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Ushirika wa Maendeleo ya Elimu Barani Afrika  
الرابطة لأجل تطوير التربية في إفريقيا  
Association for the Development of Education in Africa  
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# FROM THE EDUCATION- TRAINING CONTINUUM TO THE EDUCATION-TRAINING- WORK CONTINUUM:

Prospects for future developments  
based on the analysis of schemes in 18  
African countries

**Richard Walther, in collaboration with Michel  
Carton and with technical support from Aude Mellet**

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## Acronyms

ADEA	Association for the Development of Education in Africa
AFD	Agence Française de Développement / French Development Agency
ASAMA	Action Scolaire d'Appoint pour les Malgaches Adolescents
BADEA	Arab Bank for Economic Development in Africa
BEPC	Brevet d'études du premier cycle»
BPO	Business process outsourcing
BTP	Brevet de technicien professionnel
BTS	Brevet de technicien supérieur
CAP	Certificat d'aptitude professionnelle
CEU	Cours élémentaire unique
CMU	Cours moyen unique
COMESA	Common Market for Eastern and Southern Africa
CPU	Cours préparatoire unique
CQM	Certificat de qualification aux métiers
CQP	Certificat de qualification professionnelle
CTB	Coopération technique belge / The Belgian Cooperation Agency
DACUM	Developing a curriculum
DRC	Democratic Republic of Congo
EAC	East African Community
ECGLC	Economic Community of the Great Lakes Countries
EFA	Education for all
GCE	General Certificate of Education
GDP	Gross Domestic Product
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit / The German International Cooperation Agency
GNP	Gross National Product
HSC	Higher School Certificate
ICQN/TVSD	Inter-Country Quality Node on Technical and Vocational Skills Development

ICT	Information and communication technologies
IDB	Islamic Development Bank
ILO	International Labour Organisation
ISESCO	Islamic Educational, Scientific and Cultural Organization
KOICA	Korean International Cooperation Agency
NEET	Not in Education, Employment or Training
NGO	Non-governmental organisation
NORRAG	Network for International Policies and Cooperation in Training
RESEN	Rapport sur l'Etat du Système Educatif National / Report on the State of the National Education System
RPL	Recognition of prior learning
SDC	Swiss Agency for Cooperation and Development
SHS	Senior High School
TVET	Technical Vocational Education and Training
TVSD	Technical and Vocational Skills Development
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
WAEC	West African Examinations Council
VET	Vocational Education and Training
WFP	World Food Programme

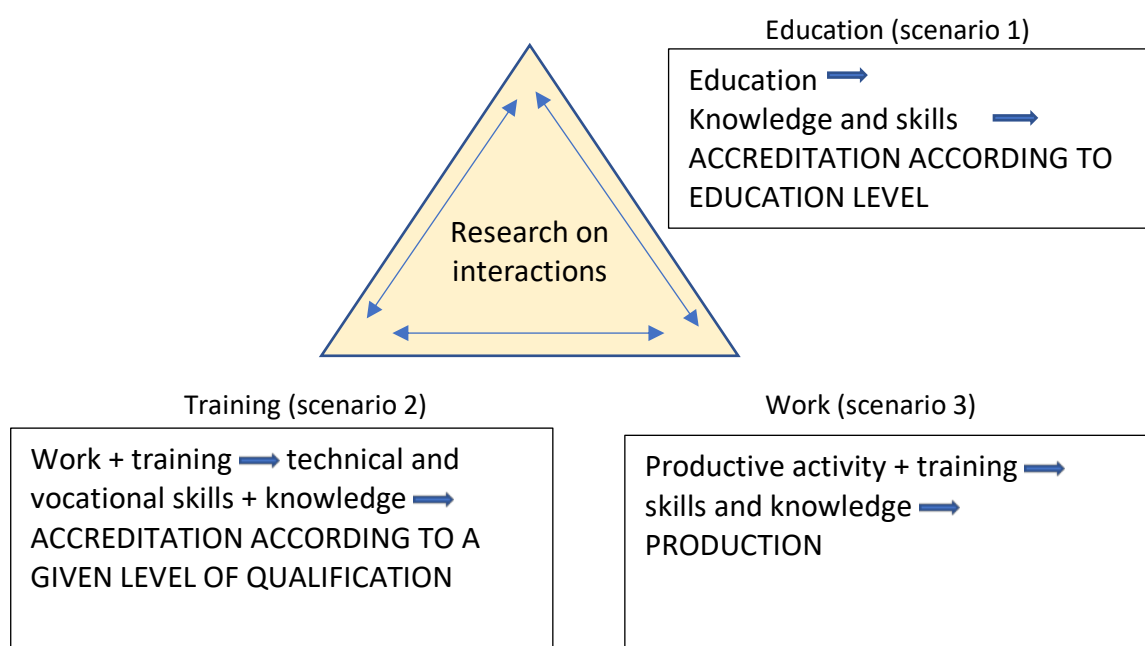
# Introduction

The Inter-Country Quality Node on Technical and Vocational Skills Development (ICQN/TVSD) in Africa, coordinated by the Côte d'Ivoire Ministry for TVET, aims to pool African countries' experiences with a view to improving the vocational skills of young people and helping them into employment.

The Abidjan Ministerial Conference in July 2014 agreed on the ICQN's work programme until 2017. In accordance with this work programme, the ICQN debated the "Training of Trainers and Entrepreneurs" topic in 2015 (Kigali Ministerial Conference) and the "Education/Training Continuum" topic in 2016 (the Abidjan Experts Seminar). The results of this work are provided in two compendiums of country experiences available in French and English on the NORRAG website.<sup>1</sup>

The 2017 Compendium complements the one published in 2016. It pursues the work on the education/training continuum, developing the subject with an analysis of national schemes aimed at combatting the exclusion of the very high number of young people outside education and training systems and helping them to successfully find jobs.

The work accomplished by the experts in 2017 made it possible to finalise and even redefine the continuum concept by incorporating the world of work, stressing that the interaction between the three terms "education/training/work" within the continuum concept is not necessarily linear but can be combined in the following three scenarios:



<sup>1</sup> [www.norrag.org](http://www.norrag.org)

## Country reports for 2017

Following the expert seminar in 2016, five thematic areas where country experiences could be further developed in the form of schemes integrated within the education and training system were identified, further to cross-analysis of the country reports:

- Theme 1: basic education scheme focused on real socio-economic situations in daily life, in which it is possible to acquire basic knowledge as well as social and vocational skills
- Theme 2: creation of pathways, at the end of EFA, to skills training schemes
- Theme 3: design and implementation of formal and informal remediation schemes allowing students to acquire a solid core of knowledge and basic skills after they have left school early
- Theme 4: reformed apprenticeships which both consolidate educational achievements of those leaving basic education and lead to a recognised professional level
- Theme 5: a mixed education/training curriculum at lower and upper secondary school

Each of the participating countries were asked to identify, in accordance with the priorities of THEIR education and training system, a scheme linking education and training to provide young people the knowledge and skills they need in order to boost their chances of finding work.

The purpose of having these categories is not just to make a list of existing initiatives. The objective is to present then analyse each country experience so that they are consistent with a coherent set of options for inter-country work. This will allow the ICQN/TVSD member countries to share their experiences with a view to improving young people's skills and helping them into the world of work.

17 countries sent in their report prior to participating in the seminar on 6 and 7 of November 2017 in Abidjan, at which Morocco was also present. The summaries of these country reports are provided below. Alongside each one, a table is provided with a selection of basic statistics taken from the Global Education Monitoring Report for 2016.<sup>2</sup>

### Model structure of the reports

Each expert appointed was asked to use the model proposed in order to facilitate comparative analysis of the countries' different schemes.

#### Institutional position of the scheme

- What are the main features (ten lines) of the education/training continuum scheme proposed by your country at the end of the expert seminar in 2016?
- What are the main reasons that motivated you to select it?
- How is it positioned in relation to other continuum schemes in your country?
- What is the educational level of the scheme: primary level (6 years of school), at basic education level (9 years of school) or general/vocational secondary education level (post-basic education)?
- Does the scheme involve teachers and trainers from the formal education and training system, non-formal education teachers, professional trainers (from companies), master craftsmen or the different categories of trainers?

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<sup>2</sup> UNESCO. 2016. *Global Education Monitoring Report: Education for People and Planet - Creating Sustainable Futures for All*, Paris, UNESCO. Statistical Tables: [https://en.unesco.org/gem-report/sites/gem-report/files/GEM\\_Report\\_2016\\_2nd\\_edition\\_Statistical\\_Tables.pdf](https://en.unesco.org/gem-report/sites/gem-report/files/GEM_Report_2016_2nd_edition_Statistical_Tables.pdf) (consulted on 3 December 2017)



- Would you describe the selected scheme as formal or non-formal, or beyond the distinction usually made between these two categories of education and training?

### The reasons for setting up the scheme

- What situation or what problem does the scheme attempt to address (please describe the situations and root problems):
  - Children dropping out of school early?
  - The difficulty young people have at end of the primary education in finding an educational alternative to lower secondary school?
  - The possibility to create a second chance education for those who drop out of the school system too early?
  - The need to create an apprenticeship training option for school leavers?
  - The fact that too great a distinction is made in general education between acquiring knowledge and acquiring vocational skills?
  - Other reasons, please specify?
- How and by whom was the development and the implementation of the scheme decided?
  - Who is at the origin of the scheme? National and/or local authorities or international organisations?
  - What analysis and reasons have been used to illustrate the importance of the scheme?
  - At which level (local, regional, national) has the scheme been implemented?
  - Is there already an initial evaluation of the results achieved?

### Design and development of the scheme

- How does the proposed scheme's focus on socio-economic realities affect the usual way of acquiring the skills?
- How would you describe the socio-economic realities the scheme takes into account in particular?
- What is the impact of this focus:
  - on the learning approach: how does the scheme identify the knowledge and skills needed by young people to ensure they have an optimal chance of achieving social and professional success in the world of work?
  - on training design and development: how does the scheme develop effective situations for acquiring skills which enable young people to train for a job while strengthening their educational or academic achievements?
- Are any other partners aside from institutional authorities involved in managing and implementing the scheme?
- How does the selected scheme offer a better link between current education and training set-ups and systems?

### The reform options created by a better continuum between education and training

- Has the scheme described and analysed already produced any results recognised by education and training authorities and socio-professional stakeholders?
- If so, which criteria were used for the evaluation of the results achieved?
- To what extent does the selected scheme call into question the education system's formal separation between the cognitive field and the field of career skills development?
- If it is possible to promote and roll out the scheme described and analysed, what reform would you propose in your country to forge a better link education and training?

- If you were to draft a recommendation for your minister, what would it be?

## Summary of the Benin report

### Scheme: Reformed traditional apprenticeship scheme in vocational training centres and workshops/companies

#### Statistical data

		Total	Male	Female	% female
Gross enrolment ratio *	Primary	126%	131%	120%	--
	Secondary	54%	65%	44%	--
Adjusted net enrolment ratio *	Primary	96%	--	--	--
	Lower secondary	63%	72%	55%	--
	Upper secondary	40%	51%	29%	--
Effective transition from primary to lower secondary general education ***		85%	85%	86%	--
Completion rate **	Primary	55%	--	--	--
	Lower secondary	29%	--	--	--
	Upper secondary	13%	--	--	--
Children out of school *	Primary	70,000	--	--	--
	Lower secondary	350,000	--	--	61%
	Upper secondary	389,000	--	--	59%
Share of TVET in total enrolment *	Secondary	3%	3%	3%	--
	Post-secondary (non-tertiary)	--	--	--	--
Percentage of youth (15-24) enrolled in secondary TVET *		1%	1%	1%	--

\* School year ending in 2014

\*\* Household survey for the 2009-2014 period. Data are for the most recent year available during this period

\*\*\* School year ending in 2013

#### Summary description of the scheme

This reformed traditional apprenticeship scheme leading to the CQM Occupational Training Certificate aims to help vulnerable young people access vocational training and facilitate their entry into the labour market. It gives a formal structure to traditional apprenticeship and offers young people who have dropped out of or who have never been to school an opportunity to have their practical vocational training recognised by the national authorities. This decentralised scheme has been running in seven regional districts in Benin (Alibori, Atacora, Borgou, Donga, Littoral, Ouémé, Plateau) since 2013. It will be extended to the five other regional districts (official launch in August 2017).

#### Institutional position of the scheme

The reformed traditional apprenticeship scheme has a formal status and is part of national education strategy. The scheme is run in a decentralised manner and it involves national, regional and local stakeholders.

It is organised within a regulatory framework that includes a decree and three implementing orders concerning the examination for the CQM Occupational Training Certificate: Decree No. 2005-117 of 17 March 2005 on the accreditation of vocational qualification through apprenticeship, amended by Decree No. 2010-641 of 3 December 2010 creating the CQP Vocational Training Certificate and the CQM Occupational Training Certificate.

## Target groups

The scheme is primarily targeted at youngsters who have dropped out of or who have never been to school.

## Partners involved

The report refers to partnerships in the context of the scheme's funding:

### (1) Financing apprenticeship activities

- The development of skills matrixes and measures to strengthen the skills of craftsmen and master craftsmen are financed primarily by development aid agencies, for example the SDC, GIZ, ILO-Cejedrao and NGOs.
- Central government covers the running costs of public occupational training centres, trainer training, the purchase of equipment and learning materials, and the cost of educational inspections and administrative audits of authorised workshops and crafts production units.
- Apprenticeship costs are covered by apprentices' parents and tutors.

### (2) Financing the organisation of the CQM Certificate exam

- Central government finances activities under the remit of the technical directorates and ministries involved in vocational training through apprenticeship.
- Key actors such as the apprentices, their parents and tutors, who cover examination costs.
- Local and regional authorities, NGOs and development aid agencies who contribute to apprentices' examination costs and the organisation of the CQM Certificate exams.

## The reasons for setting up the scheme

The reformed traditional apprenticeship scheme was set up in Benin in order to provide vocational training for the huge numbers of young people who are out of or who have never been to school in the country. It enables the government authorities to reintegrate young people who have been excluded from the formal vocational training system, and to collect reliable data on their situation in different areas in order to help them into employment.

The scheme was inspired by local traditional apprenticeship practices that offer flexible training and accreditation tailored to the reality of master craftsmen's workshops. It is a revised form of the end-of-training diploma, known as the "*diplôme de libération*", which craftsmen issue to apprentices at the end of their training. This led to the idea of having professional associations in each occupational area or sector recognise apprenticeship through the CQM Certificate.

The implementation of the reformed traditional apprenticeship scheme is the result of a long process involving public and private stakeholders involved in vocational training through apprenticeship:

- The Ministry of Secondary and Technical Education and Vocational Training plays a lead role, ensuring compliance with education and evaluation standards. It works with bodies such as the Directorate for School Inspections, Innovation and Quality, the National Institute for Training Development and Teacher Training, the Directorate of Technical Education and Vocational Training and the Regional Directorates of Secondary and Technical Education and Vocational Training.
- A partnership agreement is drawn up at local level, specifying everyone's role in the scheme. This is signed by local authorities and local crafts associations. It formalises and strengthens the collaboration between the two partners, setting out their commitments, rights and duties when it

comes to promoting the crafts sector in general and the development of initial vocational training in particular.

- Appointment, by local government order, of a local crafts sector coordinator who acts as a go-between between craftsmen and local elected officials, between local authorities and other actors such as development aid agencies, NGOs, central government departments, regional authorities, technical directorates and the devolved directorates of the ministries involved in the apprenticeship scheme.

## Design and development of the scheme

The reformed traditional apprenticeship scheme is based on four key elements:

### Skills matrixes

- Skills matrixes constitute the skills standards that underpin the training. They are drawn up for different occupations.

### Training

- Organisation of the training: the apprenticeships are based on matrixes matching skills with production and services activities. These are checked by the Directorate for School Inspections in collaboration with the technical directorates of the Ministry of Secondary and Technical Education and Vocational Training and the other ministries involved in the training.
- Duration: the length of apprenticeships is regulated and harmonised for different occupations and groups of occupations.
- Location: minimum standards for places of apprenticeship permitted to take on apprentices are established and may be authorised for public and private occupational training centres, crafts production and service units, agricultural, pastoral and fisheries production units and the workshops of master craftsmen who have the minimum amount of equipment necessary to supervise apprentices.
- Equipment: the basic equipment required for the training is defined for each occupation. This takes account of the content of the skills matrixes.
- Supervision: apprentices are supervised by trainers from public training centres and master craftsmen. Training includes a functional literacy elements because not all apprentices are able to express themselves correctly in the French language. The apprenticeships are evaluated by the Directorate for School Inspections in collaboration with the Directorate of Technical Education and Vocational Training of the Ministry of Secondary and Technical Education and Vocational Training and the other ministries involved in apprenticeships.

### Accreditation

- The CQM Certificate is the qualification issued at the end of these apprenticeships, with the purpose being to provide national recognition of the technical and general vocational skills acquired during the apprenticeship or through the performance of an occupation or professional activity.
- National, regional and local authorities supervise the accreditation process. Exams are managed at local level under the control of regional and national supervisory bodies.
- Exam costs are the same across the country and are determined by regulatory texts in close collaboration with professional organisations. These costs are primarily managed at local level.

They include enrolment costs to be paid to the finance authorities and the cost of issuing the CQM Certificate, to be paid to the Regional Directorate of the Ministry for Vocational Training.

### Monitoring/evaluation of the scheme

- The monitoring and evaluation of apprenticeships is conducted in part by the Directorate of School Inspections with the participation of the professional crafts organisations, the Directorate of Technical Education and Vocational Training, and the technical and regional directorates of the ministries concerned by the apprenticeship scheme. In April 2016, a progress report was produced on the CQM Certificate pilot trials run in seven regions in Benin with the technical support of crafts sector support office in coordination with partners such as Helvetas and the SDC through the support programme for vocational training in agriculture and crafts. This study made recommendations calling for the roll-out of the CQM Certificate in the five remaining regions.

### Results in terms of knowledge and skills development and social and professional integration

The first CQM Certificate exam was held on an experimental basis in October 2013. The following results are based on the four pilot years of the scheme (2013-2016). They highlight the difficulties encountered:

- The statistics for the CQM Certificate exams show a significant increase in the numbers of students enrolled year on year with a high pass rate from 2013 to 2015.
- In total, 19,260 apprentices registered to sit the CQM Certificate exam: 17,028 passed, of whom 11,985 were female and 5,043 were male. This result shows that a large number of young women were involved in the apprenticeship scheme.
- In total, 19,132 apprentices were trained for the CQM Certificate. This is only a fraction of the huge number of young people outside school who need to be educated and trained.
- Of the 311 occupations identified in the crafts sector and with regards to the pilot trials covering seven out of 12 regions in Benin, almost 80 occupations now have sets of skills matrixes, representing 26% of the total. The matrixes are thus not being produced fast enough to cover all occupations.

The report also made the following observations:

- In public occupational training centres set up by the government, curricula are standard and activities generally run to plan. However, in certain centres orders are scarce, which undermines the principle of training apprentices through production. In the workshops of master craftsmen and crafts production units, training is dependent on the orders received by master craftsmen and it can thus be difficult to schedule activities properly. However, the young people enrolled acquire skills when they are in contact with customers and under the responsibility of the master craftsman or company owner.
- There is no support for the renewal of training supplies and equipment in both public occupational training centres and approved craft production workshops and units. Checks to ensure that apprenticeships comply with educational standards are therefore not sufficiently rigorous.
- There is no systematic monitoring of apprenticeship activities. Only a limited number of inspection and evaluation visits take place due to the lack of financial and human resources and poor communication. This generates a lack of synergy between actions organised by the different bodies at central and local level.
- The managers of the decentralised public bodies provided for in the regulations were unavailable, there was a lack of information from local authorities about the dates and schedule for the exams, members of the commission were not looked after and the schedule was very tight. This meant

that difficulties were encountered in piloting the CQM Certificate, which had a negative impact on performance.

- The lack of any proper policy for budgeting activities in the apprenticeship scheme, the lack of funds to ensure the continuation of the scheme in the long term, and the lack of subsidies for supplies and equipment for the authorised training/production workshops and crafts production units. Thus the development aid agencies and education sector NGOs continue to contribute to the cost of drawing up skills matrixes and the organisation of the CQM Certificate exam and so on.

### Prospects for developing and improving the scheme

- Integration of the vocational training through apprenticeship schemes into the overall education and training system. As reformed traditional apprenticeship is part of these schemes, it will be possible to finance these activities in the same way as those provided by regular training schemes.
- The new reform of TVET training curricula offers the CQM Certificate scheme an opportunity to be considered on an equal level with training schemes leading to the CQP Vocational Qualification Certificate, the CAP Vocational Skills Certificate and other technical and vocational diplomas. As TVET is the cornerstone on which technical and vocational courses are based, pathways are planned within the new organisation of the Benin educational system to enable people to progress from the CQM Certificate to the CQP Certificate.
- Construction of 77 vocational training and apprenticeship centres, in each district in Benin. These centres will be a benchmark for private apprenticeship initiatives leading to this CQM Certificate. The scheme will bring some order to the various different end-of-training “liberation certificates” for apprentices issued by craftsmen by imposing minimum quality standards on traditional apprenticeships. The CQM Certificate thus constitutes the level of access to craftsman status.

## Summary of the Burkina Faso report

### Scheme: Analysis of the pre-requisites for success of the new education and training standards

#### Statistical data

		Total	Male	Female	% female
Gross enrolment ratio *	Primary	87%	89%	85%	--
	Secondary	30%	32%	28%	--
Adjusted net enrolment ratio *	Primary	68%	70%	66%	--
	Lower secondary	53%	55%	52%	--
	Upper secondary	23%	25%	21%	--
Effective transition from primary to lower secondary general education ***		69%	71%	67%	--
Completion rate **	Primary	30%	--	--	--
	Lower secondary	8%	--	--	--
	Upper secondary	3%	--	--	--
Children out of school *	Primary	957,000	--	--	52%
	Lower secondary	758,000 (1)	--	--	51% (1)
	Upper secondary	830,000 (1)	--	--	50% (1)
Share of TVET in total enrolment *	Secondary	3%	3%	3%	--
	Post-secondary (non-tertiary)	100%	100%	100%	--
Percentage of youth (15-24) enrolled in secondary TVET *		1%	1%	1%	--

\* School year ending in 2014

\*\* Household survey for the 2009-2014 period. Data are for the most recent year available during this period

\*\*\* School year ending in 2013

(1) Data reflect the actual number of adolescents of lower secondary school age not enrolled at all, derived from the lower secondary ANER, which measures the proportion of lower secondary school age adolescents who are enrolled in primary, secondary, post-secondary or tertiary education

#### Summary description of the scheme

The report provides a description and an analysis of the TVET system in Burkina Faso. It also suggests possible reforms for the education sector plan and discusses its new sectoral programme for education and training for the 2017-2030 period.

