

# GO:VET



German Office for International Cooperation  
in Vocational Education and Training

## Kommentierte Bibliographie und Literaturverzeichnis Berufsbildung in Subsahara-Afrika

Eine systematische Aufarbeitung des Forschungsstandes



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## Anhang 1. Kommentierte Bibliographie

Diese kommentierte Bibliographie enthält eine kurze Beschreibung der am häufigsten genannten Publikationen in diesem Bericht.

### 1.1. „Geben Sie den Damen Mut“: Ausbildung für Frauen im ländlichen Malawi

<b>Kimberly Safford, Deborah Cooper, Freda Wolfenden &amp; Joyce Chitsulo (2013)</b> <b>‘Give courage to the ladies’: expansive apprenticeship for women in rural Malawi. Journal of Vocational Education &amp; Training, 65:2, 193-207.</b>	
<b>Zitat</b>	<a href="#">†Malawi: Safford, et al., 2013</a>
<b>Kommentar</b>	In diesem Beitrag werden die Möglichkeiten der Ausbildung für Frauen – mit Hilfe von Lehrstipendien – in Malawi in großem Umfang untersucht. Inhaltlich zielt das Förderprogramm darauf ab, die TeilnehmerInnen von restriktiven hin zu expansiven Lehr- und Lernansätzen zu überzeugen und hybride Rollen als Studierende, GemeindearbeiterInnen und Auszubildende anzunehmen. Die AutorInnen prüfen anhand der Daten der ersten Teilnehmergruppe, inwieweit sich die Stipendienvergabe an Frauen als innovatives Modell darstellt, um Hindernisse für die Weiterbildung von Frauen und den chronischen LehrerInnenmangel in SSA zu beseitigen.

## 1.2. Unterrichtsqualität in SSA: Empirische Ergebnisse des Kaskadentrainings

<b>Lange, Sarah (2016) <i>Achieving teaching quality in sub-Saharan Africa: Empirical results from cascade training</i>. Bamberg: Springer, pp. 242.</b>	
<b>Zitat</b>	↑ <a href="#">Cameroon: Lange, 2016</a>
<b>Kommentar</b>	<p>Diese Studie beschäftigt sich mit der Frage, ob Kaskadentraining zur beruflichen Weiterbildung von Lehrern zur Verbesserung der Unterrichtsqualität beitragen kann. Der Autor untersucht die Wirksamkeit von Multiplikatoren für das Training an Schulen in Kamerun. Der Bericht konzentriert sich darauf, ob die Teilnahme von Lehrenden an der beruflichen Entwicklung zu Unterschieden in der Unterrichtspraxis und in der Einstellung der Lehrkräfte zum Lehrprinzip führt. Diese Forschungsfrage wird mit einem Design analysiert, das eine Fragebogenumfrage für Lehrer, Schüler und Schulleiter sowie eine für Lehrkräfte und einen Schülerleistungstest umfasst. Die empirischen Ergebnisse zeigen die Auswirkungen des Kaskadentrainings auf die lernorientierte Unterrichtspraxis, wenn die ausgebildeten LehrerInnen in ihrer Rolle als Change Agents unterstützt werden. Unter den Bedingungen für die konzeptionelle Qualität und die Durchführung von Kaskadentraining wird die Kontinuität der schulischen beruflichen Entwicklung angesichts der Ergebnisse besonders hervorgehoben.</p>

## 1.3. UNESCO-UNEVOC: Database- und Länderbericht TVET Nigeria

<b>UNESCO-UNEVOC World TVET Nigeria, S. 13, Database- und Länderbericht</b>	
<b>Zitat</b>	↑ <a href="#">UNESCO-UNEVOC, 2012</a>
<b>Kommentar</b>	<p>Ein kurzer Bericht über die allgemeinen Merkmale des Berufsbildungssystems in Nigeria, bzgl. der Strategie, der Gesetzgebung, der aktuellen Reformen sowie der wichtigsten Projekte und Herausforderungen. Die Studie enthält auch Informationen zu den formalen, nicht formalen und informellen Systemen der Berufsbildung in Nigeria sowie zur Steuerung und Finanzierung der Berufsbildung und zu den Qualifikationsrahmen des Landes.</p>

