditioning workers, and metal workers. Building from the first programme, THAMM Plus is currently underway, with Italy now on board as a partner country. | <a href="https://trust-fund-for-africa.europa.eu/our-programmes/towards-holistic-approach-labour-migration-governance-and-labour-mobility-north-africa_en">https://trust-fund-for-africa.europa.eu/our-programmes/towards-holistic-approach-labour-migration-governance-and-labour-mobility-north-africa_en</a> |
| <b>Senegal</b>                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                 |
| Skills Partnership between Senegal/Ghana and Germany                                         | The Skills Partnerships between Senegal/Ghana and Germany is a 47-month project running from October 2023 to August 2027. It was established to deliver professional training in the construction sector and to address the limited legal migration channels available to workers from Ghana and Senegal, despite a clear demand for their skills in Europe. The project's core mission is to create a long-term, sustainable infrastructure for the safe and orderly migration of skilled workers from Ghana and Senegal to Germany.                                    | <a href="https://gsp.cgdev.org/2025/08/20/skills-partnerships-between-senegal-ghana-and-germany/">https://gsp.cgdev.org/2025/08/20/skills-partnerships-between-senegal-ghana-and-germany/</a>                                                                                                                   |