#### Link established between education and training

The report firstly highlights the problem of the mismatch between training and the needs of the economy, which is fundamentally agricultural and dominated by the informal sector. It then highlights the mismatch between training and skills needs. For example, training – whether formal or non-formal – exists for under 20% of the country's 110 crafts trades, whereas they are second source of employment after the agriculture and livestock sector.

#### Institutional position of the scheme

- National economic and social development programme.
- Sectoral programme for education and training for the 2017-2030 period.
- Sectoral education and training plan for which the overall goal is to “guarantee citizens’ right to high quality education and training through an inclusive, better adapted, coherent and functional educational system.



- Act No. 013-2007/AN of 30 July 2007: Education Framework Law, whose Article 27 establishes the remit of TVET

At the start of the 2016-2017 academic year, 200 TVET establishments were listed, including 27 public ones (13.5%) and 173 private ones (86.5%). Most of these are located in Ouagadougou and Bobo-Dioulasso. They provide training in 43 subject areas (according to the Directorate-General for Statistics). In February 2017, there were also 114 non-formal basic education centres, of which 99 were running. While TVET staff numbers had risen by 7.4% between 2009-2010 and 2015-2016, the proportion of TVET students compared to general education students had fallen from 4.8% to 2.62%.

### The reasons for setting up the scheme

Criticism of the current education system includes its failure to meet the needs of the economy, and the mass production of unqualified graduates who are unable to support themselves and promote their own development. The sectoral education and training programme seeks to remedy the failures of the education system, particularly with regard to TVET, which is currently in a poor state of repair.

### Perception of TVET

TVET is seen as a fall-back solution for rejects from the general education system, or a second- or third-class option for poor people who have no prospect of entering further education. TVET is also considered to be a male-only area.

### TVET options

In Burkina Faso the notion of diplomas is predominant and diplomas reflect specialisations. TVET includes three sectors: agroforestry/pastoral activities, industry and services. These sectors each have several training options, which in turn each cover several specialisations.

### Analysis of the effectiveness of training

According to the report, TVET learners generally experience the same learning difficulties as learners in general education with regard to drop-out, repetition and progress rates, and these are changing in much the same way in both sub-systems. The main causes of the poor performance of TVET graduates in the job market are:

- their lack of knowledge about job search techniques;
- the country's poor economic performance and companies' limits;
- the limited number of school/business partnerships (only 45% of the 401 training centres identified by the National Observatory for Employment and Training report having links with a company as part of their student' training);
- the lack of policies promoting self-employment due to insufficient incentives and insufficient preparation (less than 50% of the 401 establishments and centres identified by the National Observatory of Employment and Training include an introduction to entrepreneurship as part of their students' training);
- the mismatch between training and employment stemming from the failure of training to take into account the needs of the economy;
- the mismatch between training/skills needs;
- the limited interest in funding self-employment projects by local funding institutions.

## Prospects for developing and improving the scheme

The report notes that TVET provision does not always meet the needs of the national economy. It has weaknesses in terms of quality and scope, is disorganised and has regional disparities. There is little emphasis on apprenticeship. The report identifies the main challenges to be met and the pre-requisites for the success of the new TVET development strategy as being as follows:

Increased access to TVET: The TVET sector is very underdeveloped. It will be necessary to build vocational colleges and technical secondary schools in all regions, and TVET centres in the country's 45 provinces, drawing on the potential of each area. This will entail the construction of classrooms, fitted workshops and the installation of new equipment and/or repair/rehabilitation of existing infrastructure. To achieve this objective it will also be necessary to pool infrastructure and equipment.

Reduced geographical and gender disparities: Geographic disparities will be reduced by building TVET infrastructure in all regions and provinces while balancing needs. Efforts to reduce gender disparities will entail incentives such as scholarships to encourage girls to choose TVET options, and the development and implementation of a communication campaign aimed at girls.

Improved quality of TVET and the creation and/or promotion of training specialisations that match the needs of the economy: to guarantee access to employment for trainees leaving TVET, it will be necessary to ensure that training courses are relevant to and in line with the real needs of the economy. To do this, the number of course options must be tailored to economic sectors and the number of training courses must be increased at least by 50%. Measures will focus on the creation and/or promotion of training specialisations in line with the needs of the economy.

Improved management of the TVET sub-sector: This will involve establishing an operational coordination body for the joint management of TVET measures (for example the creation of a National TVET Commission). This will have the advantage of promoting coherence in the measures developed and above all proper control and good use of equipment and funds. This body will be able to work with all the ministries directly involved, the whole private sector, the social partners and development aid agencies in order to promote better coordination of TVET measures.

Stronger school-business partnerships: This will create a favourable environment for collaboration between TVET institutions and companies to provide TVET students with internship opportunities, and teachers with job training. Qualified company staff will contribute to the training of students. Special emphasis should be given to socio-professional integration policies, through the development of youth integration policies linked to the development of the country's economy. A system for monitoring TVET graduates will need to be set up in order to support those trained. In addition, a tax rebate system for companies employing young TVET graduates should be introduced to facilitate access to financing, for example by varying the contribution companies make to the employers' apprenticeship tax so that it can be used directly by establishments that train company staff or craftworkers.

Measures to promote entrepreneurial culture and self-employment: it will be necessary to set up business incubators in TVET establishments for their graduates.

Development of crafts sectors: crafts industries generate nearly 30% of Burkina Faso's GDP and are a common occupation in rural areas. In addition, weaving and dyeing is an important part of women's work. The education system has recently recognised crafts as a key training option to enable people to work in a sector that provides employment. New training standards will help to develop training courses with local trainers and the support of the formal sector. The strategy being advocated is the development of a directory of crafts and corporations, the creation of a map of crafts industries throughout the country, the

development of training workshops, the sale of handicrafts in certain major provincial towns, and increased support for projects to set up craft villages and technical centres in the regions.

## Summary of the Cameroon report

### Statistical data

		Total	Male	Female	% female
Gross enrolment ratio *	Primary	114%	120%	107%	--
	Secondary	56%	61%	52%	--
Adjusted net enrolment ratio *	Primary	95%	100%	90%	--
	Lower secondary	63%	67%	58%	--
	Upper secondary	43%	48%	39%	--
Effective transition from primary to lower secondary general education ***		65%****	62%****	69%****	--
Completion rate **	Primary	66%	--	--	--
	Lower secondary	34%	--	--	--
	Upper secondary	13%	--	--	--
Children out of school *	Primary	193,000	--	--	96%
	Lower secondary	788,000	--	--	55%
	Upper secondary	814,000	--	--	54%
Share of TVET in total enrolment *	Secondary	22%	26%	18%	--
	Post-secondary (non-tertiary)	16%	18%	14%	--
Percentage of youth (15-24) enrolled in secondary TVET *		7%	9%	5%	--

\* School year ending in 2014

\*\* Household survey for the 2009-2014 period. Data are for the most recent year available during this period

\*\*\* School year ending in 2013

\*\*\*\* For country level data: UIS partial estimate

### Summary description of the scheme

The report explains that at the national level there has not yet been a debate about the “education-training continuum” issue that would make it possible to elucidate the key points. However, it does describe some of the government’s activities/projects aimed at improving the education and training system, and suggests some possible areas for discussion on the continuum.

### Link established between education and training

Several ministerial departments have responsibility for education and vocational training issues. The government has adopted the Growth and Employment Strategy Paper, thus opting for an economic policy that promotes strong growth as a means of creating wealth and employment, and as a pre-requisite for the income redistribution and poverty reduction. To implement this strategy it will be necessary to update all sectoral strategies, including education strategy, in order to adopt a more holistic and coherent approach to the development and implementation of education policies, bearing in mind Cameroon’s ambition to become an industrialised country by 2020.

### Institutional position of the scheme

- The country’s Vision for Development up to 2035 calls for a thorough overhaul of the missions assigned to schools and the adoption of major principles that should govern their action (provision of a complete education for individual citizens at a collective, moral, economic, intellectual, political and civic level).
- The Growth and Employment Strategy Paper states that, regarding education and vocational training, the government intends to focus training human capital (improving access to basic

education, improving the quality of teachers and their working conditions, developing appropriate curricula and increasing and maintaining school infrastructure).

- The Education and Training Sector Strategy Paper provides a policy framework for government action on education and training during the 2013-2020 period.

The national education and vocational training system is fragmented. Cameroon has parallel Francophone and Anglophone systems, inherited from the period of French and English domination. Aside from this, and the consequent arrangements required for teaching in two languages, there are various different types of education and training (public education, private secular education, private Catholic education, private Protestant education and private Islamic education). Guidelines for the system are drawn up at central government level, which adopts laws and regulations governing organisational matters, syllabuses and textbooks, and requirements for setting up, opening, operating and financing private establishments. learner assessment systems and procedures, summative assessments, and the scheduling of school years across the country. The government particularly encourages the development of private of education and training, which seems to be a favoured partner.

The proportion of young people with a technical education is very low. They account for about 2.5% of those enrolled in formal schools run by the Ministry of Employment and Vocational Training. However, other ministries are involved in providing vocational training, and a significant proportion is organised in the informal sector. By integrating the informal dimension and in-company training, vocational training is thus not as marginal as the official figures suggest. Training through apprenticeship is still poorly organised.

### The reasons for setting up the scheme

The report highlights that:

- Among the generation of 15 to 25-year-olds across the country who start or will soon start their working lives, a quarter are affected by illiteracy.
- A significant number of students leave school during the transition between cycles. At the first transition (primary/secondary) phase, this is due to the fact that education will no longer be free in secondary school, and the conditions of entry to the entrance examination for the first year of technical education (travel, copy of birth certificate, exam fees, etc.). The other time at which students tend to leave school, and which is even more significant, is between lower and upper secondary school.

### Results in terms of knowledge and skills development and social and professional integration

The government has gradually adopted measures and initiatives to improve the system, based on the commitments set out in the Growth and Employment Strategy Paper. These involve several ministries:

- Building and equipping of agricultural high schools to develop skills in second generation agriculture (processing, conservation, marketing).
- Building and equipping of a training centre for fishing occupations (conservation and processing).
- Creation of a bachelor's degree in maintenance of biomedical equipment in a technical secondary school (training using the competency-based approach).
- Building and equipping of a tourism and hospitality school.
- Creation of new specialisations in lower and upper technical colleges (aesthetics, cosmetics, hairdressing, office automation, etc.)
- Opening of university courses leading to vocational degrees (bachelor's and master's) in fields related to the needs of the economy (hospitality, restaurants, management, sales, etc.).

- Gradual transformation of 216 rural crafts and household management classes into occupational training centres to better meet the needs of the environment.
- Establishment of vocational training centres, in partnership with socio-professional bodies and the private sector, providing quality training to meet the requirements of the labour market and international standards (processing/conservation, new energies, manufacturing of small agricultural machinery, production of cattle feed).
- Introduction of an obligation for foreign companies investing in Cameroon to open a vocational training centre (as part of collective bargaining agreements).
- Initiatives as from 2014 to promote apprenticeships, which have long been restricted to the informal sector.
- A study is underway on “Skills Development for Growth and Competitiveness” with support from the World Bank, aimed at improving the competitiveness of informal sector stakeholders.
- Measures to strengthen the skills of entrepreneurs and apprenticeship supervisors in the informal sector improve the way they train their apprentices.
- Since 2011, establishment of two education, university and vocational guidance centres in Yaoundé and Douala with the support of the Republic and Canton of Geneva.

#### Development of a national qualification framework

The development of a national qualification framework is linked to the issue of lifelong learning. It includes qualifications from education and vocational training institutions and takes into account the accreditation of non-formal and informal learning:

- With the support of the International Organisation of La Francophonie, a reform was introduced in order to develop vocational training standards using the competency-based approach and divided into modules (more than 40 sets of standards were developed). This reform also led to the introduction of three new vocational qualifications (the AQP, the CQP and the DQP) ranging from worker to technician level. Nothing has yet been undertaken for the higher levels.
- The Ministry of Employment and Vocational Training has received aid from the European Union and GIP-International de France to support the establishment of a national framework for the accreditation of prior learning and experience. The legislative and regulatory framework has been developed and submitted for the agreement of senior officials.
- In the framework of the cooperation with the Republic of Korea, the Ministry of Employment and Vocational Training has adopted the Developing a Curriculum (DACUM) method for the development of training standards based on skills required in the workplace (2014-2015).

#### Prospects for developing and improving the scheme

According to the Education and Training Sector Strategy Paper, by the end of the Growth and Employment Strategy Paper (2010-2020) implementation period the education sector should be reorganised so that it provides:

- High-quality basic education covering primary and lower secondary education open to as many 6 to 15 year-olds as possible.
- High-quality upper secondary education based on a dynamic balance between general education and technical education, which prepares for higher education in priority sectors for the development of an increasingly-industrialised economy.

- Vocational training based on a modernised and much more robust system to provide general secondary education leavers with a solid range of knowledge that entails mastering the skills required in the labour market and enables them to find jobs.
- More professional university teaching.
- Extensive continuing training and a system for accrediting prior learning and experience.
- The effective management of the right number of staff required to guarantee the quality of teaching, which necessitates the establishment of a transparent and credible system for managing student numbers.
- Improvement of the education, university and vocational guidance system, and a review of the salary scale for technical occupations.

In addition, the report proposes several possible ways to redress the mismatch between education and training, which should be examined in depth.

- Improving vocational training provision: this is necessary in qualitative terms (courses that comply with standards in the production sector, with qualified trainers, equipment, a dynamic relationship between training centres and companies, benchmarks developed according to the competency-based approach, etc.) and in quantitative terms (careful distribution of provision across the entire country with student numbers meeting the expressed needs).
- Establishment of a national certification framework: this would make it possible to introduce reforms to promote the development and flexibility of education and training systems. It helps recognise non-formal and informal learning achievements and promote lifelong learning and transparency of qualifications. Particularly given the fragmented nature of Cameroon's system, qualifications would benefit from being part of a framework that offers clarity regarding the identification of existing subsystems and helps ensure consistency among them.
- Establishment of a national system for accrediting prior work experience: this would make it possible to recognise skills acquired by some young people and adults outside formal vocational training structures.
- Creation of an "adaptation cycle" in training institutes and centres: vocational training provided under the responsibility of the Ministry of Employment and Vocational Training is of "short duration", which implies that candidates must have some knowledge and even basic skills if they are to be able to access a given training. The "adaptation cycle" (or class) would support applicants who do not have the necessary pre-requisites.
- Development of an education, university and vocational guidance policy: many young people are losing or failing due to a lack of information and advice. A proper guidance policy with approved public and private bodies should be introduced.
- Development of apprenticeship: formal training institutes and centres are unable to take in all jobseekers (young people and adults), and the production sector regulates training in the informal sector fairly well. A reformed apprenticeship system would help jobseekers and facilitate the transition from one level of qualification to another.
- Improved access to education and training for as many young people as possible: in addition to making basic education free, central government has set acceptable tuition fees for lower and upper secondary schools. Vocational training costs are mainly borne by families and learners, since the country does not have a support fund for vocational training. Training grants are offered to jobseekers, but the number of beneficiaries remains very low (200 to 1000 beneficiaries per year).

## Summary of the Chad report

### Statistical data

		Total	Male	Female	% female
Gross enrolment ratio *	Primary	101%	115%	88%	--
	Secondary	22%****	31%****	14%****	--
Adjusted net enrolment ratio *	Primary	84%	95%	74%	--
	Lower secondary	--	--	--	--
	Upper secondary	--	--	--	--
Effective transition from primary to lower secondary general education ***		95%	100%	87%	--
Completion rate **	Primary	32%	--	--	--
	Lower secondary	17%	--	--	--
	Upper secondary	7%	--	--	--
Children out of school *	Primary	357,000	--	--	83%
	Lower secondary	--	--	--	--
	Upper secondary	--	--	--	--
Share of TVET in total enrolment *	Secondary	1%	1%	2%	--
	Post-secondary (non-tertiary)	--	--	--	--
Percentage of youth (15-24) enrolled in secondary TVET *		--	--	--	--

\* School year ending in 2014

\*\* Household survey for the 2009-2014 period. Data are for the most recent year available during this period

\*\*\* School year ending in 2013

\*\*\*\* National population data were used to calculate GER and GIR to last grade due to inconsistencies in the United Nations population data or lack of United Nations population by age.

### Summary description of the scheme

Chad's education system is organised into formal and non-formal structures. The development of literacy and practical skills training activities should improve the performance of young people and help them into employment or self-employment. The report describes a number of vocational integration schemes which, using a variety of methods, enable young people to enter the labour market. It also describes a number of measures/programmes aimed at promoting the integration of economically-marginalised groups.

### Link established between education and training

To match jobseekers' profiles with market needs, the government and its partners have promoted vocational training and apprenticeship, with a view to improving the socio-economic integration of young people. In reality, the TVET sub-sector is characterised by poor coordination with general and secondary general education. There are insufficient links between different levels of education and training.

### Institutional position of the scheme

- Chad National Development Plan for the 2017-2021 period.
- Interim Strategy for Technical Education and Vocational Training for the 2014-2018 period.
- Interim Plan for Education in Chad for the 2018-2021 period (to be approved).
- The Action Plan of the National Micro Finance Strategy

### Target groups

See the following section.

### Partners involved

See the following section.



## The reasons for setting up the scheme

### Non-formal education programmes for specific (and vulnerable) groups:

Nomadic populations: children are literate and then directed towards training centres specialised in livestock breeding to enable them to know how to identify sick animals and administer first aid. Nomadic women are trained in traditional delivery techniques.

Island populations: young people are trained for different trades such as sewing, mobile phone repair and cycle/motor-cycle repair.

Children with disabilities: children with disabilities are directed towards special education.

Once trained, young people in these three groups have the opportunity to enter the workforce, pursue their education, or join the civil service.

Illiterate population aged over 15: a literacy programme based on the “faire-faire” (delegating responsibility) strategy and an intensive functional literacy method. The aim is to use teaching/learning (reading, writing and calculating) in local languages to help learners and their communities adapt more easily and develop socioeconomic activities to support their empowerment. There is a functional division of roles in programme delivery: civil society partners are responsible for implementing field training activities and the government authorities are responsible for guiding and defining policy, mobilising financial resources, monitoring, evaluation and organising capacity building for those concerned.

Children who have dropped out of or who have never been to school, aged 9 to 14: socio-educational and vocational reintegration programme providing training and support that is both theoretical (helping learners to return to the formal system) and practical (helping learners to find a job, with a possibility for initiation in their chosen trades). The programme aims to enrol 4,076 young people over the 2017-2019 period, through the creation of 21 non-formal basic education centres in seven regions. Children who had dropped out of school or are still at the beginning of the relevant age group are first directed towards remedial education to enable them to resume formal education. For children who have never attended school and whose age limits their chances of integration into the formal system, the centres will offer basic education in reading, numeracy and practical skills. Equipment at these centres includes manuals and materials required for carpentry, agronomy, masonry and sewing. Training is provided by nationally qualified teachers who are employed at local level. The Directorate of Non-formal Basic Education at the Ministry of National Education is responsible for implementing the programme. Monitoring at local level is carried out by the Schools Inspectorates for Literacy and Non-formal Education and the Literacy and Non-formal Education Departments, with the involvement of the regional offices of the National Education Ministry and its delegate. Supervision will be provided by the Directorate-General of Literacy and Non-Formal Basic Education.

Children and young refugees (in camps): for over 10 years, UNHCR has been supporting three technical and vocational training centres in refugee camps, for young people from both the refugee and the host communities. These centres are in the Gondje, Dosseye (Gore) and Belom (Maro) camps. Another centre is being built in Haraze for young people at the Moyo refugee camp and from the city of Haraze and surrounding villages. These centres have a total annual capacity of 450 learners (150 learners per centre), who are trained for various occupations including carpentry, boiler making, sewing, hairdressing, mechanical engineering, electrical engineering, soap making, dyeing etc. There are also computer training centres in Goré and Maro, each with a capacity for 40 learners. A special programme supports some trainees with starter kits. UNHCR is working with the Ministry of Vocational Training and Occupational Development to provide the refugee training centres with a formal status so that they can use Chad's

national curriculum, participate in the certification system and, thanks to the starter kits, help trainees set up in business in their place of residence.

### Job training and support schemes

Occupational training schools for young people leaving Koranic schools: the objective is to create and develop multi-sector vocational schools, to strengthen the entrepreneurial skills of young people leaving Koranic schools (targeting opportunities, employment, strengthening leadership and management capacities, participation in socio-economic development and peace-building in the country). The aim is to offer vocational training for occupations with strong potential in the primary, secondary and tertiary sectors. More than 1,700 Koranic schools whose graduates will receive vocational training have been identified.

Microfinance: introduced in Chad since 2005, microfinance is an integral part of the Ministry of Vocational Training and Occupational Development through the Directorate General for Microfinance. It is important because supports the creation of micro and small enterprises and the development of income-generating activities. The report describes two programmes (i) Microfinance in Chad with the technical and financial cooperation of the Islamic Development Bank (IDB) which covers seven administrative regions and aims to promote the Islamic finance products and women and young people's access to microfinance products, and (ii) the Programme of Support for Inclusive Finance in Chad with the UNDP to help improve living conditions for poor people in line with the National Strategy Microfinance Strategy.

### Cooperation/partnerships

The major obstacle to the expansion of vocational training is the lack of funding. Activities targeting vulnerable populations (women, youth and people with special needs) are carried out thanks to support from development agencies, as well as from private agencies through cooperation agreements and other partnerships.

The Islamic Educational, Scientific and Cultural Organization for Education, Science and Culture (ISESCO) and the Arab Bank for Economic Development in Africa (BADEA): ISESCO and BADEA have set up a technical assistance programme for women in sewing and embroidery. During a short pilot phase, four professionals provided refresher training and further training for 20 women in sewing, embroidery and workshop management. The Ministry of Vocational Training and Occupational Development is responsible for overseeing the programme, for organising training, and for monitoring and evaluating activities locally. This pilot will result in the signing of an agreement between ISESCO and the Ministry of Vocational Training and Occupational Development on the roll-out of the programme, which will be expanded to include young women.