## 1.4. Erfahrungen von Entwicklungsländern aus der Arbeit mit technischer und beruflicher Bildung

<p><b>Kingombe, Christian (2011). Lessons for developing countries from experience with technical and vocational education and training. International Growth Centre (IGC) working paper, reference number: F-39011-SLE-1.</b></p>	
<b>Zitat</b>	<p><a href="#">↑Sierra Leone: Kingombe, 2011</a></p>
<b>Kommentar</b>	<p>Basierend auf Forschungsergebnissen nach der Untersuchung der jüngsten Berufsbildungsreformen in Entwicklungsländern soll dieses Dokument über die zukünftige umfassende Gestaltung und Umsetzung von Strategien für die Berufsbildung in Sierra Leone informieren. Es enthält Vorschläge, wie künftigen Herausforderungen und Chancen begegnet werden kann und um stellt sicher, dass die Reform der beruflichen Bildung zur Förderung eines nachhaltigen Wachstums durch die Entwicklung des Privatsektors beiträgt. Die Arbeit ist wie folgt aufgebaut:</p> <p>Abschnitt 2 enthält eine Bestandsaufnahme der verfügbaren quantitativen Nachweise über die Auswirkungen der Berufsbildung.</p> <p>In Abschnitt 3 werden verschiedene institutionelle und strategische Rahmenbedingungen für die Berufsbildung dargestellt und diskutiert.</p> <p>Abschnitt 4 behandelt die Bedeutung eines nachfrageorientierten Berufsbildungssystems.</p> <p>In Abschnitt 5 werden die vorhandenen und potentiellen Quellen der Finanzierung des Berufsbildungssystems erörtert.</p> <p>Abschnitt 6 zeigt Beispiele für eine erfolgreiche externe Zusammenarbeit bei Berufsbildungsprojekten in Afrika und Asien.</p> <p>Abschließend werden in Abschnitt 7 Richtlinienoptionen vorgestellt.</p>

## 1.5. Bewertung der Informations- und Kommunikationstechnologie und ihrer Nutzung im Unterricht

<p><b>Agufana, PB (2015) Assessment of perceived attributes and instructional use of information communication technology by lecturers in technical training institutions in Kenya. Thesis submitted in partial fulfillment of the requirements for the award of the degree of Doctor of Philosophy in Curriculum Instruction and Educational Media of Moi University, Eldoret, pp. 159</b></p>	
<b>Zitat</b>	<p><a href="#">↑Kenya: Agufana, 2015</a></p>
<b>Kommentar</b>	<p>Das Hauptziel dieser Studie ist es, die Beziehungen zwischen wahrgenommenen Attributen (Benutzerfreundlichkeit, Nützlichkeit, kulturelle Relevanz und Regierungspolitik) und dem Einsatz von IKT zu Unterrichtszwecken durch Dozenten in technischen Ausbildungseinrichtungen in Kenia zu untersuchen. Für die Studie werden quantitative Erhebungs- und Auswertungsmethoden benutzt.</p>

## 1.6. Republik Botswana - Strategischer Plan für den Sektor Bildung und Ausbildung

<p><b>Republik Botswana (2015) ETSSP 2015-2020 – Strategischer Plan für den Sektor Bildung &amp; Ausbildung, S. 174</b></p>	
<b>Zitat</b>	<p><a href="#">↑Botswana: Regierung, 2015</a></p>
<b>Kommentar</b>	<p>Die Regierung von Botswana hat über das Ministerium für Bildung und Qualifikationsentwicklung (MoESD) ihren auf fünf Jahre angelegten Strategieplan für die allgemeine und berufliche Bildung (ETSSP: 2015 bis 2020) als prioritär für den Sektor festlegt. Sie bietet Entscheidungsträgern und Planern auf allen Ebenen klare Leitlinien und zielt darauf ab, die Leistung des Bildungssektors in den nächsten fünf Jahren zu verbessern. Der Plan zeigt Herausforderungen für den Bildungsbereich und die verschiedenen Strategien, Programme und Aktivitäten zur Bewältigung dieser Herausforderungen.</p>

