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A Compendium of African Experiences in Promoting the Implementation of the Education and Training Continuum:

**A state-of-the art cross-national
analysis of policy and practice in 16
countries**

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SELECTED ACRONYMS

ADEA	Association for the Development of Education in Africa
AFD	<i>Agence Française de Développement</i>
AGEFOP	<i>Agence Nationale de la Formation Professionnelle</i>
BDA	Business Development Advisors
CAPIET	<i>Certificat d’Aptitude Pédagogique d’Instituteur de l’Enseignement Technique</i>
CBA	Competency-Based Approach
CFCE	<i>Centers de Formation des Créateurs d’Entreprises</i>
CFM	<i>Centers de Formation aux Métiers</i>
CFPE	<i>Centers de Formation Professionnelle d’Excellence</i>
CFPS	<i>Centers de Formation Professionnelle Sectoriels</i>
CMCAN	<i>Centre des Métiers du Cuir et d’Art du Niger</i>
COTVET	Council for Technical and Vocational Education & Training
CSLCH (EICVM in French)	Comprehensive Survey on Living Conditions of Households
CQP	<i>Certificat de Qualification Professionnelle</i>
CQM	<i>Certificat de Qualification aux Métiers</i>
DSCE	<i>Document de Stratégie pour la Croissance et l’Emploi</i>
DNETP	<i>Direction Nationale de l’Enseignement Technique et Professionnelle</i>
DNFP	<i>Direction Nationale de la Formation et Professionnelle</i>
EAW	Entrepreneurship Awareness Workshops
EDPRS	Economic Development and Poverty Reduction Strategy
ENI	<i>Ecole normale d’instituteurs</i>
ENIET	<i>Ecoles Normales d’Instituteurs de l’Enseignement Technique</i>
ENSET	<i>Ecole Normale Supérieure de l’Enseignement Technique</i>
ETSSP	Education and Training Sector Strategic Plan
FAFPA	<i>Fonds d’Appui à la Formation Professionnelle et à l’Apprentissage</i>
FAFPCA	<i>Fonds d’Appui à la Formation Professionnelle Continue et à l’Apprentissage</i>
FDFP	<i>Fonds de Développement de la formation Professionnelle</i>
FENAT	<i>Fédération Nationale des Artisans du Tchad</i>
FNAN	<i>Fédération Nationale des Artisans du Niger</i>
FODEFCA	<i>Fonds de Développement des Formations Professionnelles Continues et de l’Apprentissage</i>
FONAP	<i>Fonds National d’Appui à la Formation Professionnelle</i>
FPCA	<i>Formation Professionnelle Continue et à l’Apprentissage</i>
FPAPEB	<i>Formation Professionnelle par Alternance Post-Education de Base</i>
ICQN / TVSD	Inter-Country Quality Node on Technical and Vocational Skills Development
IECD	<i>Institut Européen de Coopération et de Développement (European Institute for Cooperation and Development)</i>
INFFDP	<i>Institut National de Formation des Formateurs et de Développement des Programs (INFFDP)</i>
INIFRCF	<i>Institut National d’ingénierie de Formation et de Renforcement des Capacités des Formateurs</i>
INS	<i>Institute of National Statistics</i>
IPNET	<i>Institut Pédagogique National de l’Enseignement Technique et Professionnel</i>
KOIKA	Korean International Cooperation Agency
LEA	Local Enterprises Authority
MBEC	Multilingual Basic Education Continuum
MEEASFP	<i>Ministère d’Etat, Ministère de l’Emploi, des Affaires Sociales et de la Formation</i>

	<i>Professionnelles</i>
MEETFP	<i>Ministère de l'Emploi et de l'Enseignement Technique et Professionnel</i>
MINEFOP	<i>Ministère de l'Emploi et de la Formation Professionnelle</i>
MITD	Mauritius Institute of Training and Development
MSMEs	Micro, Small and Medium Enterprises
MoESD	Ministry of Education and Skills Development
NCQF	National Certification and Qualifications Framework
NTVETQF	National TVET Qualifications Framework
PAPS/EFTP	<i>Programme d'Appui à la mise en œuvre de la Politique Sectorielle de l'EFTP)</i>
PNEFP	<i>Politique Nationale d'Emploi et de Formation Professionnelle</i>
PRFP	<i>Programme de Renforcement de la Formation Professionnelle</i>
SMEDA	Small and Medium Enterprise Development Authority
RTQF	Rwanda TVET qualification framework
SNP	<i>Service National de Participation</i>
TREE	Training for Rural Economic Empowerment
TVET	Technical Vocational Education and Training
WDA	Workforce Development Authority
YRE	Youth-Run Enterprise
*These acronyms are good leads for researchers interested in investigating the institutional development occurring in the TVSD sector in Africa.	

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Introduction and Background

This compendium of country experiences on *Promoting the Education and Training Continuum* is a major contribution to the knowledge base that the ICQN-TVSD has been building to provide African countries with an inventory of innovative policies and practices that can be drawn upon to address common and pressing challenges in education and training. In this particular case, the Node has engaged its member countries in an investigative and reflective exercise on the underlying issues and factors that explain the lack of articulation between education and training in order to have not only a better understanding of how to restore the broken link between the two concepts in Africa but also to stave off the ensuing negative consequences on educational and socioeconomic development.

The exercise consisted of the following steps: (i) carrying out a literature review on the concept of education and training continuum in order to frame both the theoretical and practical issues; (ii) commissioning reports on country experiences on the manifestations of the lack of articulation between education and training as well as policy responses developed and implemented by governments to address the situation; and (iii) bringing together national experts in a seminar to review and debate the experiences presented in the country reports in order to tease out strategic and policy lessons that will be tabled at a ministerial conference scheduled for the last quarter of 2017.

The three-pronged approach described above will structure this Compendium as it will attempt to reflect the essence of the literature review, the country reports and the outcomes of the deliberations during the experts' seminar that took place on November 7-8, 2016 in Abidjan, Cote d'Ivoire.

The key findings of the literature review are summarized and presented as the grounded theoretical basis that has guided and framed the entire exercise. The seventeen (16) country reports¹ that were submitted by national expert shave been synthesized in 2-3 pages and are integrated into this compendium. The outcomes of the seminar in terms of key issues and recommendations made by the participants are highlighted as they will be the main source for the agenda that will be submitted to the ministerial conference in 2017.

As with the previous Compendium on *Promoting investment in skills and competencies acquisition by trainers and entrepreneurs in African countries*, the objective here is to provide insights into the different policies and practices on the ground. Furthermore, the data and situations described herein can be useful baseline for understanding training policies and strategies in a sample of African countries. Ultimately, this document could lead to: (i) experience-sharing and cross-fertilization of practices among African countries, (ii) definition of research agendas in order to further explore issues of common concern on the topic at-hand as well as (iii) a better targeting of support by technical and funding partners.

¹Benin, Burkina Faso, Cameroon, Chad, Cote d'Ivoire, Liberia, Madagascar, Mali, Mauritius, Niger and Rwanda.

It is important at this juncture to recall the broader framework within which this exercise is taking place. This Compendium marks the completion of the theoretical and technical exploration of the second of the three thematic areas identified by the Ministerial Conference on “Youth Employment in Africa” held in July 2014 in Abidjan, Cote d’Ivoire. In the three-year plan of action (2014-2017) endorsed by the ministers, the following three priority thematic areas were listed:

1. Promoting investment in countries to support the acquisition of skills and competencies by trainers and entrepreneurs;
2. Promoting the implementation of the education – training continuum.
3. Analyzing and operationalizing inter-country experiences and mechanisms for job creation that target more particularly the youth.

In October 2015 in Kigali, Rwanda, the ICQN-TVSD Ministers met and discussed the outcomes of the technical work carried out by the experts on *Promoting investment in countries to support the acquisition of skills and competencies by trainers and entrepreneurs*. They recommended a set of actions for the follow-up, including the need to pay special attention to TVET financing, curriculum development and setting up of qualifications frameworks.

The 2017 Ministerial Conference in Abidjan is expected to provide guidance for the future agenda of the ICQN-TVSD on realizing the education and training continuum.

Summary of the Literature Review on the Concept of Education and Training Continuum

Why focus on the education and training continuum?

By and large, African educational systems are still relics of Europe's 19th and 20th centuries' systems in content and design. With very few exceptions, they have not been overhauled structurally and purposively following the independence era in the 1960s in order to serve the socioeconomic development of the newly independent countries. Thus, they have maintained the biases of their precursors for elitism through a harsh selection process based primarily on mastery of the colonial languages, disdain for manual work which is seen as a sign of failure and the disconnect with the economic and social needs of the societies they serve.

Early advocates for reforming the inherited education systems in Africa such as Abdou Moumouni (1964) criticized the "lack of continuity" (or mismatch) between the school institution inherited from colonization, and the culture, language and objectives of the function of the traditional education in Africa which does not separate learning from vocational training.

Moreover, the education system is dysfunctional because it is internally and externally inefficient and ineffective. The failure rate in terms of dropout is high. It also produces individuals of little use to their society as most of them would more likely be alienated from their cultural heritage and disdain manual labor. The education crisis that began in the 1970s (Coombs, 1985) and which is still with us lays out the discontinuities in terms of the deterioration of the quality of teaching and learning due to the poor training of teachers, large class size, non-mastery of the language of instruction by teachers and lack of teaching and learning resources, high drop-out rates at all levels of the system (primary to tertiary); lack of coherence and articulation between the curricula of the different levels; the limited range of options at secondary level, governments' neglect of technical education and vocational training (TVET).

The continuum is therefore conceived as a response to these discontinuities by structurally reforming the system² (See an example below) to create, as suggested by Moumouni, a "unitary" general education system lasting 10 to 11 years and developing a new curriculum that is more in tune with the socioeconomic and cultural needs of African countries. For instance, and structurally speaking, ADEA (2008) proposed the establishment of holistic, integrated and diversified education systems where by the current structure of Universal Primary Education (UPE) of 6 or 7 years is replaced by an extended and expanded 9-10 years Universal Basic Education (UBE). With regard to secondary education, the concept of post-primary education (PPE) is supposed to give way to post-basic education and training (PBET).³ This distinction here is that technical

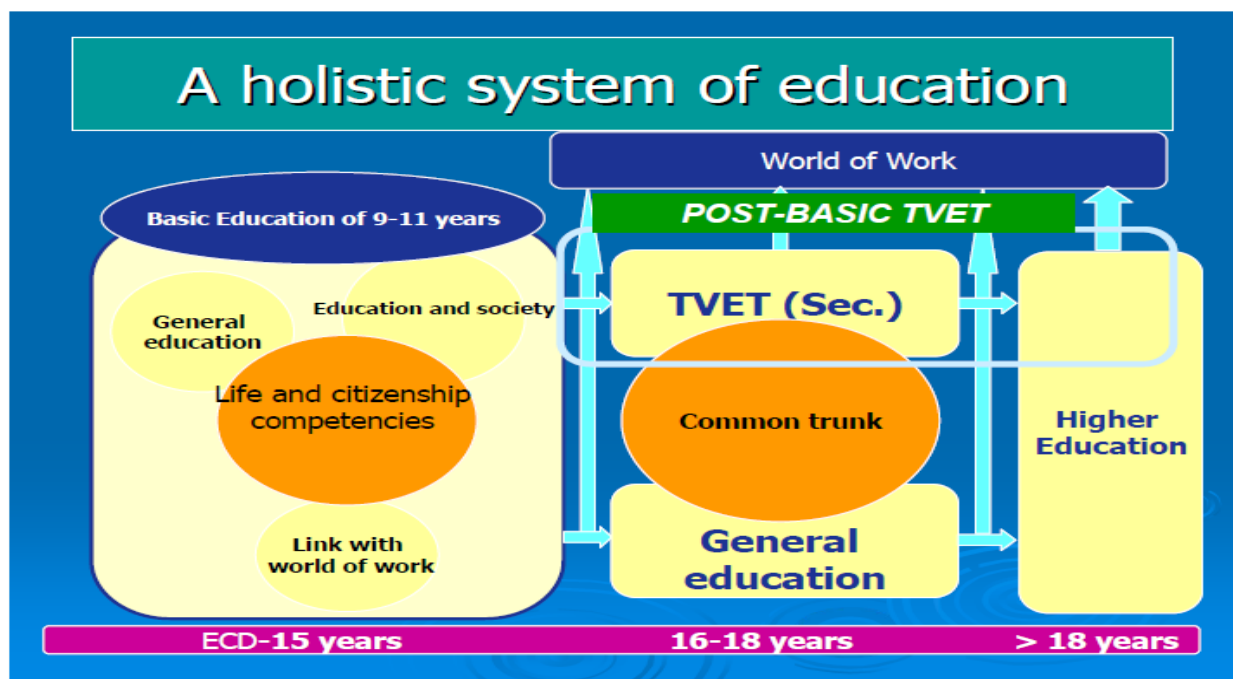
² UNESCO (2010). *The Launch of Basic Education in Africa Programme (BEAP) in Mauritius: ECCE as entry point*. Presentation PowerPoint IBE-BREDA

³ ADEA (2008). *Post-Primary Education in Africa: Challenges and Approaches for Expanding Learning Opportunities in Africa* Synthesis prepared for and lessons learned from the 2008 ADEA Biennale on Education in Africa (Maputo, Mozambique, May 5-9, 2008).

and vocational education is given equal weight as and woven in general secondary education. In the same vein, UNESCO has developed the Basic Education in Africa Programme (BEAP)⁴ which targets children aged 0-15 years. In other words, as far as the education subsectors are concerned, it covers parental education/early childhood (0-3 years), pre-primary school (4-6 years) and the early years of middle school (7-15 years).

In terms of curriculum, both ADEA and UNESCO BEAP propose major paradigm shifts from the current curriculum by introducing competencies and skills that promote African cultures and local knowledge such as the use of mother tongue as language of instruction in either a transitional model (starting with mother tongue up to a certain grade and then switching to the official language which in most cases is a European language) to a bilingual model (use of both languages until the end of cycle, usually basic education). These reforms also propose that life skills, entrepreneurship, and technical and vocational training to help young people enter the world of work be introduced in the curriculum.

As regards the formal education system, the **heart of the continuum concept lies in the need to restructure and redefine education content in order to restore the inextricable link that should exist between formal academic education, on the one hand, and the acquisition of skills and competencies that can help young people integrate their societies and the world of work on the other hand.**



Increasing access to a continuum of education and training at all stages of life
The Lifelong Learning Concept

⁴ The BEAP is managed and financed by the UNESCO's Regional Education Office in Africa (formerly BREDA) and its International Bureau of Education (IBE-UNESCO).

The literature review also shows that the continuum is defined differently depending on the angle/perspective of those who define it and the purposes for which they use it, whether ideological/political or pragmatic. For the proponents of lifelong learning, the main concern is to strike a new balance between education and training throughout life by linking all sub-systems, including the non-formal and informal education. They argue that

learning throughout life makes it possible to organize the various stages of education to provide for passage from one stage to another and to diversify the paths through the system ,while enhancing the value of each. This could be a way of avoiding the invidious choice between selection by ability, which increases the number of academic failures and the risks of exclusion, and the same education for all, which can inhibit talent⁵ (p.24).

Education-training continuum and inclusive education: bringing in all those who have been excluded from formal education and skills development systems

A full-fledged education-training continuum also includes bridging the formal education and skills development systems with non-formal and informal education systems. This involves allowing adults, including women and men, young and old, who, for various reasons, have not had the chance to access basic education or modern vocational training to join the formal learning and training systems at any point in the system and moment of their lives. Thus, graduates of literacy and adult education programs should be given an opportunity to join the formal systems to further their education and training irrespective of the alternative systems through which they qualify.

Forging a continuum by recognizing all ways of acquiring knowledge and skills

Creating an education and training continuum requires major paradigm shifts as well as tools and mechanisms.

From TVET to TVSD

With regard to paradigm shifts, the first one that should occur is shifting from technical and vocational education and training (TVET) to technical and Vocational Skills Development (TVSD).

The necessity for this shift is based on the following observations: Firstly, TVET as currently practiced in Africa has many major limitations such as (and among other things) that it only trains a tiny proportion of the cohort of young people in secondary education (+-5%). Secondly, it trains them poorly because its content/programs are too theoretical and out of date, failing to meet the needs of the labor market; thirdly, it is expensive,⁶as recurrent costs are high because of the need to constantly open new training centers and acquire expensive equipment which must be continually renewed.

⁵Report to UNESCO of the International Commission chaired by Jacques Delors entitled "Learning: The Treasure Within". (2nd edition, 1999) UNESCO.

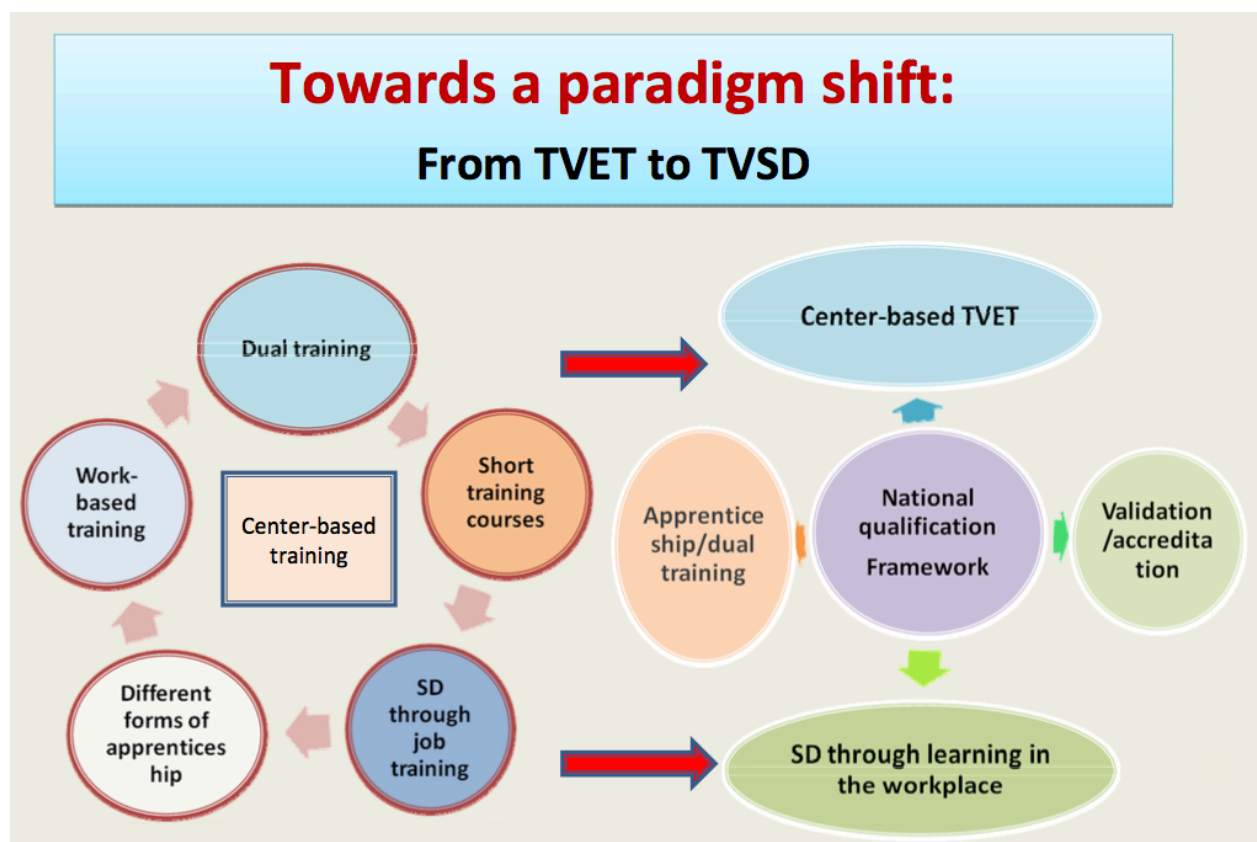
http://www.unesco.org/education/pdf/15_62.pdf

⁶ Walther, R., and Uhder, C., (2014).*The financing of Vocational Training In Africa: the roles and specificities of vocational training funds*. AFD

These observations about TVET have led to the recommendation that African countries should progressively replace it and move towards TVSD which is more inclusive and holistic as it recognizes skills acquisition within the informal sector (Adubra and Afeti, 2012). The OECD (2008) defines TVSD as

*the acquisition of knowledge, practical competencies, know-how and attitudes necessary to perform a certain trade or occupation in the labor market... Competencies can be acquired either through structured training in public or private TVET schools and centers, or through practical experience on the job in enterprises (work-place training in the formal sector and informal apprenticeship), or both (the so-called “dual” training, involving a combination of work-place and institution- based training)*⁷.