Red Cross of Chad: The objective of this training programme was to help young people find employment in the city of N'Djamena, by organising capacity building activities for the Red Cross youth section, and improving the livelihoods of young people through the promotion of entrepreneurship and vocational training, to promote the sustainable development of the community. This training is for young people over the age of 16, who can read and write in French, are young mothers or who have a family to look after, and who are unemployed and not enrolled on an educational programme. Each young person must have a sponsor who will also provide financial support. A total of 1,528 young people will be given support to help them find employment and raise their awareness about health issues.

Swiss Agency for Development and Cooperation (SDC): the Vocational Training Support Programme in Chad aims to support the government's efforts to revitalise and reform the TVET subsector in line with various national policies, strategies and programmes. It aims to develop a range of local pilot schemes to promote

the education-training-employment continuum. Economic opportunities and promising occupations are identified and form the basis of job training schemes. The programme is targeted at young people (male and female) aged between 15 and 30, who have dropped out of school or never been, have no skills, occupation or stable job, and in both rural and urban areas where the SDC is present. The partners are the Ministry of Vocational Training and Occupational Development, which oversees the programme and is the SDC contact, the Ministry of National Education and Civic Promotion, the Ministry of Production, Irrigation and Agricultural Equipment and other ministries involved in vocational training.

Bilateral cooperation with China: a vocational training college to develop the country's capacity in this area will be built on five-hectare site by 2018. The aim is to train a skilled workforce and contribute to better integration of young people into the world of work, thus promoting Chad's economic development and social stability. The implementation period is three years, and training will be provided in five occupational areas. The college will have capacity for 24 apprentices per sector, with 15 classes, totalling 360 students per year.

Out-of-school training schemes (provided by various bodies responsible for providing job training support)

The National Office for the Promotion of Employment: created in 1996, this public agency is managed independently. Its task is to direct jobseekers towards offers received from companies. It is the only body able to place people throughout the country, through its decentralised offices. It also provides short-term training in technical skills and business management.

The National Agency for Investments and Exports: This independent body works to cultivate a favourable business environment by providing advice and assistance to businesses regarding their investment projects. Its objectives include supporting the development of small and medium-sized enterprises and promoting exports. Since 2010, the agency has opened a business start-up office to offer advice and deal with business creation formalities.

The Small Business Centre: this centre provides information and offers guidance to young project leaders, training and advising them in how to set up micro, small and medium-sized enterprises (from creation to management). Training consists in making projects and their originators more professional to maximise their chances of success. The Small Business Centre also has a business clinic and a remote technology support system. It brings together several bodies from the private and public sectors, civil society and NGOs, and was created by a local association (Bet Al Nadjah). It is financed by the French Development Agency (AFD) and is supported by the N'Djamena City Council.

The National Youth Support Fund: this body promotes youth employment across the country. It aims to help young people find jobs and be self-supporting, and to sustain their initiatives by funding projects to help them into work. It trains beneficiaries in entrepreneurship, project management, management, and runs various modules tailored to the projects submitted, to give them a better chance of long-term success.

## Summary of the Côte d'Ivoire report

### Scheme: Gateway Classes

#### Statistical data

		Total	Male	Female	% female
Gross enrolment ratio *	Primary	90%	96%	84%	--
	Secondary	40%	47%	33%	--
Adjusted net enrolment ratio *	Primary	75%	80%	71%	--
	Lower secondary	--	--	--	--
	Upper secondary	--	--	--	--
Effective transition from primary to lower secondary general education ***		88%	90%	85%	--
Completion rate **	Primary	50%	--	--	--
	Lower secondary	32%	--	--	--
	Upper secondary	16%	--	--	--
Children out of school *	Primary	879,000	--	--	59%
	Lower secondary	--	--	--	--
	Upper secondary	--	--	--	--
Share of TVET in total enrolment *	Secondary	7%	6%	8%	--
	Post-secondary (non-tertiary)	--	--	--	--
Percentage of youth (15-24) enrolled in secondary TVET *		--	--	--	--

\* School year ending in 2014

\*\* Household survey for the 2009-2014 period. Data are for the most recent year available during this period

\*\*\* School year ending in 2013

#### Summary description of the scheme

The report describes a system of Gateway Classes introduced by the National Education Ministry to offer non-formal education alternatives to help reintegrate out-of-school children into the formal education system (including those who have dropped out of or never been to school).

#### Link established between education and training

The report makes no mention of establishing a link between education and training. The report stresses, however, that the Côte d'Ivoire system does little to promote a continuum between education and training. It states that non-formal and informal training initiatives for out-of-school children are still in the early stages and they are too poorly coordinated to have a decisive impact at national level. Moreover, these different modes of training receive no formal recognition.

#### Institutional position of the scheme

Côte d'Ivoire passed a law in September 2015 making education compulsory for all boys and girls aged 6 to 16 years old. This was integrated into constitutional law in October 2016. A sectoral strategic plan for the 2016-2025 period underpinned by a needs assessment (RESEN 2015) has been adopted. Its purpose is essentially to apply the law on compulsory education.

#### Target group

Children who have dropped out of or who have never been within the formal education system.

## Partners involved

The report makes no mention of formal partnerships. Gateway Classes are set up in conjunction with the School Management Committee and Pre-school and Primary Education Inspectorate of the areas concerned, as well as the Principal Inspection Adviser, local communities (village chiefs, representatives of young people, women and associations).

## The reasons for setting up the scheme

The gateway class system was set up to respond to a situation resulting from years of crisis and armed conflict in the country, which had restricted access to education for many children. The aim is to allow these children to (re)integrate the formal system. Gateway Classes are presented as an emergency education programme based on rapid learning. They offer 9 and 14-year-olds who are outside the system an opportunity to do two years of classes (preparatory, elementary and middle levels) in one school year instead of two, in order to catch up and pursue their formal education. This system was rolled out further to pilot initiatives run by NGOs from 2006 to 2007.

The choice of areas (criteria):

- Identification of need: number of children of school age, who have dropped out of or never been to school or who are likely to have reached the age limit for primary education.
- Commitment of communities and educational authorities to implement Gateway Classes in the pre-identified area.
- Potential existence of formal schools in the area: a gateway class can create the conditions necessary for the opening of a formal school. If there are no formal schools, the community and the administrative and educational authorities are informed about the need to create a school with (preparatory, elementary and middle levels).
- Existence of suitable facilities: classrooms, school shelters.

## The process of identifying and selecting children

The process consists of six stages, including an assessment of educational needs and the development of criteria to decide on class sizes, level and age.

- The assessment of educational needs includes: the identification of different sources of information; the verification of the existence of the target group / potential beneficiaries within the areas concerned; the organisation of meetings to inform stakeholders about education for all, free access and the involvement of communities; assessment of the educational needs of the educational, administrative and community authorities concerning the existence of school infrastructure, the number of children of school age (who have dropped out of or never been to school or who may have reached the primary school age limit), and the need for proper education provision in the area.
- The criteria for determining class sizes (average number per gateway class is from 30 to 35 pupils, based on the accepted norm for quality education according to UNESCO), levels (the selected children are divided by level – Single Preparatory Course (CPU); Single Elementary Course (CEU); Single Middle Course (CMU)) and age:
  - CPU - children aged 9 to 10 years old who have never enrolled in school or who have dropped out of school early
  - CEU - children aged 11 to 12 years old who have already had a first experience of school (primary school)

- CMU - children aged 13 to 14 years old, who already have a first elementary level experience,
- and children who have reached the primary school age limit (9-15 years, depending on the educational level of the child).

### Gateway class teachers

Gateway class teachers are volunteers. They are initially recruited from the communities that are to host Gateway Classes, with the aim of facilitating collaboration with parents and integration within the community. Candidates must be at least 18 and no older than 40, and hold at least a BEPC national education certificate. The recruitment process entails French and mathematics tests and an interview with a committee. Local accommodation and food is provided by the community. Teachers also receive a monthly stipend of at least FCFA 40,000 and their travel expenses are reimbursed. Volunteer teachers receive initial training, continuous training, and educational and administrative support.

### Other actors

Other actors involved in Gateway Classes also attend information and training sessions to improve their understanding about the concept and coordinate the educational initiative as much as possible. These include school principals and assistants, community representatives, school management committees, pre-school and primary education inspectorates and principal inspection advisers.

## Design and development of the scheme

### Principle of rapid teaching / learning education programmes

- The content provided in different disciplines is identical to that taught at formal schools.
- Revised educational curricula take into account those of the formal system, the didactical disciplines for Gateway Classes, psycho-pedagogy and school administration, such as those used in regular primary education.
- The teaching/learning content for the two years of the regular primary education are condensed to into one school year. After this year, Gateway Classes students join or re-enter the formal system the following year, according to their results and levels.

### Educational strategies

- The teaching/learning strategies of Gateway Classes put the learner at the centre of the learning process.
- The learner's needs and motivation are taken into account. The learner is active and learns to learn.
- Learning is interactive, participatory, and focuses more on learning strategies than on content.
- Gateway Classes are small. The teacher pupil ratio is 1 to 30 and no more than 1 to 35, to encourage the use of dynamic teaching strategies.

### Arrangement of space and working time

- Classroom space is designed to make the class as functional as possible. The most used layout is tables-benches in a U-shape, facing a movable or fixed table.
- For each level, a schedule is devised during various national seminars and validated by the Directorate of Pedagogy and Continuing Education. Working time is between five and six days a week, depending on the initiating organisation of the project.

Level	Proportion of the weekly class time spent on different				Annual class time of 28 weeks
	French	Science	Other	Supervised studies	
CPU	52%	35%	13%	0%	910 hours
CEU	44%	21%	21%	0%	910 hours
CMU	40%	14%	14%	0%	980 hours

Source: Country Report on the Education-Training Continuum System, Côte d'Ivoire, August 2017

### Assessment of the children

- A year in a gateway class covers two levels. The volunteer teachers first deliver Level 1 content, after which they conduct an assessment before continuing with Level 2.
- At the end of the year, an evaluation is carried out to assess the overall level of children and to integrate them into the formal system levels according to their individual results.

### Results in terms of knowledge and skills development and social and professional integration

The report states that more than 20,000 children who had previously never been to school or who had dropped out have been integrated into regular primary education thanks to Gateway Classes.

### Prospects for developing and improving the scheme

- Extension of Gateway Classes scheme throughout the country, to permit the wholesale reintegration of children and young people who have been outside the system.
- Development of improved or reformed apprenticeships, to cater for young people who have dropped out of school or who have never been, and who are already working with a master craftsman.
- Integration of Islamic schools through a scheme for identifying, evaluating and supporting such schools (according to the report, Islamic schools account for a significant proportion of children who are outside the formal education system).
- Extension and strengthening of the national adult literacy system.
- Establishment of a national skills and qualifications framework, to accredit all forms of training.

## Summary of the Democratic Republic of Congo report

### Scheme: Employment Training Units

#### Statistical data

		Total	Male	Female	% female
Gross enrolment ratio *	Primary	107%	112%	102%	--
	Secondary	44%	54%	33%	--
Adjusted net enrolment ratio *	Primary	--	--	--	--
	Lower secondary	--	--	--	--
	Upper secondary	--	--	--	--
Effective transition from primary to lower secondary general education ***		72%	73%	71%	--
Completion rate **	Primary	71%	--	--	--
	Lower secondary	57%	--	--	--
	Upper secondary	30%	--	--	--
Children/adolescents out of school *	Primary	--	--	--	--
	Lower secondary	--	--	--	--
	Upper secondary	--	--	--	--
Share of TVET in total enrolment *	Secondary	19%	20%	17%	--
	Post-secondary (non-tertiary)	--	--	--	--
Percentage of youth (15-24) enrolled in secondary TVET *		--	--	--	--

\* School year ending in 2014

\*\* Household survey for the 2009-2014 period. Data are for the most recent year available during this period

\*\*\* School year ending in 2013

#### Summary description of the scheme

The report describes the case of Employment Training Units developed by the government of the Democratic Republic of Congo ensure that training provided in TVET institutions is tailored more closely to employment needs in the formal, non-formal and informal economic sectors. Employment Training Units have a core team of technical and vocational training school teachers, who work in partnership with local businesses to support students and promote their access to the labour market.

#### Link established between education and training

The report highlights the constant mismatch between training provision and the real needs of the world of work, which is mostly due to the lack of involvement of companies in the design, development, evaluation and accreditation of training courses. Although TVET's mission is to train skilled managers who meet the needs of the labour market, the report explains that most youngsters leaving the DRC's education system are unemployed due to their inability to meet companies' needs. The government has therefore decided to strengthen cooperation between TVET institutions and the various partners of the national economy by establishing Employment Training Units in technical and vocational schools. The aim is to improve the link between training provision and employment in the formal, non-formal and informal economic sectors.

#### Institutional position of the scheme

The report mentions a partnership agreement between the TVET Ministry and the business community, signed in 2011. It also cites a circular from the Secretary General sent to provincial directors which instructs provincial TVET authorities to introduce Employment Training Units in all technical and vocational schools, or to monitor them through the Educational Inspectorate, with a view to preparing students for the world



of work. A local partnership contract between technical and vocational schools and companies is then drawn up.

### Target group

- Students who are in their last two years at technical and vocational schools or specialised centres.
- Teachers and trainers who have an opportunity to master and pass on occupational skills.

### Partners involved

The report provides indications about the involvement of the following actors: the TVET Ministry, the inspector of Specialisations, TVET institutions (teachers of options and practical work, educational advisers, school heads), local businesses.

The report states that Employment Training Units receive funds from the following three sources:

- Various educational partners, in particular from World Bank and the Korean and Belgian cooperation agencies (KOIKA and CTB),
- The Congolese government,
- Efficient management of the technical fees charged by school administrators.

### The reasons for setting up the scheme

The report explains that the Employment Training Unit scheme was set up due to the following observations:

- Obsolete TVET programmes, offering training insufficiently tailored to labour market needs, which explains the mismatch between training courses offered and companies' requests.
- Rundown training centres (poorly-equipped workshops that never met or no longer meet educational and security standards, defective or non-existent laboratories and teaching aids).
- Inadequate teaching in technology and insufficient or total absence of continuing training for trainers.
- Ratio of general/standard schools to TVET colleges: 70%:30%, giving rise to a policy to reduce this ratio to 60% general/standard schools to 40% TVET.

In 2013, based on these observations, the Congolese government decided to take the following measures:

- The adoption of complementary pedagogical activities as a special method in TVET, resulting in the rewriting of TVET programmes, with the support of partners. Twenty programmes have been rewritten using the competency-based method.
- The transformation of some general/standard schools into TVET schools, with the aim of achieving the 60%:40% TVET ratio by 2030.

### Design and development of the scheme

#### Composition of Employment Training Units

Employment Training Units are composed of a core team of teachers for disciplines and TVET practical work areas, a workshop supervisor and training supervisor, under the supervision of the pedagogical adviser of the school and the head of school. If necessary, specialisation inspectors and partners may be invited to take part in the Employment Training Unit's work or meetings.

## Role of the Employment Training Units

Employment Training Units work in partnership with local companies to identify practical vocational strategies in order to adapt the content of school curricula and prepare students for the world of work. Employment Training Units are responsible for:

- contacting local businesses and local authorities to identify the training needs of future managers.
- developing these experiences in the context of technological change (joint development of curricula and experimental modules).
- finding information for students by developing databases (statistics, business directories, alumni directories, calendars of events).
- organising work placements in companies (time, location, number of trainees, duration and methods of supervision and evaluation).
- making young people aware about the importance of TVET by inviting them to enrol.

## Pedagogical principles

Employment Training Units organise dual training schemes, with work placements. Activities are divided between the school and partner companies. Both must take into account what the student has learned in the other place.

Placements are divided into three categories:

- Observation and information placement: this sort of placement offers contact with real work situations in the occupation or trade chosen. It consists of a guided tour for students in one or more companies to enable them to learn about its organisation and working methods. This sort of placement takes place during the first term of the school year.
- Training or application placement: this sort of placement enables students to carry out part of the learning activities planned in the study programme under the supervision of an internship supervisor with the contribution of the company. The placement puts the student in a real work situation, in relation to the skills they have acquired at school in order to identify gaps to be filled. It is organised in the second term of the school year.
- Integration or job training placement: this sort of placement allows the trainee to start performing their profession or trade and to acquire a real experience, to better take on board skills learnt during their training. It is organised during the summer holidays (at the end of the school year) for a period of one month.

Two placement supervisors are involved in the process:

- Employment Training Unit heads, who act as the school's pedagogical adviser: they have technical and professional training in the sector.
- The placement supervisor in the company: a middle manager in the company, preferably one who is responsible for the company's training centre. They determine the positions and tasks to be formed, depending on the occupation, skills and practical achievements of the student. They are a learning supervisor. They have received vocational training and have significant experience of their trade.

## Organisation of working time

- According to Article 84 of the National Education Ministry's Framework Law No. 14/004 of 11 February 2014, 222 working days are available for TVET, totalling at least 900 hours of effective attendance at school, with periods of revision and examinations included.

- Learning at school is divided between general training (35%) and practical courses in workshops and laboratories (65%).
- Company placements last one month for all occupations.

The training process entails 1) a learning phase, 2) an integration phase and 3) an evaluation phase. It continues with training or application placements entailing on-the-job training.

### Evaluation

Formative assessments of students are organised in the schools. When they are positive, summative assessments are then organised. Internships are evaluated by both stakeholders. A report specifying the strengths and weaknesses of the student, with recommendations and necessary remedial action is established for the school authorities.

### Results in terms of knowledge and skills development and social and professional integration

- Number of establishments that have set up Employment Training Units: 4,219 out of 11 208 (38%).
- Number and percentage of students involved: 253,140 students out of a total TVET school population of 843'800 (30%).
- Students from schools with Employment Training Units undertake reform programmes. They have more advanced and employer-friendly skills, and have an understanding of self-financing and entrepreneurship, unlike those who are still in the traditional system.
- About 20% -30% of students are hired by the companies in which they did their placement. About 30% -50% set up on their own and start a small business. About 20% continue their studies in higher education or university. The report raises the problem of the lack of job opportunities for young people in companies, due among other things to the difficulty workers have in retiring.

### Prospects for developing and improving the scheme

- Continuation of Employment Training Unit development in target provinces with the goal of covering all TVET schools by 2030.
- Integration of a vocational placements internship for all courses in all national TVET programmes.
- Revision of education and training programmes to respond to scientific and technological innovations.
- Introduction of a business tax.
- Introduction of a bonus for tutors.
- Updating teachers' skills to take account of innovations within companies.
- Incentives (help and support) for deserving students.
- Evaluation of Employment Training Unit activities in the provinces covered.

## Summary of the Ghana report

### Statistical data

		Total	Male	Female	% female
Gross enrolment ratio *	Primary	110%	110%	110%	--
	Secondary	71%	73%	69%	--
Adjusted net enrolment ratio *	Primary	92%	92%	92%	--
	Lower secondary	93%	93%	93%	--
	Upper secondary	62%	63%	60%	--
Effective transition from primary to lower secondary general education ***		98%	98%	99%	--
Completion rate**	Primary	65%	--	--	--
	Lower secondary	53%	--	--	--
	Upper Secondary	39%	--	--	--
Children out-of-school *	Primary	319,000	--	--	48%
	Lower Secondary	121,000	--	--	49%
	Upper Secondary	633,000	--	--	51%
Share of TVET in total enrolment *	Secondary	2%	3%	1%	--
	Post-secondary (non-tertiary)	--	--	--	--
Percentage of youth (15-24) enrolled in secondary TVET *		1%	1%	0%	--

\* School year ending in 2014  
 \*\* Most recent Survey year 2009-2014  
 \*\*\* School year ending in 2013

### Summary description of the scheme

Ghana has implemented several schemes in relations to the training continuum, with a focus on policies and strategies instituted to alleviate poverty and reduce school drop-out rates, to create and expand opportunities for young people not in education, employment or training (NEETs), to reform and certify professional knowledge and link them to life-long learning. The report presents and analyses four of these schemes: the Capitation Grant, the National Apprenticeship Programme, the Ghana Skills Development Initiative, and the National TVET Qualifications Framework.

### Link established between education and training

At present, Ghana does not have a unified (single) qualifications framework for general education and TVET. The general education line has been well developed compared to the TVET line, with negative effects on progression in TVET educational career pathway.

In Ghana, the informal sector generates about 80-90 % of employment, of which over 70% is considered to be precarious employment. More than half of employees in these jobs lack education and relevant training, resulting in a high demand for TVSD in the informal sector. Due to insufficient training standards and facilities, traditional apprenticeship training is unable to effectively link these learners to the world of work, or link them to the formal training system. In parallel, TVSD landscape is facing numerous challenges such as poor linkage between training and industry, fragmented landscape and inadequate coordination among multiple TVET delivery agencies, multiplicity of standards, testing and certification, poor TVET infrastructure including equipment, and poor public perception of TVET. Over the last decade, particularly over the past five years, the Council for Technical and Vocational and Education and Training has introduced significant policy and structural initiatives to reform TVET/TVSD. These reforms include various schemes, which have made major contributions to sustaining the education and training continuum in Ghana (three of them are described in the report).

## Institutional position of the scheme

- Ghana's education system and Ghana's current Education Strategic Plan (ESP 2010-2020).

Since 1987, Ghana has a 6-3-3-4 education system. Since 1996, a Free Compulsory Universal Basic Education policy has been put into place. The Council for Technical and Vocational and Education and Training was created in 2006, as the regulatory body for the TVET Sector.

### The reasons for setting up the scheme (for each of the presented schemes)

Capitation grant: it was introduced in the 2003/2004 academic year as a social intervention scheme. Although the Free Compulsory Universal Basic Education policy was put into place since 1996, minor cost elements were still shared by various stakeholders including parents and guardians, preventing substantial number of children from going to school. First introduced as a pilot in 40 districts - mainly in most deprived communities - all forms of fees in basic schools were abolished and substituted with grant from central government with the key objectives of replacing revenue lost to schools. Based on positive results, it was extended to the whole country in 2004/2005 in the form of grants amounting to GHc3 per child enrolled in every basic school in the country. The generalisation of the capitation grant and the increase in enrolment generated by the scheme initially resulted in overcrowded classrooms, which caused general unfavourable pupil to teacher ratio. It also introduced enormous pressure on existing infrastructure and teaching and learning materials. The government of Ghana responded by building additional infrastructure and expanded provision of adjunct social interventions (described in the report).

