



# AFRICA UNITY CENTER OF EXCELLENCE SKILLS, TVET & ENTREPRENEURSHIP CENTER

PROGRAMME DOSSIER AND ACADEMIC PROSPECTUS  
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*MANDATE, STRATEGIC RATIONALE, AND ACADEMIC FRAMEWORK FOR WORKFORCE  
DEVELOPMENT AND INCLUSIVE ENTERPRISE UNDER AGENDA FOR SOCIAL EQUITY 2074*

CREATED BY

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# AUCE- Skills, TVET & Entrepreneurship Center

## Chapter 1 – Executive Summary

This Programme Dossier defines the mandate and operational framework for the **Skills, TVET & Entrepreneurship Center**, a specialized research and academic unit under AUCE. The Center addresses Africa's structural employment challenges by designing and validating vocational training systems, competency-based curricula, and enterprise incubation models that enable youth and marginalized groups to participate in formal economies. Its mission aligns with **Agenda for Social Equity 2074** Social Global Goals on decent work, inclusive growth, and gender equity, and integrates directly with SLUC programmes—primarily **EVHEI (Empowerment through Vocational and Higher Education Initiative)** and **WYEH (Women and Youth Empowerment Hubs)**, supported by **SDEP** for social inclusion and **EESG** for enterprise development.

The Center operates under a dual mandate: first, to produce evidence-based frameworks for skills development and entrepreneurship ecosystems; second, to host doctoral formation under the **Unity Academy Center of Excellence (UACE)** through the **AUAC PhD in Workforce Development and Entrepreneurship**, ensuring scholarly rigor and capacity building for Africa's next generation of vocational and enterprise leaders. Financial sustainability is secured through SLUC programme surpluses priced on relative market terms, complemented by external grants and fee-based services, with reinvestment governed by GSEA Council protocols.

By binding academic research to operational delivery and embedding outputs within SLUC implementation cycles, the Center creates a disciplined pathway from evidence to scalable solutions, enabling Africa to convert demographic potential into productive employment and inclusive enterprise growth.

## Chapter 2 – Strategic Rationale

Africa's demographic profile presents both an opportunity and a risk. With over 60 percent of the population under the age of 25, the continent holds the world's largest youth cohort, yet faces persistent unemployment and underemployment. Traditional education systems remain misaligned with labor market needs, and vocational training infrastructure is fragmented, underfunded, and often disconnected from industry demand. MSMEs, which constitute over 80 percent of Africa's enterprises, struggle to access finance, markets, and skills, limiting their capacity to absorb labor and drive inclusive growth. These structural gaps perpetuate poverty, social exclusion, and vulnerability to informal and precarious work.

The Skills, TVET & Entrepreneurship Center is constituted to address these deficits through integrated research and implementation strategies that prioritize competency-based training, enterprise incubation, and gender-responsive inclusion. Its work aligns with **Agenda for Social Equity 2074** goals for decent work and economic empowerment, gender equality, and lifelong learning. It complements SLUC programmes by equipping **EVHEI** with curricula and certification frameworks, enabling **WYEH** to scale empowerment hubs for women and youth, and supporting **EESG** in building enterprise ecosystems linked to regional value chains. The **SDEP** interface ensures that social development

objectives are embedded in all interventions, while PCRN provides legal defensibility for accreditation and certification standards.

The theory of change begins with rigorous labor market diagnostics and skills gap analyses, proceeds through the design of modular curricula and enterprise incubation models, and culminates in adoption by vocational institutions, industry partners, and cooperative networks. Inputs include SLUC programme surpluses, donor and DFI support, and academic partnerships under UACE. Activities encompass applied research, policy drafting for TVET governance, development of digital learning platforms, and doctoral supervision anchored in empirical studies of workforce systems and enterprise ecosystems. Outputs include competency frameworks, accreditation standards, training-of-trainers modules, enterprise incubation toolkits, and peer-reviewed publications. Outcomes manifest as increased enrollment in accredited TVET programs, higher rates of MSME formalization, and measurable gains in youth and women employment. The ultimate impact is a resilient labor market capable of absorbing Africa's demographic dividend into productive, inclusive economic growth.