To illustrate the shift from TVET to TVSD, Walther (2011)⁸ produced the following diagram:



Tools and mechanisms

This diagram demonstrates that, with this paradigm shift, TVET becomes a component of the TVSD system. At the heart of the TVSD system lies a **national qualifications framework (NQF)**, which creates pathways between different types of training and education in the formal, non-formal and informal sectors.

⁷ The *African Economic Outlook* (AEO) report provides an overview of Africa’s economic and social development and offers a two-year forecast. It is jointly produced by three international partners: the African Development Bank (AfDB), the OECD Development Centre and the United Nations Development Programme (UNDP).

⁸ Presentation made at the informal meeting of DG Development (European Commission) on 25 January 2011

Another vital process in this system, which is also explained by the diagram on TVSD above, is the mechanism for recognizing/**accrediting prior learning experience and skills (RPL) within formal or informal training** (traditional or new apprenticeships). This mechanism is particularly important because it makes it possible to help people who have not received a formal basic education but who have proven expertise find work through training and apprenticeship. RPL enables a greater number of people in the informal sector to access both training opportunities and to acquire the formal basic education they have missed out on, or have failed to complete for various reasons. These opportunities entail:

1. **teaching all those who have dropped out of school or forgotten what they learned to read and write**
2. **improving the level of education of the under-educated**
3. **giving all people access to a minimum set of core skills and knowledge (ADEA, OECD)**
4. **train people to do their job better, thereby increasing the quality of their outputs/products and services and boosting their income (Walther, 2016)**

The policy, organizational and legal environments conducive for implementing the education and training continuum

Implementing the continuum is a long process and one that requires a few prerequisites in terms of policy and organizational capacity. Otherwise, the scaling up of viable models of the continuum will not happen. At the policy level, the following factors can ensure the successful implementation of the continuum:

- a. The political will at the highest level to reform the education and training by reorienting its purpose and structure to serve a vision.
- b. Passing of key education reform legislations by parliaments or other legislative bodies such as the use of national languages in education, compulsory education up to the age of 16, recognition of the non-formal and informal education alternative modes of education, etc.

At the organizational/institutional level, implementation of appropriate institutional reforms such as:

- a. the decision to merge ministries involved in the continuum (pre-primary, primary, secondary and TVET, higher education) into one single Ministry of Education.
- b. substantial budgetary allocations to sub-sectors that have hitherto been neglected.
- c. building the capacity of institutions and individuals in terms of the technical capacity to implement the needed reforms.

Proposed Definition of the Education and Training-Continuum

The education-training continuum is a strategic approach that is part and parcel of a political project to democratize education and training. It entails reforming the structure and function of the entire formal education system by creating pathways to and from all other alternative forms of education for groups of the population who have not been to school and/or for those who are outside so-called modern vocational training. The continuum must ultimately seek to improve the system's internal and external effectiveness and efficiency as well as reduce the social divide resulting from unequal access to education, training and apprenticeships in order to promote better integration into society and the world of work. The continuum incorporates the concept of lifelong learning.

Outline of the 2016 country reports

Following the same approach used for the 2015 Compendium on "*Promoting investment in skills and competencies acquisition by trainers and entrepreneurs in African countries in the acquisition of skills trainers and entrepreneurs*" whereby participating countries were asked to contribute country reports, national experts were once again invited to submit a report that describes, analyzes and examines how their countries are implementing the education and training continuum.

A common methodology and outline were derived from the literature review for writing the country reports. The goal was to get the most relevant information/data on (i) how the participating countries have framed the concept and issues of the education and training continuum, (ii) the way they have set out to implement it or, conversely, (iii) are struggling to achieve it by putting in place systems and pathways capable of ensuring that as many young people and adults have continued access to knowledge and skills they need to succeed in their personal and professional lives.

The outline of the report (the Full and expanded outline is appended to this Compendium)

The report consisted of 7 sections as follows:

1. An Introduction that provides the various conceptual meanings and understandings of the continuum at national level
2. Basic data on educational attainment of the population (disaggregated in terms of female/male and rural/urban to the extent possible)
3. Basic data on vocational training / TVSD
4. Policies and strategies to reduce the discontinuity between education and training for the benefit of young people
 - The causes of discontinuity
 - The current practices of prevention and remediation
5. Policies and strategies to establish the continuum by providing access to lifelong education and training for all (policy and strategies)

6. Policies and strategies to establish a continuum by recognizing all forms of acquisition of knowledge and skills?
7. A conclusion that describes a system or an education and training reform that seems to best illustrate, at the national level, the concept of the education and training continuum (promising practice).

Comparative Analysis of Country Contexts and Practices : A Summary

By the time the Experts Seminar was held on November 7-8, 2016, 16 reports had been submitted. The following is a short cross-national analysis of the key issues that emerged from the country reports. Syntheses of Individual country case studies will follow this section and will provide highlights of country-specific situations on the key dimensions of the continuum.

Conceptual and policy frameworks of the continuum at national level

There exist in almost all the countries visions and policies that provide evidence that the continuum as discussed in the literature review is either in place or being implemented. Countries such as Mauritius, Morocco, Kenya, Tunisia, Rwanda have implemented a compulsory basic education policy of 9 to 10 years with clear and functional articulations between primary and secondary education systems. Pathways between sub-sectors are also in place and their levels of inefficiencies in the systems are relatively low compared to other countries. However, only a handful of countries are close to universal primary enrollment as per net enrollment rates (NERs): 99% in Tunisia, 97%Mauritius and 94.3% in Rwanda.

Other countries such as Cote d'Ivoire, Niger, Togo have similar policies but they are yet to be fully implemented. Burkina Faso, on the other hand, has been implementing a policy called the Multilingual Basic Education Continuum (MBEC) since 2007. It seeks to create a holistic and diversified system of education and recognizes non-formal education as a key component of the education system. An educational reform legislation was passed that accepts the principle of using national languages in education systems which could subsequently help in the validation and recognition of prior learning. Also, important institutional reforms have been implemented whereby all basic education and TVET ministries have been merged into one ministry of education to create the continuum (pre-primary, primary and secondary levels).

In terms of curriculum reform, almost all of the participating countries are experimenting with Competency-Based Approaches (CBA) in their curriculums (Liberia, Rwanda, Niger, Mali, etc.). However, there are serious challenges in implementing CBAs as the technical capacity to reform teacher training, curriculum development and learning assessment is lacking.

Policies and strategies to reduce the discontinuities between education and training

Discontinuities at basic education level

Although very substantial progress has been made in terms of increased gross and net enrollment rates as well as completion rates, there are still strong discontinuities at many levels. Exclusion primarily affects populations in rural areas and, more broadly, socially disadvantaged populations. This situation still persists in spite of the objectives which have been set to give everyone access to free and compulsory primary education. Dropout rates remain very high: 28.9% in Burkina Faso, 29.9% in Mali, 27.1% in Niger, 29.1% in Morocco, and 49.1% in Chad.

In some countries, and in spite of increases in completion rates (62% in Liberia, 64.3% in Benin, 60.4% in Rwanda, 55.70% in Mali ...), it is estimated that at least one-third of the students enrolled in school dropout in many sub-Saharan African countries.

One of the major concerns is that pupils with 6 years of schooling do not acquire basic competencies in the 3R's (reading, writing and arithmetic).

The causes of discontinuity at basic education level

Three categories of factors explain the current discontinuities at the primary/basic education levels: poor school infrastructure; inadequate teaching and learning conditions and irrelevance of the curriculums to the sociocultural and socioeconomic needs of the populations.

Decent school buildings are in many cases inexistent and more often than not schools are made of makeshift materials. In terms of learning and teaching conditions, classrooms are overcrowded with teacher/ pupils ratios that are too high to allow any meaningful acquisition of basic knowledge. Moreover, the majority of teachers are poorly trained and lack sufficient academic backgrounds to qualify as teachers.

The irrelevance of the African curriculums makes it difficult for parents to send or keep their children in school as they observe that little knowledge is acquired; and what is taught is disconnected from the local needs and contexts.

The current prevention and remediation policies and practices at basic education level

The following policy measures, among others, are found in most of the 17 countries: (i) attempts to integrate into the curriculum pre-vocational skills and competencies; (ii) greater devolution of school management powers to local authorities; (iii) free basic education (no tuition fees); (iv) reduction of the teacher/pupil ratios by building more schools and classrooms and hiring new teachers.

Discontinuities at the secondary education level

At this level, the following discontinuities are observed: (i) access at this level is still among the lowest in the world. Transition rates from basic education to secondary education is stifled by the limited provision/supply of opportunities. Among the 17 countries that submitted their reports, only Mauritius, Morocco, Rwanda and Tunisia have Gross Enrolment Rates (GERs) above the African average of 36%. For those who enter and complete secondary education the chances of being admitted at the higher education level are also slim. African universities can only accommodate 6% of the graduates of the secondary education on average. Mauritius has the highest enrolment rate of the 17 countries which stands at 73%.

Enrolments at the TVET level are very low. In Niger, for instance, it represents 6.2% of the total secondary enrolment. This is within the African average GER of 5-7%.

Most of the serious discontinuities in African education systems lie within the secondary education level which includes TVET. Only a small minority of youth who drop out at this level go into training and subsequent levels of education. All others find themselves outside of any education and training system before completing the 9 or 10 years of compulsory schooling.

The causes of discontinuity at secondary education level

In Rwanda, for instance, the following causes of discontinuities are mentioned: low teacher motivation, irrelevant curriculum, unplanned and sudden introduction of English as medium of instruction, low professional development for teachers, lack of sufficient preparation for decentralization of school management at provincial and district levels, lack of sufficient teaching and learning materials, weak school leadership and management, etc. This is true for most of the other countries except for Mauritius. Tunisia mentions that the dropout rate is especially high in secondary schools, where it rose from 9.6% in 2000 to 11.2% in 2012. Secondary education dropouts are mostly from low-income families living in rural areas. They tend to be rather older and have a lower level of education.

The current prevention and remediation policies and practices at secondary education level

Some of the policies and strategies used to address discontinuities included, among others, the following: (i) the integration of pre-vocational training within the curriculum to ensure that those who dropout or graduate may have picked up some skills and competencies along the way; (ii) career counseling; (iii) providing access to vocational schemes aimed at young people dropping out too early; etc.

Policies and strategies to establish a continuum by recognizing all forms of acquisition of knowledge and skills

By and large, these policies revolve around the existence and use or planned implementation of national qualifications framework (NQFs). For instance, Burkina Faso has recently established a TVET NQF. In Mali, a mechanism for the Recognition and Validation of Prior Learning (RPL) is now in place and has allowed the validation of the skills and competencies of 505 Master Craftsmen. Four countries have come together to create a framework for consultation and cooperation between them to implement RPLs (Benin, Cameroon, Mali and Senegal). In the Democratic Republic of Congo (DRC), it is now possible to enter vocational training after basic education or through RPL and to become a certified worker.

There are, however, significant limitations to the implementation of TVET NQFs and RPLs in the various countries due to: (i) the low number of trades referenced in TVET; (ii) the low number of trades that have undergone CBA engineering; (iii) the absence of a harmonized certification system to validate skills acquired in a given trade; and (iv) the lack of training in the recognition and validation of competencies, skills and achievements of professionals in charge of certification (training of trainers).

Furthermore, and except for Mauritius, comprehensive NQF and RPL systems to link the formal education system and other alternative forms of education are missing.

SYNTHESES OF COUNTRY CASE STUDIES

BENIN

Snapshot of the Education and Training System

Basic data on education among the population

Benin's population rose from 6,769,914 in 2002 to 10,008,749 in 2013, representing an annual increase of 3.52% over this period.

- **Pre-school education:** the attendance rate is still low but it has been increasing, from 11.9% in 2012 to 14.7% in 2015;
- **Primary education:** the Gross Enrolment Ratio (GER) rose from 114.5% in 2010/2011 to 124.8% in 2015. This indicates that the number of available places in the system can in principle ensure that all Beninese children of primary school age receive an education;
- **General secondary education:** the GER almost doubled in the lower secondary education (from 30.7% in 2000-01 to 62.9% in 2010-2011) and it more than tripled in upper secondary education (from 9.6% to 32.6% over the same period). However, a relatively high proportion of the country's young people have no access to upper secondary education;
- **Higher education:** the number of students per 100,000 inhabitants increased from 480 in 2000/2001 (42,054 students in all) to 1,080 per 100,000 inhabitants in 2010/2011 (141,869 students in all), representing an annual increase of over 15%;
- **Literacy:** The literacy rate is 38.5% for adults and 65.5% for young people. It is twice as high in cities as in rural areas. The number of literate people rose between 2011 and 2015, though not at a regular rate;
- **The completion rate and the transition rate from primary and secondary school:** analysis conducted for the government's national education report (RESEN) for 2011/2012 revealed a primary school completion rate of 64.3%. This represented a decrease, as it had been 68% in 2006/2007. However, data on secondary education shows that there has been a significant improvement, with access rates in the third grade (14-15 year olds) having increased from 29.8% in 2006/2007 to 40.8% in 2010/2011. In upper secondary education, the access rate in second grade (15-16 year olds) rose from 18.5% in 2006/2007 to 29.9% in 2010/2011. The access rate in the final grade rose from 12.6% to 19.5% over the same period;
- **The transition rate to higher education:** the number of secondary school graduates quadrupled between 2003 and 2012, with an examination success rate of 33%.

Basic data on technical and vocational training

In 2011, there were 50,000 students in TVET (of whom 20% were in public establishments), compared to 699,100 students in general secondary education. They thus accounted for 7.15% of the total. 90% of those in private TVET establishments are on courses in the field of administration and management science, because the cost is lower. There is clearly an underinvestment in courses leading to jobs in industry and services.

4,400 apprentices did dual apprenticeship schemes leading to the Vocational Qualification Certificate (CQP) in 2012. The total number depends on the availability of funding from FODEFCA, the Continuing Education and Apprenticeship Development Fund. 4,682 apprentices did reformed traditional apprenticeship schemes leading to the Occupational Training Certificate (CQM) in 2016. There is also an experimental scheme providing post-basic education combining work experience and centre-based training (the FPAPEB).

Causes of the lack of continuity between education and training, and possible ways to remedy the problem

Although significant progress is being made in the field of education, the poor quality of training and lack of educational achievement continue to be the most worrying problems. A majority of students drop out of education before completing the level they are in, and schools fail to provide all learners with the basic knowledge required. This lack of continuity affects all levels of education, including TVET. While measures have been taken under the PDDSE, for example primary school has become free, and lower secondary school fees have been waived for girls, these advances have not bridged the huge divide affecting disadvantaged children.

However, there are educational opportunities for the 700,000 children who are out of school or who leave school early.

- The dual training system is for children in CM1 and CM2 (5th and 6th grades) who are aged between 9 and 11 and who have performed poorly at school. More than 6,200 youngsters obtained a CQP Certificate between 2004 and 2015;
- The CQM course is for those do not attend school or who have dropped out. 18,060 apprentices obtained the CQM between 2013 and 2016.
- Alternative education (EA) teaches children who do not attend school or who have dropped out how to read and write to facilitate their access to vocational training.
- Accelerated educational alternative (AEA) is for the same target group, and enables them to obtain primary school certificate or a CQP Certificate in three years.
- Other measures are to develop the skills of secondary school leavers.

The most effective way to make up for the lack of continuity is to boost learning achievements at both basic education and secondary education level on the one hand, and to develop TVET curricula and schemes leading to the CQP on the other hand.

The continuum between education and lifelong learning

The Constitution of Benin (1990), the National Education Framework Act (2003) and the Ten-Year Plan for the Development of the Education Sector (PDDSE 2006-2015) all stress that education is the key way to train and develop people, and it must be accessible to all. However, it is impossible to achieve such an objective without developing an education/training continuum, which requires efforts by all stakeholders in

the education system, including the world of business and other government departments.

The Benin Government strives to provide those in the formal and informal education systems with an opportunity to acquire a minimum set of knowledge and skills, in particular through vocational training.

The TVET curriculum reform of 2013 aims to offer everyone an opportunity to acquire the technical and vocational skills they need for their chosen occupation or to enhance their employability. It supports schemes to upgrade the skills of craftsmen as well as continuing education courses in public and private training centers for employees. Vocational training schemes include post-basic education dual training courses, short apprenticeships (1-6 months), short initial vocational training courses (3-6 months), non-formal training courses in agriculture and training in business start-up centers.

Two other areas are essential for the creation of this continuum: the establishment of a national qualifications framework (NQF) to recognize all skills acquired through different schemes, and the development of adult literacy training as part of TVET reform. This is particularly important, because only 50% adults who have spent 3 years in education are literate, while the figure is 90% for those who have spent 6 years in education, and 100% for those who have spent 8 years in education.

Developing the continuum by recognizing all forms of lifelong skills acquisition

Such recognition would be impossible without schemes for the Recognition of prior Learning (RPL). A consultation framework on the introduction of RPL in Benin, Cameroon, Mali and Senegal was established in 2010. The results of an RPL pilot project in the F&B/restaurant sector will serve as a basis for its long-term development. Two initiatives are planned in this area: one to encourage Benin businesses to launch sectoral schemes, and another to involve vocational training stakeholders in the establishment of a NQF. This will offer a systematic means of validating and accrediting all vocational training courses.

Conclusion

The ideal way to develop the education/training continuum in Benin may be summed up as follows:

- All students should be able to enter TVET after the third grade (end of lower secondary education);
- Children who have dropped out before the third grade should be able to do a dual or reformed apprenticeship scheme;
- For those who have lost their initial level of education, literacy schemes should be organized to enable them to return to initial education or do vocational training leading to the CQM, CQP, AQP qualifications, as part of an NQF that accredits previously acquired skills.