National Apprenticeship Programme: two to three years skills training programme targeting NEETs. Under this scheme, training is delivered in the competency based training (CBT) mode, which is demand-driven and based on occupational standards generated by industry. The government pays the trainers (master craft persons) and provides a toolkit to each participating apprentice at the start of the training period. During training, parents make contribution by providing for daily upkeep of the learners. Other key features of this scheme include the retraining of master craft persons, advocacy to make TVET attractive to young people, encouragement of women to enter traditionally male-dominated trades, life skills introduced as part of the curriculum.

Ghana Skills Development Initiative: introduced to modernise informal traditional apprenticeship system through collaborative work between the Council for Technical and Vocational and Education and Training and the German government's international cooperation agency (GIZ) to improve the quality of work, and the employability of apprentices, artisans and Master craft persons. The scheme is currently being implemented in a number of training institutions selected across 4 of the 10 regions in Ghana where TVET is predominant. It focuses on five selected trade areas (electronics, automotive, garment making, cosmetology, welding & fabrication). The scheme is CBT-oriented, which makes it demand-driven. Delivery comprises 80% workplace training with the master craftsman and 20% training at institutional training providers. Other key features of the scheme include: modernising traditional apprenticeship systems, strengthening trade associations, and strengthening TVET schools and teachers.

National TVET Qualifications Framework: The National TVET Qualifications Framework is a certification system of national recognition of vocational skills, knowledge and competencies. It certifies learners based on competences acquired rather than passing of prescribed exams as in the general education system. The framework sets quality standards in the provision of TVET in Ghana. Its institutionalisation has served as a means of introducing mixed education and training curriculum at secondary level. This has been done through review of basics level curricular to include life skills and vocational skills, to ensure that clear pathways exist at the post grade 9 level (i.e. Certificate 1 and Certificate 2 levels – secondary level - on the

framework). The scheme (level 1-8) has related policies like Workplace Experience Learning (WEL) and Recognition of Prior Learning (RPL). It makes room for separation of powers. The Council for Technical and Vocational and Education and Training has the responsibility of quality assurance.

### Results in terms of knowledge and skills development and social and professional integration

Capitation grant: the report mentions the below results achieved over the past four years:

- Over 2,210 schools with dilapidated buildings popularly referred to as “schools under trees” have been completed thus eliminating schools under trees and overcrowding of classes.
- Per capita grant extended by government to schools, increased from GHc3.00 to GHc4.50
- At the kindergarten level, number of schools increased by 17% and enrolment up by 15 %.
- At the primary level, gross enrolment rates increased from 96% to 111%.
- At the senior high school level (SHS) enrolment increased from 750,000 to over 850,000 with over 424,000 of them earmarked for the Free SHS policy introduced by government with effect from the 2017/2018 academic year.

National Apprenticeship Programme: Over the last three years,<sup>3</sup> the National Apprenticeship Programme, as the main scheme, has provided means for training over 5,000 young people (belonging to the NEET bracket) using the CBT model and linked them to the world of work.

Ghana Skills Development Initiative: the scheme has prepared over 250 apprentices for the past four years,<sup>4</sup> who have been certified at National Proficiency 1 on the National TVET Qualifications Framework. Capacity of meso-level actors like the trade association has been built and macro-level coordination functions of the Council for Technical and Vocational and Education and Training has been improved.

National TVET Qualifications Framework: its introduction has led to a strengthening of the TVET line, in preparation of the Universal/ National Qualification Framework likely to be developed in the future. When this is achieved, it will fully consolidate the gains currently being made by creating a smooth learning and certification pathway for TVET learners and recognition of their skills and knowledge. These built-in mechanisms have contributed to harmonising the certification system across the TVET/TVSD landscape.

### Prospects for developing and improving the scheme

In order to make the capitation grant intervention more equitable in terms of funds received by beneficiary schools, government plans on introducing base grants across all basic schools and not necessarily linking it to enrolment numbers as it is at the moment. This shall spread out and enhance development of schools particularly in deprived communities.

The government has introduced a free SHS education policy at the beginning of the 2017/2018 academic year. In a nutshell, the government is now committed to reform secondary education by “redefining basic education to include SHS, covering vocational, agricultural and technical schools, and make it available for free on a universal basis to all Ghanaians.” Government anchors this decision on Ghanaian constitutional requirement for free compulsory universal basic education. It is envisioned that complete implementation of free SHS policy will:

- address inequality and ensure equal opportunities for all students through the removal of cost barriers;

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<sup>3</sup> Source: Ghana report of 13 October 2017

<sup>4</sup> Idem

- enable students who otherwise would have terminated at the junior high school level to acquire functional and employable skills through the acquisition of secondary education;
- enhance the human capital base of the country by making secondary education the minimum academic qualification in Ghana.

A major challenge of the National Apprenticeship Programme is funding. Going forward, this challenge is to be addressed by linking the National Apprenticeship Programme to the Skills Development Fund as the funding basket (the Skills Development Fund provides grants to support training of individuals on a demand-driven basis and focuses on the following outcomes: productivity and competitiveness of enterprises, job creation, and increased incomes and improved livelihoods of beneficiaries). Based on the results produced so far, and the significant synergy to be derived through linkage of the National Apprenticeship Programme and the Skills Development Fund, plans are currently underway for additional government funding for the National Apprenticeship Programme. Consequently, the National Apprenticeship Programme scheme has been restructured and will be resourced through additional funding from the Ghana Education Trust Fund.

The Council for Technical and Vocational and Education and Training is currently implementing a 10 million Euros project supported by Germany's KfW Development Bank of Germany as a way of scaling up and consolidating gains made in implementing the Ghana Skills Development Initiative. Moving on, selection of beneficiaries is expected to include job-seeking young people, apprentices, workers and micro, small and medium enterprise owners in the informal and agricultural sector. Emphasis will also be placed on requirements for training, which include developing and adopting relevant curricula and teaching and learning materials. A selection of trainees going forward will also include some affirmative action encouraging females to move into trade areas dominated by males.

The new TVET strategy recommends that the government, and for that matter the Ministry of Education, should bring together existing testing and certification agencies in the TVET sector into a single qualifications body. The existing agencies are the National Board for Professional and Technician Examinations, the testing and certification division of the National Vocational Training Institute, and the Technical Examinations Unit of the Ghana Education Service. It is expected that when this is done, it will motivate the Technical Universities (recently converted Polytechnics) to award their degrees on the National TVET Qualifications Framework. The document further recommends that in line with the principle of separation of powers, there will be the need for an independent service delivery agency and an independent qualifications awarding body responsible for assessment and certification. The TVET Sector should have the following three distinct agencies: the Council for Technical and Vocational and Education and Training for regulation, TVET Service for managing TVET institutions including the informal sector apprenticeship, and a qualifications awarding body in charge of assessment and certification of learners on the National TVET Qualifications Framework.

Expansion of training capacity building for a critical mass of experts (facilitators, assessors, internal verifiers, external verifiers) would add value to operations of the National TVET Qualifications Framework and ultimately improve the education continuum in Ghana.

## Summary of the Liberia report

### Scheme: School-to-work Transition Pathways

#### Statistical data

		Total	Male	Female	% female
Gross enrolment ratio *	Primary	96%	100%	92%	--
	Secondary	38%	42%	33%	--
Adjusted net enrolment ratio *	Primary	38%	39%	37%	--
	Lower secondary	--	--	--	--
	Upper secondary	--	--	--	--
Effective transition from primary to lower secondary general education ***		--	--	--	--
Completion rate**	Primary	51%	--	--	--
	Lower secondary	38%	--	--	--
	Upper Secondary	23%	--	--	--
Children out-of-school *	Primary	442,000	--	--	50%
	Lower Secondary	--	--	--	--
	Upper Secondary	--	--	--	--
Share of TVET in total enrolment *	Secondary	--	--	--	--
	Post-secondary (non-tertiary)	--	--	--	--
Percentage of youth (15-24) enrolled in secondary TVET *		--	--	--	--

\* School year ending in 2014

\*\* Most recent Survey year 2009-2014

\*\*\* School year ending in 2013

#### Summary description of the scheme

School-to-work Transition Pathways are mechanisms to enable the provision of key technical and professional skills to all Liberians, particularly the young women and men, by participation in TVET-related classes at the basic education level and an intensified TVET skills development programme at secondary school and post-secondary education level. This mechanism has not been implemented yet.

#### Link established between education and training

See sections on “the reasons for setting up the scheme” and “design and development of the scheme” below for details.

#### Institutional position of the scheme

The Education Reform Act (2011) establishes free and compulsory education through upper basic education (Grade 9). It also provides the roadmap for decentralisation of the education sector, intended to improve the provision of education services for all Liberians, including those without previous or with interrupted basic education (restructuring of Ministry of Education bureaus, reform of student grade structure and establishment of county and district education boards). The education system is still recovering from the civil war crisis (1989–2003) and the recent Ebola epidemic (2014–2015).

- The Education Strategic Response Plan developed by the Education Cluster in 2015 advocates for strengthening resilience and reducing vulnerability of the education system. It highlights the need for improving the quality of primary, secondary, vocational, and alternative education programmes, as well as functional education services and management at all levels.



- The National TVET Policy for 2015 – 2020 seeks to address issues relating to workforce development and human capital through technical and vocational opportunities for young people and marginalised groups.
- The National Gender Policy (2009) ensures access to appropriate education and skills training for children with disabilities, especially girl children.

### Partners involved

The Ministry of Education is responsible for the oversight of the whole education sector. The report mentions the following other bodies supporting education in Liberia: rural teacher training institutes, colleges and universities with education or TVET courses, civil service authority (which handles payroll for teachers and officers from the Ministry of Education), Ministry of Youth and Sport (also mandated to support TVET), national teachers' association of Liberia, West African Examinations Council (WAEC), national commission on higher education, non-government school providers (including faith-based and private education systems such as the Association of Private School Operators), development partners and bilateral and multilateral donors, local and international non-government organisations and civil society organisations, and finally private sector businesses including large agricultural and mining concessions.

### The reasons for setting up the scheme

The 2009 Liberia Youth Fragility Assessment found that young people are currently faced with high levels of unemployment, low levels of education and skills training, a severe lack of links to sustainable livelihoods, and insufficient/improper training for the Liberian job market. Girls and young women are less likely than boys to complete basic or secondary education. There are large numbers of out-of-school children and children who do not attend school regularly, caused by school fees and expenses, unofficial grade entrance examinations, distance to school, poverty and rural status and gender. Most children with disabilities do not attend school. Over half of out-of-school children live in rural communities, particularly in remote rural communities, those that reside in urban areas are typically living in slums. Approximately 60% of out-of-school children live in poor households with low or no disposable income. Most out-of-school children are burdened by unpaid housework, farm work, or informal employment for pay.

Many young people disengage with schooling due to the lack of relevance or interest. This has consequences for their progression through school and into work. Programmes are needed that not only re-engage students in learning but support them into the transition from school to work (or further education).

The school-to-work transition of young people concerns not only the length of time between their exit from education (either upon graduation or early exit without completion) to their first entry into any job, but also qualitative elements, such as whether or not the job is stable (measured by contract type). It is not possible at this time to put a comprehensive figure on the integration of graduates into the labour market from all over the country.

The school-to-work programmes offer considerable potential for enhancing the transition to work.

- Students can develop new or different dispositions towards work, schools and the wider society.
- Participants are able to build new dispositions that are valued within a specific field, whether education or work, and be seen more favourably by others as well as themselves.
- Participants can develop dispositions such as responsibility, commitment, time management, confidence and communication.

- The programmes will help trainees build good confidence and good work ethics that enable them build good work habits, get adapted to workplace developmental stages and to really learn about the job.

### Design and development of the scheme

Liberia has a 6-3-3 formal education structure: free and compulsory education is extended through grades 1 to 9. Overage enrolment is a critical issue that affects access to quality education in primary and secondary schools. The Ministry of Education is responsible for the oversight of the whole education sector including establishing the national curriculum, standards and policy for all schools and educational programmes. Since the end of the civil war in 2003, the Ministry of Education has rebuilt the government formal and non-formal educational systems to meet the goal of providing equal access to education for all citizens regardless of age, disability and gender.

The formal education system is structured as follows:

- Early Childhood Education, which is comprised of three years, for children ages 3, 4 and 5, and designated as KG1-3.
- Basic (or Primary) Education, which is comprised of nine years, including six years of lower basic education (Grades 1-6) for children aged 6-11 and three years of upper basic education (Grades 7-9) for children aged 12-14.
- Senior Secondary Education, which is comprised of three years of either academic education or technical and vocational education and training, for young people aged 15-17 and designated as Grades 10-12.
- Higher Education and Post-Secondary Training, which includes certificate, diploma, degree and post-graduate programs offered by teacher training institutes, colleges and universities.

At the end of Grades 9 and 12, students are required to pass a WAEC examination to be eligible to transition to the next level of education.

Government schools consist of public and community schools. Around half the education sector is delivered by faith-based education systems, individual faith-based schools and private schools. Most senior secondary students are educated in non-government schools. Most non-government schools (private schools and faith-based schools) have entry examinations and fees, which disadvantage poorer families and increase the strain on government schools.

The Ministry of Education also offers alternative programmes:

- Accelerated Learning Programme, which allows overage children (8-14 year olds) to complete a basic education (Grades 1-6) and transition to Grade 7 in formal Junior Secondary schools.
- Alternative Basic Education, which allows young people and young adult learners (15-35 year olds) to complete basic education requirements and transition to Grade 7 in adult education programmes, apprenticeships, or the workplace.

At the higher education level, accelerated remediation is provided to help poorly prepared students in college-level courses quickly, and programme-level learning outcomes aligned with the requirements for success in employment and further education in a given field, integrating group projects, internships, and other applied learning experiences to ensure student success.

### TVET

TVET in Liberia plays two roles:

- To provide training opportunities and career advancement avenues for the school leavers, whose number is increasing year after years.
- To provide skilled human resource that is needed at all levels of the economy. The skills thus developed are intended to enable beneficiaries lead a life of self-reliance in the absence of salaried employment and enhance the industrialisation process.

A TVET track is therefore created with equal esteem to academic education, where students upon completion of Upper Basic (grade 9) can either transition to TVET or the academic track. This process is to be guided by school counsellors who assist students choose the track that is compatible with their ability, interest and job prospects. TVET is available at different levels, including formal, informal and non-formal, starting with the most basic of skills training in centres at the primary level as well as the offerings in some secondary schools and tertiary level institutions.

### Prospects for developing and improving the scheme

The report highlights some of the results that are expected/could come out, shall the reform be carried out:

- School-to-work programmes offer considerable potential for capital adding: it can vary from changing the individual dispositions of the student (cultural capital), providing institutional capital (certificates), growing the intellectual capital (workplace learning) and developing their social capital (networks).
- There is great potential capacity in school-to-work transition programmes for building community social capital. There is an opportunity for the private sector stakeholders to gain from participating in these programmes. Students can gain considerably in terms of enhanced employability through their increased capital, schools can gain in terms of being able to offer programmes for students who would otherwise disengage with schools and employers can gain in their capacity to train young potential employees to their needs and in so doing have a pool of potential employees.
- There is a need for greater capacity to build social capital where there is a stronger synergy between schools and the private sector. The reciprocity between the two sides has great potential for development. However the generally lower status of vocationally-orientated programmes in communities and schools means that within the field of education, such programmes do not have the institutional capital that enables them to compete with the academically-orientated programmes. There is a need to build public private partnership such that the schools can strongly incorporate industry-based knowledge into school programmes.

## Summary of the Madagascar report<sup>5</sup>

### Scheme: ASAMA Method (Action for Inclusive Education in Madagascar)

#### Statistical data

		Total	Male	Female	% female
Gross enrolment ratio *	Primary	147%	147%	147%	--
	Secondary	38%	39%	38%	--
Adjusted net enrolment ratio *	Primary	--	--	--	--
	Lower secondary	--	--	--	--
	Upper secondary	--	--	--	--
Effective transition from primary to lower secondary general education ***		76%	76%	76%	--
Completion rate **	Primary	--	--	--	--
	Lower secondary	--	--	--	--
	Upper secondary	--	--	--	--
Children/adolescents out of school *	Primary	--	--	--	--
	Lower secondary	--	--	--	--
	Upper secondary	--	--	--	--
Share of TVET in total enrolment *	Secondary	2%	2%	1%	--
	Post-secondary (non-tertiary)	100%	100%	100%	--
Percentage of youth (15-24) enrolled in secondary TVET *		1%	1%	0%	--

\* School year ending in 2014

\*\* Household survey for the 2009-2014 period. Data are for the most recent year available during this period

\*\*\* School year ending in 2013

#### Summary description of the scheme

The ASAMA (Action for Inclusive Education in Madagascar)<sup>6</sup> method is for 11 to 17 year-old children and adolescents from disadvantaged backgrounds who have never attended school and/or have left school early. It consists in giving them a second chance to sit the first national exam allowing, which would allow them to go on to lower secondary school or enter the labour market via an employment skills scheme. The ASAMA programme has three levels (pre-ASAMA, ASAMA and post-ASAMA). The report focuses mainly on the ASAMA level.

#### Link established between education and training

The scheme uses the systemic approach within a chain of results. The training must meet the needs of the labour market. The curriculum design and development process involves professionals from companies and farms, and takes account of sector studies and research on promising new occupations.

#### Institutional position of the scheme

The scheme goes beyond the distinction usually made between formal and non-formal education and training. The initial literacy projects were aimed at adults, using the functional adult literacy methodology developed by the FFF Malagasy Mahomby Association in 1999. It decided to adapt this method to children, which led to the launch of the ASAMA project in 2002. Subsequently, the ministries responsible for primary education and TVET ministries, in consultation with local territorial authorities and the international

<sup>5</sup> This summary was prepared using additional information from the UNESCO Institute for Lifelong Learning (<http://litbase.uil.unesco.org/?menu=8&language=en&programme=211>- consulted 24 October 2017)

<sup>6</sup> Translator's note: ASAMA = "*Action Scolaire d'Appoint pour les Malgaches Adolescents*". The UNESCO programme overview gives the English title "*Action for Inclusive Education in Madagascar*".

organisations involved in education and training, decided to develop the scheme. It is organised at the local, regional and national levels, and has been introduced at primary and basic TVET (post-ASAMA) level.

### Target group

Children and adolescents aged 11 to 17 from disadvantaged backgrounds who have never attended school and/or who have left school early.

### Partners involved

The scheme is managed by civil society organisations (national and international associations/NGOs, the platform of associations in charge of ASAMA and post-ASAMA (PACA)). At the national level, the Division of Pre-School Education and Literacy and the Ministry of Education are partners in the scheme. Other partners include the private sector, UN agencies (UNDP, UNICEF, UNESCO, WFP), civil society (NGOs and various associations) as well as development aid agencies.

### The reasons for setting up the scheme

High drop-out rates in rural areas are primarily caused by poverty. Also, the remoteness and/or isolation of certain localities causes some children to be absent from school. Some children do not even have a birth certificate, which is essential for registration in public institutions. This is due to a lack of administrative and/or public bodies. Other children have no access to school, as they live some 20km from the village. In two cases, children/youngsters can no longer attend or return to normal school classes because they are over the age limit, hence the need for a remedial system.

### Design and development of the scheme

The ASAMA method firstly entails a literacy course. The curriculum delivers all primary education classes, which usually take five years, in ten months. At the end, participants are awarded the Certificate of Elementary Primary Education. The language of instruction is Malagasy (mother tongue), except for French classes. Classes have 25 to 30 students. Local authorities, parents of beneficiaries and local education authorities work together to identify learners and their respective needs.

### Pedagogical approach

The method entails intensive learning with reduced assimilation time, which is inherent to adolescents' structural pre-requisites. The method entails the intensive participation of adolescents, who are responsible for their own learning: whatever the subject, emphasis is always placed on the student's personal experience and feelings so as to respect them as a person. At the ASAMA level, learners study geography, history, French, Malagasy, arithmetic, physical education, natural sciences, the arts and civic education. All of those topics (with the exception of French) are taught in the Malagasy language. In all classes, students work towards acquiring various skills, including expressing themselves with clear and organised ideas, reading and understanding short texts, writing legibly, and distinguishing the main ideas of a text. During French class, the topics covered include distinguishing the different vowel sounds, vocabulary, French grammar, reading and understanding short texts, and writing phrases legibly. In the arithmetic class, students learn simple maths operations, decimal numbers, the multiples of simple numbers, fractions, and how to use measures. Professionals and trainers participate in the whole process of developing training curricula.

### Learning materials

The teaching/learning content and materials provided vary according to the educational objectives of each of the three levels. At the ASAMA level, facilitators have access to Malagasy teaching materials designed by

national literacy experts, and students receive all the materials. A school lunch is served to keep students attending classes. The programme includes other elements, such as visits to cultural and social centres.

### Animators/educators

The scheme involves different categories of people including professional trainers, apprenticeship supervisors and non-formal education educators. Pedagogical committees comprising employees of the Pre-school Education and Literacy Department and the pedagogical team of the Platform of Associations in Charge of ASAMA and Post-ASAMA. Staff members must have the following profile: a high school diploma and three years of study in the social sciences or education. They must also have knowledge of the social and emotional development of children and young people, teaching methods for primary school children, policies in education and the ASAMA pedagogy.

### Certification

Younger learners taking the exam can register for the Certificate of Elementary Primary Education or Grade 6, while older learners can register only this examination because of the age limits on secondary levels. Examination topics are sometimes given in regional languages.

### Evaluation

The ASAMA evaluation is conducted by the head of each administrative and education zone within a decentralised education ministry structure. They are in charge of the programme’s monitoring and do so through an analysis of mid-term examinations, admission to secondary school and the Certificate of Elementary Primary Education examination.

### Results in terms of knowledge and skills development and social and professional integration

The Platform has already published the satisfactory results of their work, and has been recognised and validated by education and training officials. The criteria for the evaluation of the results achieved were the pass rate for Certificate of Elementary Primary Education examinations, the increase in the number of ASAMA learners, and the numbers of students going on to get jobs or moving into self-employment.

A table based on data provided by the Platform – and available on the website of the UNESCO Institute for Lifelong Learning – shows the following results:

School year	Participants recruited	ASAMA classes	Registered for CEPE	Successful candidates for CEPE	Accepted at lower secondary school	Number of participants who drop out
2009/2010	1204	44	865	700	512	239
2010/2011	1374	54	903	777	680	471
2011/2012	2364	93	1910	1566	1308	454
2012/2013	2010	83	1580	1311	1102	430
2013/2014	2012	80	1602	1024	823	410
2014/2015	2070	75	1929	1292	*	141

Source: <http://litbase.uil.unesco.org/?menu=8&language=en&programme=211> (consulted 24 October 2017)

The advantage of this scheme is that it entails a simple and easy-to-use teaching process, the possibility for organising classes in any location, and the possibility to access them at any stage, regardless of the level at which children dropped out of school.