## Chapter 3 – Mandate and Scope

The Skills, TVET & Entrepreneurship Center is constituted as a programmatic research and academic unit under the Africa Unity Center of Excellence, operating within the governance instruments of the Global Social Equity Alliance Council and the implementation protocols of Agenda for Social Equity 2074. Its mandate is to design, validate, and scale competency-based training systems, accreditation and certification regimes, and enterprise incubation models that connect learners and micro- and small-enterprises to predictable employment and market opportunities. The Center is charged with developing standards and instruments that are lawfully defensible, operationally serviceable, and academically rigorous, with a duty of care to public-interest outcomes and to the integrity of doctoral formation under the Unity Academy Center of Excellence.

The legal mandate empowers the Center to serve as the primary standards and knowledge hub for vocational pedagogy, occupational frameworks, and enterprise ecosystem enablement across AUCE geographies. It shall produce evidence-based policy notes for ministries responsible for education, labor, industry, and cooperatives, along with adoptable accreditation criteria, recognition-of-prior-learning instruments, and certification pathways that are interoperable with regional qualifications frameworks. The Center hosts doctoral and post-doctoral formation through the AUAC PhD in Workforce Development and Entrepreneurship, embedding paired supervision with European partner faculties and ensuring that research outputs meet peer-review standards under UACE oversight.

The thematic scope spans labor-market diagnostics and skills gap analytics; modular, stackable curricula aligned to occupational standards; trainer preparation and continuous professional development; enterprise incubation and cooperative development; and digital learning platforms that extend access and reduce unit costs. The scope includes the design of inclusive participation pathways for women, youth, and persons with disabilities, ensuring that gender responsiveness and universal design principles are codified in all standards and materials. Geographic operations commence with anchor countries in East and Southern Africa where SLUC roll-outs are scheduled, followed by phased expansion to West and Central Africa. Country entry is synchronized with national strategies, and all engagements are framed by memoranda of understanding with counterpart ministries, training authorities, and industry associations.

Accountability lines require strategic and budgetary reporting to the GSEA Council, operational performance reporting to the AUCE Executive Secretariat, and academic quality and ethics reporting to the UACE Academic Council. Advocacy hand-off is executed through the Council for Global Social Advocacy so that research findings, accreditation frameworks, and enterprise instruments are communicated to policy-makers, financiers, and the public with clarity and fidelity. This construct binds research to policy, policy to programme delivery, and programme delivery to learning cycles that improve both academic work and market outcomes.

## Chapter 4 – Programme Architecture

The programme architecture is designed to convert labor-market evidence into codified standards and to translate those standards into training, certification, and enterprise outcomes at scale. The research agenda coalesces around three interlocking domains—skills systems, enterprise ecosystems, and digital enablement—each producing serviceable outputs that SLUC workpackages can commission and deploy.

In the skills systems domain, the Center develops occupational standards and competency frameworks anchored in verifiable performance criteria, recognition-of-prior-learning instruments that validate experiential skills, and accreditation models for providers and programs that ensure consistency of delivery. These instruments are drafted to interoperate with regional qualifications frameworks and to support stackable credentials so that learners can accumulate credit toward higher-level certifications without losing prior achievements. In enterprise ecosystems, the Center designs incubation methodologies, cooperative formation toolkits, credit-readiness and bookkeeping packages for micro- and small-enterprises, and market-access pathways aligned with regional value chains. These are paired with mentorship structures and post-training employment services so that skills acquisition is yoked to tangible livelihoods. In digital enablement, the Center specifies learning management platforms, micro-credentialing rails, e-portfolio standards, and data governance protocols that protect learner privacy while allowing verifiable credential exchange with employers and finance providers.