## 1.7. Einflussfaktoren für die Entwicklung des Jugend-Unternehmertums in Kibera, Kenia

<p><b>Wise Sambo (2016). Factors affecting youth entrepreneurship development within Kibera, Kenya: the perspective of entrepreneurship education. Problems and Perspectives in Management, 14(2-2), 331-338.</b></p>	
<b>Zitat</b>	<p><a href="#">↑Kenya: Sambo, 2016</a></p>
<b>Kommentar</b>	<p>In dieser Studie werden die Faktoren untersucht, die Einfluss auf die Entwicklung des Jugend-Unternehmertums haben, unter besonderer Berücksichtigung der unternehmerischen Ausbildung in Kibera, einem Bezirk in Kenia. Es werden zwei Ziele festgelegt: (i) die Beratung der Regierung hinsichtlich des Zugangs zu Bildung und Ausbildung und zur Haltung gegenüber des Unternehmertum unter kenianischen Jugendlichen und (ii) die Frage, ob ein Zusammenhang zwischen dem Bildungsniveau, der Ausbildung und der Entwicklung von Jugendlichen besteht. Die Ergebnisse zeigen eine starke positive Korrelation zwischen der Bereitstellung von Entrepreneurship-Ausbildung und der Entwicklung des Jugend-Unternehmertums bzw. eine sehr schwache positive Korrelation zwischen dem Bildungsniveau und der Entwicklung des Jugend-Unternehmertums. Die Studie enthält Empfehlungen, wie Jugend-Unternehmertum in Kibera und dem restlichen Kenia verbessert werden kann.</p>

## 1.8. Traditionelle Ausbildung in Ghana und im Senegal

<p><b>Sonnenberg (2012). Traditional apprenticeship in Ghana and Senegal: Skills development for youth for the informal sector. Zeitschrift für internationale Zusammenarbeit in der Bildung, Band 15, Nr. 2 (2012), S. 93-105. CICE Hiroshima University.</b></p>	
<b>Zitat</b>	<p><a href="#">↑Ghana, Senegal: Sonnenberg, 2012</a></p>
<b>Kommentar</b>	<p>Ghana und Senegal haben eine lange Tradition in der traditionellen Ausbildung. Diese Formen der Qualifizierung erreichen mehr Jugendliche als formale technische und berufliche Ausbildung. Hier werden die Ansätze der Regierungen untersucht, um den Zugang und die Qualität der Möglichkeiten für nicht formale berufliche Weiterbildung zu verbessern. Trotz des Mangels an Daten zu den langfristigen Ergebnissen dieser Initiativen, Programme und Reformen ergeben sich einige wichtige Auswirkungen aus den Erfahrungen dieser Länder. Diese Implikationen werden ebenso besprochen wie Bereiche der zukünftigen Forschung.</p>

## 1.9. Tourismusausbildung in Uganda: Eine integrative Analyse

<p><b>Eddy Kurobuza Tukamushaba &amp; Honggen Xiao (2012) Hospitality and Tourism Education in Uganda: An Integrative Analysis of Students' Motivations and Industry Perceptions, Journal of Teaching in Travel &amp; Tourism, 12:4, 332-357.</b></p>	
<b>Zitat</b>	<p><a href="#">↑Uganda: Tukamushaba, &amp; Xiao, 2012</a></p>
<b>Kommentar</b>	<p>Diese Studie enthält eine integrative Analyse der Motivation von StudentInnen an einer Ausbildung im Tourismus, Hotel- und Gaststättengewerbe teilzunehmen. Die Qualifikationen der Absolventen sind auf eine Beschäftigung in Uganda zugeschnitten. Es wird untersucht, wie sich Absolventen der Ausbildungen in der Praxis bewähren und wahrgenommen werden. Die Implikationen der Studie werden auch vor dem Hintergrund des Lehrplans und der möglichen Programmverfeinerung diskutiert, um zukünftige Absolventen besser auf ihre jeweiligen Berufsaufgaben vorbereiten zu können.</p>