## Prospects for developing and improving the scheme

Following the government's adoption of the Sector Plan for Education in May 2017, it will now be necessary to set up a body to implement it. The National Platform of the Sector Plan for Education is a forum for consultation, dialogue and exchanges, which brings together representatives of public institutions, private sectors and civil society as well as development aid agencies. It would be beneficial to establish a permanent dialogue between all the actors of the Malagasy educational sector, in order to promote and roll out the ASAMA scheme and thus to improve the link between education and training.

The adoption of the ASAMA methodology as an official ministry tool for all literacy-related issues would be beneficial. Indeed, while post-ASAMA training is crucial to prepare young people for working life and participation in the country's economy through their socio-professional integration, it is necessary to take into account the literacy aspect in order to be really effective in boosting TVET, especially for young people out of school in rural areas (as mentioned in the National Policy on Employment and Vocational Training).

It is also important to take into account technological change in order to systematically update the methodology of the scheme.

## Summary of the Mali report

### Scheme: Decentralised Short Training

#### Statistical data

		Total	Male	Female	% female
Gross enrolment ratio *	Primary	77%	81%	73%	--
	Secondary	44%	49%	37%	--
Adjusted net enrolment ratio *	Primary	64%	67%	60%	--
	Lower secondary	53%	59%	48%	--
	Upper secondary	30%	35%	25%	--
Effective transition from primary to lower secondary general education ***		85% ****	--	--	--
Completion rate **	Primary	42%	--	--	--
	Lower secondary	18%	--	--	--
	Upper secondary	14%	--	--	--
Children out of school *	Primary	1,030,000	--	--	54%
	Lower secondary	544,000	--	--	55%
	Upper secondary	727,000	--	--	53%
Share of TVET in total enrolment *	Secondary	13%	15%	12%	--
	Post-secondary (non-tertiary)	100%	100%	100%	--
Percentage of youth (15-24) enrolled in secondary TVET *		4%	5%	3%	--

\* School year ending in 2014

\*\* Household survey for the 2009-2014 period. Data are for the most recent year available during this period

\*\*\* School year ending in 2013

\*\*\*\* UIS - partial estimate

#### Summary description of the scheme

The Decentralised Short Training scheme is a non-formal vocational training course to help young people into the local labour market and, more specifically, into agriculture, livestock production and construction. Over five years, it will provide training for 20,000 young people aged 15 to 29 who have dropped out of or never been to school, or who have been to a Development Education Centre.

#### Institutional position of the scheme

The scheme was developed in the framework of the Youth Skills and Employment Development Project.

#### Target groups

20,000 young people aged 15 to 29, who have dropped out of or never been to school, or who have been to a Development Education Centre.

#### Partners involved

- The scheme is led by the National Directorate of Vocational Training, and run by decentralised authorities (regional councils, circle – or district – councils and municipal councils).
- The stakeholders involved in implementing the activities are the Regional Directorates of Employment and Vocational Training, the Regional Directorates of the National Employment Agency and the Youth Employment Agency, local and regional authorities, chambers of commerce and trades (the Permanent Assembly of the Chambers of Trades of Mali, the Permanent Assembly of the Chambers of Agriculture of Mali, the National Federation of the Craftsmen of Mali, the National Council the Employers of Mali), and local professional organisations (organisations of producers, livestock breeders and craftsmen).



## The reasons for setting up the scheme

The implementation phases include:

### Information

Announcements are disseminated through the local media, by NGOs and professional organisations involved in training young people, to ensure that stakeholders and beneficiaries take ownership of the scheme:

- Young people aged 15 to 29 across the country, particularly in rural and peri-urban areas in the target districts.
- Businesses, farmers and livestock producers who can take on young people.
- Other partners such as local people, local elected representatives, socio-professional groups, trade unions, technical services, NGOs, local authorities, and public and private training providers.

The communication materials developed include documents, voice recordings and videos (leaflets, flyers, announcements) and selection criteria for young people, training providers and host companies.

### Identification and evaluation of places for training

The National Directorate of Vocational Training, the Regional Directorate of Employment and Vocational Training, circle councils, craftsmens' professional organisations, the Chamber of Agriculture, local or regional youth council organise and are tasked with identifying places for training, apprenticeship supervisors and tutors. A list of places is then drawn up (school workshops, fields, orchards, poultry farms, fish farms, etc.), as well as lists of apprenticeship supervisors and tutors available to provide the training.

### Youth outreach and guidance meetings

Meetings are organised under the responsibility of the circle councils, bringing together all the local stakeholders involved in the implementation of the scheme.

### Enrolment and selection of young people

Enrolment registers are made available by local authorities and Regional Offices for Employment and Vocational Training. Young people can then enrol with the Regional Directorates of Employment and Vocational Training, the National Agency for Employment and the Youth Employment Agency, local authorities, chambers of commerce and trade, or local professional organisations. Enrolment for and selection of training options is voluntary, but this must be in line with the economic needs of the community. Enrolment criteria are:

- To be between 15 and 29 years old.
- To have dropped out of or never been to school, or who have been to a Development Education Centre.
- To have some education from primary to lower secondary for young people living in urban areas and/or to be below lower secondary education level – even to have had no prior education – for young people living in rural peri-urban areas and on the application date.
- To have a personal goal and choose an activity targeted by the scheme.
- To be motivated.
- To have an adviser or tutor.
- To live in one of the areas selected for the training concerned.

At the end of the selection process involving a commission, a list of young people selected by sector and by area is drawn up and distributed to all those concerned.

#### Placement of young people with apprenticeship supervisors

Young students are entrusted to apprenticeship supervisors (who are identified and evaluated) according to their availability to implement the scheme; there are four young people per company and/or place of training area.

#### Signature of agreements

The training for the young people begins following the signature of an agreement marking the commitment of the various parties (the apprenticeship supervisor/tutor, the local authority concerned, the National Directorate of Vocational Training and the body funding the action. The agreement covers the duration of the training action.

#### Training of apprenticeship supervisors

Two training sessions are organised to support the apprenticeship supervisors. There is firstly a training session that aims to facilitate the skills transfer process, and secondly a technical session to permit better adaptation to the technical and technological changes underway in the different occupations.

#### Design and development of the scheme

##### Implementation of the training

Training is of a practical nature and organised following practical workshop guides available from the National Vocational Training Department and its divisions. The duration of each programme of training varies. Skills are acquired in a logical order, from the simplest to the most complex. The sequences must be adapted to the learning pace of the young people concerned. Additional training is given for two weeks by a selected provider (individual consultant or a vocational training centre).

##### Selection of training providers

Calls for expressions of interest are published through relevant information channels by the Regional Directorates for Employment and Vocational Training, regional councils, circle councils and chambers of commerce and trade. The deadline for responding must no less than 15 days later.

The selection criteria are:

For training centres: to have a legally-registered status, with the infrastructure required in the area requested (training rooms, specialised rooms/workshops), appropriate equipment, facilities and tools, competent trainers available and prepared to work in the area required, and easy access for learners.

For companies: to have a legally-registered status (or to be registered with a representative professional organisation), to be willing to commit to decentralised short training courses, to have a senior apprentice supervisor with the skills to guide apprentices depending on their level of education and who will be responsible for training apprentices and liaising with the training centre. They must also be willing to involve the apprentices in a real work situations and to offer them apprenticeship places in the company, and willing to participate in the training of trainers.

For individual trainers: to be a literate trainer (French and/or Bambara), as far as possible, to have the type of qualification required, to be available to provide the training at the time indicated, to have a professional experience and a matching experience as a trainer (at least five years in vocational training), to be available to keep track of the young people after their training (follow-up and supervision of post-training activities),

to have good writing skills, to be in the private sector (consultancy, production workshop), and preferably to be from the area or close by (to the place where training will be provided).

#### Monitoring and supervision of training

Local stakeholders are responsible for local monitoring (regular, once a month). Supervision is organised at central level to support the efforts of local stakeholders (once every three months). This activity makes it possible to correct problems identified and to improve/guarantee the quality of the training.

#### Accreditation of those trained

At the end of the training, an accreditation session is organised. A panel of professionals from the trade pronounce themselves on skills acquired by the young person. A certificate is issued to each young person who has successfully completed the apprenticeship.

#### Provision of kits

To encourage self-employment and ensure better socio-professional integration, the best young people (about 50%) who have successfully completed the process are provided with a kit to facilitate their integration into the labour market.

#### Post-training follow-up

A system for monitoring the young people has been set up to exploit the information gathered. It provides support for the young people trained in their professional activities, in order to increase the proportion of trainees who find work, and to test the effectiveness of the training scheme used. The monitoring also allows the young people to participate actively in the local economy.

## Summary of the Mauritius report

### Statistical data

		Total	Male	Female	% female
Gross enrolment ratio *	Primary	103%	102%	104%	--
	Secondary	98%	97%	99%	--
Adjusted net enrolment ratio *	Primary	75%	73%	77%	--
	Lower secondary	--	--	--	--
	Upper secondary	--	--	--	--
Effective transition from primary to lower secondary general education ***		90%	88%	93%	--
Completion rate**	Primary	--	--	--	--
	Lower secondary	--	--	--	--
	Upper Secondary	--	--	--	--
Children out-of-school *	Primary	4,000	--	--	34%
	Lower Secondary	--	--	--	--
	Upper Secondary	--	--	--	--
Share of TVET in total enrolment *	Secondary	14%	18%	10%	--
	Post-secondary (non-tertiary)	32%	45%	20%	--
Percentage of youth (15-24) enrolled in secondary TVET *		--	--	--	--

\* School year ending in 2014  
 \*\* Most recent Survey year 2009-2014  
 \*\*\* School year ending in 2013

### Summary description of the scheme

Mauritius has set up a Nine Year Continuous Basic Education plan, to foster equity and make provision for all students to complete nine years of basic schooling, allowing them to choose among multiple pathways for their progression through the system, whether general or technical. In parallel, the government has set up various initiatives to integrate the world of work, in a life long learning perspective. As this system is recent, and not yet fully implemented, no results are presented in the report.

### Link established between education and training

The education system in Mauritius consists of a free 3+6+5+2 system of formal education. It is categorised into four main sectors: pre-primary, primary, secondary and tertiary. Pre-vocational and vocational education and technical education as well as training for school leavers and students outside of the academic stream are also available. A number of training schemes are established to facilitate entry into the job market.

### Institutional position of the scheme

The Mauritian government has published an economic vision 2030 statement with four key areas of focus (addressing unemployment, alleviating poverty, opening up the country, and sustainable development and innovation). In 2016, the government introduced the Nine Years Continuous Basic Education, a major reform in the education sector.

### The reasons for setting up the scheme

The Nine Year Continuous Basic Education plan's overall quantitative goal is to ensure that all children successfully complete the basic education cycle and then move on to upper secondary via different pathways – general, vocational, or technical. This will then open avenues leading to further and tertiary education. The overall qualitative goal is to equip students with relevant skills and improve learning

outcomes for all. This goal goes beyond simply expanding coverage, especially in light of current low levels of achievement. To achieve these goals, reforms are being implemented at several levels: curricular change, innovative pedagogies, assessments, continuous professional development, learning environment, system governance and accountability.

### Design and development of the scheme

A new education structure has been elaborated with the aim of ensuring a seamless progression of learners across the levels:

Sn	Stages	Duration	Age
1	Early Childhood Care & Education	2 years	3-4 years
2	Basic Education (6 years primary, 3 years lower secondary)	9 years	5-14 years
3	Post Basic Education/Upper Secondary	4 years	14-18 years
4	Post Secondary & Higher Education	At least 2 years	Above 18 years

New pathways and opportunities have been established at the end of the nine-year cycle of basic education, for students to pursue their secondary schooling in general or technical education, with substantive efforts made to reassert the value of technical pathways.

#### The four main sectors:

**Early Childhood Care & Education:** it aims at providing equal access for all children to quality pre-schooling through a child-centred and play-based approach, with the involvement of the parents. Children have the opportunity to develop their individual intellectual, socio-emotional and psycho-motor skills to the best of their capacity in order to build the confidence and self-esteem in learning.

**Basic Education:** there is a comprehensive and well-balanced curriculum that spans over nine years. It ensures continuity of learning makes space for holistic development and caters for learners needing special support. The curriculum comprises of a mix of cognitive and non-cognitive learning domains. Primary School Assessment Certificate is issued at the end of grade 6. The last three years of basic education (Grade 7-9) are taught in regional colleges and will lead to a National Certificate of Education. After Grade 6, students who would not have reached the required standard will still move on to a Regional Secondary school. These students will enter into an extended four-year stream where they will follow the same curriculum as those in the regular three-year lower secondary cycle. Such a class will have a reduced class size for facilitation of learning.

**Post Basic Education:** At the end of grade 11, students will take part in the School Certificate/GCE 'O' Level (General or Technical). At the end of grade 13, students will take part in the Higher School Certificate (HSC/GCE'A' Level (General/HSC Professional or Technical)). Two new types of institutions are being set up: the Academies, acting as centres of excellence for post-basic education, and Polytechnics.

**Post Secondary and higher education:** tertiary education is composed of public, private, and overseas institutions catering for a wide range of courses and programmes. The provision of tertiary education extends beyond the local institutions given that a significant number of Mauritian students either go overseas or resort exclusively to the open learning mode for pursuing their studies.

#### The report also presents three programmes fostering inclusive and quality education for all:

**Priority Education Area schools:** low achieving primary schools with less than 40% pass rate at the Certificate of Primary Education Examination are classified as Priority Education Areas. This inclusive

strategy aims to improve the school standards within a medium-term period in order to obtain tangible results.

Special Needs Education: Special Schools have been set up to cater for children with certain disabilities. These schools are run by voluntary organisations under the responsibility of NGOs subsidised by government.

Early Support Programme: Pupils requiring remediation will receive special coaching during school hours. Support Teachers/paraprofessional educators will be recruited and trained to assist the class teacher in teaching pupils facing learning difficulties. Learning gaps will be detected as early as possible and remedial measures taken as soon as learning difficulties are identified.

## TVET

The reform in the TVET sector is being implemented in a phased manner as from January 2017. This systemic reform of the system include:

- Entry delayed until after the end of basic education (with the elimination of pre-vocational education).
- Programmes reviewed for increased relevance to existing and new emerging sectors. About 120 experts from industry have participated in the Develop-a-Curriculum process organised by the Mauritius Institute of Training and Development for the first phase of the curriculum review.
- Training centres will have their infrastructure modernised and equipped with state-of-the-art technology.
- Vocational training will open the pathway for trainees to move on to Polytechnic education.
- Close attention will be paid to restructuring the connection between secondary and further education. Learning pathways will be established with articulation of TVET with secondary and tertiary education along with the introduction of Polytechnics.
- A project is being implemented for the upgrading of Training Officers and Instructors of the Mauritius Institute of Training and Development. A training-of-trainer programme is also being developed for upgrading the qualifications of existing pre-vocational instructors/trainers.
- Rebranding of TVET to improve the perception of TVET and enhance partnership with the private sector.
- A new quality Framework will be established to ensure the provision of quality training. It will be based on the forthcoming ISO14001 Standard.

## Initiatives to integrate the world of work

- Second Chance programme: it aims at promoting literacy and numeracy skills in young people between the ages of sixteen to twenty one years old, and who have dropped out of school and who are neither in full time employment or training.
- Adult Literacy course by NGOs: some NGOs offer functional literacy courses to adults, to assist them in their employment and daily activities
- National Skills Development Programme: The programme (being implemented in 2016/2017) targets unemployed youth having studied up to the Higher School Certificate and in the age group of 16-35 years old. Young people are enlisted for training and placement in technical skills that are in demand - ICT, construction, tourism and hospitality, nursing and paramedics, manufacturing, financial services and logistics - to improve the matching between youth skills and employers' demand.

- Graduate Training Scheme: established with a view to enhance the employability of unemployed graduates by providing them with skills matching the requirements of the industry after following a tailor-made training programme.
- Youth Employment Programme.
- ICT Skills Development Programme: an ICT Skills Development Programme has been developed to promote training and work placement initiatives to cater for the increasing demand of manpower in the ICT/BPO industry.
- Back to Work Programme: a "Back to Work" programme has been implemented for women who wish to join/re-join the labour force. This will consist of special training schemes to prepare them for at least 15 occupations. This programme aims at reducing the current high gender gap.

Most of these programmes allow for a stipend scheme paid to the learners.

#### Mechanisms in place for recognition of prior learning:

The National Qualification Framework is an integrated national framework for learning achievements. It creates clear links between learning, skills development and employment. It also facilitates access to and progression within the education, training and career paths. It assists in enhancing the quality of education and training. It also provides pathways to and from vocational education and training, schools, universities, adult and community education, and allows for mobility of labour. The National Qualification Framework provides for entry and exit for all learners at all levels.

Mauritius has established a range of RPL types.

- For access: It aims at providing an alternative route into a programme of learning for those who do not satisfy the formal entry requirement for the purpose of admission. This type of RPL is very much present as a process at the level of Post-Secondary Education level.
- For certification: It aims to award the learner with either a full qualification or part of a qualification. It is a process of recognising learning that has its source inexperience and / or previous formal, non-formal and informal contexts

**Framework:** An RPL framework has been established that explicitly aims at providing the architecture and establishes an enabling environment that facilitates the development and implementation of RPL. Each qualification has information requirements linked to their entry requirements and subject specific knowledge. New RPL guidelines were introduced in January 2017.

**Assessment:** There are a number of assessment methods that are used that allows for flexible and effective assessment of learning: portfolio assessment, challenge examinations (oral/written tests, projects, assignments), interview and skill demonstrations (practical examinations, skill demonstrations, product assessments and simulations).

**Test:** Experience acquired on the job is also recognised through a Trade Test system. This consists of an oral/written and a practical assessment based on the scheme of service of a particular trade. It is usually open to assistant tradesmen from government or parastatal organisations wishing to be upgraded to tradesmen. A statement of result is issued to successful candidates. The Trade Test has also been opened to candidates with no formal qualification, with experience in a particular trade. This Trade Test assists the candidates who seek emigration to other countries.

## Summary of the Niger report

### Scheme: Occupational Training Centres – a basic training scheme to meet social requirements and the needs of the local economy

#### Statistical data

		Total	Male	Female	% female
Gross enrolment ratio *	Primary	71%	76%	65%	--
	Secondary	19%	22%	16%	--
Adjusted net enrolment ratio *	Primary	62%	66%	57%	--
	Lower secondary	30%	34%	25%	--
	Upper secondary	11%	14%	8%	--
Effective transition from primary to lower secondary general education ***		65%	67%	62%	
Completion rate **	Primary	28%	--	--	--
	Lower secondary	6%	--	--	--
	Upper secondary	2%	--	--	--
Children out of school *	Primary	1,233,000	--	--	55%
	Lower secondary	1,193,000	--	--	53%
	Upper secondary	927,000	--	--	52%
Share of TVET in total enrolment *	Secondary	8%	6%	12%	--
	Post-secondary (non-tertiary)	100%	100%	100%	--
Percentage of youth (15-24) enrolled in secondary TVET *		1%	1%	1%	--

\* School year ending in 2014

\*\* Household survey for the 2009-2014 period. Data are for the most recent year available during this period

\*\*\* School year ending in 2013

#### Summary description of the scheme

Occupational Training Centres, which have been established in municipalities across the country, aim to offer vocational training in rural areas opportunities. Among others, they target youngsters who have dropped out of or never been to school, or who are underemployed. This decentralised scheme aims to promote new training options and different ways of acquiring vocational qualifications.

#### Institutional position of the scheme

Origin of the scheme: Occupational Training Centres are based on the Community Development Training Centres developed in 1990, and are considered as second chance schools in the non-formal sector.

- 2005: creation of a Ministry for Vocational Training and Youth Employment.
- 2006: adoption of a Vocational and Technical Education and Training Sector Policy.
- 2008: Community Development Training Centres are transferred to the Ministry for Vocational and Technical Education and become fully-fledged apprenticeship centres.
- Order 0174/MEP/T/SG/DFPCA of 15 August 2014 formalises the change of name from the Community Development Training Centres to Occupational Training Centres and sets them the vital task of meeting vocational and technical skills needs in rural areas.
- Law 2015-22 of 23 April 2015 sets out the basic principles of TVET and the vocational accreditation system (Article 24).

More broadly, Occupational Training Centres contribute to the implementation of the 3N initiative (Nigeriens Nourishing Nigeriens)



## Target groups

Learners who have dropped out of or never been to school who are candidates for initial vocational training (young people who have not been able to continue primary or lower secondary education and do not have any vocational skills), professionals who are candidates for further training, professionals or trainees who are candidates for dual-system apprenticeships, primary school leavers who satisfy the school results and age requirements for vocational training.

## Partners involved

The Occupational Training Centre scheme is based on a partnership with socio-professional organisations, companies, funding institutions and support-advisory bodies. Funding support is also received from local authorities. In reality, the report notes that, to date, most of the Centres are run mainly using the financial resources and equipment provided by central government, with local authorities' contributions and income from their activities still being very limited.

## The reasons for setting up the scheme

TVET as an alternative offering both vocational and technical qualifications and socio-economic integration has been developed for two reasons:

- It is necessary to manage large intakes of children from primary school, resulting from the abolition of the Primary School Certificate in 2014, which has led to the need to increase the capacity of existing schemes.
- There is a high level of demand for training for young people who have dropped out of or never been to school, which has led to the need to promote new training options and different ways of acquiring vocational qualifications, in particular to prevent irregular migration.

The development of the Occupational Training Centres is a result of the government's desire to:

- shift from a system based solely on school education to a variety of learning options encompassing formal, non-formal and informal learning systems and dialogue with other sectors and stakeholders.
- shift from state-owned and publicly-controlled TVET to decentralised, regulated and partnership-based skills development.

The general objective of the Occupational Training Centres is to underpin the development of municipalities, to contribute to the improvement of people's living conditions primarily by increasing their incomes, through better food security as well as improved production techniques and better employability among the beneficiaries.