BURKINA FASO

Snapshot of the Education and Training System

Burkina Faso's Education Framework Act 013-2007/AN of 30 July 2007 instituted a major reform of its education system. This legislation provides a new definition of basic education and makes it a national priority alongside compulsory schooling up to the age of 16 and free public basic education. As part of this reform, a holistic and integrated vision of the education system has been advocated in policy documents such as the Basic Education Strategic Development Programme (PDSEB), the Sectoral Education and Training Programme (PSEF), the Burkina Faso document submitted for the EFA Global Monitoring Report and various action plans. This vision resulted in the creation of the Ministry of Education and Literacy (MENA), which was established in July 2013 to oversee pre-school, primary and post-primary education.

Basic data on education levels among the population

Despite political and economic crises and uncertainties, gross and net primary and post-primary enrolment ratios have continued to increase since 2013, although the targets set for 2016 in the Three-Year Action Plan have not been met. For example, from 2013 to 2016, the primary school GER increased from 81% to 86% (with the 2016 target being 95%). However, the completion rate decreased slightly from 59.5% to 57.9% (the target was 72.6%).

In post-primary education, for which 2016 data is not yet available, there has been a very rapid increase in enrolment ratios and the primary to post-primary transition rate rose from 53.7% in 2014 to 77.6% in 2015 (with the 2016 target being 67%). This noticeably sharp increase is due to the somewhat sudden development of the continuum (or its success), although the completion rate is still very low (26% in 2015). However, there has been a decline in numbers in pre-school education, with the GER falling from 4% in 2014 to 2.9% in 2016 (the target being 5%), with a fall in numbers enrolled to below the 2013 level.

Evolution of key education indicators

Primary education						
Total numbers	2,446,379	2,594,024	2,706,803	2,873,049		
GIR	92.8	97.0	98.8	100.1		
GER	81.3	83.0	83.7	86.1	95.3	-9.2
NER	63.2	64.4	65.7	71.1		
PCR	59.5	57.6	53.3	57.9	72.6	-14.7
Post-primary general education						
Total numbers	613,889	699,132	773,168			
Transition rate	51.8	53.7	77.6		67.0	
GIR	38.6	41.7	49.6			
GER	36.7	40.2	44.9			
Completion rate	21.4	24.3	26.4			

Source : DGESS/MENA, *Annuaire statistiques* ; MESS/DGESS, *Annuaire statistiques de l'enseignement secondaire 2014-2015*

Basic data on vocational training and technical and vocational skills development (TVSD)

The education system in Burkina Faso is still generalist. It focuses little on skills development and is poorly adapted to the needs of the labor market. Despite the various reforms undertaken, the quality of education is declining, TVET remains qualitatively and quantitatively poor and disorganised, and there are wide regional and gender disparities. The post-primary, secondary and higher education levels are based on a generalist system and there are few opportunities to learn a trade. Only 3.4% of the total number of students in general education are in TVET. Technical education and vocational training provision needs to be reorganised so as to meet Goal 4 of SDGs, which stipulate that by 2030 a greater proportion of young people and adults should acquire the knowledge and skills they need in order to access decent work and live in a dignified manner. To achieve this, there are plans to:

- pursue the policy of building schools (45 TVET establishments, 20 vocational colleges and 13 technical colleges/universities);
- develop pathways in post-primary and secondary education to enable students from post-primary education to be directed into these establishments so that they can acquire BEP, Bac Pro or BT vocational diplomas;
- recruit and train skilled workers in various occupational areas in vocational training centers issuing qualifications as from end-of-primary education level.

It should also be noted that an “improved” apprenticeship system provides poorly educated youth with training in six occupational areas, in more than 80 apprenticeship training centers. More than 100 local trainers work in these centers and over 600 apprentices attend. The apprenticeships offer dual training, with trainees spending four days in the business to which they are attached or in workshops and two days in a training center.

Strategies for countering the lack of continuity between education and training for the benefit of young people

The reform of basic education has generated popular enthusiasm for education and led to positive results such as an increase in the gross enrolment rate in secondary education. Between 2012/2013 and 2013/2014, there was a 3.1 point increase from 38.6% to 41.7 %. However, despite significant progress in the sector over the past decade, “The education system in Burkina Faso is still generalist. It focuses little on skills development and is poorly adapted to the needs of the labor market.”⁹. Numerous challenges include:

- the redistribution and management of teaching and supervisory staff as part of efforts to develop the continuum;
- the transfer of sufficient government funding to the communities responsible for providing basic education;

⁹ Sectoral Plan for Education 2017-2030

- the resolution of linguistic issues, such as the approach that should be adopted with regard to bilingualism;
- various deficiencies related to the management of curricula, facilities and finance, and the lack of infrastructure and personnel;
- the high degree of dependence on funding from donor agencies;
- the lack of pathways between general education and technical and vocational training;
- the need to do more to develop reformed apprenticeships.

Realizing the continuum by providing access to lifelong education and training for all

The Three-Year Action Plan (PAT) for the 2014-2016 period has promoted the continuum at basic education level through four programs (infrastructure, human resources, financing and process management).

The Sectoral Plan for Education and Training (PSEF) for 2017-2030 should address the shortcomings of the educational continuum, as there are too few links between education and training. As its name suggests, this reform supports the development of a bigger and more widespread vocational dimension education in order to improve the external efficiency of the education system and thus help first to ensure that people have the skills they need for now and the future, and second to bridge the gap between general education and vocational training in order to ensure that the country's young people are employable. The major challenges to be tackled by 2030 are to:¹⁰

- ensure harmonious, equitable and efficient early childhood development;
- achieve universal completion of primary education and equitable, high-quality basic education for all;
- develop TVET and adapt it to the needs of the economy;
- strengthen governance in management and administration to transform investment into results.

Realizing the continuum by recognizing all forms of knowledge and skills acquisition

Burkina Faso has created all the conditions in which it is possible to recognize different ways of acquiring knowledge and skills. It has set up a national qualification framework which has clearly set out the various levels of vocational training certification as well as the process and procedure for acquiring qualifications. It has also set up a National Certification Commission and technical accreditation committees. However, this system needs to be extended to occupations other than those currently covered (from 11 to 20 trades in 2020). It should above all permit the accreditation of acquired experience, which is the best way of ensuring access to lifelong learning.

¹⁰ Programme sectoriel de l'Éducation et de la formation

Conclusion

The strategy for the education and training sector should seek to develop a democratic education system that is efficient, inclusive and open to the world. It should provide the right skills and expertise to secure Burkina Faso's socio-economic development. The Sectoral Plan for Education and Training for 2017-2030 should have the human and material resources necessary for its implementation and it ought to become an effective instrument for creating the education-training continuum.

CAMEROON

Snapshot of the Education and Training System

Cameroon's population reached 20 million in 2011, and since then it has been growing at a rate of 420,000 inhabitants per year. There will thus be high demand for education, which means that the public authorities will have to identify effective responses by opening schools, improving infrastructure and equipment, and allocating new human, financial and material resources. Those under the age of 15 account for 43% of the total population, while those under 25 account for 64.1%. GDP has grown by 5% each year since 2009. GDP per capita has grown by almost 25% in 22 years but at very different rates between 2005 and 2010.

Basic data on education

According to the INS national statistics institute surveys of 2010, the average number of years of successfully completed education among the population is relatively low: the national average is 8.3 years (8.6 for men, and 7.9 for women). Nationally, those outside school account for 22.1% of the school-age population. Those who have completed primary education account for 30.3%. Those who have been to secondary school account for 39.3% (31.8% in general secondary education and 7.5% in TVET). Very few have reached higher education (8.2%). Illiteracy in Cameroon is thus significantly more prevalent in rural areas (56.5%) than in urban areas (17.3%).

- Enrolment: Gross enrolment at pre-primary level increased from 17.5% in 2006 to 28.8% in 2010. The primary GER was over 100% during the same period. This is due to some people being over the official age and the presence of repeaters. The secondary GER rose from 32% in 2006 to 47% in 2010. The higher education GER higher rose from 6.4% in 2006/2007 to 11.8% in 2010/2011. There is a strong difference between the urban and rural population: 17.8% acquire the BEPC general education certificate in rural areas, compared to 56.4% in urban areas.

- Completion rate: boys have a significant advantage in relation to girls. Thus, the average completion rate for girls is 77.4% compared to 83.5% for boys (a difference of 6.1%); and only 33.8% of girls go to upper secondary education compared to 44.3% of boys. Similarly, completion rates vary in different geographical areas, and there is a difference of 22.5% for the primary completion rate (90.7% in urban areas and 68.2% in rural areas), and a difference of 37.2% difference for the secondary completion rate (51.8 and 14.6% respectively).
- Transition rate: on average 9 out of 10 students who started school reach the end of the cycle. At secondary level, 10% of students fail to complete lower secondary school each year and the figure is over 20% at upper secondary level. The national report on education (RESEN) for 2013 states that a significant number of students leave school during the transition between levels. The rate of transition from secondary to higher education is 63%, with 84.4% of secondary school graduates going on to enroll in public higher education establishments.

Basic data on technical and vocational training

Vocational education and training account for 2.5% of enrolment in secondary education, which is a very small proportion. Other ministries are involved in vocational training, but most work in this area is done by the informal sector. Most of those aged 15 or over who have had vocational training have had it on the job (67%), and the remainder (26.7%) have been to a center or training institute. Those who have done a vocational training course at lower secondary level account for 4.5%. A majority of those employed in the informal sector (66.9%) are learning or have learned their trade on their own or through experience. An equally significant proportion of people (24.4%) have been trained in small businesses, while only 5.3% of people in employment learned their trade at a technical or vocational training college. Apprenticeships within informal production units or training centers concerned 8.8% of young people in urban areas and 1.7% in rural areas (8.1% men and 2.6% women).

According to the INS (2010), young people who are neither in education, training or employment constitute the young unemployed, and they currently account for between 3.8% and 5.6% of the total. There are many reasons why they are excluded, including lack of financial resources, academic failure, disease and a preference for learning a trade.

Causes of the lack of continuity between education and training, and possible ways to remedy the problem

Recommendations on how to make up for this lack of continuity include:

- Improving the vocational training provision. The aim would be to encourage provision which meets the needs of the production sector, with qualified trainers, proper equipment, a dynamic relationship between training center and companies, and sets of skill standards drawn up using a competency-based approach.
- Establishing a national certification and qualification framework which will bring about reforms to promote the development and flexibility of education and training systems. It will ensure the recognition of non-formal and informal learning and experience (RPL) and the development of lifelong learning underpinned by the transparency of qualifications.
- Setting up adaptation courses in training institutes and centers. Such courses (or classes) should be for applicants who lack the necessary prerequisites for given education and training schemes.

- Developing apprenticeship: the purpose would be to develop a reformed apprenticeship system to assist jobseekers and facilitate the transition from one level of qualification to another.
- Creating the financial conditions to improve access to education and training for as many people as possible.

How to develop the continuum by providing access to lifelong education and training

The key objectives are to:

- develop basic education built upon a shared reflection among the various ministries concerned;
- promote the regulation of links which brings MINEFOP (the vocational training ministry) together with other ministries;
- improve common governance of financial management and HR management aspects across all sectoral ministries;
- reform curricula and teacher training, etc.

Regarding the direction of education policy, the country's development vision up to 2035 will necessitate a significant redefinition of the tasks assigned to schools and the adoption of the major principles that should govern them. The key task of schools in the future will be to give citizens a comprehensive education at an individual, collective, moral, economic, intellectual, political and civic level. Legislation has been introduced to confer missions upon certain ministries. The draft Vocational Training Framework Act has been drawn up (2016) and submitted to the hierarchy for consideration by Parliament. This Act aims to promote the acquisition of skills needed in order to exercise a profession, encourage the improvement of vocational qualifications and productivity of human resources, and help meet the economy's need for skilled people.

The government, underpinned by its commitments in the Strategy Paper for Growth and Employment (DSCE), has gradually taken significant measures and action to improve training provision, diversify forms of training, improve access to education, improve employability of those trained and build bridges between general and technical education and vocational training, etc.

Bringing about the continuum by recognizing all forms of knowledge and skills acquisition

With the support of the International Organization of the Francophonie (OIF), a reform has been adopted to develop vocational training standards using a competency-based and modular approach. This reform has also led to the introduction of new qualifications, namely the Record of Vocational Qualification (AQP), the Certificate of Vocational Qualification (CQP) and the Diploma of Vocational Qualification (DQP), which reflect skill levels ranging from operative to technician. Nothing has yet been done for the higher levels.

MINEFOP received support from the European Union and Gip-International (France) to help Cameroon set up a national RPL framework.

The current development of a national certification and qualification framework is clearly linked to the lifelong learning framework. It places qualifications issued by education and vocational training establishments within a wider context and provides for the accreditation of non-formal and informal learning.

CHAD

Snapshot of the Education System

Located in the heart of Central Africa, Chad is both a member of the Economic Community of Central African States (ECCAS) and the Central African Economic and Monetary Community (CEMAC). It has been an oil producer since 2003. However, agriculture, pastoralism and fishing activities are still the drivers of the national economy, despite being highly dependent on the weather. The country's efforts are targeted at bringing about economic diversification and improving the population's living conditions. Education and training are considered to be the key factor determining people's access to the labor market.

Basic data on education

The data is as follows:

- Gross enrolment ratio: 106%;
- Net enrolment ratio: 50.9%;
- Completion rate: 41.8%;
- Transition rate to secondary education: 28.3%;
- Transition rate to higher education: 19.6%

While the GER in theory shows that the system can accommodate all children and students, the completion rate shows that the goal of universal education is far from being achieved. Only 35% of women aged 15 to 24 are able to read a short, simple statement on everyday life. Educational establishments are also unevenly distributed across the country.

Basic data on technical and vocational training

There is a clear political will to develop TVET, which has in particular been demonstrated through the creation of the Ministry of Vocational Training and Trades (MFPPM) in February 2016. Other aspects of technical education still come under the responsibility of the Ministry of Education and Civic Development (MENPC). Chad still has a relatively small vocational training system in terms of physical size and in the range of options offered. Indicators show very limited access to TVET.

- Gross enrolment rate: 17.5%;
- Completion rate: 37%;
- Percentage of young people trained on the job: 11%;
- Percentage of young people neither at school, in vocational training nor at work: 61%.

Limited access to TVET is due to the lack of training institutions. Most of these are concentrated in the capital. Only 1.12% of the state budget is allocated to this education sub-sector.

How to tackle the lack of continuity between education and training for the benefit of young people

Chad's persistent high illiteracy rate, especially among women and children, hampers efforts to achieve Education for All and the Millennium Development Goals.

The reasons for this lack of continuity:

- the lack of technical and training qualifications among teaching staff;
- the current phenomenon of schools offering incomplete cycles of education;
- the lack of formal and non-formal education courses and the fact that schools are too far from people's homes;
- the inadequacy of the vocational training system and the failure of dual training/apprenticeship courses and their low levels of qualification;
- obsolete equipment and poor facilities at schools, as well as their high cost, in particular TVET;
- the poor transition process between education, training and the world of work and the limited complementarity and link between initial and continuing training courses;
- early marriage and unwanted pregnancies for girls.

Current attempts to prevent and remedy problems

The creation of the MFPPM sought to launch a drive to make vocational training accessible for rural people, especially vulnerable groups, and to enhance human resources. Its objectives have been to create an appropriate legislative and regulatory framework, to improve the skills of administrative and teaching staff, to strengthen the partnership with the world of business and to increase funding for vocational training and the number of places available.

The development of continuing vocational training is currently neglected although it is a strategic means of preventing and remedying problems. In particular, it should enable teachers to do their job with the greatest possible degree of skill and efficiency. The continuing training of community teachers in the Lake Chad region is a good example of struggle against the lack of continuity for the benefit of children traumatized by Boko Haram atrocities.

Developing the continuum by providing access to lifelong learning

The various levels of education are: basic education lasting nine (9) years leading to the basic school certificate (BEF), general secondary education leading to the baccalaureate, technical secondary leading to BEP and BT vocational diplomas, the intermediate technical education offered in technical and vocational training centers leading to the technical and vocational training diploma (DFFTP) and, finally, higher education based on the three cycle LMD system. Non-formal education takes children aged 9 to 14 who are outside the school system and provides them with vocational training, but there are far too few places given the high demand. Literacy centers are poorly attended. There are several other ways in which the continuum is promoted (schemes for nomadic people, young jobseekers, and people in rural areas), but a formal continuum approach necessitates the acquisition of existing qualifications.

How to develop the continuum by recognizing all forms of lifelong skills acquisition

Chad considers TVET as an alternative means of bringing about poverty reduction and sustainable economic development. It has therefore taken several steps to support it, including:

- the development of training by various different ministries (Employment, Tourism and Handicrafts, Agriculture etc.)
- the development of institutional management capacity: the national committee for education and training to promote employment (CONEFE), the national training fund (FONAP), an observatory of education, training and employment (OBSEFE), and a coordination and monitoring unit;
- a range of programs and strategies concerning education, training and literacy;
- a school management strategy helping them to match supply with demand;
- a legislative framework establishing guidelines and promoting partnerships in the fields of education and training;
- a training policy for community teachers and facilitators which is helping to integrate them into the teaching profession.

While Chad's education system offers access to education and training from pre-school to university level across all areas of general, technical and vocational education, there is no system for accrediting prior experience and learning (RPL), so it is impossible to use certified knowledge and skills in the labor market.

Conclusion

To establish a true continuum, Chad needs to forge a comprehensive strategy introducing:

- new modes of training (functional literacy schemes, specialization, dual apprenticeships, evening or weekend classes, modular training, etc.);
- an RPL system to recognize knowledge and skills acquired in the workplace and acknowledge those who work in the informal sector in order to improve their living conditions by allowing them to access decent work;
- partnerships with businesses by training master craftsmen offering traditional apprenticeships and by developing dual training courses;
- non-formal education centers to enable the many children who are outside school or who have dropped out (807,000 9 to 14-year old in 2009) to have four years of schooling, which would allow them to be admitted to the sixth grade at school, to technical and vocational training centers or to enter the workforce. This innovation could help promote inclusive education, which Chad professes to support.

CÔTE D'IVOIRE

Snapshot of the Education System

Until 2012, Côte d'Ivoire had an education/training continuum program covering the 0-15-year age range. Today, the continuum covers access to education and training at all ages as well as achievements acknowledged through the recognition of all forms of knowledge and skills acquisition.