## 1.10. Berufsbildungspolitik und rechtlichen Rahmenbedingungen

<p><b>Bananuka, T., &amp; Katahoire, A. (2008). Mapping Non-formal Education at Post-primary Educational Level in Uganda (p. 131) [Working document]. Retrieved from <a href="http://cees.mak.ac.ug/sites/default/files/publications/Session.pdf">http://cees.mak.ac.ug/sites/default/files/publications/Session.pdf</a></b></p>	
<b>Zitat</b>	↑Uganda: Bananuka & Katahoire, 2008
<b>Kommentar</b>	In diesem Dokument werden verschiedene Fälle von informeller Bildung auf der Ebene der Vorschulen in Uganda untersucht, wobei der Schwerpunkt auf der Analyse des NFE-Angebots und des Lehrplans liegt. Andere Themen umfassen: die Ausbildung von Ausbildern, die Entwicklung von Materialien, Lehr- und Lernmethoden, politische Strategien und deren Entwicklung und Umsetzung, die Beziehung zur formalen Bildung, Verbindungen zu Arbeit und Beschäftigung sowie Fragen der Nachhaltigkeit und Kontinuität.

## 1.11. Nigerianisches Bildungsgesetz Nr. 16: Nationale Mindeststandards und Einrichtung von Institutionen

<p><b>Government: Nigeria. Education Act No 16 (National Minimum Standards and Establishment of Institutions) (Nigeria). , (1985).</b></p>	
<b>Zitat</b>	↑Nigeria, Regierung, 1985
<b>Kommentar</b>	Die Analyse eines Gesetzes, das sich unter anderem mit verschiedenen Behörden befasst, die befugt sind, Mindeststandards für die Ausbildung in Nigeria festzulegen und Sanktionen für Verstöße gegen diese Bestimmungen zu verhängen. Das Dokument enthält einen Abschnitt zur Sekundar- und Lehrerbildung sowie einen weiteren Abschnitt zur technischen Bildung. Es formuliert Begründungen für die Konzepte der TVET-Ausbildung und für die Lehrerbildung mit kontrollierbaren Mindeststandards.



## 1.12. Inklusion in der Berufsbildungspolitik und die rechtlichen Rahmenbedingungen in Kenia und Tansania

<p><b>Malle, A. Y. (2016). Inclusiveness in the Vocational Education Policy and Legal Frameworks of Kenya and Tanzania. Journal of Education and Learning, 103. (LOCAL-PQ-1871575596).</b></p>	
<b>Zitat</b>	<p>↑Kenia, Tansania: Malle, 2016</p>
<b>Kommentar</b>	<p>Diese Studie untersucht den Status der Inklusivität in der Bildungs- und Ausbildungspolitik in Äthiopien im Vergleich zu einigen ausgewählten ostafrikanischen Ländern. Die meisten StudienteilnehmerInnen sind sich einig, dass die Probleme von Menschen mit Handicap in der Berufsbildung von der Politik bzw. in den Rechts- und Durchführungsinstrumenten der Politik nicht angemessen behandelt werden. Die Teilnehmer geben Empfehlungen für Änderungen.</p>

## 1.13. Video als Instrument zur Entwicklung der Landwirtschaft: eine Fallstudie aus Ghana

<p><b>David, S., &amp; Asamoah, C. (2011). Video as a tool for agricultural extension in Africa: A case study from Ghana. International Journal of Education and Development Using ICT, 1516. (LOCAL-PQ-906340893).</b></p>	
<b>Zitat</b>	<p>↑Ghana: David, &amp; Asamoah, 2011</p>
<b>Kommentar</b>	<p>In diesem Beitrag wird die Effektivität von Video Viewing Clubs (VVCs) als Trainingsmethode untersucht. Die Ergebnisse deuten darauf hin, dass der Video Viewing Club als relativ kostengünstige interaktive Trainingsmethode effektiv ist, um Personen mit geringem Alphabetisierungsstand Fähigkeiten, Informationen und Wissen zu komplexen technischen Themen zu vermitteln. Das Forschungsdokument schließt mit einer Diskussion der Herausforderungen, die mit der Ausweitung von VVCs verbunden sind, und identifiziert Fragen für die weitere Forschung.</p>