The Occupational Training Centres have the specific objective to promote the development of communities through vocational training, in particular by:

- offering learning opportunities for young people and adults, continuing training and skills improvement for people in work, in particular in crafts, agriculture, industry and commerce, both for the formal, non-formal and informal sectors;
- developing technical functions in close coordination with industrial, commercial and craft businesses and local government;
- collaborating with regional, national and international institutions in the provision of training;

- participating in the development and/or introduction of special skills training programmes for young people (apprenticeship training, dual training courses, programmes of varying lengths, programmes on demand, evening classes or weekend classes);
- taking part in further training actions for professionals in order to recognise their achievements;
- constituting a basic foundation for the continuing vocational training and apprenticeship system at local level.

With regard to governance, the Occupational Training Centres consist of two bodies: the Centre management committee, whose task is to ensure better management of activities and resources through an information management system and a participatory self-management system, and a management body to plan and manage the Centre's activities. Centre management committees, which are similar to a board of directors, are yet to be set up.

### Design and development of the scheme

Although Occupational Training Centres are supposed to participate in the development and launch of special skills training programmes for young people, they lack human and material resources and the curricula are currently adopted by decrees issued by the Ministry for Education and Vocational Training. The scheme includes functional literacy modules. Monitoring, pedagogical supervision and learning assessments are conducted by schools inspectors.

The scheme entails training, including full-time trainers, people doing their national civic service, contract workers paid by the State, community trainers (specialised craftsmen providing training in their field of expertise) and part-time trainers (recruited from among workshop leaders, apprenticeship supervisors, or any other person with the requisite skills or knowledge). In practice, full-time trainers and people doing their national civic service account for the majority. Regulations on part-time staff have not yet been adopted. However, the ability to hire part-time trainers will enable the Occupational Training Centres to have work with professionals who will be able to raise the quality of their training courses.

### Results in terms of knowledge and skills development and social and professional integration

- The proportion of learners in the Occupational Training Centres compared to those in basic education increased from 8% in 2009 to 25% in 2015.
- There were 15,878 learners in Occupational Training Centres at the end of 2015 compared with 500 in 2010, thus opening up prospects for the development of vocational training in rural areas.
- The number of Occupational Training Centres increased from 19 in 2010-2011 to 256 in 2015-2016.
- The partners' investment in the development of infrastructure and equipment permitted the construction of about 30 centres (including 13 by the Luxembourg Development Cooperation Agency) and fitting out of 171.
- According to the report, the training offered is still not relevant: there is a mismatch training offered (courses in crafts such as carpentry, metal joinery and rural mechanics in many municipalities) and needs (agro-sylvo-pastoral sectors and crafts production sectors).
- To date, the Occupational Training Centres have still not achieved a sufficient degree of pedagogical maturity to be able to support the full range of target groups (those who have dropped out of or never been to school, those coming from school, professionals, trainees).

### Prospects for developing and improving the scheme

- The number of trainers is insufficient and their technical capabilities are weak. Too often, they have no work experience and have not received training. It is therefore necessary to set up a stable

system for training trainers in all occupational areas, and to adopt regulations on part-time teaching, to enable the centres to benefit from the expertise of professionals.

- Certificates should be issued to encourage parents to enrol their children in vocational training centres and framework for accrediting prior experience should be adopted to attract the interest and attendance of professionals from other key occupations.
- A framework should be adopted to permit consultation and reorganisation of training schemes with a permanent review of training curricula, drawing on the niche activities and sectors identified in the regions. Technical resources are few and not the same in different centres. There are no training standards or clearly defined training curricula. It will therefore be necessary to ensure that training offered is more closely tailored to the needs of the economy and to avoid over-enrolment on certain courses, especially those that do not do enough to get people into jobs. This can be achieved by diversifying training provision to develop more skills and competences in municipalities.
- Funding mechanisms for vocational training should be strengthened. Bodies such as the Support Fund for Vocational Training and Apprenticeship or the House of Business are already trying to do this.
- An effort should be made to clarify the institutional role of Occupational Training Centres and to promote the decentralisation of the system to ensure their viability and long-term future.
- Networking between the different centres should be encouraged to exchange good practices.
- Involvement of local economic stakeholders in the Occupational Training Centres' work on skills and qualifications development (choice of location for course, development of curricula, promotion of professional internships) should be encouraged.

## Summary of the Rwanda report

### Scheme: How young people in Rwanda acquire the knowledge and skills they need in order to boost their chances of finding work

#### Statistical data

		Total	Male	Female	% female
Gross enrolment ratio ****	Primary	134%	132%	135%	--
	Secondary	39%	37%	41%	--
Primary adjusted net enrolment ratio ****	Primary	96%	95%	97%	--
	Lower secondary	--	--	--	--
	Upper secondary	--	--	--	--
Effective transition from primary to lower secondary general education ***		75%	76%	74%	--
Completion rate**	Primary	65%*	--	--	--
	Lower secondary	16%	--	--	--
	Upper Secondary	10%	--	--	--
Children out-of-school children ****	Primary	68,000	--	--	34%
	Lower Secondary	--	--	--	--
	Upper Secondary	--	--	--	--
Share of TVET in total enrolment ****	Secondary	15%	17%	13%	--
	Post-secondary (non-tertiary)	100%	100%	100%	--
Percentage of youth (15-24) enrolled in secondary TVET ****		--	--	--	--

\* Rate of 38% mentioned in GEM Report 2016

\*\* Most recent Survey year 2009-2014

\*\*\* School year ending in 2013

\*\*\*\* School year ending in 2014

#### Summary description of the scheme

Rwanda seeks to attain a middle-income country status by 2020. To achieve this objective, a national development agenda – Vision 2020 – was set up. One of the four thematic areas of its third mid-term development plan – the Second Economic Development and Poverty Reduction Strategy – is Productivity and Youth Employment. Through this plan, the government of Rwanda has the ambition to shift its workforce from scarce agricultural land to higher productivity non-agricultural activities. This shift requires capacity of the education and training system to provide opportunities and relevant skills development for its young people. The report focuses on the idea of continuum between the end of school and the entry to the job market. The government anticipates that high skilled labour will be needed to address identified sector specific needs. This requires a shift from the traditional way of teaching to match skills with labour demands, and the implementation of mindset and attitude change amongst young people.

#### Institutional position of the scheme

- The government of Rwanda recently established a Ministry of Youth in order to plan and streamline the needs of young people into government development plans.
- The skills development initiatives initiated under the Ministry of Education are being developed in line with the anticipated socio-economic development articulated in the Vision 2020, the Economic Development and Poverty Reduction Strategy II and the national Seven Years Government Programme.
- Skills development, and promotion of jobs in trade for young people is a cross-cutting issue of regional integration (EAC, COMESA, ECGLC).

The definition of youth in terms of age has changed from 14-35 years to 16-30 years to be in close conformity to regional and international bodies.

#### Link established between education and training

- A new competency-based curriculum in basic education and a new competency based training/assessment in TVET schools were introduced in 2016.
- Career advisory services are implemented in TVET schools to help students learn about self in relation to work and the world of work, in terms of making career plans, implementing decisions and managing work transitions.

#### The reasons for setting up the scheme

- Need to tackle the increasing problem of unemployment among young people between 16 and 24 years old.
- Willingness of the state to implement mindset and attitude change strategies in complement with skills development (knowledge and know how), and to promote a youth-healthy lifestyle.

The report refers to several programmes and initiatives – all involving a range of stakeholders – which were developed in order to tackle the mismatch between training offers and labour markets demands, and the connected issue of youth employment.

#### Skills

Industrial attachment programme: in collaboration with the private sector/companies, skills development is conducted in the industry to offer internship or industrial training at all TVET levels. The private sector has been actively involved in TVET at different levels. At the top of the system, employers work with other stakeholders to identify skills needed in the labour market and at the same time, TVET training institutions have closer partnerships with industries in order to facilitate internships and apprenticeship programmes.

Professional internship: the internship programme was adopted in 2009 with the aim to equip interns with practical skills that are required to facilitate the transition from school to the labour market. More specifically, the programme aims at re-enforcing Rwandan graduates' practical capacity by linking theoretical skills to the practice.

Incubation Business Programmes: facilitate fresh TVET graduates to have easy and cheap access to physical facilities, machineries and equipment in order to start their own small businesses and be able to create their own jobs.

Sector Skills Council: the aim is to reduce skills gaps by improving the productivity and business performance, increasing opportunities to boost the skills and productivity of everyone in the sector's workforce - including action on equal opportunities, and improving quality and relevance of training for employment. The Sector Skills Council also provides a forum for feedback and discussion. The first Sector Skills Councils have already been established in mining, construction, agriculture, energy, trade & manufacturing, financial services, ICT, and tourism.

Diaspora students and fresh graduates' programmes for youth employment: under this programme, students and fresh graduates from local universities and colleges are connected with potential employers for internships, apprenticeships and industry training placements, a move that seeks to build their skills and increase their chances of getting employed.

## Attitude

Entrepreneurship Development: organised to train unemployed and underemployed on basic business practice, to empower them to generate business ideas, and to frame their business ideas in bankable projects. Entrepreneurship is now also taught in education levels from secondary to tertiary, including in TVET programmes, with the aim of instilling young people with the right entrepreneurial mindset.

Youth Employment for Global Opportunities: contributes to the reduction of youth unemployment rate to less than 5% by building and coordinating a network of youth centres for the promotion of entrepreneurship and employability.

## Design and development of the scheme

Rwanda's education system is composed of four main levels: Pre-primary, Primary, Secondary, and Higher Education, with a significant TVET stream at both secondary and higher education levels. In addition non-formal education, or Adult Basic Education (ABE), is available. Compulsory education spans the nine years from age 7 to age 15, covering primary and lower secondary education, and is commonly known as Nine Years Basic Education. At tertiary level students, can pursue their studies in a range of academic directions or opt to enter an array of technical or vocational fields.

TVET trainings are conducted in various categories of schools including Technical Secondary Schools, Vocational Training Centres and Integrated Polytechnic Regional Centres. These schools are owned by government, private investors, NGOs or in form of partnerships. Every Rwandan with any prior education level can find where to enrol to acquire the solicited TVET skills.

The report describes a range of policy programmes that facilitate skills development in Rwanda:

Attachment (or industrial attachment): the main purpose of an attachment is work exposure, i.e. putting into practice what has been learnt before. Industrial attachments have always been an important part of most programmes in the TVET sector. In an attempt to harmonise and streamline those attachment initiatives of individual training providers, the Workforce Development Authority developed the Industrial Attachment Programme in 2011. With the Industrial Attachment Programme, attachments of a minimum of two months have become a compulsory element in all formal TVET programmes, governed by clear stipulations about roles and responsibilities of all stakeholders. The attachments are highly appreciated by students. However, most TVET providers still encounter difficulties securing attachments for all their students. At least around one-fourth of TVET students do not manage to undergo attachments.

Internship: an internship is similar to an attachment. However, it is not part of an educational learning programme, but an own-standing work experience scheme, aimed at easing the entrance into work of a young person. Analysis of internship experience in Rwanda has revealed substantial evidence that internships improve labour market outcomes of participating young people. Evaluation findings also suggest that decentralised programmes operating in direct contact with private sector companies are more successful than programmes that are centrally organised, as the latter encounter more difficulties to integrate private sector companies. One issue with internship is the lack of recognised certification. Beneficiaries would improve their employment chances if they could officially prove the successful completion of the internship.

Apprenticeship training: apprenticeship training is structured – usually pre-employment – training in the real world of work. Apprenticeship training aims to build full occupational competence of apprentices. Apprenticeships are longer than attachments and internships and entail a considerable commitment and ownership of the training by the involved employer/enterprise. A formal cooperative apprenticeship

system combining workplace learning with supplementary school-instruction is unknown in Rwanda. Donor-funded pilot programmes for the introduction of cooperative apprenticeship training in selected priority sectors and occupations are currently in preparation. Traditional apprenticeship training in the informal sector is widespread and most likely the most important system of skills development, especially for young people without access to formal post-basic education and training. The majority of young people in the traditional apprenticeship system does not pay for the training, but rather receive some payment to reward their productive work in the enterprise. As such, traditional apprenticeship is an attractive and accessible avenue for TVET skills development for poor Rwandan youth.

The report describes three approaches that fall under Skills development in National Employment Programme:

The National Employment Programme is acting as a tool (under the Economic Development and Poverty Reduction Strategy II) to strengthen the coordination of employment programmes through the establishment of a framework for better planning, implementation and coordination in different sectors (labour intensive trades) engaged in job creation and employment promotion. It calls for active involvement of all stakeholders, such as public and private sector institutions, development aid agencies, non-governmental organisations, to ensure skills development is applicable and relevant to the labour market.

Massive Short-term Vocational Training: this is a three-month training period offered to young people and women for quick employment. It takes place in regular TVET centres (Integrated Polytechnic Regional Centres, Vocational Training Centres & Technical Secondary Schools). Massive Short-term Vocational Training courses were introduced as a response to skills shortage in both the private and public sectors. Graduates from this training are more likely to immediately get jobs or create their own jobs as opposed to graduates from general education.

Rapid Response Training: this approach serves as an answer to new or future projects which need special technical skills that are not available on the local labour market (e.g.: fashion design, training in paved roads construction, quarrying cobbles, biogas, cutting, splitting and laying).

Industrial Based Training: this is a training approach which takes place fully in companies with more focus on hands-on skills. Examples of courses offered under this approach include hospitality, tourism, tomato ketch-up and juice production, tailoring, bakery, etc.

### Prospects for developing and improving the scheme

The medium to long-term plan of the government is to substantially increase the number of TVET institutions. Each district – of around 300,000-400,000 inhabitants each – is expected to have at least three functional Vocational Training Centres in 2017.

## Summary of the Senegal report

### Scheme: The Certificate of Specialisation

#### Statistical data

		Total	Male	Female	% female
Gross enrolment ratio *	Primary	81%	78%	84%	--
	Secondary	--	--	--	--
Adjusted net enrolment ratio *	Primary	73%	70%	76%	--
	Lower secondary	--	--	--	--
	Upper secondary	--	--	--	--
Effective transition from primary to lower secondary general education ***		93%	94%	92%	--
Completion rate **	Primary	51%	--	--	--
	Lower secondary	24%	--	--	--
	Upper secondary	9%	--	--	--
Children out of school *	Primary	634,000	--	--	44%
	Lower secondary	--	--	--	--
	Upper secondary	--	--	--	--
Share of TVET in total enrolment *	Secondary	--	--	--	--
	Post-secondary (non-tertiary)	--	--	--	--
Percentage of youth (15-24) enrolled in secondary TVET *		--	--	--	--

\* School year ending in 2014

\*\* Household survey for the 2009-2014 period. Data are for the most recent year available during this period

\*\*\* School year ending in 2011

#### Summary description of the scheme

The Certificate of Specialisation is a 3- to 6-month course certifying that the holder has skills to perform a job. Courses are delivered by training centres, and they entail internship agreements between companies and jobseekers. They are modular and combine both in-company and centre-based training. The certificates are for all young people, and are funded by learning vouchers issued by the Vocational Training Financing Fund. Certificates of Specialisation may also lead to the CAP Vocational Skills Certificate. The scheme aims to ensure that vocational training is more closely tailored to labour market needs.

#### Link established between education and training

The report states that, every year, 130,000 young people leave school between primary and lower secondary education. 30,000 leave upper secondary school without having passed the Baccalaureate and 15,000 leave higher education without a degree. The vast majority of workers doing skilled jobs exercise their trades without having had any proper vocational training. This scheme seeks to answer the following questions:

How can all these young people be provided with a suitable and attractive route into vocational training and thus employability?

How can general level of qualification in the country be raised?

#### Institutional position of the scheme

The Certificate of Specialisation was created by the Ministry of Vocational Training, Apprenticeship and Crafts support from the World Bank and the French Development Agency (AFD) as part of the Vocational Training for Employment and Competitiveness project, which is part of in the Priority Action Plan (2014-2018) of the Emerging Senegal Plan.



## Target groups

At present, the scheme is targeted mainly at young people who have been to school but who do not have skills adapted to the needs of the economy. This level of entry into an occupation deals with two problems that have been poorly dealt with until now:

- Young people who have reached the end of primary school do not have the pre-requisites to start a CAP course and are offered no training other than an informal sector apprenticeship.
- Young people leaving upper secondary school without a Baccalaureate, and even university without a degree, have little motivation to resume the three-year long CAP course and find it hard to enter the traditional apprenticeship system.

Training centres select motivated and potentially-successful young people using criteria and a process determined by the Ministry of Vocational Training, Apprenticeship and Handicrafts, the 3FPT Vocational Training Fund and businesses.

## Partners involved

The scheme is also supported by a public-private partnership with a strong labour market focus. The roles and responsibilities of the different stakeholders are as follows:

- The Ministry of Vocational Training, Apprenticeship and Handicrafts: project management through accreditation of the training centres, validation of training standards for the different specialisations, supervision and evaluation, supervision of certification.
- Vocational Training Financing Fund: validation of projects submitted to the Vocational Training Financing Fund, financing of training vouchers for young people at the training centres, monitoring of training evaluation process.
- Companies: development of training standards with the training centres, participation in qualification procedures, offering of internships for young people, provision of internships, monitoring of practical training, participation in certification.
- Vocational and technical training centres: making proposals for the types of training, selection of candidates, development of training materials, organisation of training activities, monitoring of internships in companies, organisation of certification, evaluation of training, post-training support (helping trainees find jobs).

## The reasons for setting up the scheme

The informal sector, which plays host to much of the crafts sector, generates over 60% of GNP and employs the majority of the workforce. The report points out that, in many countries, the informal crafts sector has often been a starting point for the development of a modern industrial and service sector. When companies move from the informal sector to the modern sector, they need qualified staff, who have not just trained on the job, but who have had proper skills training.

Senegal has embarked upon major planning exercises and reforms in its education system, having accepted that the country's education system fails to meet the qualification and capacity-building requirements of the workforce. In the wake of these reforms, the government is giving priority to vocational and technical training. A sectoral policy framework (laid down in a "letter") has been established to upgrade this sub-sector. Its objectives are to:

- increase vocational and technical qualification levels among the population;

- bring into the labour market skilled workers who meet the needs of the production and service sectors, thus supporting development of industry and the modernisation of the primary sector;
- promote young people's employability, creativity and ability to take the initiative and enable them to become successful actors in the context of globalisation;

The main objective of the scheme is to improve the employability of young people and to increase the number of skilled workers to support key growth sectors, in order to promote the economic and social development of the country. More specifically, the aim is to:

- diversify training schemes and courses by introducing an intermediate level of qualification on the scale between totally unskilled, and the CAP, which is skilled worker level;
- give holders of this qualification certified worker status, thus facilitating their access to employment, and constituting a stage on the way to the higher CAP for those who wish;
- create pathways to occupations that are adapted to the realities of Senegalese youth by bringing the training system closer to the world of business;
- Train and help 10,000 jobseekers into work over the next four years.

A labour market analysis with overviews of the different sectors of economic activity has already been carried out, permitting the identification of skills needs in those with the greatest potential. The preliminary studies carried out in these different sectors has made it possible to specify the work functions identified in the growth sectors and thus to determine the occupations for which training courses should be developed. Teams of professionals and trainers from these different sectors have used these studies to choose the trades for which competency-based training programmes are to be developed.

### Design and development of the scheme

The model is essentially based on an integrated dual (school-company) to develop job skills, with given occupations being broken down into simple jobs. The Certificate of Specialisation targets these jobs, thus significantly reducing learning time. It enables holders of this qualification to join a chain of work with recognised, standard skills. For example, the Master builder CAP certificate provides holders with multiple skills during a three year course. But with the Certificate of Specialisation, "steel fixer" and "formworker" qualifications will be created.

The competency-based approach has been adopted in order to ensure that the training meets the real needs of the world of work.

The Ministry of Vocational Training, Apprenticeship and Crafts has a methodological guide that describes the entire process for devising competency-based courses, and ways of organising them. Ministry staff have been trained in how to use it.

Two phases have been planned for the implementation of the Certificate of Specialisation: the pilot phase, followed by a roll-out phase.

- Pilot phase: Six Certificates of Specialisation in groups of occupations (jobs) have been identified by the training centres and companies. These include plumbing engineer, solar engineers, quay transit operator, motor mechanic, cereal and vegetable processing operator, and nurseryman.
- Roll-out phase: to be implemented further to evaluation by the various stakeholders (in September 2017, 48 Certificate of Specialisation projects had already been pre-selected for 25 establishments).

## Financing

The Vocational Training Financing Fund bears 90% of the learner's participation costs and the entire cost of delivering the scheme. The funding comes from the fixed levy paid by employers, which is similar to the apprenticeship tax in other African countries. The government uses 50% of the funds raised by this levy for vocational training.

## Results in terms of knowledge and skills development and social and professional integration

This new scheme, which leads to a qualification, guarantees quality and visibility in the labour market. The qualification is recognised by the government and is fully integrated into the vocational training system. Given the level of participants, the teaching provided in training centres, the internships in companies and the formal certification, the scheme differs from traditional apprenticeship and represents a step forward for the professional development of these occupations. Another new feature is the duration of the training: it lasts six months, whereas traditional apprenticeship lasts for several years.

As of 30 June 2017, 316 young people had been trained on Certificates of Specialisation pilot courses. Of the 216 who have completed their training, 194 have been awarded a qualification. During the pilot phase, all those concerned displayed enthusiasm, despite the limited capacity of the training centres. Nevertheless, problems still need to be addressed:

- The time it takes to devise training courses needs to be cut.
- A maximum number of hours should be applied to all Certificate of Specialisation courses.
- Course costs need to be kept under control.
- The process for accrediting the selected training centres needs for completed, to ensure that companies have no doubts about the authenticity of Certificates of Specialisation.

## Prospects for developing and improving the scheme

A new regulatory text on the Certificates of Specialisation scheme is currently being drawn up. Their wide-scale roll-out is a priority for Senegal's vocational training system. There is a clear political wish to make progress, especially given that a Ministry is currently responsible for optimising the workforce.