Basic data on education levels among the Côte d'Ivoire population

- *EFA gross enrolment ratio (gross enrolment ratio at primary school according to gender)*

	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
ALL	82.7%	89.3%	91.2%	94.7%	95.40%	101.30%
GIRLS	76.7%	83.2%	85.8%	89.6%	92.40%	99.10%
BOYS	88.5%	97.1%	96.3%	99.6%	98.20%	13.50%
GPI	0.87	0.86	0.89	0.90	0.94	0.95

- *EFA net enrolment ratio (net enrolment ratio at primary school according to gender)*

	2013/2014	2014/2015	2015/2016
ALL	77.0%	78.9%	87.8%
GIRLS	73.5%	77.2%	86.2%
BOYS	80.4%	80.6%	89.3%
GPI	0.91	0.96	0.97

- *EFA completion rate (primary completion rate)*

	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
ALL	59.1%	58.2%	60.4%	63.9%	69.1%
GIRLS	51.5%	52.1%	54.2%	58.8%	64.7%
BOYS	66.3%	64.0%	66.4%	68.5%	73.1%
GPI	0.78	0.81	0.82	0.86	0.89

- *Rate of transition to secondary education*

Primary transition rate Secondary transition rate

	2010/2011	2011/2012	2012/2013	2010/2011	2011/2012	2012/2013
ALL	57.4%	69.5%	81.3%	46.3%	50.8%	39.9%
GIRLS	51.1%	65.1%	76.6%	46.8%	45.7%	36.8%
BOYS	62.5%	72.8%	85.0%	46.0%	54.4%	41.9%
GPI	0.82	0.89	0.90	1.02	0.84	0.88

The data shows that, while basic education performance has gradually improved, this is not so much the case in secondary education, where the transition rate between lower and upper secondary school fell sharply between 2010 and 2013. There is no data on the transition to higher education. However, the national education report (RESEN) for 2015 states that the number of students per 100,000 population increased between 2009/10 and 2013/14, from 710 to 796.

Basic data on technical and vocational training (TVET)

Enrolment in TVET increased by 280% over the 2005-14 period, from 37,834 to 102,272 students. These figures translate into an average annual increase in enrolment of 11.7% over the period in question. The number of learners per 100,000 of the population has more than doubled, from 210 in 2005 to 461 in 2014. The proportion of students enrolled in TVET compared to those in general secondary school increased from 5% to 7% during this period. These figures can be broken down as follows.

- Residential training: this accounts for 95% of the training provided in most TVET institutions, while apprenticeship training accounts for 4%. This is carried out by Mobile Education Units, Application and Production Workshops and the Agency for Vocational Training (AGEFOP). Dual training (with student status) accounts for 1% of training.
- Traditional apprenticeship: the 2013 employment survey estimates that there are 127,700 of these. There are no figures for young people in reformed apprenticeships or those trained on the job.
- The proportion of young people not in education, employment or training (NEETs): 28.3% of 14-24-year-olds and 27.5% of 14-35-year-olds.

Causes of the lack of continuity between education and training, and possible ways to remedy the problem

Like most African countries, many young people in Côte d'Ivoire leave education early.

- **A breakdown of figures for the education and training system** shows that 1 in 5 children have no access to school. The transition rate to primary education increased from 75% in 2007 to 99% in 2014. Lower secondary completion rate was 33% in 2014, meaning that only 1 in 3 children currently spend 10 years at school. 3 in 5 children have no access to upper secondary school or technical education.
- **There are many reasons for the lack of continuity**, including the limited coverage of education provision, the low transition rate from primary to lower secondary school and between lower and upper secondary level, low retention rates at all levels, low coverage of TVET and, lastly, disaffection with school due to the work children have to do, poor facilities, the disconnect between school and the world of work and the lack of pathways between the various sub-sectors of education and training.
- **Prevention and remediation practices.** Various measures seek to improve transition and retention rates of students by bringing schools closer to local people, improving training for teachers and improving facilities for students. Other initiatives such as the post-primary education scheme linking school education with early vocational skills development, functional literacy schemes for early basic education leavers, community education/training/integration activities in rural areas, the creation of a pathway to bring 9-11-year-old children outside the system into normal primary education and the current development pathways from EFA to reformed traditional apprenticeships.

How to develop the continuum by providing access to lifelong education and training for all

The continuum must provide people with access to a minimum set of knowledge and skills throughout their personal and professional lives. It should also enable the educated and trained workforce to adapt to changes in occupations and jobs. Côte d'Ivoire is working to bring this about by developing:

- Non-formal education in rural areas including skills development initiatives for crafts workers and literacy schemes for young people outside school or who have dropped out, and for illiterate adults;
- Pathways bringing young people who have left school early into traditional apprenticeships, traditional apprenticeships and formal modern apprenticeships. The latter are organized by the TVET ministry (MEETFP) through mobile units and production workshops;
- There are also other schemes such as vocational training to help people into work, training of workers in rural areas and skills development for young people in the workplace.
-

How to develop the continuum by recognizing all forms of knowledge and skills acquisition

Côte d'Ivoire is considering creating a national qualification framework that would provide for the accreditation of prior learning and experience (RPL) using a competency-based approach. However, a qualification framework is already being developed within TVET, in conjunction with sector bodies. Training programs are being reviewed and updated by introducing the competency-based approach, and skills standards are yet to be validated. These initiatives should make it possible to recognize all types of training received and it should become easier to use pathways between the different sub-sectors of education and training. They should also make various forms of training accessible, in particular through RPL.

Conclusion

Overall, the Côte d'Ivoire education and training system is not very good at ensuring the education-training continuum. The net enrolment ratio has not yet reached the 100% sought by the Côte d'Ivoire authorities. Primary and secondary school retention rates also remain low and the illiteracy rate is 56.1%, according to data produced by INS national statistics agency. In addition, initiatives for those outside school are still at the very early stages (non-formal and informal training) and they are too poorly coordinated to derive significant benefits at national level. Nevertheless, ongoing initiatives and reform plans should help improve the continuum, provided they are underpinned by appropriate legislation and regulations.

DEMOCRATIC REPUBLIC OF CONGO

Snapshot of the Education System

In DRC, the technical and vocational education (TVET) sub-sector used to be embedded within the Ministry of the Education system. However, it has become a priority for the DRC government as it is seen as a key avenue for creating a skilled and competitive workforce which the country needs in order to pursue its development and solve the difficult problem of youth employment, which is a source of social unrest. For these reasons, in December 2014, the government established a ministry to specifically deal with TVET.

Basic data on education among the population

- a) **EFA gross enrolment ratio:** by 2015, almost 100% of children were at primary school against, compared to 66% in 2012.
- b) **EFA gross completion rate:** 62% in 2014, compared to 29% in 2000. However, there is a high dropout rate.
- c) **Rate of transition to secondary education:** 70% in 2012 for transition between primary school and the two-year cycle of lower secondary education, and 58% between lower and upper secondary school.
- d) **Rate of transition to higher education:** there has been a significant increase in the number of students, from 264 to 476 per 100,000 of the population. The gross enrolment ratio in higher education in the DRC is 6.5% compared to an average of 8.2% in sub-Saharan Africa. The GER for 2025 will still be below 10%.

The education budget increased from 6.4% of the national budget in 2010 to 13.5% in 2014. However, 95% of expenditure goes on teachers' salaries, which means there is little left to spend on efforts to improve quality.

Basic data on technical and vocational training/TVSD

The 1-2-3 surveys in 2005 showed that there is a direct causal link between poverty and employment. Indeed, 70% of the poor are either unemployed or underemployed. Furthermore, among those aged 15 to 35, who account for over 25% of the population, 28% are unemployed, whereas the national average is estimated to be 6%. The fact that the unemployment rate for young people aged 15 to 24 is 17.8%, and that they account for more than half of the workforce means that it is necessary to reform vocational training policy and strategies for helping young people into the labor market.

- Basic education enrolment rate: 20% of learners.
- The number of young people in traditional and reformed apprenticeships: these schemes come under the responsibility of the Ministry of Social Affairs, Humanitarian Action and National Solidarity (MAS), which plans to train 360,000 young people a year through skills development and job training schemes.
- The number/rate of young people trained on the job: the National Institute of Professional Preparation (INPP) is responsible for helping people find

occupations and jobs as well as for intensive training schemes for new young and adult workers.

- The number of young people neither in education, employment or training: 82% of children aged 5 to 17, around 7.6 million, of whom a large proportion are girls and children from disadvantaged backgrounds, are still excluded from education.

There is a significant lack of data on vocational training and the labor market in the DRC, which explains the lack of reliable information on this subject.

Reasons for the lack of continuity between education and training, and possible ways to remedy the problem

The causes of the lack of continuity can be analyzed as follows.

- The lack of quality and relevance of education and under-qualification of teachers. Only 17.4% of public secondary teachers are qualified and 63% of them teach in urban areas.
- TVET is underdeveloped and there are serious deficiencies in terms of content, education levels and equipment.
- The material conditions for students are poor: 60% of establishments have no water source and 87% have no electricity. 90% have inadequate equipment or none at all.
- Parents' financial contributions can be as high as 70% of the cost in some provinces.
- TVET is perceived as a second-rate education reserved for students who have failed.
- TVET content is obsolete, ill-adapted to the socioeconomic situation and there are no partnerships with businesses.
- There is a lack of cooperation between the sub-sectors of education. This is reflected in the fact that schemes run by ministries directly responsible for primary, secondary (including TVET) and higher education are considered to be formal, while those which come under the responsibility of the MAS or the Ministry of Sports and Youth (MINEJES) are considered to be non-formal.

The best way to tackle the lack of continuity is to develop non-formal schemes implemented by the MAS. They are as follows:

- Three-year remedial primary school education for 9 to 14-years-old who are outside school or who have dropped out.
- Literacy schemes (lasting 1 to 3 years) for young people allowing them to acquire basic skills.
- Three-year vocational training courses in centers to prepare young people to enter a trade.
- 1 to 6-month functional literacy schemes for adults and skills development through modular training courses.

Analysis of different education and training options on offer

The formal education system is characterized by limited the geographical coverage of secondary schools and higher education establishments. Poor attendance, under-qualified teachers and above all limited internal efficiency have led to very high drop-out rates. The non-formal system also has shortcomings, given the high drop-out rate and high level of illiteracy, and despite the existence of numerous remedial education, vocational training and lifelong learning programs.

The illiteracy rate remains high: it is 30.3% (17% for men and 42.8% for women). The aim is to reduce the rate by 10% per year by developing remedial primary education, by setting up initial, educational and functional literacy schemes, and by supporting apprenticeship and vocational training. Data available for the 2006-2010 period shows that while the numbers in remedial education doubled over this period, those for literacy and vocational training schemes fell sharply. Measures have been taken to develop pathways between formal and non-formal education. The creation of the TVET ministry should increase the number of skills development programs, in particular with the help of the INPP and the new Chamber of Trades and Crafts.

Bringing about the continuum by recognizing all forms of lifelong skills acquisition

The METP (TVET ministry), which was created in 2014, has been tasked with:

- Creating a national qualifications framework (NQF);
- Improving links between knowledge and skills;
- Matching skills more closely with labor market needs;
- Making the system more coherent.

The NQF currently being developed aims to redefine technical qualification levels, develop short dual training courses and set up a system for the accreditation of prior learning and experience (RPL). It will thus be possible to start vocational training after the EFA cycle or through RPL, and to acquire the certified tradesperson (A4) level. Once this level has been attained, young adults will continue to train in order to acquire technician level A3 or A2, with the latter giving access to university. The training scheme giving access to the A4 certified worker level entails a combination of classroom learning and on-the-job work experience. It is aimed at young people aged 14 and over as well as adults which the company wishes to recruit. Even though it is already in place, the NQF will only become a “one-stop shop from 2030.

Conclusion

Although the situation regarding TVET and the lack of continuity between education and training are disappointing, a policy memorandum was signed by the four ministers involved in education and training in order to launch a common policy to explore ways of modernizing the country through inclusive education and the development of a clearer training path for young people. Furthermore, a sectoral strategy for the 2016/2025 period has been developed in conjunction with donor agencies and the TVET Ministry is finalizing its own strategy for the end of 2016. While much still remains to be done, the

creation of tools for managing the system bodes well for the development of education and training as a means of pursuing the country's progress.

KENYA

Snapshot of the education system

The government of Kenya (GoK) places a high premium on education and training. In 2003, GoK made primary education free and secondary education tuition free in 2008. As a result, access to education for both boys and girls has reached new universal coverage in the case of primary education and above African and World average for secondary education. In terms of Gross Enrolment Rates (GERs), and since 2003, Kenya has consistently recorded rates that are above 100% at the primary education level. In lower secondary education, the GER reached an impressive 91% in 2012 whereas on average and during the same period it was 47% in Africa and 82% in the world (UNESCO Fact Sheet, 2012).

The country report indicates that the GoK was able to achieve these levels of access across the education sector by increasing the total number of learning institutions. The total number of educational institutions increased by 4.1 per cent from 79,641 in 2014 to 82,889 in 2015. The number of Primary schools grew by 6.4 per cent from 29,460 in 2014 to 31,333 in 2015. The number of secondary schools grew by 7.9 per cent from 8,747 in 2014 to 9,440. The number of public Technical Vocational Educational Training (TVET) institutions rose by 15.8 per cent from 755 in 2014 to 874 in 2015.

Educational Institutions by Category, 2011 – 2015					
YEAR CATEGORY	2011	2012	2013	2014	2015
PRIMARY	25,382	26,549	28,026	29,460	31,333
SECONDARY	6,257	7,174	7,834	8,747	9,440
Youth Polytechnics	585	647	701	701	816
Technical and Vocational Colleges	40	49	49	51	55
National Polytechnics	2	2	2	2	2
Polytechnic University Colleges	2	2	-	-	-

Extracted from Economic Survey 2016

Enrolment per year at primary, secondary and TVET levels					
YEAR/CATEGORY	2011	2012	2013	2014	2015
Primary	9,561,100	9,757,600	9,857,600	9,951,000	10,090,800
Secondary	1,767,720	1,914,823	2,104,262	2,331,697	2,558,981
National Polytechnics, Technical and Vocational Colleges	101,759	127,691	148,009	148,142	155,176

Source: Ministry of Education, Science and Technology

With regard to internal efficiency (levels of repetition and dropout in the system), the Kenya country report indicates that promotion rate (transition from one grade to the next) for primary school level has remained within the range of 90% for grades 1 to 5. In higher grades (6, 7 and 8), it drops to below 90%. Therefore, the repetition rates are very low as they range between 2% and 7.8% up to the 6th grade and become higher for grades 7 and 8, 13.6% and 23.1% respectively. At the secondary education level, repetition is at a very minimum with promotion rates ranging from 100.7% and 90.1% in Form 1 (grade 9) and Form 3 (grade 11), respectively.

Concerning equity within the system, Kenya has achieved quasi gender equity at primary education level with a Gender Parity Index (GPI) of 0.98, which is higher than the African and world averages, 0.93 and 0.97 respectively. At this level, and concerning survival in the system, girls recorded better promotion rates than boys in all the grades. At the secondary education level, the GPI is 0.90 and places Kenya above the African average of 0.82 but below the world average which stood in 2012 at 0.97. With regard to survival/completion, the promotion rates in secondary that are above 100% are attributed to re-entry policy for girls at Form one (grade 9) and two (grade 10). These are teenage mothers who are return to school after giving birth.

TVET enrolments rose by 4.7 per cent from 148,142 in 2014 to 155,176 in 2015. The increase is partly attributed to expansion of TVET institutions and other TVET rebranding strategies put in place.

Higher education is however not well developed in terms of coverage. Access to higher education in Kenya is below the Sub-Saharan Africa average of 7%.

Literacy rates are above 50%. The enrollments for adult education and literacy programs stands at 231,305 (158,374 females and 72,931 males) by June 2015. This shows that policymakers are paying an increasing attention to adult education. The Government is implementing a number of strategies to ensure that the out of school or those who have never been schooled acquire basic education and vocational training so as to increase their chances of making a decent living through adult education and Non-formal programs.

Current policies and practices to counter discontinuities

The first approach to addressing discontinuities is providing educational opportunities for all as well as removing all inequities that lead to differential of outcomes among learners from different ages and socioeconomic backgrounds. In that regard, the free and compulsory basic education and tuition free secondary education policies in Kenya are making a difference as illustrated above. Furthermore, GoK has developed a National Qualifications Framework (NQF) that links all sub-sectors of education and training. It is managed by the National Qualifications Authority and provides levels of qualifications, their descriptors and pathways. A Sessional Paper (No.14) of 2012 articulates the provision of education with flexible pathways in the education system to provide opportunities for not only those in the education system but also for those who drop out at various levels. These pathways are either academic or TVET.

Creating a conducive Legal and organizational environment for the Continuum

Kenya has one of the most conducive legal and organizational environments for the education and training in Africa. To begin with, the Kenyan Constitution of 2010 provides that education is a basic right for every child. This is further buttressed by the Children's Act Cap 586 of 2001 which states that every child is entitled to free and compulsory primary education the provision of which shall be the responsibility of the Government and the parents. The Act stipulates penalties for any parent who does not take his children to primary school. Kenya government is committed to ensuring that all children acquire basic education and are retained in the system even after primary education. The inclusion of secondary education in basic education is to increase transition from primary to secondary. In the Kenyan context, basic education includes both primary and secondary education.

Based on the above legal frameworks, GoK has embarked on reforms of the education and training sector with the view to aligning it with the Kenya Vision 2030, the Constitution of Kenya (revised in 2010), other legal frameworks and international commitments. The Sessional Paper number 14 of 2012 on transforming education and training was formulated as the major policy framework to guide education and training. The Paper provides government commitments to promote education and training continuum, by making the system flexible, inclusive, competency based, and responsive to the needs of the learners and the labor market.

Conclusions/observations

As stated on the country report, Kenya has put in place policies, legal frameworks, strategies and relevant institutions to ensure a continuum in education and training. This political will is also backed up by substantial budgetary support to the education sector. 6.7% of Kenya's GNP was spent on education in 2010. This spending is credited for the primary net enrolment ratio rising from 62% in 1999 to 83% in 2009. It is also important to note that compared with other sub-Saharan African countries, a relatively small proportion of the education budget is funded by aid, around 4% (UNESCO Fact Sheet, 2012).

LIBERIA

Snapshot of education system

Liberia's peculiar historical and social backgrounds, both past and recent, have shaped its education system and its performance and vice-versa. Gross social inequalities in terms of access, survival and performance have characterized the system since the creation of the country in 1822 by former African-American slaves. As a result, the system has produced social violence in reaction to the inequalities that culminated into civil wars in the 1980s and 1990s. The country is still recovering from the civil strife even if the Ebola epidemic compounded the situation by paralyzing the education system and society as a whole for a long period of time.

Continuities and Discontinuities: Key Statistics

As things stand now, gross **primary enrollment** rate has reached 113% due to the fact that universal primary education became free and compulsory in 2003. Primary completion has also significantly improved as it jumped from 21% to 62% within eight years. With respect to equity, the promotion rates for female students are lower than those for male students for each grade level. It is also worth noting that the dropout rates for female students are lower than those of male students for Grade 7-8. At Grade 10-11, it becomes even more significant as 11% of female students drop out compared to 21% of their male counterparts. At the national level, the dropout rates for different grades range from 16% to 24% nationally, these figures still show major inefficiencies in the system. For example, an early grade reading assessment found that around one-third of second grade students were unable to read a word.

At the **post-primary levels**, there are also marked improvements as regards access at the lower secondary where access almost doubled between 2000 and 2008. Enrollment increased from 26% in 2000 to 44% in 2008. In terms of promotion, the rates between all grades in secondary education are above 70% at the national level. However, completion or survival rate is still a concern as only 21% of students are now expected to reach the end of upper secondary.