Operationalisation occurs through applied workstreams mapped directly to SLUC delivery. Implementation toolkits provide curricula, trainer guides, assessment rubrics, and quality-assurance procedures that training authorities and partner institutions can adopt without bespoke re-engineering. Policy notes and model instruments are prepared for ministries and qualifications authorities and co-cleared with PCRN to ensure legal defensibility and harmonisation. Pilot cohorts are run with training providers and employer consortia, generating empirical evidence on completion, placement, wage progression, and enterprise formation. Training-of-trainers establishes a renewable cadre of instructors and assessors, with continuous professional development embedded through modular refreshers. The doctoral formation pathway under UACE requires peer-reviewed outputs, at least one applied policy paper tied to an adopted instrument, and supervised fieldwork with partner providers and enterprise hubs, thereby ensuring that scholarly production remains anchored to measurable practice.

To make the interfaces and primary products explicit, the following summary groups the Center's core functions and outputs as they will be contracted within SLUC work-orders and adopted by counterpart authorities:



Programme Interface	Core Function	Primary Output
Occupational and competency standards	Definition of job roles, tasks, and performance criteria aligned to labor demand	Codified occupational standards; assessment rubrics; RPL instruments
Provider accreditation and QA	Assurance of delivery quality and learner protection	Accreditation criteria; audit checklists; external moderation procedures
Modular curricula and assessment	Stackable, competency-based training with verifiable outcomes	Curricula, trainer guides, item banks; capstone assessment protocols
Enterprise incubation and cooperative development	Transition from skills to livelihoods and firm formation	Incubation playbooks; cooperative formation kits; credit-readiness packs
Market-access and placement services	Pathways to employment and value-chain participation	Employer compacts; apprenticeship and placement agreements; onboarding templates
Digital learning and credentials	Access, efficiency, and verifiable recognition	LMS specifications; micro-credential schemas; e-portfolio and verification APIs
Training-of-trainers and CPD	Scalable instructor and assessor capacity	ToT modules; CPD micro-courses; competency maintenance standards
Policy and legal instruments	Adoption by ministries and qualifications authorities	Model regulations; recognition arrangements; funding and voucher frameworks
Academic track (UACE)	Doctoral formation and applied scholarship	Peer-reviewed articles; applied policy paper; supervised fieldwork; dissertations

The product catalogue spans white papers that synthesise labor-market intelligence, accreditation and QA frameworks for statutory adoption, modular curricula and assessment packs ready for immediate deployment, enterprise incubation and cooperative toolkits that connect graduates to markets and finance, and micro-credential specifications that allow employers and DFIs to verify competencies at low transaction cost. All outputs are version-controlled and, where appropriate, peer-reviewed under UACE governance, then integrated into SLUC contract schedules through standardized service lines and transfer pricing approved by the GSEA Council. This architecture ensures that the Center’s research is not merely diagnostic but catalytic, turning demographic weight into employable skills and enterprise growth in a manner that is auditable, investable, and consistent with Agenda 2074.

## Chapter 5 – Market and Impact Case

Africa's labour markets confront a structural mismatch between skills supply and skills demand, expressed in high youth unemployment and underemployment despite persistent vacancies in priority sectors such as agriculture value chains, construction, logistics, health, and digital services. Traditional, time-bound curricula are costly to scale and slow to adapt, while many micro- and small-enterprises remain outside formal credit and procurement systems due to weak bookkeeping, limited certification, and inadequate compliance capabilities. Women and young people are disproportionately excluded, with participation gaps widening in rural districts and low-income urban areas. In this context, a centre that converts labour-market evidence into modular, competency-based training, verifiable credentials, and enterprise incubation instruments provides an investable pathway to inclusive, measurable employment and firm formation.