## Summary of the Tanzania report

### Scheme: Assessment of recognition of prior learning (RPL) programme/scheme for technical and vocational skills

#### Statistical data

		Total	Male	Female	% female
Gross enrolment ratio *	Primary ****	87%	86%	87%	--
	Secondary	32%	34%	31%	--
Adjusted net enrolment ratio *	Primary ****	82%	81%	82%	--
	Lower secondary	--	--	--	--
	Upper secondary	--	--	--	--
Effective transition from primary to lower secondary general education ***		56%	59%	54%	--
Completion rate**	Primary	71%	--	--	--
	Lower secondary	14%	--	--	--
	Upper Secondary	3%	--	--	--
Children out-of-school *	Primary ****	1,715,000	--	--	49%
	Lower Secondary	--	--	--	--
	Upper Secondary	--	--	--	--
Share of TVET in total enrolment	Secondary *	12%	12%	12%	--
	Post-secondary (non-tertiary) ***	84%	83%	85%	--
Percentage of youth (15-24) enrolled in secondary TVET *		--	--	--	--

\* School year ending in 2013

\*\* Most recent Survey year 2009-2014

\*\*\* School year ending in 2012

\*\*\*\* In the absence of assessments conducted in the proposed indicator grade, surveys of student learning achievement in the grade below or above the proposed indicator grade are used as placeholders to report on learning assessments and/or learning outcomes in early grades and at the end of primary education

#### Summary description of the scheme

The assessment of recognition of prior learning (RPL) scheme for technical and vocational skills aims to address situations and root problems emanating from children dropping out of school early, difficulty for young people to find an educational alternative to lower secondary school at the end of primary education, and the need to create an apprenticeship training option for school leavers. The objective of this scheme is to recognise skills acquired through informal or non-formal apprenticeship, and to bridge the informality and formality.

#### Link established between education and training

The Assessment of RPL scheme was motivated by evidence from empirical studies identifying informal apprenticeship as the main provider of skills to young people in African countries, Tanzania being one of them. Inadequate professional qualifications hinder a large proportion of young people in Tanzania from getting decent jobs and accessing further education. While this group generally has the necessary skills to perform economic activities and the society benefits from these products and services, it lacks appropriate qualifications to access privileges obtained in the formal sector of the economy (professional recognition, licensing, company registration, etc.). Informal apprenticeship in the informal sector is the main entry point for dropout children and adolescent from basic and post-basic education. Therefore, there is a need to open access for graduate apprentices both to formal labour markets and to further education and training in the formal TVET system through recognition of skills acquired informally and non-formally.

## Institutional position of the scheme

The assessment of RPL scheme for technical and vocational skills is implemented by the Ministry of Education, Science and Technology, through the Vocational Education and Training Authority. The Vocational Education and Training Authority is responsible for the provision of vocational skills, and is an autonomous government agency under the Ministry of Education, Science and Technology. Presently, the Ministry of Education, Science and Technology is conducting RPL assessment for young people across the country with support from the Prime Minister's Office – Labour, Youth, Employment and People with Disabilities.

## Target group

The scheme targets young people who are working and/or training in informal settings, adult people who trained and acquired skills informally, and who are working in their field/trade of specialisations. More specifically, the scheme is designed to embrace a concept of inclusiveness and is aimed at young people who missed out on formal education and training but have acquired skills through informal and non-formal settings, including school dropouts and less privileged and disadvantaged groups.

## Partners involved

The International Labour Organisation (ILO) contributed significantly in supporting the Vocational Education and Training Authority to develop and implement pilot assessment of RPL, through the provision of financial support for developing RPL guidelines and assessment tools.

## The reasons for setting up the scheme

The main features of this scheme are assessment, recognition and certification of skills and competency acquired previously through formal, non-formal or informal means regardless of how, when or where the learning occurred. The RPL process is used to identify, assess and certify a person's knowledge, skills and competencies against prescribed standards for a part (modular) or full qualification (Vocational Education and Training Authority, 2014).

Skills are acquired through informal apprenticeship by observation and imitation from experienced master crafts persons: an oral agreement is entered between a young learner and an experienced crafts person to transmit the skills of a trade within the traditions, norms and customs of the subject trade. The training programme is unregulated with no external quality assurances. The acquired skills of the trade are inducted into the culture of networks of the business. However, informal apprenticeship graduates cannot meaningfully be competitive in the technology-led economy due to skills gap which commonly make them produce low quality goods, offer inferior services and work at low levels of productivity. The informal apprenticeship is often challenged by the use of out-dated skills and technologies, the lack of skills upgrading programmes, and lack of pathways to bridge the informality and formality.

A pilot phase was conducted between 2009 and 2014, focusing on most demanded occupations namely masonry and bricklaying, carpentry, motor vehicle mechanics, food production and food & beverage, and services and sales. A total of 570 candidates from six regions (Mtwara, Lindi, Morogoro, Mwanza, Mbeya and Dar es Salaam) were involved, of whom 400 passed and were certified.

Based on the success of the pilot phase, the Vocational Education and Training Authority rolled out the scheme across the country in September 2014. Between September 2014 and October 2016, more than 20'000 people applied, of whom 14,000 qualified. A total of 1,824 craft persons were assessed and certified (197 female and 1,627 males). The target is to have 3,900 local craftsmen assessed and certified by November 2017.

Assessment of RPL is based on approved VET occupational training standards used in the VET system. This gives an opportunity for an informal apprentice to join the formal system for further career/professional development, and exemption on the recognised skills. Exemption on prior acquired skills saves time and resources to both the learner and government. Certificates are awarded after bridging of crosscutting skill gaps. The focus of bridging their skills gap is to improve their performance in the world of work. Assessment of RPL tools takes place in order to capture previous competencies, in line with the occupational standards and formal curriculum.

#### Process:

A needs assessment was conducted to identify trades to be assessed under RPL. Therefore, the scheme is demand driven and assesses trades that are demanded by labour market and apprentices. The fact that apprentices apply on their own, and that some employers provide support, is a strong indicator of demand. The process follows the following steps:

- An informal apprentice (candidate) applies for assessment of RPL by filling a form.
- A facilitator guides the candidate about the RPL procedures, eligibility, competences required for assessment and portfolio development as part of evidence.
- Candidates submit the application portfolio/document.
- Vocational Education and Training Authority assessors screen the submitted application portfolios/documents and interview the candidates.
- Candidates get assessed against prescribed standards for the selected qualification.
- Successful candidates are taught on crosscutting issues, namely entrepreneurship and life skills to bridge skill gaps to improve their performance in the world of work.
- National Vocational Award Certificates are awarded after successful bridging of their skill gaps and earning an aggregate of the required modules.

#### Assessment

Assessment is carried out by the Vocational Education and Training Authority, but proven competent assessors are drawn from both public and private institutions including enterprises to undertake the assessment. They also recommend areas of improvement and/or skills upgrading. The scheme bridges the informal or non-formal and formal categories of education and training. They assess skills acquired by candidates through informal and non-formal learning systems against set benchmarks using approved standards and guidelines. The Prime Minister's Office is facilitating the Vocational Education and Training Authority to conduct assessment of RPL.

Through the ILO support, the Vocational Education and Training Authority has developed and validated a national framework for RPL. The framework makes it possible for the authority and stakeholders to streamline skills recognition and skills upgrading programmes in the country.

RPL tools were developed to capture previous competencies, in line with the occupational standards and formal curriculum, and to support implementation of the programme:

- Competency standards, reflecting labour market practices and aligned to national set standards for selected sectors.
- Modules of employable skills reflecting workplace practices and allowing flexibility of certification and skills upgrading.
- Training and orienting assessors and facilitators in the RPL process.

## Certification

The scheme awards National Vocational Certificate offered by the Vocational Education and Training Authority upon RPL of a crafts-person who has acquired skills in the informal or non-formal sector, and successfully bridged crosscutting skill gaps, namely entrepreneurship and life skills. RPL process is used to identify, assess and certify a person's previous learning (knowledge, skills and competencies) - regardless of how, when or where the learning has occurred - against prescribed standards for a part (modular) or full qualification (Vocational Education and Training Authority, 2014). The previous learning may be acquired by formal, non-formal or informal means and it may be certified or uncertified.

## Results in terms of knowledge and skills development and social and professional integration

RPL complements initiatives supporting usual ways of acquiring the skills by reducing the learning duration and training resources. Furthermore, RPL widens access and opens progression pathways for successful candidates to join the classroom-based learning system. The scheme facilitates the move from informality to being formal, the creation of competent skilled labour-force (reduction of skills gap and skills mismatch), and creation of access and progression to less advantaged communities. Some of the successfully RPL assessed candidates have gained formal employment which, among others, increased candidate's confidence.

## Prospects for developing and improving the scheme

The report recommends integrating fields of cognitive and career skills development by introducing strategically selected vocational subjects to the primary schools curriculum so as to inspire young people to join formal vocational education and training systems. Selected vocational subjects should address regional economic activities such as fishing, livestock keeping, horticulture farming, construction works, etc.

The report also highlights that the Vocational Education and Training Authority is preparing instruments to facilitate assessment of RPL in five other occupations. Furthermore, 400 additional assessors will be trained in the near future once the resources are available.

## Summary of the Togo report

### Scheme: Reform of the vocational training system through apprenticeship

#### Statistical data

		Total	Male	Female	% female
Gross enrolment ratio *	Primary	125%	129%	121%	--
	Secondary	--	--	--	--
Adjusted net enrolment ratio *	Primary	93%	96%	90%	--
	Lower secondary	--	--	--	--
	Upper secondary	--	--	--	--
Effective transition from primary to lower secondary general education ***		80%	82%	77%	--
Completion rate **	Primary	55%	--	--	--
	Lower secondary	25%	--	--	--
	Upper secondary	14%	--	--	--
Children out of school *	Primary	79,000	--	--	73%
	Lower secondary	--	--	--	--
	Upper secondary	--	--	--	--
Share of TVET in total enrolment *	Secondary	--	--	--	--
	Post-secondary (non-tertiary)	--	--	--	--
Percentage of youth (15-24) enrolled in secondary TVET *		--	--	--	--

\* School year ending in 2014

\*\* Household survey for the 2009-2014 period. Data are for the most recent year available during this period

\*\*\* School year ending in 2013

#### Summary description of the scheme

Vocational training in Togo has long been based on two different modes of delivery: on-the-job training and conventional school-based training. With the evolution of technologies, traditional training has become less relevant in the face of the new occupational requirements. As for conventional vocational training, it has remained very theoretical, with a lack of practice in real situations. The government has decided to reform vocational training by introducing cooperative dual apprenticeship, using a competency-based approach and information and communication technologies.

#### Institutional position of the scheme

The dual apprenticeship training is carried out in areas of specialisation in which formal training programmes already exist in training centres.

#### Target groups

Cooperative dual apprenticeship training is open to any apprentice with a standard apprenticeship contract, who is registered by the apprenticeship supervisor or employer, and is aged 15 or over, whether or not they are in school.

#### Partners involved

Cooperative dual apprenticeship training is initial vocational training, organised under the responsibility of state institutions, partners working in the field of apprenticeship and private sector organisations.

A cooperation contract stating the reciprocal obligations of each party is signed by the training centre and the company/workshop.



A standard training contract is drawn up between the workshop/company and the apprentice, with the aim of providing the apprentice with a specific vocational qualification. It specifies:

- The duration of the training in the training centre (which depends on the duration of the standard apprenticeship contract).
- The frequency of periods spent at the training centre (determined by the training centre and the workshop/company, depending on its capacity).
- The specific requirements of the occupation.
- The training schedule of the training centre.

### The reasons for setting up the scheme

The government authorities have decided to reform vocational training by introducing cooperative dual apprenticeship based on a competency-based approach, to counter the obsolescence of traditional training due to technological change and the lack of practical experience offered in conventional vocational training, which has remained highly theoretical.

### Design and development of the scheme

Training centres and workshops/companies are responsible for providing apprentices with practical and theoretical training to prepare them for exams and for their occupation.

The report describes the selection criteria for:

- Workshops/companies that are able to provide dual cooperative apprenticeship training.
- Vocational training centres, which may be public, private secular or faith-based (only secular or faith-based private centres with a valid license issued by the Ministry of Technical Education and Vocational Training can be selected).
- Local trainers (apprenticeship supervisors and professional working in the trade).
- Outside trainers (teachers or trainers at training centres who are involved in the dual cooperative apprenticeship training system).
- Institutions responsible for monitoring trainers.

The training includes a literacy strand. This allows illiterate apprentice craftsmen to undertake dual apprenticeship training courses more effectively. A competency-based approach is used, combining two principles:

- The teaching is organised and structured around situations with complex problems which the learner might face when exercising their trade.
- Teaching is learner-centred to enable them to more easily develop the ability to exploit different technical/technological resources related to their job.

### Financing

Public vocational training centres are mainly financed by the central government. However, with dual cooperative apprenticeship training, funding for training is provided by the government, the partners involved in apprenticeship, companies and the parents of the apprentices or their tutors.

Central government finances up to 90% of the total cost of training and apprentices' parents or their tutors contribute about 10%. Private, secular and faith-based vocational training centres are essentially financed by the own funds of their owners, their partners and the parents of the apprentices or their tutors.

## Results in terms of knowledge and skills development and social and professional integration

The report describes the initial results obtained, which include:

- A selection of five promising occupations in three major cities:
  - Kpalimé: woodworking and electrical engineering
  - Tsévié: dressmaking and car repair
  - Sokodé: motorcycle repair.
- Development of training curricula using the Canadian DACUM method (development of competency charters for the five trades and production of learning manuals for the first and second year, with the manual for the third year in progress).
- Production of functional literacy teaching materials for dressmaking, automobile and motorcycle repair.
- Fitting out of the training centres in the selected sectors (construction of the regional apprenticeship centre in Tsévié, the vocational education and training college in Sokodé and the regional technical education and training centres in Kpalimé).
- Awareness-raising about how to organise successful cooperative dual apprenticeship training in the three pilot cities and extension of the scheme to new cities.
- Training:
  - Training of DACUM facilitators (apprenticeship supervisors, trainers, training managers).
  - Training of TVET inspectors in DACUM I, II and III.
  - Capacity building for master craftsmen and trainers in the three cities and the five trades and in entrepreneurship.
- Participation in a regional workshop to pool resources and vocational training tools (Benin, Burkina Faso, Cameroon, Ivory Coast, Mali, Mauritania, Niger, Senegal, Togo).

## Prospects for developing and improving the scheme

The dual apprenticeship training scheme will be extended to three new cities (Atakpamé, Kara and Dapaong), through awareness raising among the target population, identification of jobs required in the labour market, development of new curricula, training for trainers and apprenticeship supervisors, fitting out of training centres and identification of workshops/enterprises.

## Summary of the Tunisia report

### Scheme: Reformed apprenticeship

#### Statistical data

		Total	Male	Female	% female
Gross enrolment ratio *	Primary	113%	115%	111%	--
	Secondary	88%	--	--	--
Adjusted net enrolment ratio *	Primary	100%	--	--	--
	Lower secondary	--	--	--	--
	Upper secondary	--	--	--	--
Effective transition from primary to lower secondary general education ***		91%	89%	93%	--
Completion rate **	Primary	94%	--	--	--
	Lower secondary	67%	--	--	--
	Upper secondary	49%	--	--	--
Children out of school *	Primary	4,000	--	--	--
	Lower secondary	--	--	--	--
	Upper secondary	--	--	--	--
Share of TVET in total enrolment *	Secondary	6%	--	--	--
	Post-secondary (non-tertiary)	100%	--	--	--
Percentage of youth (15-24) enrolled in secondary TVET *		--	--	--	--

Table for Tunisia: In the absence of assessments conducted in the proposed indicator grade, surveys of student learning achievement in the grade below or above the proposed indicator grade are used as placeholders to report on learning assessments and/or learning outcomes in early grades, at the end of primary education and at the end of secondary education.

\* School year ending in 2014

\*\* Household survey for the 2009-2014 period. Data are for the most recent year available during this period

\*\*\* School year ending in 2013

#### Summary description of the scheme

The reformed apprenticeship system combines practical training in the workplace with additional theory classes in training centres. It provides apprentices with a guaranteed income. This scheme seeks to offer an appropriate response to the needs of a large group of young Tunisians, in particular young people from a low socio-economic background.

#### Link established between education and training

According to the 2008 Framework Law, vocational training is a major component of human resource development and a driver of development in general. The reform of apprenticeship training is improving the mentoring of young people by apprenticeship advisers. It is also strengthening the relationship between training centres and the world of work.

#### Institutional position of the scheme

Apprenticeship has long been a cornerstone of vocational training in Tunisia. It has undergone some changes, the most recent of which date back to the 1990s (when a new legal framework was introduced), and 2001 (implementation of a learning development strategy in the context of a cooperation project with the EU).

The reformed apprenticeship model has not yet been enshrined in legislation which would give it proper autonomy. However, legislative progress was achieved with the 1996 decree, which recognises the various

levels of apprenticeship education and defines the legal framework. The autonomy issue is dealt with by the new reform of the 2016-2020 training programme.

### Target groups

This scheme is open to young people who have completed basic education and wish to pursue skills training, as well as young school dropouts who do not had the opportunity to pursue studies.

### The reasons for setting up the scheme

This apprenticeship reform has two main objectives:

- To develop the responsiveness of training centres to the needs of the economy in general and the centre's client companies in particular, which are mostly located in their area.
- To enhance the employability of young people by bringing them closer to the company's training centre and by familiarising them with the world of work.

Other expected results are:

- To make apprenticeship a predominant mode of training young people.
- To make savings on the investment costs of training positions to be created in training and learning centres.
- To cater for a significant number of young people who have completed basic education as well as more advanced applicants wanting to do apprenticeship training.
- To improve the image of the scheme by raising the level of those enrolled in the apprenticeship system, which can concern courses leading to BTP and BTS-level qualifications.
- To promote a mode of training that gets large numbers of people into jobs (follow-up studies of show an employment rate of around 65% for those completing their apprenticeship).

### Pilot centres

Reformed apprenticeship offers a new way of organising and managing training and apprenticeship centres, which promotes autonomy and forges an effective partnership with companies to meet their needs for skilled workers. To achieve this, the Apprenticeship Development Scheme has reorganised three pilot training and apprenticeship centres, in Bizerte, Sfax and Zaghuan. The pilot made it possible for Tunisian experts to complete reorganisation and to create necessary support tools.

The reorganisation process had four strands:

- Development strand: this targets the development function with a view to opening training and apprenticeship centres up to companies in a new partnership which meets their skills needs and develops training provision that matches these needs precisely.
- The pedagogy strand: this aims to set up educational tools for in-company training, in response to companies' skills needs, validated with a diploma and immediate employment by companies.
- Organisational strand: this focuses on the organisational setup that will bring training and apprenticeship centres closer to businesses by ensuring that the centres adopt a more business-like organisation, as well as a management model that encourages initiatives and accountability in the changing context of the economy, which requires responsiveness, adaptability and autonomy.
- Information technology strand: this primarily concerns the training of all training centre staff (development advisers, training advisers, administrative staff and management staff). It also aims to support staff through the creation of working tools, in particular an apprenticeship database.

The pilot phase was then continued by rolling out the new apprenticeship strategy to other training and apprenticeship centres. The report notes that apprenticeship training currently accounts for almost 24,000 young people, which includes reformed apprenticeships (leading to a qualification) and non-formal apprenticeships and (with no qualification) but does not include dual training courses and residential training. 6,000 of these 24,000 young people are doing the reformed apprenticeships.

### Design and development of the scheme

The development of reformed apprenticeship, which was undertaken through a project in 2001, entails two interdependent and complementary pillars: dual apprenticeship training (at the training centre and in-company), and the adoption of a new model for organising and managing training centres, involving the economic partners concerned.

This model form of organisation for a training and apprenticeship centre entails three parameters:

- The establishment of a technical monitoring committee involving partners from both companies and the centre.
- The implementation of plans and targets to ensure that the training and apprenticeship centre's services are soundly financed and that economic needs are taken into account.
- The introduction of operating processes at the training and apprenticeship centres implementing the new organisation.

### The dual training method

The development of apprenticeship at the various levels of training (CAP, BTP and BTS) has entailed the adoption of dual training methods. This has required:

- The development of training materials and manuals for apprenticeship training, including apprenticeship guides for businesses and training centres.
- The development and introduction of training modules in dual training communication methods and techniques for centre technical staff responsible for the organisation of work-based apprenticeship activities and company relations.
- Development of training modules for company staff (supervisors, tutors).
- Helping pilot centres to implement the new organisational and management model.

In parallel with the institutional reforms and the commitments of the professionals concerned, measures are required to ensure effective implementation of a reformed apprenticeship. These include:

- Funding for apprenticeship.
- Encouraging regional stakeholders to take responsibility for identifying businesses' needs and for developing a regional training plan, including apprenticeship schemes.
- Increasing companies' potential for taking apprentices on schemes leading to qualifications.
- Various activities under the responsibility of apprenticeship advisors.
- Pre-apprenticeship and guidance measures for young people.

Two types of methodological guides have been produced:

- Guides for training those concerned at the centres have been developed, based on the operating processes of a training and apprenticeship centre. These guides are aimed at management teams, development teams and training staff at the centres.
- Implementation guides for three strands, with additional modules and training materials useful for centres' course review processes. They are aimed at the teams at the National Centre for the

Training of Trainers and Training Development and the Tunisian Training Agency, which are responsible for the roll-out phase.

### Remuneration of apprentices

Young apprentices' monthly pay increases progressively, from 30% of the minimum wage during the first three months of training to 80% at the end of the apprenticeship period.

### Results in terms of knowledge and skills development and social and professional integration

Centres that have already introduced the new system retain their know-how in how to implement the training method. The tools and methodological guides are available, and the know-how of managers who have been involved in the scheme is a factor of encouragement and help to ensure its continued development.

### Prospects for developing and improving the scheme

- Some obstacles still prevent wider roll-out of the scheme. These include the highly centralised management of training centres and lack of delegation of powers at the local level. A rapid review of the legal texts decreeing the autonomy of the training centres, accompanied by measures to ensure that the transfer of powers is accompanied by the financial necessary would facilitate the effective implementation of the model of organisation and management in centres, which are key to the wider roll-out of reformed apprenticeship.
- Modern and local publicity highlighting the benefits of apprenticeship in terms of employability should lead to greater support among parents and retention and secure young people's interest for the apprenticeship option.
- The renovation of training equipment and rooms in training and apprenticeship centres is also likely to improve the quality of training and attract more young apprentices.
- Cultural and recreational areas as well as accommodation could be made available in training and apprenticeship centres, to bring in young people from rural areas who do not have the means to pursue an apprenticeship in the city with access to housing (boarding schools in training centres are currently reserved for residential training students).