The figures for students successfully passing the university entrance exams are disheartening. In 2013, for example, all the 25,000 students taking the exam failed it. The following year, 2014, only 15 passed it out of 13,000 candidates. The results for 2016 are relatively much better as out of the 8,318 candidates who sat the exam, 1,778 passed it. In other words, and still a serious concern, approximately 79% of candidates failed the exam.

The **high selectivity of the Liberian higher education** is of a great concern as it could be interpreted as a reflection of an elitist system or of the failure of the primary and secondary sub-sectors to produce quality graduates. The pendulum seems to point to the latter.

TVET is gaining ground in terms of its recognition as a key sub-sector of the education system with great potential for national development and poverty alleviation. Enrollment in TVET programs has now reached 33% of total secondary education enrollment. However, gender parity is still a very elusive goal as female students represent 43% of the cohort with great disparities depending on the type of programs (public,

religious/mission). The greatest gender gap/inequity is found in public TVET schools where over 70% of the students are male compared with less than 30% female.

By all accounts, the quality of TVET programs in Liberia is substandard and the skills acquired are not relevant to the labor market as illustrated by an ILO TVET tracer study of 2008 which found that the majority of graduates from TVET institutions claimed that the training they received was insufficient and that they needed additional training.

With regards to literacy rates, Liberia's youth literacy rate is 54.5% with 64.7% for males and only 44% for females. Because many young people missed out on formal education opportunities, **non-formal education** is said to be a very important part of the education system but there are no statistics to depict the situation.

Current policies and practices to counter discontinuities

Liberia has taken a sub-sector approach to countering discontinuities. At the level of pre-primary education, the main policy goal is to *ensure that all children achieve their full potential and are ready for primary schooling by providing quality, integrated ECD services and programs for all children from zero to age 5 through an inter sectoral collaborative approach.*

At the primary level, a policy promoting inclusive education has been adopted. Resources will be provided to ensure that all children, irrespective of their backgrounds, physical, psychological and mental conditions, can receive and complete a primary education of that adequately prepares them for lifelong learning.

Lower secondary education has been made an integral part of a basic education system of 10 years which encompasses pre-primary and the 7, 8 and 9 grades (junior high).

TVET has become a key policy priority of government. Strategic frameworks have been developed to improve its quality and relevance. To that effect, there is a concerted effort to ensure that skills taught in training centers match the demand by the labor market. New TVET curricula are being developed and a labor market information system is being operationalized to keep track of the changing needs of the world of work.

In higher education, quality education and articulation of programs with societal needs and the traditional mission of research of universities are being fostered.

To support the transformation of the education sector through elimination of discontinuities, the recurrent education budget in Liberia has been on the increase. From 2010 to 2012, it rose from **14% to 16%** and reached 18% in 2015. As a key priority, primary education's share of the budget rose from 39.4% in 2008 to 41% in 2010, 43% in 2012 and reached 45% in 2015.

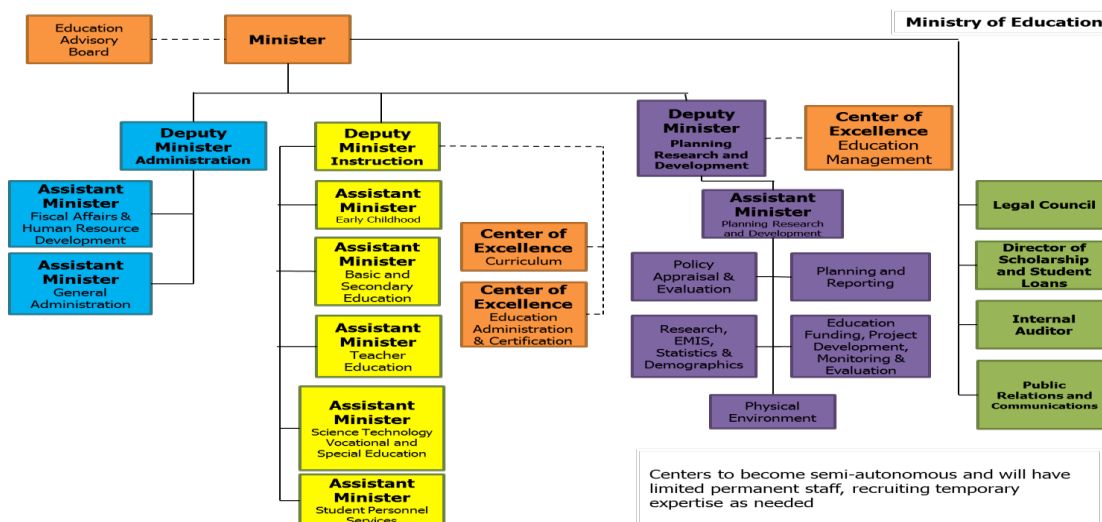
Liberia intends to spend on average \$99.5 million per year over the next three years for the implementation of its medium-term plan outlined in the education sector plan.

Creating a conducive Legal and organizational environment for the Continuum

The continuum depends on a wide range of legal and organizational arrangements to ensure coherence and effectiveness of action. In Liberia, it begins with the **Constitution** that stipulates that "*all persons are born equally free and independent and have certain natural, inherent and inalienable rights*" including *equal access to educational*

opportunities and facilities for all citizens to the extent of available resources. Emphasis shall be placed on the mass education of the Liberian people and the elimination of illiteracy. **The Education Law of Liberia (2002)** emphasizes free and compulsory primary education for all school age Liberian children. The Ministry of Education has been totally restructured to reflect the holistic aspect of the continuum which needs an efficient and effective articulation of the education delivery process instead of the fragmented approach with several competing ministries. The diagram below shows that the current organizational structure of the Liberian MOE:

Ministry of Education (MOE) organizational chart



Source : National Statistics Booklet-2014

The Education Reform Act (2011) that establishes free compulsory primary education and free compulsory basic education also aims at assisting the government in decentralizing the education sector, which is intended to improve the provision of education. Education also needs to be embedded in other sectoral strategies such as the **Poverty Reduction Strategy (2008)**, the **Joint Program for Food Security and Nutrition (FSN)** that provides training and provides farming inputs to rural farmers with particular emphasis on women, who represent the majority of small-holder producers and of the agricultural labor force in general in Liberia.

Conclusion/observations: Two key aspects of the continuum are missing in Liberia: the creation of pathways between sub-sectors revealed by the absence of a National Qualifications Framework and of a Recognition, Validation and Accreditation (RVA) of the outcomes of non-formal (NFE) and informal Learning (IL). NFE and IL are not recognized in the organogram of the MoE as no unit has been created to take charge of these sub-sectors.

MADAGASCAR

Snapshot of the Education and Training System

This report provides key information on the Country Report on Madagascar's National Education System for 2004-2014, the National Employment and Vocational Training Policy (PNEFP) and the Education Sector Plan (PES) for 2017-2021, which will reflect, in the near future, the education-training continuum to be developed in Madagascar. One of the main objectives of the education system is to provide the human capital required for the country's socio-economic development. Education and training are among the country's top priorities.

Basic data on education levels among the Malagasy population

Madagascar's education system is evolving in a context marked by sustained growth and social indicators that do not drive demand for education. With a predominantly rural population (80%) and an average annual growth rate of nearly 3% between 1993 and 2014, Madagascar is one of the fastest growing countries in East Africa. This demographic situation presents an additional challenge when it comes to achieving enrolment goals at all levels of the education system and this will have implications for the financing of education in the country. In addition, Madagascar has a high level of illiteracy (28.4% of those over the age of 15).

Another challenge is the financing of education. This is largely the responsibility of parents, who bear 40% of the national education costs. The unit costs of education are higher in Madagascar than in the other comparable countries. Moreover, cost calculations show that the richest 20% use three times more resources than the poorest 20%. Thus, in the future education development needs to be financed more equitably.

Between 2004-2005 and 2013-2014, enrolment numbers increased from pre-school to tertiary education level. The average annual increase has been 8.9% at pre-school level, 2.8% in primary education, 10% and 13% in lower and upper general secondary education, 3.6% in (public) technical education and 10% in higher education.

Coverage for each level of education	2005-2006	2013-2014
Pre-school (Gross enrolment ratio at this level = Total / 3 to 5 year olds)	8.2	13.9
Primary (Gross enrolment ratio at this level = Total / 6 to 10 year olds)	135.4	146.5
General lower secondary education (Total / 11 to 14 year olds)	31.8	49.8
General upper secondary education (Total / 15 to 17 year olds)	9.6	20.3
Technical education all levels (Number of trainees per 100,000 inhabitants)	170	165
Higher education (Number of students per 100,000 inhabitants)	272	464

Source: RESEN

The main reasons given for not attending school are: too young to go to school; financial problems; school too far away; and the lack of schools or teachers; 24% of young people aged 5 to 18 years old have never attended school.

The education system suffers from a high repetition rate (20% in primary education, 13% in lower secondary education). Improving school retention rates will entail combating repetition but also significantly increasing the quantity and quality of training provision. 24% of schools fail to ensure continuity in education and the distance between the family and the school has a negative impact in this respect. The problem is aggravated by non-compliance with the official timetable, with 25% of pre-defined school being lost, and the even more so by the frequent absence of teachers.

The transition rate from primary to secondary education in Madagascar is 76% and completion rates are 37% at lower secondary level and 16% at upper secondary level.

With a population growth of 3%, Madagascar has to deal with an annual increase of 25% in the number of children to be enrolled, with the majority being in rural and poor urban areas.

Basic data on technical and vocational training

TVET involves a small minority of young people, mainly in urban areas. It offers courses that are inadequately tailored to the needs of the labor market. Since 2014, employment objectives have been added to vocational training and the great challenge is now to train people in order to help them find jobs. Vocational training is provided in:

- technical and vocational colleges, which train technicians and higher-level technicians;
- vocational training centers, which offer training for 2 or 3 years after the end-of-primary-school level;
- various specialized establishments, including the National Centre for Agricultural and Rural Vocational Training.

TVET comprises four types of schemes: initial vocational training (FPI) for specific occupations, general technological training (FTG) giving access to higher education, vocational qualification training (FPQ), which includes top-up training, retraining, pre-employment training and basic apprenticeship training (AMB), which aims to professionalize and modernize traditional production techniques.

The National Employment and Vocational Training Policy (PNEFP)

The PNEFP was adopted in 2015 within the framework of employment legislation. It covers the whole field of technical education, vocational training, skills development and employment initiatives, and involves all public or private partners working in this field. The key features of the PNEFP are:

- a close partnership between public authorities, private partners and social partners at both the national and sectoral levels, intervening in the entire TVET/TVSD process;
- technical and vocational training leading based on employment needs and leading to jobs;
- non-discriminatory technical and vocational training granting the right to be trained and qualified independently of one's personal and social situation and

level of education attained and the right to recognition and certification of acquired competences irrespective of the manner in which they have been acquired.

The PNEFP comprises nine strategic areas, of which six concern TVET/TVSD and three concern employment policy. It is being implemented in five strategic sectors: the tourism, hotel and restaurant trade; construction and public works/strategic resources; information and communication technologies; textiles, clothing and accessories; and rural development.

The Sectoral Education Plan (PSE)

Madagascar is currently in the process of drawing up its Sectoral Education Plan (PES), which in reality involves the three ministries responsible for all levels of education and training: the Ministry of Education (MEN), the Ministry of Education and Employment, Technical Education and Vocational Training (MEETFP) and the Ministry of Higher Education and Scientific Research (MESUPRES). The PES aims to:

- develop basic education that is broad-based, of high quality and fair for all;
- ensure people have lifelong learning and training opportunities;
- provide the human capital and capacity necessary to ensure sustainable economic, social and environmental development;
- educate and train responsible citizens, who live together and in harmony in a better, fulfilled environment, have transformative knowledge and skills, and are drivers of change and innovation.

The reform will include:

- Compulsory and free basic education lasting nine years, organised into three sub-cycles of three years each. The first will ensure children master the national language, the second will ensure they master a second language and the third will be organised as follows:
 - 1 / continuation of leavers from the second basic sub-cycle into general education with basic technical knowledge;
 - 2 / continuation to TVET/TVSD level 1, which will provide students with skills in a trade as a worker so that they may leave system; or continuation of studies at secondary level;
- General secondary education: its main objective will be to prepare young people for higher education;
- The main objective of technical education, vocational training and skills development will be to prepare young people for entry into the world of work. Technical education will provide the country with the technicians it needs, while vocational training will promote the acquisition of the knowledge and skills necessary to carry out a trade or a professional activity. In the transitional period towards universal basic education, appropriate establishments, including vocational training colleges, will be set up to cater for students who leave the system early.
- Higher education: its purpose is to provide high-level training, produce competent, efficient and adaptable graduates, and provide the country with sufficient numbers of highly skilled managers sufficient. It will change to the LMD system.

The challenge is to provide basic education to equip Malagasy children with the necessary basic skills they need so that they can then choose the most suitable path for them to progress:

- either by going on to university (general or technical higher education);
- or by choosing a professional option by doing vocational training in order to enter the labor market.

Conclusion

Madagascar is still having to deal with extremely high dropout rates in education. This inevitably leads to underemployment and the growth of the informal sector, resulting in an endless spiral of poverty. A virtuous circle can thus only be achieved by developing a strategy which establishes a close link between education/training and employment and promotes decent employment through skills development.

MALI

Snapshot of the Education System

Numerous field studies as well as the outcomes of the National Education Conference in 1989 and the Education Forum of 2011 have concluded that the education system is inadequate. This is particularly the case for the TVET sub-sector. The unemployment rate (ILO definition) currently stands at 9.6% and the average period of unemployment is five years. Unemployment is much higher among young people aged 15 to 39 (with rates ranging from 7.6 to 15.4%). The situation is not getting any better, as the unemployment rate is on the increase and the poverty rate rose from 43.6% in 2010 to 46% at the end of 2012. There were thus 7.2 million people in poverty.

Basic data on education levels among the population

The gross enrolment rate (GER) has fallen over the past three years in Mali, particularly in the north of the country. According to the NGO Plan International Mali, the GER fell from 81.5% in 2011 to 70.1% in 2014, with the enrolment rate for girls falling from 74.0% to 64.0% over the same period, and the enrolment rate for boys falling from 89.1% to 76.4%. At upper primary level (*“fondamental 2”*), the GER fell from 54.8% in 2011 to 50.9% in 2014. The rate for girls fell from 46.0% in 2011 to 44.3% in 2014, and the rate for boys fell from 63.9% to 57.7% in 2014. These trends are due to disparities between regions, which are affected by the security crisis, and as a consequence the massive displacement of populations and destruction of schools. Nearly 6 out of 10 Malians fail to

reach the end of primary school, either because they never went, or because they dropped out after starting: the drop-out rate for a cohort having started 6 years previously is nearly 44.30%.

At upper primary level, almost 23% of those starting year 7 fail to reach year 9. The transition rate from primary education and secondary education is 40.10%. For general secondary education, the completion rate in year 12 is only 5.7% for a cohort of young people starting 12 years earlier.

In 2014, there were 2,730,941 children between the ages of 9 to 14, of whom 47% were outside the system (i.e., they had never been to school or had dropped out early).

Basic data on vocational training and technical and vocational skills development (TVSD)

Technical and vocational education has too little infrastructure. There are few students (only 41,776 in 2006-2007). Two-thirds of these students are enrolled in private colleges (76% compared to 24% in the public sector in 2008).

Vocational training includes various schemes whose purpose is to transform the fruits of growth into jobs and reduce poverty effectively and comprehensively. These schemes include:

- Traditional apprenticeship: this is basically on-the-job training with an employer, with no fixed or regulated duration or content.
- Reformed traditional apprenticeship / tutored apprenticeship;
- Modular (or dual) training, which combines classroom learning with work placements and is designed to meet the training needs of youngsters outside school and those completing courses at CED development education centers.
- Training at mobile units, which offer skills training locally for young people in rural areas who are on forestry and agro-pastoral courses.

26,000 young people were trained on these various training schemes from 2013 to 2015.

How to reduce the lack of continuity between education and training for the benefit of young people

Young people in Mali face employability challenges that are deeply rooted in the crisis and aggravated by it. Over 70% of young people between 15 and 24 were outside education in 2010 and they had very limited skills and qualifications, thus limiting their employment opportunities. This situation is not improving due to the deteriorating economic situation since 2012.

Various prevention and remediation measures do however exist.

“Les clos d’enfants”

These kindergartens are alternative places of learning for children aged 3 to 6 years old. Volunteers and paid staff look after the children and organize games, songs and stories, drawing on local cultural heritage. They are supported by UNESCO and UNICEF, and

were incorporated into the Education Ministry's early childhood development program in 2001.

Development education centers (DECs)

DECs are for children aged 9 to 15 who are outside school. They enable them to do a 4-year course of general education (math and reading and writing in their local language at first, then in French from the second year onwards) and vocational training. These courses are tailored to local needs. The centers are run by partnerships involving village communities, the government and the NGOs which fund them.

Literacy centers

These are also an alternative to education and training. Schemes are run in national languages in order to increase their use and facilitate learning.

Women's learning centers

These are for young girls and women. They offer them an opportunity to learn an occupation and develop income-generating activities.

There are not yet any formal pathways from general education to traditional or reformed apprenticeships, or vice versa. However, measures introduced further to the new law on vocational training will address this issue.

How to develop the continuum by providing access to lifelong education and training for all

The Ministry of Employment and Vocational Training has launched two projects: one on youth employment and skills development which is funded by the World Bank, and another on the training and integration of young rural entrepreneurs, which aims to cater to local skills needs. They entail decentralized, non-formal vocational training for young people to prepare them for successful integration into the local labor market in agriculture, livestock farming, construction and other activities. They are targeted at vulnerable young people in rural and peri-urban areas who have received little or no education, including in post-conflict zones, to help bring them back into the system. Rural "family houses" are another scheme which needs to be supported and further developed in order to train workers for the rural economy.

How to develop the continuum by recognizing all forms of knowledge and skills acquisition

In accordance with the strategies identified by the Forum on Education, it will be necessary to:

- effectively coordinate education, vocational training, technical education, higher education and other forms of skills development (traditional apprenticeships and reformed traditional apprenticeships), both in the formal sector and in the larger informal sector;
- facilitate access to training and the acquisition of vocational qualifications tailored to the needs of the economy and for as many people as possible, through the diversification of vocational training systems and courses;

- develop apprenticeship in order to offer a credible alternative way to access professional qualifications for a wide range of youngsters who are outside education, have dropped out early, or who are unemployed etc.
- develop the accreditation of prior learning and experience for professionals in the labor market as an alternative way for people to develop their skills. The National Directorate of Vocational Training has trained and validated the prior experience of 505 master trainers in the region of Segou and circle Yorosso.

Conclusion

Success stories include:

- The Education for Development Centers (EDCs) launched in the early 1990s, which have been a major driver of change and have helped to double the enrolment rate.
- A general vocational education and training program has been set up, to enable people to acquire reading, writing and math skills in their village language, and in French from the second year; modular pre-vocational training in the fourth year tailored to the needs of villages' economic activities. A recent study shows that over 90% of these students completed their studies. Leavers from these centers then have to learn a trade to facilitate their integration into the local economy. The young people trained thus become economic stakeholders in their areas.