The Skills, TVET & Entrepreneurship Center addresses this challenge by embedding its standards and instruments directly into SLUC implementation cycles. EVHEI commissions occupational standards, competency frameworks, and accreditation models so that training providers can deliver consistent quality at scale; WYEH deploys the Center's incubation and cooperative development kits to lower entry barriers for women and youth; EESG adopts market-access guides and credit-readiness packs to connect MSMEs to procurement and value chains; and SDEP integrates inclusive participation rules to ensure that the most vulnerable can enter and persist in programmes. This architecture ensures that research outputs are translated into practice through work-orders, while empirical results feed back into iterative improvement of standards and curricula. The EUCE's university engagement scaffolding further allows paired supervision and comparative study so that good practice diffuses quickly across geographies.

The impact model is evidenced through indicators aligned to Agenda for Social Equity 2074 goals on decent work, inclusive growth, gender equity, and lifelong learning. Indicators quantify access (enrolment and completion), quality (credential verification, employer satisfaction, placement), inclusion (women and youth participation and persistence), and enterprise outcomes (formalisation, revenue growth, and access to finance). They also monitor the integrity of the system through provider accreditation and external moderation. The five-year horizon below presents conservative targets suitable for first-wave countries and will be adapted to national baselines during Phase I instrumentation.

Indicator	Baseline (2025)	Target (2030)
Learners enrolled in accredited, competency-based programmes (annual count)	12,000	60,000
Programme completion rate for accredited tracks (%)	54	78
Graduates placed in employment or paid apprenticeships within six months (%)	38	65
Share of women and youth among enrolled learners (%)	42	60
MSMEs receiving incubation/coop-development support (annual count)	1,200	6,500

Indicator	Baseline (2025)	Target (2030)
MSMEs formally registered and tax-compliant within twelve months of support (%)	26	55
Firms adopting basic bookkeeping and digital invoicing standards after support (%)	19	58
Providers accredited against AUCE-aligned QA criteria (count)	25	120
Qualifications and micro-credentials verifiable through e-portfolio rails (annual count)	0	75,000
Employer satisfaction with job-task alignment of graduates (mean score, 1–5)	2.8	4.1

The Centre’s MEL system links these indicators to data sources that are externally verifiable: provider registries, accreditation and moderation records, anonymised learner cohorts, employer confirmations, tax and business registries, and platform telemetry for e-credentials. Quarterly synthesis notes and an annual review convened by AUCE will reconcile progress against targets, document course corrections, and codify validated practice into playbooks and policy notes. This approach binds academic rigor to operational discipline, ensuring that doctoral scholarship and field implementation co-evolve and that SLUC investments produce durable labour-market gains.

## Chapter 6 – Financial Model and Funding Plan

The financial architecture is designed to be auditable, diversified, and resilient, while protecting the academic mission. Revenue streams consist of internal SLUC work-orders and allocations, external grants and concessional resources, and fee-based services. Internal revenues arise when EVHEI, WYEH, EESG, and SDEP purchase standards, curricula packages, accreditation and QA services, incubation toolkits, cooperative formation kits, and e-credentialing rails under standardised transfer-pricing approved by the GSEA Council. External resources come from development partners and impact facilities to underwrite initial instrumentation, provider accreditation, digital platforms, and catalytic enterprise support. Fee-based services encompass provider audits, assessor certification, employer consortium services for apprenticeship pipelines, and licensing of digital schemas and APIs for verifiable credentials, all governed by service-level agreements and outcome checkpoints.

Reinvestment is rule-based to ensure continuity of research and doctoral formation. A standing allocation transfers twenty-five percent of net operating surplus to a Research Endowment Sub-Fund dedicated to standards maintenance, longitudinal data series, and methods development; fifteen percent to the Scholarship and Supervision Facility under UACE to support doctoral stipends and supervisory time; and the balance to programme delivery, including cohort pilots, provider accreditation, incubation services, and digital operations. This allocation mirrors the approach you have already approved for other AUCE centres, thereby preserving comparability and investor confidence across the portfolio.

The projected five-year revenue profile is summarised below as an indicative envelope prior to country-level costing in Phase I. Magnitudes reflect the scale-intensive nature of accreditation and



digital credential rails during early years and the increasing share of fee-based services as markets mature.

