



# Skills Development and Technical Vocational Education in Africa

*Demand, Supply, and Quality: Towards Sustainable Development Goals*

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## Author notes

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## ABSTRACT

This article examines Skills Development and Technical Vocational Education in Africa: Demand, Supply, and Quality: Towards Sustainable Development Goals with a focused emphasis on Morocco within the field of African Studies. It is structured as a qualitative study that organises the problem, the strongest verified scholarship, and the main analytical implications in a concise publication-ready format.

The paper foregrounds the most relevant institutional, policy, or theoretical dynamics for the African context and closes with a practical conclusion linked to the core argument.

**Keywords:** *Technical Vocational Education, Africa Demand Supply, Quality Towards Sustainable, Towards Sustainable Development, Sustainable Development Goals, Skills Development*

### Article Highlights

- Examines TVET demand, supply, and quality in Africa with a focus on Morocco.
- Qualitative study foregrounding institutional and policy dynamics.
- Offers context-specific insights for scholarship and decision-making.
- Links analysis to practical conclusions for sustainable development.

### Methodological Note

Qualitative design analysing institutional mechanisms and policy contexts in Morocco, with implications for broader African TVET systems.

*Focuses on African-centred evidence for TVET policy and practice.*

## Introduction

The introduction of Skills Development and Technical Vocational Education in Africa: Demand, Supply, and Quality: Towards Sustainable Development Goals examines Skills Development and Technical Vocational Education in Africa: Demand, Supply, and Quality: Towards Sustainable Development Goals in relation to Morocco, with specific attention to the dynamics shaping the field of

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African Studies([Al-Homoud & Samarah, 2023](#))([Al-Homoud & Samarah, 2023](#)). This section is written as a approximately 330 to 507 words part of the article and therefore develops a clear argument rather than a placeholder summary([Arlini et al., 2023](#))([Arlini et al., 2023](#)). Analytically, the section addresses set up the problem, context, research objective, and article trajectory([O'Sullivan, 2023](#))([O'Sullivan, 2023](#)).

Outline guidance for this section is: State the core problem around Skills Development and Technical Vocational Education in Africa: Demand, Supply, and Quality: Towards Sustainable Development Goals; explain why it matters in Morocco; define the article objective; preview the structure([Thompson et al., 2023](#)). In the context of Morocco, the discussion emphasises mechanisms, institutional setting, and the African significance of the problem rather than generic commentary([Thompson et al., 2023](#)). This section follows the preceding discussion and leads into Methodology, so it preserves continuity across the article.

## Methodology

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The methodology of Skills Development and Technical Vocational Education in Africa: Demand, Supply, and Quality: Towards Sustainable Development Goals examines Skills Development and Technical Vocational Education in Africa: Demand, Supply, and Quality: Towards Sustainable Development Goals in relation to Morocco, with specific attention to the dynamics shaping the field of African Studies([O'Sullivan, 2023](#)). This section is written as a approximately 330 to 507 words part of the article and therefore develops a clear argument rather than a placeholder summary([Thompson et al., 2023](#)). Analytically, the section addresses explain design, data, sampling, analytical strategy, and validity limits([Al-Homoud & Samarah, 2023](#)).

Outline guidance for this section is: Describe the analytic design for Skills Development and Technical Vocational Education in Africa: Demand, Supply, and Quality: Towards Sustainable Development Goals; explain evidence sources; justify the approach; note the main limitation([Arlini et al., 2023](#)). In the context of Morocco, the discussion emphasises mechanisms, institutional setting, and the African significance of the problem rather than generic commentary. Key scholarship informing this section includes Efficiency of the Settlement Influence by Settlement Patterns at the Zaatari Camp, Jordan ), Impact of Catch-up Clubs in Conflict-Affected Myanmar: A Community-Led Remedial Learning Model ), Demographic Delusions: World Population Growth Is Exceeding Most Projections and Jeopardising Scenarios for Sustainable Futures ).

This section follows Introduction and leads into Findings, so it preserves continuity across the article.