MAURITIUS

Snapshot of the education system

Mauritius belongs to the category of upper-middle countries based on its socioeconomic achievements. In 2015, it ranked 63rd out of 188 countries based on the UNDP's Human Development Index (HDI). The per capita Gross National Income (GNI) is estimated at around US\$17,000, the life expectancy at birth at 74 years and the mean year of schooling in the country at 8.5 years. This the 2nd highest performance for an African country.

This success was achieved through heavy and sustained investment in the social sectors, more particularly in education, as the country understood early on that an educated and skilled human resource is key to social and economic development. For decades, the Government of Mauritius (GoM) has invested a significant percentage of its Gross Domestic Product in education. In 2014 the share of the GDP invested in the sector was estimated at 3.9%. As a result, Mauritius has already achieved universal primary education (UPE). For instance, the net enrolment rate at the primary education level was 97% in 2014 while the survival rate, the proportion of pupils starting grade 1 and reaching the last grade of primary school was 99%. The secondary education gross enrolment rate (GER), which comprises of general and pre-vocational education, was estimated at 73% in 2015. Enrolment in higher education is estimated at 39% and is by far among the highest in Africa (7% on average, UNESCO, 2015). In 2011, the literacy rate for youth aged 15 -24 was 98%. In terms of gender parity, Mauritius has closed the gap between girls/women and boys/men at almost all levels.

Education is free at all levels of the public education system. The government provides also free transportation, meals and grants and scholarships. This strategy has paid off as, by and large, educational development in Mauritius is one of the most advanced on the African continent. However, these achievements have not erased some of the familiar challenges in Africa: high repetition and dropout rates at all levels, mostly explained by the social inequities in the country.

Current policies and practices to counter discontinuities

As indicated above, the main discontinuities encountered by policy-makers in Mauritius are due to internal inefficiencies in the system. One of the most serious issues is the elitism of the primary education which is characterized by a very selective examination at the end of the cycle. The Certificate of Primary education (CPE) examination determines one's access to the highly coveted general secondary education institutions. For students coming from disadvantaged backgrounds and whose mastery of basic literacy and numeracy in the two languages of instruction (English and French) is sub-standard, the failure and dropout rates are very high. Poverty has also another consequence: students from vulnerable groups and dysfunctional families drop out in greater number than any other group due to the need to help their parents economically by joining unskilled employment (informal sector). The language of instruction is also

another hurdle for children whose mother-tongue is creole. The discontinuity between the home and school language has created serious learning difficulties.

To address these discontinuities, GoM has formulated a range of policy measures. With regard to the inequities that exist in society due stark differentials in socioeconomic backgrounds (poor vs. well-to-do children), the government has established what they call the Education Priority Zones, commonly known under their French name, *Zone d'Education Prioritaires* (ZEP). The ZEP schools are meant to address the low performance in primary schools. They are established in areas where students score less than 40% of the pass rate at the Certificate of Primary Education Examination. To raise the standard of achievement in a ZEP school, head teachers and their teams are empowered and capacitated to develop a shared vision and mission as well as implement a school development plan in collaboration with all the other key players in education, i.e. the parents, the community-based associations, NGOs, and business organizations.

Inequities are also addressed through the adoption of a language policy that recognizes the use of creole as a language of instruction. Other specific policies such as the Special Needs Education to cater for children with certain disabilities. For students who have failed the twice at the Certificate of Primary Education twice have now the option of joining pre-Vocational Education(PVE). This is a four-year program that aims at facilitating transition to further vocational education and/ or the labor market. PVE focuses on remediation work with emphasis on basic literacy and numeracy in the first two years. It is important to note that for the first three years are spent in a secondary school. After the third year, students are sent to a pre-vocational center where they are introduced to a range of vocational trades.

There are also effective inter sectoral collaborations between the Ministry of Education and other ministries such as (i) the Ministry of Women's Rights, Child Development and Family Welfare to conduct training courses for girls and women to enable them to be employed or involved in income generating activities; (ii) the Ministry of Agriculture, Food Technology and Natural Resources to teach agricultural techniques for producing vegetables, fruits, etc; and (iii) the Ministry of Fishery for those involved in the fishing industry to acquire skills and competencies.

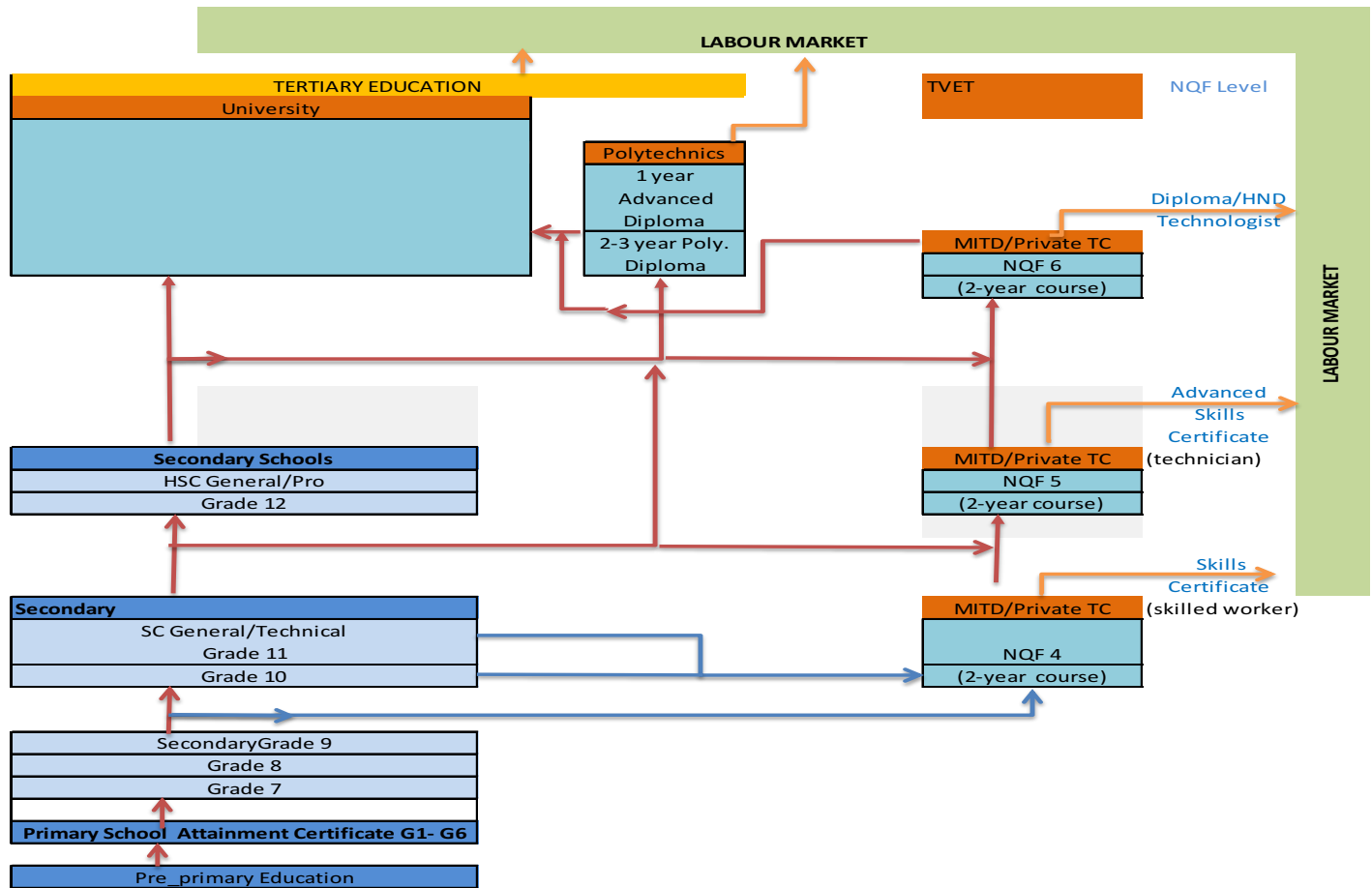
Second chance remedial learning activities are also organized by different entities under several ministries. For instance, the Ministry of Women's Rights, Child Development and Family Welfare has Adult literacy programs embedded in its training activities. Courses are designed to provide women with basic skills in writing, reading and numeracy, thus enabling them to cope with their daily life.

Government has also put in place a second chance program for those who have dropped out of school and who are neither in full time employment nor training (NEET). It promotes literacy and numeracy skills for young people aged between 16 and 21. In addition to this free training, the students are entitled to a stipend, free pedagogical

materials and psychological support. After this training program, the students can join vocational training program in a trade of their choice.

Creating a conducive Legal and organizational environment for the Continuum

The multisectoral dimension of the continuum is reflected in the name of the lead organization in charge of education and training: *The Ministry of Education and Human Resources, Tertiary Education and Scientific Research*. The **Vision of the Ministry** is: *A Quality Education for all and a Human Resource Development base to transform Mauritius into an intelligent nation state in the vanguard of global progress and innovation*. The **Mission of the Ministry** is : *(i)to develop a culture of achievement and excellence by promoting an efficient and effective education and training system that is inclusive and integrated, comprehensive and holistic; (ii) to foster innovation and to generate new knowledge for the socio-economic and sustainable development of the nation; and (iii) to ensure learning opportunities accessible to all, provide learners with values and skills to further their personal growth, enhance their critical and exploratory thinking and encourage them to innovate and to adapt to changes in an increasingly globalized environment*. To achieve the vision and mission, the education and training system is organized as follows:



To ensure proper coordination across sectors, the following legislative acts were introduced:

THE HUMAN RESOURCE DEVELOPMENT ACT 2003 whose objective is to: (a) promote human resource development in line with national economic and social objectives; (b) stimulate a culture of training and lifelong learning at the individual, organizational and national levels for employability and increasing productivity; and (c) provide the necessary human resource thrust for successful transformation of the economy of the country into a Knowledge Economy. THE MAURITIUS QUALIFICATIONS AUTHORITY ACT 2001; THE NATIONAL EQUIVALENCE COUNCIL ACT 1986.

Conclusions/observations: The GoM has also created a National Qualifications framework to which a Recognition of Prior Learning mechanism has been appended to facilitate the creation of pathways between sub-sectors; thereby ensuring a continuum between education and training.

MOROCCO

Snapshot of the education system

The report comes in the wake of the adoption by Morocco of an important and radical reform of its education and training system entitled “Strategic vision for the 2015-2030 reform: the need for schools that promote equity, quality and opportunity.” It was also prepared in a socio-economic context marked by major demographic change (2.2 children per woman in 2014 compared to 7.2 in 1962), and a high rate of urbanization, which rose from 29.1% in 1960 to 60.3% in 2014.

Basic data on education levels among the population

Two ministries currently share responsibility for Morocco’s education and training system: The Ministry of National Education and Vocational Training (MENFP) and the Ministry of Higher Education, Management Training and Scientific Research (MESFCRS). The budget allocated by the government to education and training increased by an average of 7.15% over the 2001-2013 period.

The national education sub-system covers pre-school, primary school, lower-secondary education and skills education. It also offers basic vocational diplomas. In 2015/2016, there were 6.9 million children/students, which represented an increase of about 4.7% in comparison to 2012/2013. Girls account for 48% of the total. The gross enrolment rate

for pre-school was 59.7% in 2013. The enrolment rate for 6 to 11-year-olds has increased by more than 20% between 2000 and 2013 and reached nearly 100 % of this age group. The specific enrolment rates for children aged 12 to 14 and 15 to 17 also increased significantly (+28% between 2000 and 2013 for the first group and +11% between 2000 and 2016 for the second group). However, 29.1% of children across the country still do not attend school.

Basic data on vocational training/TVET

Vocational training was long considered as a “path to failure” reserved for students who were unable to continue their general studies. It has now become an essential component of the Moroccan education and training system thanks to the “National Vocational Training Strategy 2021” reform of 2015/2016 (NPSW 2021).

Organization of vocational training

Initial vocational training, which is for young people aged 15 and over, includes three forms of training:

- Residential training, organized mainly at vocational training colleges, entailing short company placement;
- Dual training (alternating college-based learning for 50% of the time with company placements for the remaining 50% of the time);
- Apprenticeship training, entailing in-company training for 80% of the time, topped up with general education and technology training in a vocational training college for at least 10% of the time.

These three forms of training give access to four levels of training/qualification: specialization (S), qualification (Q), technician (T) and technician (TS). A fifth level (CAP) is for apprenticeships. Alongside initial vocational training, there are skills training courses for graduates seeking employment who are having difficulty finding work. Finally, there are continuing education courses for workers.

Indicators on the development of vocational training

The number of students in vocational training is constantly growing. There were 331,981 in 2012/13 and 450,663 for 2015/2016, representing a 15% increase over the last two years. The training and manpower agency OFPPT trains more than 60% and the private sector trains about 25%, which represents a sharp increase. T and TS-level students accounted for 62% of those trained 2015/2016, while CAP students accounted for just 2%. Residential training is still predominant. Just over 60% of trainees leave with a qualification. 69% of the training courses are provided to T and TS levels.

In addition to these students, non-formal education caters for 8 to 16-year-old trainees who have not enrolled at school or are undereducated. Their number doubled between 2000 and 2016 and there are currently over 96,000 of them. Furthermore, the number of students in higher education more than doubled between 2000 and 2013. The science and technology sectors account for about 30% of those enrolled (2013).

The current education/training continuum

The continuum **at the level of general education** can be summarized as follows: 90% of those enrolled in the first year of primary education in 2012 went all the way through (with or without repeating). 71% of them managed to complete lower secondary education and 42% of them completed upper secondary education with a qualification. However, the dropout rates rose sharply between 2012/2013 and 2014/2015. This was due to lack of motivation, distance to school, tuition fees or the pressure to contribute to household income. At higher education level, a significant number of students left university without a degree (64%). 25.2% of those dropping out do so in the first year, 40.2% in the second year and 20.9% in the third year. Until recently, a near majority of universities did not accept holders of a TS qualification, despite it being equivalent to the BTS and DUT certificates.

Social measures (school canteens, scholarships, internships, participation in training costs, one million schoolbags, etc.) have been introduced to improve the situation as far as the continuum is concerned.

Measures aimed at integrating general education and vocational training

The education and training reform launched by the MENFP in 2013 led to the introduction of new career paths to promote the integration of education and training.

A scheme enabling children to find out about trades/ professional occupations at primary school

This scheme was launched two years ago, further to a pledge to raise schoolchildren's awareness about the importance of professional activities in business. An evaluation of the scheme will take place as from 2017.

The vocational option at lower secondary level

The vocational option at lower secondary level offers education tailored to the needs of lower secondary school in accordance with the school environment. It gives students and those who have already left access to the general secondary education leading to a qualification, to the vocational baccalaureate, to vocational training or to the job market further to a short course to train for an occupation.

The vocational option at upper secondary level

The vocational baccalaureate, which was launched in 2014/2015 in the industry and agriculture sectors, was extended in 2015/2016 and it now offers 19 new training courses. It is a dual training course, combining classroom learning with work experience, and it is organized with the participation of sector bodies. It can either lead to higher education or to the job market.

The various options are part of an integrated information and guidance process which coordinates the various components of the education and training system in order to improve their complementarity and develop new levels of training leading to vocational bachelor's and master's degrees.

Developing a continuum by providing access to lifelong education and training for all

Other schemes illustrate the more inclusive and integrated nature of the education and training system, such as:

- The specific scheme aimed at young school dropouts aged 13 to 14. It aims to bring them back into general education or help them into vocational training;
- The expansion of apprenticeship training for young people (with an upper age limit of 40) who do not have a sufficient level of schooling but who can read and write;
- Specific measures for rural youngsters and low-income families to facilitate their access to vocational training;
- The development of continuing training for workers. This training, for which only contributing enterprises qualified in the past, has been extended to small and very small companies, individual workers (training time credit and skills assessments) and self-employed people.

Developing a continuum by recognizing all forms of knowledge and skills acquisition

Several schemes have been developed for this purpose:

- Recognition of equivalence between formal and non-formal education;
- Validation of prior learning and experience (RPL). This has been trialed and is now being rolled out;
- Distance education: training programs have been developed and broadcast on a cultural channel. Similarly, there are online platforms for accrediting IT skills;
- The establishment of a national qualifications framework (NQF) is underway and the National Qualification Commission has already been established.

Conclusion

The education/training continuum is at the heart Morocco's social ambitions. It aims to guarantee each individual a long-term and high quality integration and adaptation process to promote economic development and the country's social cohesion.

NIGER

Snapshot of the Education and Training System

Until 2012, when the government adopted its education policy white paper (*Lettre de politique éducative*) for 2013-2020 and drew up its sectoral programme for education and training (PSEF) for 2014-2024, efforts to develop the education system were not undertaken in a holistic and systemic fashion. The new education policy and sectoral programme have thus been proposed in order to coordinate the different parts of Niger's education system by implementing an efficient and effective overall strategy for education and training.

The new system provides pathways between the general education system and technical and vocational education and training (TVET). The objective has been to increase the proportion of learners in TVET (as opposed in secondary education) from 8% in 2009 to 25% in 2015 and 40% in 2021. The government thus aims to develop the education and training continuum by shifting students from general education to vocational courses, which will eventually take in more students from primary education than from general secondary education.

Basic data on education levels among the population

The Ten-Year Plan for Education has helped improve access to and coverage of primary education. The gross intake ratio has increased sharply, from 49.8% (41.3% for girls) in 2002 to 98.7% (92% for girls) in 2010, which represents an overall increase of 48.9%. Over the same period, there was a significant rise in the gross enrolment ratio, from 41.7% (33.3% for girls) to 72.9% (63.9% for girls). Major progress has also been made on qualitative aspects. For example, the completion rate has doubled from 24.7% in 2002 to 49.3% in 2010 and there was a large fall in the percentage of repeaters, from 10% to 4.1%.

CM2 / fifth grade (10 to 11 year-olds) in June 2014 (estimated)

Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Estimated numbers	290,302	313,363	338,256	365,26	394,130	425,439	459,235

Of the total numbers, 75% come under the responsibility of the Ministry of Secondary Education, 15% come under the responsibility of the Ministry of Vocational and Technical Education and 10% come under the responsibility of the Youth and Culture Ministries. General education covers the biggest share due other ministries' lack of infrastructure.

Basic data on vocational training and technical and vocational skills development (TVSD)

Until 2014, only students with an initial certificate of secondary education (BEPC), of whom there were few, could be oriented from general education into TVET, for enrolment in vocational and technical colleges and middle-level vocational and technical training centers. From 2014, when the Primary School Leaving Certificate was abolished, school-leavers were oriented not just into secondary schools, but also into vocational education.

The proportion of students on level 2 basic and technical education (doing CAP vocational training certificates) and middle-level courses (BEP certificates, technical and vocational baccalaureates) accounted for 6.21% of those in secondary education in 2014/2015. Among TVET students, fewer students were studying for a CAP certificate

because until 2014 these basic level 2 courses were only offered in two training centers, both in Niamey.

Forecasts for 2020/21 anticipate a sharp increase in the number of TVET students at technical education colleges (78 in 2016) and occupational training centers (244 in 2016). Technical education colleges take in children on 4-year CAP courses. Occupational training centers offer vocational courses for children who cannot continue their studies after the CM2/fifth grade. For the 2015-2016 school year, there will be 14,053 students in occupational training centers, and just 476 students at technical education colleges.