Year	Revenue from SLUC (€ million)	External Grants and Facilities (€ million)	Accreditation, Audits, and Licensing Fees (€ million)	Total Revenue (€ million)
2026	3.2	3.8	0.6	7.6
2027	4.5	4.0	0.9	9.4
2028	5.6	4.2	1.3	11.1
2029	6.6	4.5	1.7	12.8
2030	7.6	4.8	2.1	14.5

Applying the allocation rule to the 2026 total revenue of €7.6 million, approximately €1.9 million would be transferred to the Research Endowment Sub-Fund, €1.1 million to the Scholarship and Supervision Facility, and €4.6 million retained for operations and programme delivery. The retained share funds curriculum development and version control, assessor training and moderation, cohort pilots and employer compacts, incubation and cooperative services, and the standing costs of e-credential infrastructure. Risk management emphasises diversification and performance-linked arrangements: outcome-based disbursements for grants keyed to verified completion and placement metrics; fee schedules that reward provider QA improvements; and licensing models for digital schemas that scale with verified credential issuance. The GSEA Finance & Risk Committee reviews all instruments, and independent audits validate financial integrity consistent with the Anti-Corruption and Transparency Protocol. By codifying these mechanics and synchronising transfer-pricing schedules with SLUC calendars, the Center maintains both academic independence and operational liquidity, giving donors, DFIs, and private partners a clear, investable path to labour-market outcomes at continental scale.

## Chapter 7 – Governance and Partnership Model

Governance of the Skills, TVET & Entrepreneurship Center is embedded within the institutional framework of the Global Social Equity Alliance Council, which exercises strategic oversight, validates research priorities, and approves budgets in accordance with Agenda for Social Equity 2074 objectives. The AUCE Executive Secretariat translates Council decisions into operational plans and monitors performance across all African Centers of Excellence. The Center’s Management Committee is responsible for executing research agendas, producing standards and toolkits, and ensuring that pilot cohorts and academic milestones are delivered within agreed timelines.

Academic governance is vested in the Unity Academy Center of Excellence Academic Council, which ratifies doctoral curricula, appoints supervisors, and enforces ethical and peer-review protocols. This dual structure—policy oversight by GSEA and academic oversight by UACE—creates a balanced governance system that safeguards both operational efficiency and scholarly rigor. Advocacy hand-off is executed through the Council for Global Social Advocacy, which converts technical outputs into accessible narratives for ministries, training authorities, and development finance institutions, ensuring that evidence informs policy and investment decisions.

Partnerships are structured to guarantee translational impact from research to adoption. University partnerships are formalized through Memoranda of Understanding defining joint research, paired

supervision, and field laboratories within vocational institutions and enterprise hubs. Industry partners include employer consortia, sector associations, and technology vendors for digital learning platforms, whose role is to co-develop curricula and validate competency frameworks through workplace trials. Government partnerships are anchored in ministries responsible for education, labor, and industry, and in qualifications authorities tasked with accreditation and recognition of prior learning. Development finance institutions and donors provide catalytic funding for provider accreditation, digital infrastructure, and enterprise incubation, while impact investors may participate in performance-linked financing for cooperative development and MSME scaling.

The governance and partnership architecture is summarized below:

Tier	Core Functions	Key Actors
GSEA Council	Strategic oversight; budget approval; compliance	GSEA Board; Finance & Risk Committee
AUCE Executive Secretariat	Operational coordination; resource allocation; performance monitoring	AUCE Executive Director; Programme Managers
Center Management Committee	Research execution; standards development; pilot delivery; academic milestones	Center Director; Technical Leads; Academic Leads
UACE Academic Council	Doctoral curricula; supervision; ethics; peer review	UACE Chair; Faculty Supervisors
CGSA	Advocacy and communications; stakeholder engagement	CGSA Secretariat; Regional Advocacy Leads
Universities	Joint research; paired supervision; field labs	African and European partner faculties
Industry Partners	Co-development of curricula; validation of competency frameworks	Employer consortia; sector associations; ed-tech vendors
Government and Authorities	Adoption of standards; accreditation; funding frameworks	Ministries; Qualifications Authorities
DFIs and Donors	Catalytic finance; grants; blended instruments	AfDB; bilateral donors; impact funds

This governance fabric enforces a rule-based system in which intellectual property is protected, fiduciary integrity is maintained through documented decision gates and audits, and public-interest standards are reproducible across jurisdictions. All policy notes and accreditation instruments are co-cleared with PCRN to ensure legal defensibility and harmonization before submission to authorities.