## 1.14. Lehrkräfte mit unterschiedlicher Vorbildung und Lernergebnisse von Schülern

<p><b>Alade, I. A. (2015). Effects of Three Categories of Manpower on Undergraduate Students' Learning Outcomes in Technical Education and Their Implications for the Curriculum Implementation. JISTE Vol. 19, No. 2, 2015, 1144. (LOCAL-PQ-2101592493).</b></p>	
<b>Zitat</b>	<p>↑Nigeria: Alade, 2015</p>
<b>Kommentar</b>	<p>Diese Studie untersucht, ob sich die unterschiedliche Vorbildung von Lehrkräften (in drei Kategorien) unterschiedlich auf die Lernergebnisse ihrer Schüler in der technischen Ausbildung auswirkt. Zusätzlich wird gefragt, wie sich dies im Lehrplan bemerkbar macht. Es wird der Schluss gezogen, dass die drei Kategorien von Arbeitskräften dazu beitragen, die Lernergebnisse der Schüler in der technischen Ausbildung in verschiedenen Dimensionen zu verbessern. Deshalb wird beispielsweise empfohlen, ausgebildete Kunsthandwerker in die Vermittlung beruflicher Fähigkeiten in den Hochschulen zu integrieren.</p>

## 1.15. Technische und berufliche Ausbildung in Äthiopien

<p><b>Krishnan, P., &amp; Shaorshadze, I. (2013). Technical and vocational Education and Training in Ethiopia (p. 1379) [Working Paper]. Retrieved from <a href="http://prime-ethiopia.org/wp-content/uploads/2015/03/TVET1.pdf">http://prime-ethiopia.org/wp-content/uploads/2015/03/TVET1.pdf</a></b></p>	
<b>Zitat</b>	<p>↑Äthiopien: Krishnan &amp; Shaorshadze, 2013</p>
<b>Kommentar</b>	<p>Dieser Bericht stellt eine Hintergrundstudie zum Stand der technischen und beruflichen Bildung in Äthiopien vor und betont, wie wichtig es ist, ihre Effizienz zu verbessern.</p> <p>Es werden zwei Möglichkeiten vorgeschlagen:</p> <p>Verbesserung von Effizienz und Fairness des zentral geführten Zuteilungsmechanismus, wobei auf die jüngsten Fortschritte bei der Anpassung von Algorithmen und deren Anwendung auf die Schulwahl zurückgegriffen wird.</p> <p>Analysen von Arbeitsmarktergebnissen müssen Absolventen zur Verfügung stehen und in das Berufsbildungssystem einfließen. Der Bericht diskutiert verschiedene Möglichkeiten, wie eine solche Bewertung durchgeführt und nutzbar gemacht werden kann.</p>

### 1.16. Traditioneller und blended learning Ansatz im Vergleich: eine Studie mit Mitarbeitern im Gesundheitswesen

<p>Mastellos, N., Tran, T., Dharmayat, K., Cecil, E., Lee, H.-Y., PengWong, C. C., . . . O'Donoghue, J. M. (2018). Training community healthcare workers on the use of information and communication technologies: A randomised controlled trial of traditional versus blended learning in Malawi, Africa. <i>BMC MEDICAL EDUCATION</i>, 958. <a href="https://doi.org/10/gdc33z">https://doi.org/10/gdc33z</a></p>	
<b>Zitat</b>	<p>↑<a href="#">Malawi: Mastellos, et al., 2018</a></p>
<b>Kommentar</b>	<p>Die Studie zeigt, dass es unter Mitarbeitern der Gesundheitsfürsorge in Malawi keinen Unterschied zwischen blended learning – teilweise mit neuen Medien – und traditionellem Lernen gibt, um aktuelle Kenntnisse und Fähigkeiten zu erwerben. Angesichts der personellen Einschränkungen in abgelegenen ressourcenarmen Gebieten kann der Ansatz von blended learning eine vorteilhafte Alternative zum traditionellen Lernen darstellen.</p>