Strategies for addressing the lack of continuity between education and training for the benefit of young people

The causes of the lack of continuity

In Niger, the causes are interlinked and stem from the lack of coordination between sub-sectors of the education system. They include: (i) the lack of educational facilities (ii) the mismatch between education content and economic and social needs (iii) the poor quality of teaching and teachers.

As far as educational facilities are concerned, the METFP has insufficient infrastructure to accommodate the expected numbers of children entering education. The same applies for the youth and culture ministries. General secondary education, which was supposed to take in 75% of the total number of children, had to take in the 10% that were to be educated on schemes run by the youth and culture ministries.

Regarding the mismatch between education content and economic and social needs, courses fail to be relevant outside the system, and do not cater for the competitiveness and profiles required by the market. Studies conducted by the Observatory of Employment and Vocational Training (ONEF) on different sectors aim to develop more successful courses and better teacher training.

Current prevention and remediation practices

These include:

- Compulsory education up to 16 years. To achieve this, it will be necessary to develop post-primary education and courses which develop specific occupational skills.
- Efforts to boost technical education colleges: this will consist of offering innovative schemes enabling students at the end of the CM2/fifth grade to prepare a CAP vocational training certificate.
- The further development of occupational training centers, which offer basic level schemes to those who have not been to school or who have dropped out, and for craftworkers on 18-month courses.
- Functional literacy schemes for students who have dropped out of compulsory education early, via special “pathways” and “alternative education centers”.
- Skills development schemes and community education-training and integration activities in rural areas run by occupational training centers and national voluntary service centers, including farmer field schools and literacy projects to help people learn a trade.
- Courses enabling people to improve their professional skills (basic skills and specific skills) for employees of formal enterprises.
- Efforts to raise the level of knowledge and improve the skills of craftworkers, farmers and informal sector entrepreneurs as well as apprentices in traditional apprenticeships, with the support of the FAFPA Training Fund.

Realizing the continuum by providing access to lifelong education and training for all

There are two broad initiatives. The first is to give families access to a wide range of high-quality education programs and schemes, especially in agricultural and rural areas. This initiative is being implemented through the work of the National Apprenticeship Directorate, technical colleges, occupational training centers and schemes such as the SIFA Integrated Agricultural Training Sites supported by the Swiss Cooperation Agency. The second initiative aims to examine how public and private institutions are adapting in order to take into account the knowledge and skills needs of all people who have managed to acquire the minimum core set of knowledge and skills. The Luxembourg Development Agency supports schemes subsidising public and private institutions to help develop short vocational courses.

Achieving the continuum by recognising all forms of knowledge and skills acquisition

Niger has moved from TVET concept to TVSD insofar as skills are acquired via non-formal and informal training schemes as well as formal training schemes. The development of the continuum thus requires the establishment of a universal right to the certification of knowledge and skills regardless of the manner in which they have been acquired. The law on the fundamental principles of TVET provides for a universal right to certification and the accreditation of prior learning and experience. To facilitate certification, the Ministry has drawn up skills and certification standards for 25 trades. To develop the continuum, it will also be necessary to devise and create a national qualifications framework. This is currently underway, in particular through the development of methodological frameworks for certification/accreditation for programme development using a competency-based approach. These systems are not yet operational, even though the progress is being made in setting up relevant and lasting bodies and structures, with a view to meeting the expectations of thousands of young Nigeriens who have acquired professional experience and expect it to be accredited and certified.

Conclusion

Niger has moved on from the concept of TVET to TVSD, which entails decentralised, regulated and partnership-based skills development. It has moved from a qualification-based approach to a skills-based approach, a supply-based approach to a demand-led approach and, lastly, this is no longer based solely on the education and school system, but entails a variety of learning curricula encompassing formal, non-formal and informal learning systems and dialogue with other sectors and stakeholders.

RWANDA

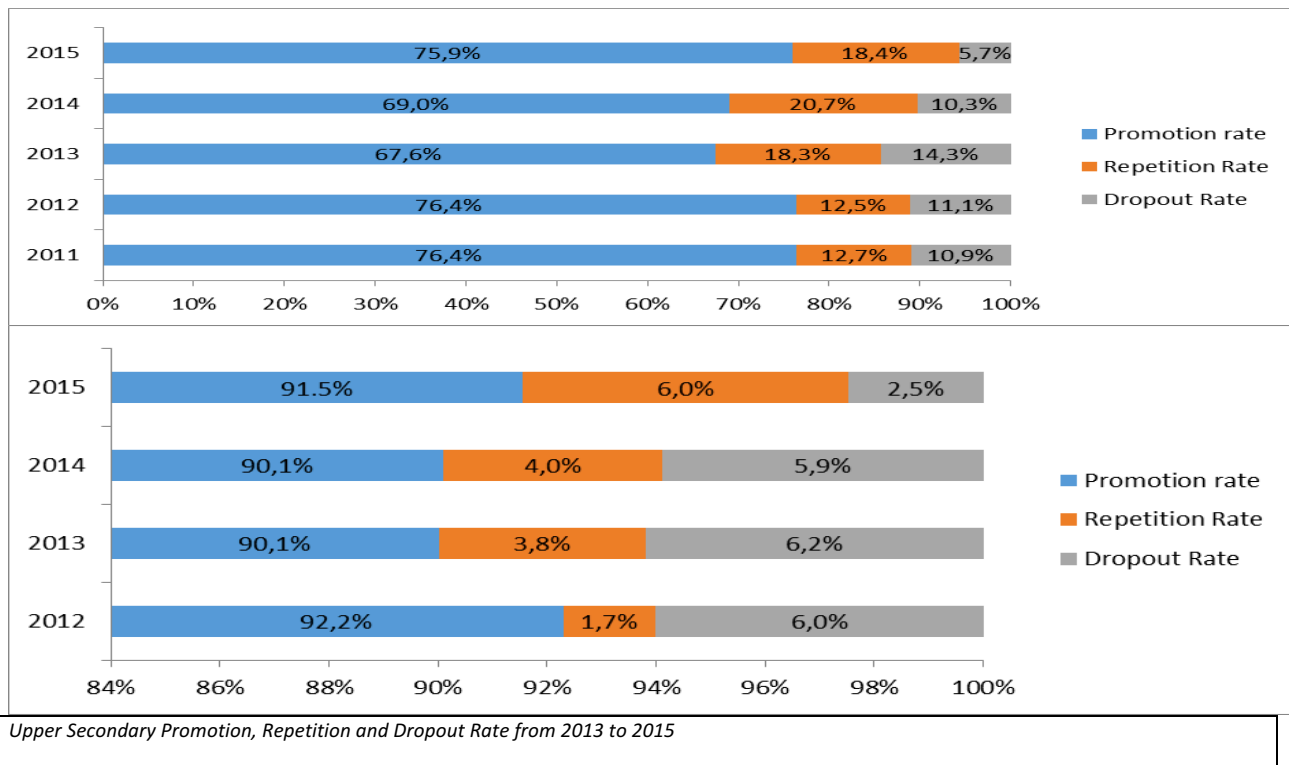
Snapshot of education system

For a country that was on the brink of total social and economic collapse following the 1994 genocide, Rwanda has not only recovered fully but has made impressive strides towards achieving major milestones in terms of its socioeconomic development goals. Economically, the country's economy has been growing at an average of 7 to 8% since 2003 and the dividends of this growth have been invested in social sectors such as health and education. Under the country's Vision 2020 which aims at transforming Rwanda from a low to a middle income in the next 4 years, the government has planned to achieve universal primary education and substantially increase access to higher levels of education.

In terms of access, enrollments at all levels have been on the rise. Pre-primary education has a 17.5% gross enrolment rate (GER) and enrolment rates at primary education level are nearing achievement of universal primary education. In 2015, the GER was estimated at 135% and the net enrolment rate (NER) at 96.9 %. At the secondary level, GER and NER stood at 40.7% and 35.7% respectively in 2014. It is worth noting that the Rwandese secondary education GER is above the average for sub-Saharan Africa (22%). With regard to TVET which is composed of Vocational Training Centers (VTCs), Technical Secondary Schools (TSSs), and Polytechnics (Polytechnics) in Rwanda, enrolments also increased by 77.5% between 2010 and 2014. Access to higher education is also improving as the private sector is providing additional opportunities for access. Total enrolment in 2014 was 87,013 students and the enrolment in public tertiary institutions represented less than half of this (37,759). The literacy rate among population aged 15 and above in Rwanda was 68.3% in 2012. Adult education is a key education strategy in Rwanda's Vision 2020 and adult education programs are in place to cater for the learning and training needs of all the segments of the population.

As can be surmised from the above, internal efficiency in the education system is still a concern in Rwanda in spite of investments made by the government. As shown by the tables below for primary and secondary education, there are still the problems of repetition and dropouts.

Primary Promotion, Repetition, Dropout Rate from 2012 to 2015



Among the causes of these discontinuities, the following have been identified: low teacher motivation, irrelevant curriculum, unplanned and sudden introduction of English as medium of instruction, low professional development for teachers, lack of sufficient preparation for decentralization of school management at provincial and district levels, low quality due to high teacher-student ratio (62:1), lack of sufficient teaching and learning materials, weak school leadership and management, etc.

Current policies and practices to counter discontinuities

To address the issue of low quality and relevance in the system, the Government of Rwanda (GoR) has introduced the following policies geared towards: (i) improving the professional capacity of teachers in pedagogy for the newly adopted competency-based curriculum (CBC) as well as improve their mastery of the English language which suddenly became the language of instruction; (ii) attracting qualified teachers from neighboring countries (East African Community) to improve the use English as language of instruction; (iii) promoting the acquisition of literacy competencies through provision of reading materials (Kinyarwanda and English) in libraries and reading rooms/corners in schools; (iv) promoting the use of Information and Communication Technology (ICT) at all levels of education by formulating and implementing an ICT in education policy; (v) incentivizing teachers to motivate them to stay in the teaching profession and undergo professional training such as the “UMWALIMU SACCO” and “GIRA INKA MWALIMU” (one cow per teacher) policies; (vi) promoting continuous training of school leaders and managers in school leadership and management and involvement of teachers, parents, children and wider community to contribute in the school planning, management and accountability; (vii) introducing school feeding programs in primary and secondary schools; (viii) recognizing the importance of TVET for the economy and poverty reduction and giving it a strong policy and funding priority.

At the systemic level, government has also put in place reforms geared towards creating a lifelong education and training system. Pathways and safety nets in the form of alternative education and training opportunities for school dropout and the uneducated. For example, (i) a rehabilitation Centre for dropped-out students has been created to cater for former drug users in the school system; (ii) an Adult Education Policy and a number of other educational reforms such as the introduction of the Nine Years Basic Education (2009), and its expansion to twelve-year basic education (2012) and adult basic education program that cover the learning needs of a wide range of the populations and; (iii) the Workplace Learning Policy designed to improve the quality of training in TVET and higher education systems in Rwanda by transforming the existing skills development structures into a dynamic system that is based on the demand in the labor market, accessible to an increasing number of youth, and able to create the necessary skills, knowledge and attitudes among the Rwandan workforce.

Creating a conducive Legal and organizational environment for the Continuum

Overarching Vision

Rwanda's socioeconomic development is being driven by Vision 2020 which aims at transforming the country into a middle-income economy by 2020. The Vision is underpinned by the assumption that if all Rwandans benefit from the country's progress, peace and unity will follow. The provision of key basic services such as health, education and access to safe water and sanitation is therefore of paramount importance. To achieve the goals of the Vision, the following policies have been implemented:

A Fees-Free and Compulsory Education Policy of 12 years and an Adult Education Policy. The 9-12 Years Basic Education Policy (9&12YBE) has enabled many children particularly in economically disadvantaged families to attend primary schools. It has facilitated quick transition rate from primary level to secondary, without forgetting transition to TVET and tertiary education.

The *Adult Education Policy* seeks to provide education and literacy across all demographic and socioeconomic sub-groups. To achieve this, the GoR has established the Rwanda TVET Qualifications Framework (RTQF) which describes competencies, skills and knowledge that learners are expected to acquire at different levels and the mode of acquisition (formal, non-formal and informal). A Recognition of Prior Learning mechanism is embedded in the RTQF and its application has already started for a few sectors such as the construction and building services and it is built on competency-based approach (CBA).

Conclusions/observations

Rwanda has all the requisite instruments for a fully-fledged Continuum: a strategic vision underpinned by legal and policy frameworks, technical mechanisms for integrating the sub-systems and linking them with training and the labor market and an education reform agenda.

SENEGAL

Snapshot of the education system

Senegal's education system has undergone three major reforms. In 2004, education became compulsory for children aged 6 to 16. In 2015 competency-based training standards were introduced, apprenticeships were incorporated into vocational and technical training, and training was made a public policy priority. The latest reform has improved access to higher education and strengthened the education/economy dynamic.

The major challenges besetting African countries, such as youth unemployment, the demographic dividend and high school drop-out rates, offer no alternative but to develop a continuum that is relevant to and suitable for today's economies. Senegal's socio-economic situation is clearly indicative of the key issues at stake.

The overall situation

The school population rose steadily from 2.58 million in 2009 to 3.38 million in 2014. This represented an average annual growth rate of 5.5%, which was higher than the growth rate for the overall population (2.5%). Those in education are mostly enrolled in elementary level education (80.08% of the total). 6.82% are in general secondary education, 5.59% are in pre-school education, and are 3.87% in higher education, 2.77% are in vocational training and 0.86% are in technical education.

Education levels among the population

In 2009, the gross enrolment ratio (GER) in primary education was 92.5%. It rose slightly to 93% in 2013 before dropping to 82.6% in 2014. For the 2015 school year, the completion rate was 60.9% compared to 62.5% in 2014. This is partly due to a persistently high drop-out rate (9.6%).

The transition rate between primary and lower secondary school increased gradually between 2003/2004 and 2013/2014, from 46.3% to 86.60%. This represented an increase of 40.3% over ten years.

In 2013-2014, the transition from lower to upper secondary level, which is permitted if students achieve an average grade of 10 out of 20 (or 50%), has increased to 54.9%, although some young people are tracked towards TVET. The overall GER in secondary education rose from 18.4% in 2009 to 31.1% in 2014. The pass rate for the baccalaureate was 34.4% in 2008, increasing to 42.2% in 2010. It fell to 38% from 2011 to 2013 and even further to 31.8% in 2014.

TVET

The number of young people moving from elementary level education into TVET rose to 6.83% in 2015 and the number of young people enrolled in reformed apprenticeships increased from 7,376 to 11,750. 33% of young people received support in job training in 2015.

INDICATORS	Year		
	2012	2013	2014
Number of students coming from elementary level education into TVET (by gender, level and course)	3.15%	5.87 %	6.43%
Number of students from traditional apprenticeships enrolling in the vocational training system	2,447	4,252	7,376
Number of workers receiving continuing training	16,282	17,521	18,761

The reasons for the lack of continuity between education and training and possible ways of remedying the problem

The basic data and the organizational model of Senegal's system clearly show that there is a lack of continuity between the education and training options pursued by young people. Indeed:

- less than 3% of lower secondary school leavers are tracked towards TVET;
- 2% of successful upper secondary school leavers were tracked into TVET;
- 0.5% of primary school leavers went on to vocational training centers;
- 2.3% of lower secondary school leavers went on to technical secondary education;
- 1.5% of those completing the 4th grade (equivalent to 8th grade) were enrolled on a Certificate of Vocational Aptitude (CAP) diploma course;
- 1% of those completing lower secondary school were enrolled on BEP vocational diploma courses and 0.4% were on BT vocational diploma courses.

The main causes for this lack of continuity are:

1. the limited network of vocational training centers;
2. insufficient trainers in growth sectors
3. the vital issue of people's negative perception of manual occupations;
4. the fact that the economy struggles to absorb the limited numbers of skilled learners.
5. the traditional apprenticeship system (on the job) remains the main option due to the persistence of obstacles to vocational training;
6. education priorities are insufficiently defined, and the country's needs are thus insufficiently addressed; there is an imbalance between subject areas, particularly science and literature, general education and technical education, and there is poor coordination between formal and non-formal education.

To deal with these issues, several measures aimed at promoting greater continuity have been introduced, for example the National Vocational Training Agency ONFP has launched a far-reaching study to map the economy's prospective skill needs sector by sector, and there is a plan to develop new and better technical and vocational training courses in the agriculture, tourism and handicrafts sectors. With a view to training 30,000 CAP/BEP-level (vocational training certificate) students by 2020, accreditation is

being promoted in the technical professions using APL and sector qualifications, and dual training schemes are being launched with companies in the hospitality industry.

Other measures include the development of apprenticeship (400,000 apprentices within five to eight years), the creation of pathways between continuing vocational training and higher education, a plan to promote training for trainers and the development of alternative schemes (mobile units, ICTs) to reach out to as many people as possible.

A concrete example of the continuum

Every year, 130,000 young people leave school before going on to lower secondary school, and 30,000 leave high school without obtaining their baccalaureate. 15,000 leave university without a degree. With this in mind, the **Speciality Certificate Scheme** was launched by the Ministry of Vocational Training, Learning and Crafts (MFPAA) with support from the **World Bank and the French Development Agency (AFD)**.

Speciality Certificates are diplomas that prove people have necessary occupational skills, enabling them to exercise their trade within period of three to six months. They are offered by training centers, which organise internship contracts for jobseekers in companies. The courses are modular and alternate classroom learning with periods of training in companies. They are aimed at young people, who can pay for the training using learning vouchers issued by the Vocational Training Fund. Youngsters who have obtained a Speciality Certificate can go on to do a CAP certificate.

Conclusion

The continuum concept should help forge innovative and high-quality education and training schemes and courses. The aim is to create a common thread between all levels education and lifelong learning. To this end, it will be necessary to develop a comprehensive skills development policy setting out the roles and responsibilities of each actor concerned, thus permitting the private sector to become an active partner in training and ensuring that training provision is adapted to the informal sector, with innovative learning approaches and appropriate methodologies and tools.

TUNISIA

Snapshot of the education system

Over the last two years, Tunisia has launched successive reforms of its education, vocational training and higher education systems in order to upgrade training provision, improve training quality and widen access to education services for large numbers of children and young people. These reforms have helped increase the enrolment rate for 6 to 16-year-olds, to around 94% in 2015. However, it has not been possible to eliminate the phenomenon of youngsters dropping out of school. As many as 9.6% lower secondary school students did so in 2012, as did 11.2% of upper secondary school pupils (11.9% in 2014). The reforms have also increased training provision (100,000 places per year) although drop-out rates are still high (34% of students). The lack of pathways between the education, training and higher education systems are among the barriers preventing the internal effectiveness of the three sub-systems, and this is considered to be one of the reasons why students drop out.