## Chapter 8 – Risk, Compliance, and Safeguards

Risk management for the Skills, TVET & Entrepreneurship Center follows a comprehensive framework aligned with GSEA fiduciary standards and international best practices for education and enterprise development. Operational risks—such as delays in curriculum deployment, accreditation bottlenecks, or low uptake of digital platforms—are mitigated through phased planning, standardized toolkits, and pre-validated workflows for provider onboarding and learner credentialing. Financial risks, including donor volatility and slower-than-expected uptake of fee-based services, are addressed through revenue diversification, blended-finance instruments, and strict change-control procedures, while the Research Endowment Sub-Fund and Scholarship Facility protect academic continuity.

Academic risks, including breaches of integrity or inadequate supervision, are controlled through UACE’s governance protocols, mandatory peer review, and IRB clearance for all empirical studies. ESG risks encompass gender inequities, exclusion of vulnerable groups, and potential misuse of learner data; these are mitigated through inclusive design, gender mainstreaming, and grievance redress mechanisms accessible to learners and providers. Cyber and data risks associated with digital credentialing platforms are addressed through encryption, role-based access controls, and independent penetration testing. Fiduciary risks—corruption, bid-rigging, or procurement fraud—are managed through transparent procurement, conflict-of-interest declarations, whistleblower channels, and external audits under the Anti-Corruption and Transparency Protocol.

The principal risk categories and mitigation measures are summarized below:

Risk Category	Description	Primary Mitigation
Operational	Curriculum delays; accreditation bottlenecks; low platform uptake	Phased plans; standardized toolkits; provider onboarding protocols
Financial	Donor volatility; cost overruns; service-fee uptake risk	Diversified revenue; blended finance; change-control; endowment and scholarship buffers
Academic	Integrity breaches; weak supervision; methodological risk	UACE IRB/ethics; paired supervision; peer review; doctoral milestones
ESG	Gender inequity; exclusion; learner vulnerability	Inclusive design; gender mainstreaming; grievance mechanisms
Cyber/Data	Platform security; privacy; credential integrity	Encryption; role-based access; penetration tests; audit trails
Fiduciary	Corruption; bid-rigging; procurement fraud	Transparent procurement; conflict disclosures; whistleblower channels; independent audits

Compliance monitoring is conducted quarterly, with reports submitted to the GSEA Council and UACE Academic Council. External peer reviewers and financial auditors provide independent assurance of methodological integrity and fiduciary probity. Deviations from plan trigger corrective actions—budget re-profiling, schedule adjustments, or reinforcement of supervisory capacity—documented in the Center’s compliance register and communicated to SLUC programme managers to maintain alignment



between research, implementation, and safeguards. This disciplined approach ensures that the Center’s work remains defensible, investable, and ethically sound as it advances Africa’s skills and enterprise agenda under Agenda for Social Equity 2074.

## Chapter 9 – Monitoring, Evaluation, and Learning (MEL)

The monitoring, evaluation, and learning system is constructed to evidence causality between standards, curricula, accreditation, incubation instruments, and measurable labour-market outcomes, while safeguarding academic integrity and learner protection. Baselines are established prior to pilot cohort activation in each geography using harmonised instruments approved by the UACE Academic Council. Data governance is overseen by the Center’s Management Committee and subject to independent peer review to protect methodological integrity and comparability across providers, sectors, and years. A single source of truth is enforced by aligning Center dashboards with SLUC programme reporting so that ministries, qualifications authorities, and financiers rely on uniform definitions and verification practices.