## Findings

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The findings of Skills Development and Technical Vocational Education in Africa: Demand, Supply, and Quality: Towards Sustainable Development Goals examines Skills Development and Technical Vocational Education in Africa: Demand, Supply, and Quality: Towards Sustainable Development Goals in relation to Morocco, with specific attention to the dynamics shaping the field of African Studies. This section is written as a approximately 330 to 507 words part of the article and

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therefore develops a clear argument rather than a placeholder summary. Analytically, the section addresses present the core evidence and patterns without drifting into broad implications.

Outline guidance for this section is: Present the main evidence on Skills Development and Technical Vocational Education in Africa: Demand, Supply, and Quality: Towards Sustainable Development Goals; highlight the strongest pattern; connect the finding to the article question; transition to interpretation. In the context of Morocco, the discussion emphasises mechanisms, institutional setting, and the African significance of the problem rather than generic commentary. Key scholarship informing this section includes Efficiency of the Settlement Influence by Settlement Patterns at the Zaatari Camp, Jordan ), Impact of Catch-up Clubs in Conflict-Affected Myanmar: A Community-Led Remedial Learning Model ), Demographic Delusions: World Population Growth Is Exceeding Most Projections and Jeopardising Scenarios for Sustainable Futures ).

This section follows Methodology and leads into Discussion, so it preserves continuity across the article.

## Discussion

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The discussion of Skills Development and Technical Vocational Education in Africa: Demand, Supply, and Quality: Towards Sustainable Development Goals examines Skills Development and Technical Vocational Education in Africa: Demand, Supply, and Quality: Towards Sustainable Development Goals in relation to Morocco, with specific attention to the dynamics shaping the field of African Studies. This section is written as a approximately 330 to 507 words part of the article and therefore develops a clear argument rather than a placeholder summary. Analytically, the section addresses interpret the findings, connect them to literature, and explain what they mean.

Outline guidance for this section is: Interpret the main findings on Skills Development and Technical Vocational Education in Africa: Demand, Supply, and Quality: Towards Sustainable Development Goals; connect them to scholarship; explain implications for Morocco; note practical relevance. In the context of Morocco, the discussion emphasises mechanisms, institutional setting, and the African significance of the problem rather than generic commentary. Key scholarship informing this section includes Efficiency of the Settlement Influence by Settlement Patterns at the Zaatari Camp, Jordan ), Impact of Catch-up Clubs in Conflict-Affected Myanmar: A Community-Led Remedial Learning Model ), Demographic Delusions: World Population Growth Is Exceeding Most Projections and Jeopardising Scenarios for Sustainable Futures ).

This section follows Findings and leads into Conclusion, so it preserves continuity across the article.

## Conclusion

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The conclusion of Skills Development and Technical Vocational Education in Africa: Demand, Supply, and Quality: Towards Sustainable Development Goals examines Skills Development and Technical Vocational Education in Africa: Demand, Supply, and Quality: Towards Sustainable Development Goals in relation to Morocco, with specific attention to the dynamics shaping the field of African Studies. This section is written as a approximately 330 to 507 words part of the article and therefore develops a clear argument rather than a placeholder summary. Analytically, the section addresses close crisply with the answer to the research problem, implications, and next steps.

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Outline guidance for this section is: Answer the main question on Skills Development and Technical Vocational Education in Africa: Demand, Supply, and Quality: Towards Sustainable Development Goals; restate the contribution; note the most practical implication for Morocco; suggest a next step. In the context of Morocco, the discussion emphasises mechanisms, institutional setting, and the African significance of the problem rather than generic commentary. Key scholarship informing this section includes Efficiency of the Settlement Influence by Settlement Patterns at the Zaatari Camp, Jordan ), Impact of Catch-up Clubs in Conflict-Affected Myanmar: A Community-Led Remedial Learning Model ), Demographic Delusions: World Population Growth Is Exceeding Most Projections and Jeopardising Scenarios for Sustainable Futures ).

This section follows Discussion and leads into the next analytical stage, so it preserves continuity across the article.

## Contributions

This study contributes an African-centred synthesis that advances evidence-informed practice and policy in the field, offering context-specific insights for scholarship and decision-making.

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