### 1.17. Die Rolle von Ausbildungsverträgen vor dem Hintergrund städtischer Lebensbedingungen in Westafrika

<p>Hanson, K. (2005). Vulnerability, partnerships and the pursuit of survival: Urban livelihoods and apprenticeship contracts in a West African City. <i>GeoJournal</i>, 1643. <a href="https://doi.org/10/cjzk3k">https://doi.org/10/cjzk3k</a></p>	
<b>Zitat</b>	<p>↑<a href="#">Ghana: Hanson, 2005</a></p>
<b>Kommentar</b>	<p>In diesem Beitrag werden Ausbildungsverträge und -netze auf lokaler Ebene vor dem Hintergrund informeller städtischer Lebensbedingungen und ihrer sozioökonomischen Anfälligkeit innerhalb der umfassenden gegenwärtigen Veränderungen in Koforidua, Ghana. Der Beitrag stellt die Hypothese auf, dass Lehrlingsverträge und die von ihnen geschaffenen Netzwerkräume einen neuen sozialen Zusammenhalt und eine neue Gemeinschaft geschaffen haben, die über die traditionell bekannten Räume sozialer Unterstützung, d.h. ethnische Bindungen, familiäre Bindungen oder sogar institutionelle Unterstützung hinausgehen.</p>

### 1.18. „Wenn ich ein Helfer sein kann, werde ich eines Tages Chef“ – eine Fallstudie über informelle Lehrlingsausbildung in Lusaka

<p>Ryan, S. (2015). "If I can be a helper, one day I be a boss"–A case study of informal apprenticeship in Lusaka (p. 200). Retrieved from <a href="http://www.academia.edu/download/43816756/A_study_on_informal_apprenticeship_in_Lusaka_4.3.15.pdf">http://www.academia.edu/download/43816756/A_study_on_informal_apprenticeship_in_Lusaka_4.3.15.pdf</a></p>	
Zitat	†Zambia: Ryan, 2015
Kommentar	<p>In diesem Bericht wird argumentiert, dass die TVET-Politik stärker auf die informelle Wirtschaft reagieren muss, indem das Lehrlingsausbildungsgesetz revitalisiert, Handelstests wirksamer gefördert und informell erworbene Fähigkeiten anerkannt werden. Die Studie empfiehlt: Die Qualität der Ausbildung für Wirtschaftslehrer muss verbessert werden. Menschenwürdige Arbeit muss durch die Unterstützung von Handelsverbänden gestärkt werden, indem MCs mit besserem Zugang zu Finanzmitteln die Vorsorge für Gesundheit und Sicherheit steigern. Eine engere Verbindung zwischen dem formellen und dem informellen Ausbildungssektor und dem Beschäftigungssektor sollte hergestellt werden.</p>

### 1.19. Baseline-Studie für die technische und berufliche Fernausbildung in Mosambik

<p>Romiszowski, A. (2015). <i>Baseline Study for Distance Technical and Professional Education in Mozambique</i> (p. 613). Retrieved from <a href="http://oasis.col.org/handle/11599/1775">http://oasis.col.org/handle/11599/1775</a></p>	
Zitat	†Mozambique: Romiszowski, 2015
Kommentar	<p>Diese Basisstudie wurde durchgeführt, um die aktuelle Situation in der Berufsbildung zu betrachten und zu analysieren und die Bedürfnisse und die Durchführbarkeit des Einsatzes von Offen- und Fernunterricht (ODL) und insbesondere des E-Learning in einem flexiblen und kombinierten Evaluationsinstrument zu bewerten.</p>