Indicators reflect Agenda for Social Equity 2074 objectives for decent work, inclusive growth, gender equity, and lifelong learning. Enrolment and completion are drawn from provider registries and external moderation records; placement and apprenticeship outcomes are verified through employer confirmations and identity-validated payroll entries; women and youth participation and persistence are tracked via anonymised learner cohorts; MSME formalisation and tax compliance are evidenced through business registries and returns; bookkeeping and digital invoicing adoption is observed through platform telemetry; provider accreditation status and QA performance are recorded by qualifications authorities; and credential issuance and verification volumes are captured through e-portfolio rails and verification APIs. Academic outputs—peer-reviewed articles, applied policy papers, and doctoral milestones—are tracked through UACE registries, ensuring that scholarly production remains a disciplined component of the Center’s impact model. Results are synthesised quarterly and reviewed annually at an AUCE-convened conference with GSEA Council participation, where deviations trigger corrective actions and validated gains are codified into playbooks for replication.

For clarity of method and accountability, the principal indicators for the first five-year horizon are summarised below. Targets correspond to those introduced in earlier chapters and will be refined during Phase I instrumentation.

Indicator	Definition and Unit of Measure	Measurement Frequency	Data Source and Verification
Enrolment in accredited, competency-based programmes	Annual count of learners admitted to programmes meeting AUCE-aligned QA criteria	Quarterly roll-ups	Provider registries; accreditation records; independent moderation
Programme completion rate	Percentage of enrolled learners completing all competency requirements	Quarterly	Assessment records; external moderation; QA audits



Indicator	Definition and Unit of Measure	Measurement Frequency	Data Source and Verification
Placement or paid apprenticeship within six months	Share of graduates in verified employment or apprenticeships within six months	Semi-annual	Employer confirmations; payroll entries; identity-verified onboarding
Women and youth participation and persistence	Percentage of women/youth among enrolled learners and completing cohorts	Quarterly	Learner cohorts; anonymised records; persistence tracking
MSMEs receiving incubation/coop support	Annual count of MSMEs supported through documented incubation or cooperative kits	Quarterly roll-ups	Programme rosters; identity-verified enterprise files
MSME formalisation and tax compliance	Percentage of supported MSMEs registered and tax-compliant within twelve months	Annual	Business registries; tax returns; external verification
Adoption of bookkeeping and digital invoicing	Share of supported MSMEs using baseline accounting and e-invoicing standards	Semi-annual	Platform telemetry; audit samples; reconciliation checks
Provider accreditation and QA performance	Count of providers accredited and passing QA audits without corrective findings	Semi-annual	Qualifications authority records; audit reports
Credential issuance and verification	Annual count of credentials issued and verified through e-portfolio rails	Quarterly	LMS/LRS logs; verification API telemetry; penetration tests
Academic outputs	Peer-reviewed articles, applied policy papers, doctoral milestones/dissertations	Semi-annual	University registries; journal databases; UACE Academic Council records

The MEL system is deliberately adaptive. Evidence from cohort pilots and employer feedback is translated into management responses, including adjustment of occupational standards, revision of curricula modules and assessment rubrics, reinforcement of trainer capacity, and legal refinements to accreditation instruments through PCRN. This closed feedback loop binds the Center's academic mandate to operational results, ensuring that instruments remain defensible in law, implementable by providers and employers, and measurable in their effect on employment and enterprise outcomes

## Chapter 10 – Implementation Plan

Implementation proceeds through a sequenced pathway that balances technical maturation, institutional adoption, provider capacity, and academic formation. Phase I establishes the Center’s operating nucleus, confirms governance activation, and staffs technical and academic leads while instrumenting baselines in two anchor countries. The first doctoral cohort is admitted under the AUAC PhD in Workforce Development and Entrepreneurship with paired European supervision, and pilot cohorts commence across priority sectors for modular curricula, recognition-of-prior-learning, and incubation/ cooperative instruments. Phase II expands provider accreditation, scales training-of-trainers, formalises employer compacts for apprenticeships and placements, and deploys e-credential rails and verification APIs. Phase III consolidates learning into codified implementation playbooks, validates transfer-pricing schedules across SLUC work orders, secures multi-year financing mandates for provider networks and digital infrastructure, and completes the first cycle of dissertations to anchor the Center’s scholarly standing.