Basic data on education levels in the Tunisian population

Changes in the net enrolment ratio for different age groups (%);

	2005/2006			2015/2016		
	boys	girls	Total	boys	Girls	Total
Children aged 6	98.9	99.0	99.0	99.5	99.5	99.5
6 to 11 year-olds	97.0	97.1	97.1	99.0	99.2	99.1
6 to 16 year-olds	89.8	90.8	90.3	93.1	95.7	94.3
12 to 18 year-olds	72.6	77.7	75.1	76.7	85.9	81.2

Completion rates in primary, preparatory and secondary education (%)

	2004/2005			2014/2015		
	Primary	Lower secondary	Upper secondary	Primary	Lower secondary	Upper secondary
Continued	92.5	70.4	69.3	98.93	76.1	69.4
Repeaters	5.9	18.7	18.0	0.03	14.7	17.8
Drop-outs	1.7	10.9	12.7	1.04	9.2	12.8

The rate of transition to higher education fell from 69.2% in 2010 to 43% in 2015.

Basic data on technical and vocational training (TVET)

The overall number of young people in vocational training: 5.6% of young people aged 15 to 24 (98,000) were in vocational training in 2015. The number decreased between 2011 to 2015 due to young people's lack of attraction to agricultural, construction and craft specializations, the closure of courses in public training centers which were being reorganized, and mid-course abandonment.

The number of young people trained in residential centers, on dual training courses, and via traditional or reformed apprenticeships: of the 98,094-young people trained in 2015, 30,122 were trained in residential centers, 42,348 on dual training courses, 7,300 via reformed apprenticeships and 18,325 via traditional apprenticeships.

Numbers of young people not in education, employment or training (NEETs): there were 933,555 NEETs, accounting for 32.2% of the total. The rate for women in this category (42.2%) is higher than that for men (22.5%)

Non-enrolment at school and drop-out rates at different education levels

A significant number of young people are concerned: 7% of young people between the age of 5 and 14 do not attend school and 5.3% risk dropping out at primary and lower secondary school. The dropout rate is particularly important at upper secondary school, for which it rose from 9.6% in 2000 to 11.2% in 2012. Dropouts tend to come from families with limited income, rural areas and inner regions. They are mostly older and have a low level of education.

The reasons youngsters drop out of education. These include poor school governance (too centralized), poor provision (the lack of pre-schools and poor facilities in rural areas), poor teaching education and the lack of school life (lack of teacher training and the absence of any cultural and social support).

The reasons youngsters drop out of vocational training

Dropout rates are around 33% regardless of the level of training. They are higher for older, male youngsters who come from families with a low social level. Nearly 1 in 5 young people have never attended classes and nearly 1 in 5 young people leave during the first six months. The reasons include the fact that they have found a job (about 1 of 4 young people) or financial difficulties (about 1 in 2 young people). 32.3% of school dropouts immediately join the labor market and 14,4% return to training.

Reasons why that enrolled abandon vocational education

Training	Behaviour	Financial	Employment	Environment	Internship	Other
43.4	38.5	31.1	23.6	20.9	12.2	20.2

ONEQ 2011: Early leaving from vocational training in Tunisia (Reasons and career paths)

Schemes and strategies to reduce the lack of continuity between education and training and to establish a continuum between educational subsystems

Current and future schemes to tackle non-enrolment and early leaving in the education system. The five-year plan for the 2016-2020 period has made the fight against educational failure and abandonment a strategic objective of education reform. It aims to achieve the following results:

- Improved supervision of young people who risk dropping out;
- Effective schemes to help dropouts return to the education and training system;
- The revision of internal school regulations and disciplinary measures to promote a prevention strategy and treat the root causes of the problem.

Current and future remedial measures to prevent early leaving in the vocational training system. The national strategy to reform the vocational training system has been organized into projects over a five-year period (2016-2020). There are plans for a national training and integration program for early leavers, the creation of a national center for the reintegration of early leavers and the development of measures to promote:

- careers guidance;
- the attractiveness of the institutions;
- the development of new education and teaching approaches;
- the establishment of a system for training trainers in vocational training occupations.

Measures to forge a proper continuum between training, education and higher education include:

- the establishment of a National Human Resources Development Agency;
- changes to the pyramid of qualifications;
- the development of training capabilities in collaboration with regional education plans;
- the establishment of a system to accredit training bodies and establishments;
- the adoption of an effective mechanism to facilitate transition between the education, training and higher education sub-systems.

Conclusion

Early school leaving and lack of continuity between education and training for young people are perceived as a factor hampering educational achievement. It fosters a return to illiteracy and reduces the ability of young people to gain the knowledge and skills they need in order to access the labor market. It also has a very high social and financial cost. This situation can be overcome by promoting complementarity between education and vocational training and by establishing pathways between educational sub-systems, including by developing skills development schemes and formal, non-formal or informal learning.

Outcomes of the Experts Seminar

Outcomes of the Experts Seminar

The seminar was held on November 7-9, 2016 in Abidjan. It brought together Experts from 18 countries, the Permanent Secretary of the Consultative Framework/Council for the West African Economic and Monetary Union's (WAEMU) Ministers of Employment and Vocational Training, representatives of Ivorian public TVET institutions as well as the representatives of the private sector and other bodies involved in training and funding of vocational training. Resource-persons and consultants working for the ICQN-TVSD provided both the technical support and facilitation of the deliberations.

In terms of objectives, the seminar was to provide an opportunity for experts from different countries to come together in order to (i) share their country experiences, (ii) learn from others and (iii) contribute to the development of the agenda for the 2017 Ministerial Conference. More specifically, the following results were expected of the seminar:

- the identification of 4 or 5 knowledge and skills-building schemes/practices that have been implemented by the participating countries and which promote an effective continuum between education and training;
- the joint development of strategies on how these arrangements could be reinforced at the national level and pooled within the framework of the inter-country cooperation provided by the ICQN-TVSD;
- the formulation of recommendations on promoting and upscaling of these schemes/practices that will be fed into the agenda of the 2017 Ministerial Conference.

It is worth noting that the seminar was officially opened by Hon. Paul Koffi KOFFI, Minister for Technical Education and Vocational Training of Cote d'Ivoire, and Leader of the ICQN-TVSD for Africa. In his speech, he underscored the key challenges that the seminar was addressing. He indicated that in his country some 1.9 million young people are currently outside the formal school system (43% of children between the ages of 6 and 16). This situation led the Government of Cote d'Ivoire to formulate and implement a policy that makes schooling compulsory until the age of 16. He also indicated that inter-ministerial committees have been set up and are currently conducting reflections on how to provide access to a minimum set of knowledge and skills to all segments of the population. He added that the recognition and validation of all means of acquiring skills and competencies is necessary to give every citizen an equal chance in his or quest for knowledge and skills.

Methodology used by the Seminar and guiding questions

The seminar was structured into distinct sessions: a colloquium and a workshop. It sought to provide in-depth answers to the following three questions that are at the heart of the education and training continuum:

1. What policies and strategies need to be put in place to reduce dropout rates at the end of the primary school or in the first three to four years of secondary education (Junior high) so as to give every young person the possibility of remaining in school, accessing training or finding work?
2. How does one create basic education and vocational training opportunities for out-of-school and school dropouts and thereby increasing their chances of making a decent living?

3. how to initiate reforms that value and certify all forms and modalities of educational and vocational learning and enable the widest possible access to the various forms of knowledge and skills in a lifelong perspective?

The Colloquium

The colloquium part consisted of a series of presentations followed by discussions. The main objective of the colloquium was to present and discuss the concept of the education and training continuum both in terms of its theoretical dimensions and operational implications. The presentations, therefore, began with a full review of the Ivorian experience in conceptualizing, formulating and implementing policies geared towards the realization of an effective education and training continuum.

The Ivorian presentation mentioned the efforts made by the governments to increase access to education and training and retention of learners in the system. One of the key strategies used by Cote D'Ivoire is to use non-formal education schemes and literacy classes to bridge the divide between out-of-school children and the formal education system. Through these schemes, more than 20,000 children have been integrated into the formal primary schools. Cote d'Ivoire has also launched an initiative that seeks to gradually integrate Islamic confessional schools into the formal system. However, there is much to be done to create an effective continuum that could provide learning and training opportunities for the massive 43% of youth that are out of any educational and training system.

Building on the Ivorian presentation, the resource-persons presented key issues raised by the literature review and used specific findings and lessons learned from the analysis of the country reports (see the synthesis in previous chapters) to further expound on the need to address the major discontinuities that undermine educational development in Africa. They also underscored the need to learn from experiences within the Africa region in building effective education and training continuums through the use of mechanisms such as national qualifications frameworks (NQFs) and recognition of prior learning and experience (RPL) to create pathways between the different sub-systems of the education and training systems.

The discussions that followed attempted to frame the concept of education and training continuum in terms of the challenges presented by the discontinuities and the necessary reforms to address them as well as of the complex technical work needed to build a continuum by creating pathways in order to allow youths with no or low basic education and those about to fail schooling to find effective avenues/opportunities for training that could lead to jobs.

A presentation on the follow-up to the Kigali Ministerial Conference on *Promoting investment in skills and competencies acquisition by trainers and entrepreneurs in African countries* indicated the important linkage between the current theme with the previous one as the training of trainers and entrepreneurs is a key condition for an effective education and training continuum. Even though very few country reports were received on this topic by the coordination of the ICN-TVSD, preliminary analysis of the few that were sent shows that there are a few projects being implemented in Benin, Burkina Faso, Chad, Ghana, Niger and Rwanda to develop and improve the capacity of trainers and entrepreneurs. The following four areas need to be further investigated (research) and addressed :

- Conceptual frameworks and practices of training of trainers and entrepreneurs in relation to the education and training continuum;
- Informal training in and by informal sector enterprises;
- The role of TVSD in the training of teachers in formal education;
- The Education-Training Continuum in the world of work and training

The colloquium was concluded by a presentation on an innovative traditional apprenticeship project being experimented with and promoted in West Africa. The main objective of this project is to bring about a paradigm shift in TVSD whereby a renewed learning model with sustainable funding would be implemented and mainly financed by enterprises and vocational training institutions. The expected outcomes of this project include an advocacy component to convince decision-makers to place an increased responsibility on enterprises and vocational institutions and the restructuring of the systems so that they could certify the skills acquired. The new model entails the following steps: (i) Curricula and indicative training programs are tailored for each specific trade (the list of the trades should be expanded); (ii) apprentice-candidates are issued with a training “passport” for certification; (iii) A process of training, qualification, and recognition by the employers is put in place to obtain the titles and qualities of master craftsman, master of learning and trainer is set up; (iv) Guidelines for assessment and certification for each trade are developed; and (v) The training in enterprises is paced by orders and requests placed by the labor market.

The Working Group Session

Participants were divided into three working groups to analyze the current discontinuities affecting the continuum in their countries and requested to recommend solutions/strategies to improve the current situation. Each group was to address the following five issues/ strategies:

1. A reform to integrate in the basic education curriculum skills and competencies relevant to the socioeconomic needs of society;
2. A Mechanism for ensuring successful entry into vocational training systems after basic education;
3. A formal or non-formal remedial system enabling, after an early drop-out, re-entry into the formal school system;
4. A renewed type of learning to consolidate the learning outcomes of basic education leavers while leading towards training for a recognized qualification;
5. Mix-Curriculum: Integrating pre-vocational and vocational competencies into the curriculum of secondary education (junior and high schools), or universities.

The three groups were asked to identify one promising reform under the five issues/strategies mentioned above. These can be on-going or planned reforms/strategies that they will submit to their respective governments. The following table was produced by the participants:

Country	issues/strategies Chosen	Description of the Strategy/reform
BENIN	Issue/Strategy 4:	Renovated traditional

Country	issues/strategies Chosen	Description of the Strategy/reform
	A renewed type of learning to consolidate the learning outcomes of basic education leavers while leading towards training for a recognized qualification	apprenticeship system in vocational training centers or at the work place in enterprise and workshops.
COTE D'IVOIRE	Issue/Strategy 3: A formal or non-formal remedial system enabling, after an early drop-out, re-entry into the formal school system	Non-formal and formal "Pathway Classrooms" being experimented with by the Ministry of Technical and Vocational Training
TOGO	Issue/Strategy 4: A renewed type of learning to consolidate the learning outcomes of basic education leavers while leading towards training for a recognized qualification	Reforming the Vocational Training System through the introduction of Apprenticeship (DUAL Model)
BURKINA FASO	Issue/Strategy 4: A renewed type of learning to consolidate the learning outcomes of basic education leavers while leading towards training for a recognized qualification	Apprenticeship and Training Programs for Artisans
MOROCCO	Issue/Strategy 5: Mix-Curriculum: Integrating pre-vocational and vocational competencies into the curriculum of secondary education (junior and high schools), or universities.	
DRC	Issue/Strategy 5: Mix-Curriculum: Integrating pre-vocational and vocational competencies into the curriculum of secondary education (junior and high schools), or universities.	Creation of Training and Employment Units
MALI	Issue/Strategy 1: A reform to integrate in the basic education curriculum skills and competencies relevant to the socioeconomic needs of society	Promotion of Education for Development Centers for out-of-school children and youth and dropouts
MAURICE	Issue/Strategy 3: A formal or non-formal remedial system enabling, after an early drop-out, re-entry into the formal school system;	Formal and non-formal remediation for out-of-school people to join economic life/labor market
TCHAD	Issue/Strategy 2: A Mechanism for ensuring successful entry into vocational training systems after basic education	Creating pathways between basic education and vocational training (NQF)
KENYA	Issue/Strategy 5: Mix-Curriculum: Integrating pre-vocational and vocational competencies into the curriculum of secondary education (junior and high schools), or universities	Integration of VET in secondary (already in place)
GHANA	Issue/Strategy 2: A Mechanism for ensuring	Introduction of the National

Country	issues/strategies Chosen	Description of the Strategy/reform
	successful entry into vocational training systems after basic education	TVET Qualifications Framework
TUNISIE	Issue/Strategy 4: A renewed type of learning to consolidate the learning outcomes of basic education leavers while leading towards training for a recognized qualification	Renovated Apprenticeship Scheme
SENEGAL	Issue/Strategy 4: A renewed type of learning to consolidate the learning outcomes of basic education leavers while leading towards training for a recognized qualification	
CAMEROUN	Issue/Strategy 4: A renewed type of learning to consolidate the learning outcomes of basic education leavers while leading towards training for a recognized qualification	
MADAGASCAR	Issue/Strategy 3: A formal or non-formal remedial system enabling, after an early drop-out, re-entry into the formal school system;	

A P P E N D I C E S

Appendix 1: outline of the Country Case Studies

The structure of the report

Introduction: the various meanings and understandings of the topic at national level

Part 1: Basic data on educational attainment of the population (disaggregated in terms of female/male and rural/urban to the extent possible)

- EFA gross enrollment ratio;
- EFA net enrollment rates;
- EFA completion rates;
- Dropout rates and transition rate to secondary education;
- Dropout rates and transition rate to higher education;
- Literacy rate

Part 2: the basic data on vocational training / TVSD

- TVET enrollment rates;
- Residential TVET enrollment rates;
- rates (number) of young people trained in traditional apprenticeship;
- rates (number) of young people trained in renovated traditional apprenticeship;
- rates (number) of professionalized/skilled youth in a working situation;
- rate of youth neither in school nor in education nor at work
- Unemployment rates

Part 3: How to reduce the discontinuity between education and training for the benefit of young people

Basic statistics show that most countries are experiencing early school leaving and a discontinuity in educational itineraries and youth training. In this section the idea is to assess/diagnose the main causes of this discontinuity and the current policies and practices put in place to address them.

- **The causes of discontinuity:** they can be linked to:
 - the lack of quality learning and teaching due to teachers;
 - home living and material conditions of young people;
 - the gap (or irrelevance) between the content of education and the economic and social realities;
 - the lack of articulation between the sub-sectors of the education system ...

Each country is to assess/diagnose the most critical situations and analyze the most direct causes of discontinuity.

- **The current practices of prevention and remediation:** each country is aware of the negative effects that early exit from education or dropping out can have on the youth and is proposing or trying to set up diversified education and training pathways. This requires the listing of the alternative pathways being proposed and a brief description of them. They may include:
 - type of initiatives such as "post-primary education" articulating schooling with pre-vocationalization;

- pathways/bridges to facilitate passage from basic education to traditional or renovated traditional apprenticeship;
- functional literacy programs for early school leavers;
- training aimed at qualifying for integration into the labor market;
- community-based education and training for integration (rural areas)

Each initiative will have to be analyzed vis-à-vis its objectives and expected results or the expected results if it is being implemented.

Part 4 : How to establish the continuum by providing access to lifelong education and training for all

If the education-training continuum concept is first and foremost focused on educating and training school-age youth, it is now increasingly emphasizing the right of every adult to accessing education and training opportunities. This understanding of the concept, which was popularized by the major international organizations in the late 1960s, has a double meaning in Africa. First of all, it aims to give the illiterate population the ability to have access to a common core of competencies and skills throughout their personal and working lives and thus to overcome the lack of schooling. Secondly, it seeks to enable the workforce, both educated and trained, to continually adapt to changes in business and jobs in order to maintain if not improve their conditions and opportunities for employability.

In this section, the country report should describe and analyze the education and training systems and pathways that have been put in place to:

- make functionally literate school-dropouts in the workforce who might have relapsed into illiteracy;
- Provide access for families especially those in farming and rural areas to diversified and integrated educational programs of quality;
- Improve the level of education and training of undereducated or uneducated adults;
- Train to improve the skills and qualifications (basic or specialized) of employees of formal enterprises;
- Raise the level of knowledge and skills of:
 - artisans, farmers and entrepreneurs in the informal sector;
 - Apprentices in traditional training schemes;
 - young people who are acquiring their technical and professional skills at the workplace.

The report should strive to analyze how public and private institutions are evolving to take into account the demands for skills and competencies of all those who have not had access to a common core of competencies and knowledge.

Part 5: How to establish a continuum by recognizing all forms of acquisition of knowledge and skills?

This approach relates more specifically to the discontinuities or gaps that exist in education between formal, non- formal and informal modes of acquisition of knowledge and skills. It presupposes that countries go beyond the concept of TVET which aims to primarily, if not exclusively, develop the knowledge and skills acquired in formal institutions by shifting to the concept of technical and vocational skills development

(TVSD). It takes into account the fact that knowledge and skills are also acquired through informal and non- formal training or on the job.

The country report should at this level review and evaluate policies and practices implemented to :

- establish the right of all to a certification of knowledge and skills regardless of their mode of acquisition;
- implement a national qualifications framework including the following:
 - a certification design based on the effective recognition of acquired skills, not only formal training outcomes. Question: Is it built into the competency-based approach (CBA)?
 - A validation system of prior learning or experiential learning for the formal and informal sector workers. Question: Are there RPL mechanisms implemented and, if so, how and for whose benefit?
 - certification levels outside the formal training system geared towards recognizing the professional level of employees and learning masters in traditional learning systems. Question: If these levels exist, what are the value and benefits?
 - create equivalencies and pathways between certification within the general education systems and the vocational training system. Questions: What is the current value of vocational qualifications within the general education system and are certified workers entitled to access secondary and higher education?
- Certification of one's knowledge and skills at all ages of life. Are there such systems/possibilities?

Conclusion

Each country report should strive to describe a system or an education and training reform that seems to best illustrate, at the national level, the concept of the education and training continuum.

Each report should provide the most recent development in the country and the current state of the policies/measures envisaged to achieve such a continuum in the near future.

Appendix 2 : ICQN/TVSD Publications and outputs

Please visit: <http://www.adeanet.org/pqip-dctp/en>