## 1.20. Bewertung der Benutzerfreundlichkeit von IKT durch DozentInnen in Kenia

<b>Agufana, P., Too, J., &amp; Mukwa, C. (2018). Assessment of Perceived Ease of Use and Instructional Use of ICT by Lecturers in Technical Training Institutions in Kenya. African Journal of Education, Science and Technology, 124. (UTI-A93857DF-09E0-3D05-BE47-DA8BB16ADE69).</b>	
<b>Zitat</b>	<a href="#">†Kenya, Rwanda: Agufana, et al., 2018</a>
<b>Kommentar</b>	Der Anlass für die Bearbeitung dieser Studie bestand darin, die angenommene Unterrichtsverbesserung durch die Verwendung von IKT zu untersuchen. Zielgruppe waren Dozenten in technischen Ausbildungseinrichtungen in Kenia. Die Ergebnisse zeigen, dass durch den Einsatz von IKT von Dozenten eine Verbesserung des Unterrichts wahrgenommen wird. Die Studie empfiehlt, Dozierende dazu anzuhalten, IKT zu Unterrichtszwecken zu verwenden.

## Anhang 2. Literaturverzeichnis

Dieses Literaturverzeichnis ist auch als Zotero-Gruppenbibliothek erhältlich, welche hier verfügbar ist: <https://www.zotero.org/groups/2317526>. Alle Metadaten können ohne Registrierung eingesehen werden. Forscher können die Mitgliedschaft in der Gruppe beantragen, um auf zusätzliche Informationen zuzugreifen.

### A

**JOUR** Abas, MA, Nhiwatiwa, SM, Mangezi, W, Jack, H, Piette, A, Cowan, FM, Barley, E, Chingono, A, Iversen, A, Chibanda, D (2014). *Building mental health workforce capacity through training and retention of psychiatrists in Zimbabwe*. (International Review of Psychiatry) DOI: [10.3109/09540261.2014.924487](https://doi.org/10.3109/09540261.2014.924487). Ref: LOCAL-SCOPUS\_ID:84907878464; List: H,U; Location: Africa, Sub-Saharan Africa; Zimbabwe.

**RPRT** Abassah, M (2011). *Analysis of the problems and prospect of the technical college teachers in Nigeria*. (Conference proceedings, Proceedings of the 2011 International Conference on Teaching, Learning and Change) URL: <http://www.hrmars.com/admin/pics/181.pdf>. Ref: UTI-2934A11E-AF12-336A-BC96-C5340FCF56CD; List: H,U; Location: Africa, West Africa; Nigeria.

**JOUR** Abassah, M (2011). *Technical college teachers in Nigeria: Issues, problems and challenges*. (Mediterranean Journal of Social Sciences) URL: <http://www.cees.mak.ac.ug/sites/default/files/publications/mjssvol2no7-Kagoda.pdf#page=57>. Ref: UTI-0455CB85-3AAA-3DA0-8287-FABE0D13ECB0; List: H; Location: West Africa; Nigeria.

**JOUR** Abdullah, NH, Shamsuddin, A, Wahab, E (2018). *Participation in continuous professional development training and perceived teaching assessment: A case study at the Malaysian Technical University*. URL: <https://www.ceeol.com/content-files/document-702793.pdf>. Ref: UTI-5262E29B-0250-325E-BD57-D7032F0E93CB; List: H; Location: Africa; South Africa.

**RPRT** Abubakar, B, Hashim, MHM, Raja, P, Pahat, B (2014). *Imperatives and the Challenges to Effective Integration of ICTs in Nigerian TVET Institutions toward Instructional Delivery*. URL: [http://www.academia.edu/download/35489000/4th\\_World\\_Congress\\_on\\_TVET\\_2014\\_Proceeding.pdf#page=285](http://www.academia.edu/download/35489000/4th_World_Congress_on_TVET_2014_Proceeding.pdf#page=285). Ref: UTI-DE-11A8B3-CD56-3802-B5C1-E1F9F4B42625; List: H,U; Location: Africa, Sub-Saharan Africa; Nigeria.

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