Milestones, accountable units, and verification gates are summarised below and will be synchronised with SLUC calendars and national counterpart schedules during the AUCE Secretariat’s annual planning exercise.

Milestone	Planned Completion	Accountable Unit	Verification and Decision Gate
Center establishment, governance activation, staffing	Q2-2026	AUCE Secretariat; Center Management Committee	GSEA Council minute noting; organogram; hiring records
Baselines and MEL instrumentation in first two anchor countries	Q3-2026	Center MEL Unit; UACE Academic Council	Baseline reports filed; instruments validated; methods review
First AUAC doctoral cohort admitted	Q3-2026	UACE Academic Council; partner universities	Admission roster; supervisor contracts; IRB approvals
Pilot cohorts launched; RPL instruments and modular curricula deployed	Q4-2026	Center Operations; EVHEI interface	Commissioning certificates; moderation records; QA clearances
Initial accreditation and QA instruments adopted by authorities	Q1-2027	Center Policy Desk; PCRN interface	Official adoption memos; accreditation criteria gazetted
Interim synthesis and course-correction conference	Q2-2027	Center MEL Unit; GSEA Finance & Risk	Synthesis note tabled; workplan adjustments; budget re-profile





Milestone	Planned Completion	Accountable Unit	Verification and Decision Gate
Scale-up of provider accreditation and training-of-trainers; employer compacts signed	Q4-2027	Center Operations; WYEH/EESG interfaces	Accreditation registers; ToT completion; compact documents
First peer-reviewed publications accepted; doctoral milestones achieved	Q2-2028	UACE Academic Council; supervisors	Journal acceptance letters; milestone confirmations
Standardised playbooks; SLUC transfer-pricing validated	Q3-2028	Center Finance; SLUC PMO; GSEA Council	Pricing circular issued; schedules annexed to SLUC contracts
Voucher/funding frameworks adopted; e-credential rails fully operational	Q1-2029	Ministries; qualifications authorities; ed-tech partners	Framework documents; platform telemetry; security certifications
Dissertation defenses and external impact evaluation report	Q4-2029	UACE Academic Council; independent evaluators	Defense records; evaluation report tabled to GSEA Council
Consolidation and multi-country rollout	2030 onward	AUCE Secretariat; Center Management Committee	Multi-year operating plan; replenishment of endowment and scholarships

Supply chains for curricula packs, QA audits, ToT materials, and digital credential infrastructure are consolidated under a single procurement and maintenance pipeline to ensure consistency of standards and to minimise duplication. Interoperability specifications for e-credentials are governed centrally and version-controlled to maintain integrity across providers and employers. The Scholarship and Supervision Facility is synchronised with phase gates so that academic capacity scales in tandem with operational demands, protecting the Center’s scholarly charter while delivering measurable gains to SLUC and counterpart authorities.

## Final Word

The Skills, TVET & Entrepreneurship Center is designed to convert labour-market evidence into reproducible standards, to translate those standards into accredited training and verifiable credentials, and to connect those credentials to enterprise formation and employment at scale. By binding the governance of the GSEA Council to the academic stewardship of UACE and embedding outputs directly in SLUC’s operating machinery, the Center creates a disciplined pathway from evidence to opportunity and from opportunity to durable livelihoods. In a continental context where demographic weight can either compound exclusion or fuel prosperity, this Center offers an investable and academically defensible model to accelerate workforce readiness, MSME growth, and inclusive participation under Agenda for Social Equity 2074.