# Shared and distinct characteristics of the different types of continuum scheme in the ICQN/TVSD member countries

## Towards a renewed approach to the continuum concept based on seamless links between education, training and the transition to work

The Experts Seminar of the Inter-Country Quality Node on Technical and Vocational Skills Development (ICQN/TVSD), which took place in Abidjan on 6 and 7 November 2017, aimed to analyse education/continuum schemes being implemented in the 18 participating countries. The aim was to analyse the effectiveness of these schemes at national level and determine their transferability to other countries, with a view to identifying and sharing positive developments underway across on the African continent. This paper seeks to establish models for the continuum schemes implemented in the different countries and discussed at the seminar. These models reveal that a paradigm shift is taking place, firstly by introducing a third notion into the education/training continuum, namely that of the transition to work, and secondly by questioning the “traditional” temporal continuity based on the ordered sequence of 1) education (E), 2) training (T) and 3) the transition to work (W), inherent to the post-war period of prosperity in “developed” countries. This period has clearly come to an end everywhere. The technological and scientific revolutions underway are radically transforming the fundamental concepts of labour and employment, thus calling into question the worlds of education, training and work. This is the context in which the EFW continuum must be developed today, in Africa as elsewhere, if we do not want to avoid a situation where the E, F and W models of the last fifty years lead to insurmountable economic and social problems.

### The initial education/training continuum concepts

The purpose of the seminar was to discuss in detail the shared and common characteristics of the schemes being implemented in the participating countries. Discussions began with a clarification of the “continuum” and “scheme” concepts.

#### The continuum concept

In the Côte d’Ivoire report on Gateway Classes (promoting the integration/reintegration of 9 to 14 year-olds who have dropped out of or never been to school), the continuum concept was defined in the following way:

“The continuum concerns universal access to education and training, continuance within the education system, integration or reintegration of children who are outside the system, classes for illiterate adults and lifelong learning opportunities.”

The report focuses on a way of tackling the problem of the huge numbers of children dropping out from or excluded from education in Côte d’Ivoire. As the report very plainly points out, while Gateway Classes only concern one of the fields covered by the above-mentioned paradigm change, namely education, it is clear why this scheme was necessary: all children, and adults as per the definition proposed in the report, need to be able to access/return to some aspect of the continuum, which is essential for access to training and lifelong learning opportunities (which suggests that the authors of this definition link these opportunities to the issue of starting work).

The definition proposed in the report on Gateway Classes thus entails an integrated vision as opposed to a sequential vision of education and training – the two components of the education system – and defines

education as a range of cognitive attainments that can be acquired throughout life. School is no longer the sole place where learning takes place, although implicitly it is still the main one. The continuum concept thus defined is primarily considered as the ability to acquire basic knowledge and skills beyond and outside school. However, this does not link or integrate the world of training with that of education, that is to say, the world of socially-contextualised on-the-job learning. The continuum is primarily perceived as being an extension of the lifelong education system. The world of work is not explicitly included, even though lifelong learning implicitly includes it.

The definition proposed by Côte d'Ivoire is thus a good basis for debate on the continuum, although it does not explicitly raise the issue of why there is growing interest in the continuum concept. This lies in the temporal and spatial discontinuity between E, T and W, and the consequences of this discontinuity with regard to the content, methods and stakeholders involved in each of these different worlds. The combination of elements of the following definitions reflects the general issues at stake regarding the E-T-W continuum:

- An entity whose elements are inseparable, and constitute a whole (Encyclopedia Universalis);
- A combination of elements in which it possible to move from one to the next in a continuous fashion (Media Dico).

### The “scheme” concept

The 2016 Expert Seminar had asked countries to report on their experiences in the education/training continuum field, as stipulated in line with the ICQN/TVSD Development Plan drawn up by the 2014 Ministerial Conference. At the end of the seminar, the participating countries were all asked to identify, by 2017, a significant continuum scheme aimed at providing a structured response to the consequences of children not attending or dropping out of school, and to the challenge posed by the universal right to various modes of lifelong learning.

The concept of “scheme” amounts to more than just the country’s experience in this field, insofar as it is a coherent, continuous and structured practice entailing the following elements:

- Human and financial resources allocated to the design and implementation of the scheme so that it can exist over time and be an established feature of national education and training policy;
- A clearly-defined strategy based on an overall objective (to improve retention in the education system and/or its diversification) and specific objectives (remedial education, integration and/or reintegration, training, accreditation, etc.) with a view to achieving clearly targeted results (an increase completion rates, education and training of a significant number of particularly vulnerable groups, etc.);
- Methods of work and action based on specific measures (coaching the most fragile students, bolstering schools in priority education zones, etc.) and tools tailored to the needs of priority groups (skills standards and learning development methods, accreditation of prior experience, etc.);
- Stakeholders (public/private, national, local, institutional, professional, etc.) interacting with regard to a specific measure (e.g. training young people) and in a given context (socio-economic, educational, professional), in order to achieve a goal (reintegration into the school system, functional literacy linked to apprenticeship of a trade, the transition to work, etc.).

The concept of “scheme” considered in this way implies that the action undertaken is an integral part of a system (education, training, qualification) and includes measures that make it possible to change this system and to achieve a specific target result.



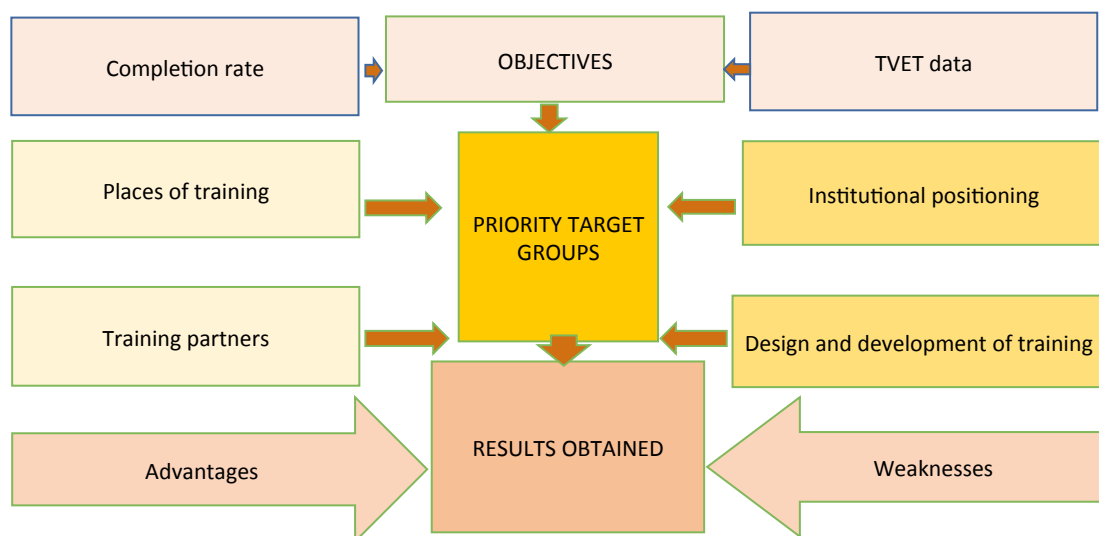
## The modelling concept

Analysis of the country reports has required the development of a modelling tool to permit comparative analysis to classify the country systems according to a typology that takes into account the way in which they implement the concept of continuum (applied to E+T, T+W or E+T +W). Existing models were analysed against the following criteria:

- Education and training system performance;
- The institutional situation within the education and training system and within work situations;
- The priority target groups concerned;
- The education, training and work spaces required;
- The partners invited to take part;
- Training development methods and accreditation;
- The main results achieved at the end of basic education and/or training as well as work for training.

All of these criteria have been grouped together in the following diagram.

## Modelling of the schemes presented by the countries



When all of these elements are used as criteria for analysis, five types of scheme can be identified. At the same time, this has immediately shown that the education/training combination is an insufficient reflection of the real situation on the ground, and to understand some types a third notion is necessary, namely that of the transition to work. (The English definition of the continuum as it is understood in the world of mathematics matches this view).

## The five types of scheme being implemented in the different countries

The collation of the results from the typological analysis firstly made it possible to distinguish two types of scheme focused on young people's continuation in basic education and, when they have dropped out or never been to school, on their integration or reintegration into the education system. As we stated above, this is intrinsically important and necessary but on its own it does not make it possible to speak about an ETW continuum. The collation of results then revealed two other types of skills development scheme that specifically embed the acquisition of knowledge and skills into measures aimed at helping people into the world of work, although they highlight two of the three components of a continuum, namely T and W.

Lastly, it was possible to identify a sort of scheme that is outside formal education and training, insofar as it creates the continuum through the accreditation of prior knowledge and skills, regardless of how they have been acquired.

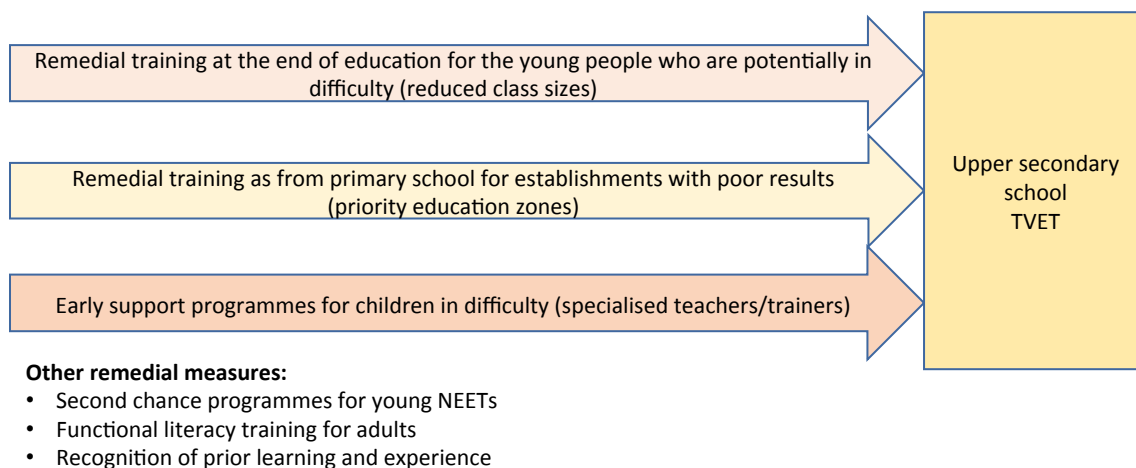
### First type: remedial measures within basic education - essential, but insufficient for a continuum

This type of scheme is illustrated by Mauritius, where the overall educational strategy is to enable all students to complete the nine years of basic education. The country has introduced a number of remedial options to this end. Their purpose is to give students who risk dropping behind or dropping out of school a full chance to complete the basic education cycle. These remedial options include:

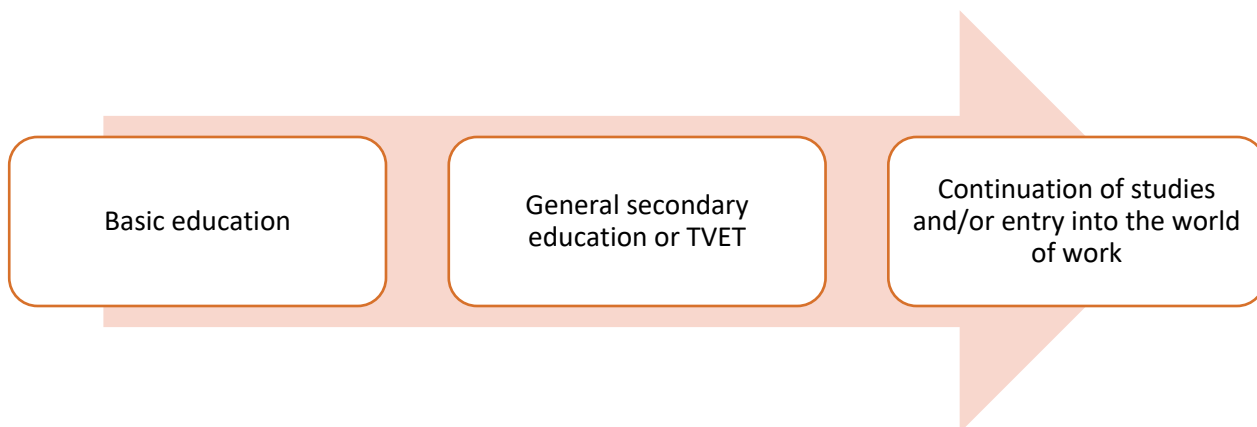
- Having students in difficulty at the end of primary school enter a post-primary cycle lasting four years instead of three, with reduced class sizes, while allowing them to do the same curriculum as other students and thus acquire the basic set of knowledge and skills;
- For primary school classes with low completion rates, having an inclusive strategy that allows them to be labelled as being in a “priority education zone” to improve their educational performance;
- Tutoring primary schoolchildren with difficulties by assigning them educators/trainers to overcome learning barriers

These remedial actions do not preclude the existence of out-of-school groups for whom second-chance measures, literacy measures and the recognition of prior experience have been developed. The type of continuum in Mauritius can be summed up in the following diagram.

### Remedial training within basic education: the case of Mauritius



Considered from the standpoint of continuity between education, training and entry into the world of work, the type of continuum being developed in Mauritius can be defined as a **linear temporal continuum** illustrated by the following diagram.



The type of scheme entailing remedial measures within basic education establishes a sequential relationship between education, training and the world of work. It is underpinned by an education system that ensures that a high number of primary school children (90%) enter lower secondary education or the last cycle of basic education. It also depends upon it being possible to go from basic education into secondary general education or TVET. This model therefore postpones the transition to work until the end of the “traditional” education/training continuum, bearing in mind that this does not apply to all young people. An undefined percentage of school leavers enter the world of work by means of second-chance measures that modify the sequential relationship between the three components of the continuum.

### Second type: integration or reintegration of young people into basic education

This type of scheme above all concerns Ivory Coast, Madagascar and Chad. Available data on primary completion rates range from 50% (Côte d'Ivoire) to 32% (Chad), reflecting a high drop-out rate. It is therefore not surprising that these three countries have sought to combat the phenomenon of early school leavers by trying to find ways of supporting remedial measures. Each of the three countries has implemented differentiated remediation schemes adapted to their specific context.

#### The Côte d'Ivoire Gateway Classes

Gateway Classes aim to tackle the persistent problem of under-schooling and the low primary completion rate in order to ensure that a high number of young people complete basic education. To this end, they propose non-formal educational alternatives that promote the integration or reintegration of children who have dropped out of or never been in the formal education system. These alternatives consist in offering young people an opportunity to do both classes in the education cycle (the preparatory course, the basic course or the middle course) in one school year instead of two, in order to enable youngsters to catch up and continue their formal education. As a result, 20,000 children who had dropped out of or never been to school have been able to go to or return to primary school since 2006.

These classes are therefore intended to increase students' chances of acquiring a quality basic education that should enable them to succeed better after leaving school, although they do not explicitly include an ETW continuum perspective.

#### The ASAMA scheme in Madagascar

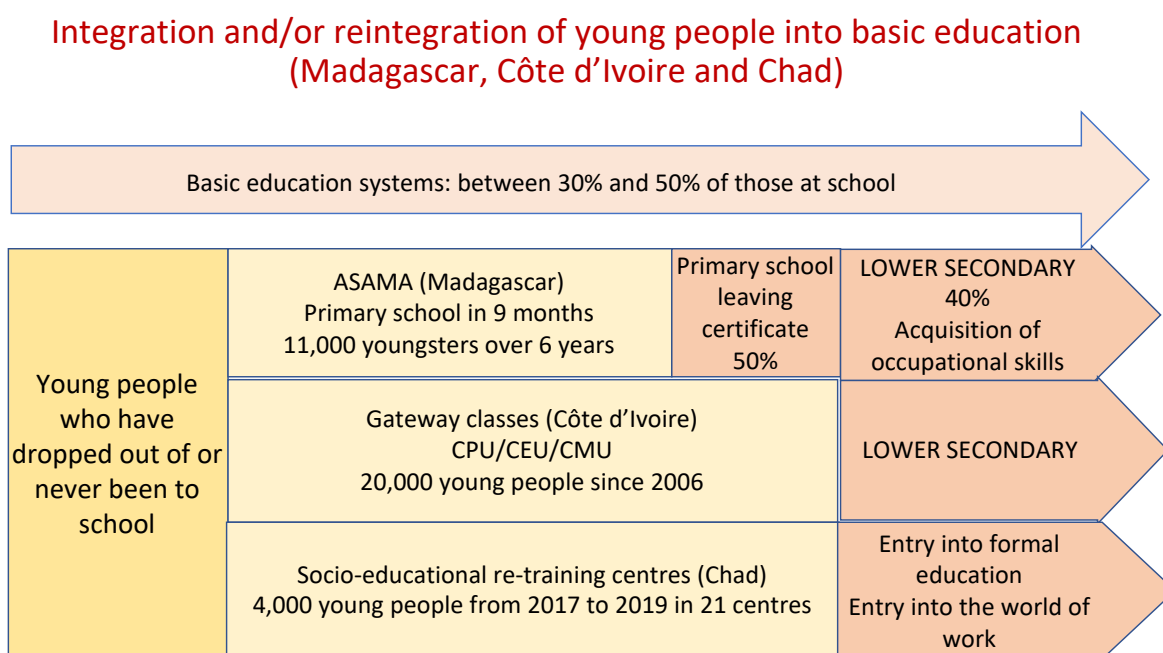
The ASAMA (Action for Inclusive Education Madagascar method) is for 11 to 17 year-old children and adolescents from disadvantaged backgrounds who have never attended school and/or have left school early. It consists in giving them a second chance to sit the first national exam allowing, which would allow them to go on to lower secondary school or enter the labour market via an employment skills scheme. It adapts a functional literacy teaching method developed for adults for a younger target group. The aim is to deliver all primary education classes, which usually take five years, in ten months. At the end, participants

are awarded the Certificate of Elementary Primary Education, and will thereby have completed their basic education, or they will be able to enter the labour market via an employment skills scheme. The method entails the intensive participation of adolescents, who are responsible for their own learning: whatever the subject, emphasis is always placed on the student’s personal experience and feelings so as to respect them as a person. The scheme is implemented by a partnership involving the Ministry of Education, NGOs, the private sector and development aid agencies. An evaluation of the results in 2013/14 found that, out of 2012 young recruits, 1,024 passed the primary school leaving certificate exam and 823 entered lower secondary school. The scheme is effective but only involves a very small minority of young people.

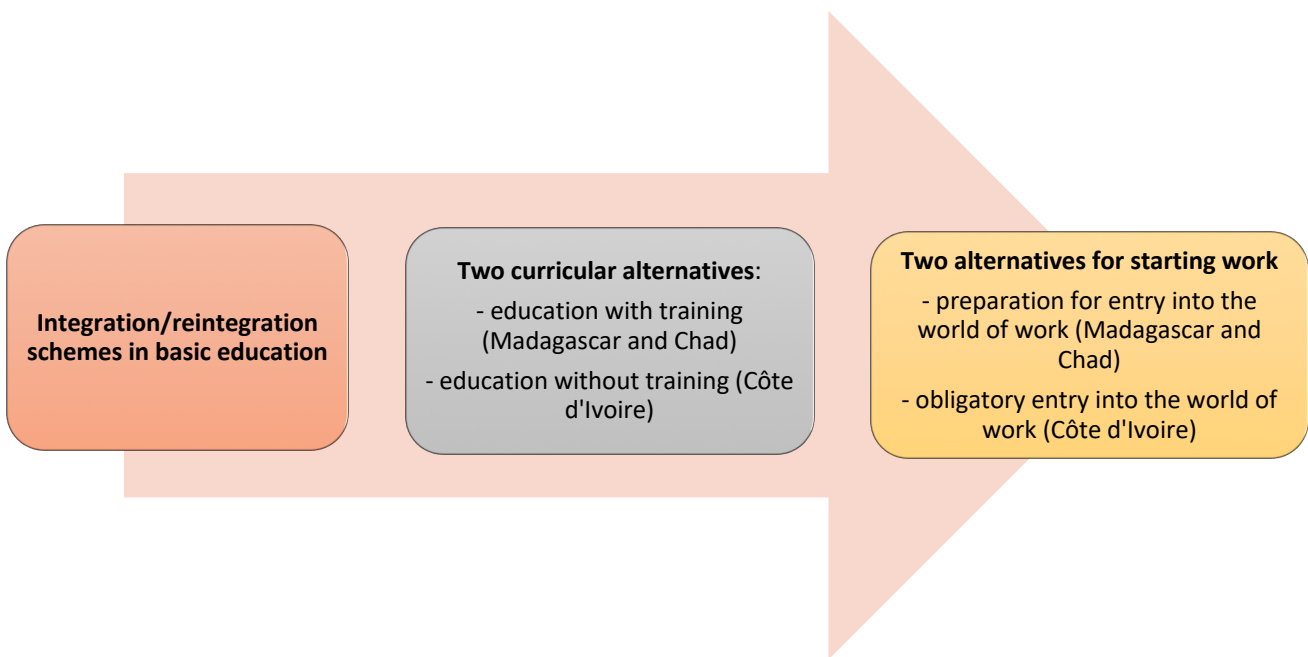
### Socio-educational reintegration for young people outside school in Chad

This scheme is for 9 to 14-year-olds who have dropped out of or who have never been to school. It aims to provide training and support that is both theoretical (helping learners to return to the formal system) and practical (helping learners to find a job, with a possibility for initiation in their chosen trades). The training is provided in newly established centres, and it is for children who have never attended school and whose age limits their chances of integration into the formal system. It offers basic education in reading, numeracy and practical skills. The scheme is run by those responsible for formal education, non-formal education and literacy. During the 2017-19 period, it is planned to create 21 centres in seven different regions of the country, to ensure the educational and social reintegration of 4,000 young people.

The schemes for integrating or reintegrating young people into basic education are depicted in the following diagram.



Considered from the point of view of the continuity between education, training and entry into work, the sequential relationship between the three components of the continuum differs from the previous type of scheme (Mauritius) in that it focuses on reintegration into basic education (in all three countries) while at the same time preparing for an alternative route into the world of work (Madagascar and Chad).



This type of continuum highlights that the sequential education/training/the transition to work approach really only works when education systems ensure that a high number of young people reach the end of basic education. **In situations where a significant number of young people have never been to school or drop out early, it becomes essential that schemes aimed at helping them into or back into basic education should link education and training as closely and as early as possible. The objective is to prevent young people who fail to reach the end of basic education from entering the world of work without a minimum core set of vocational skills.**

#### Third type: skills training that is not just remedial education

This type of scheme exists in four countries: Benin, Mali, Niger and Senegal. It is aimed at young people who have dropped out of or never been to school. It offers them training that qualifies them to enter the world of work while at the same time helping them to acquire or strengthen core vocational knowledge and skills. The content and level of these core skills vary according to the target group and the type of qualifications targeted. However, what they have in common is the fact that they seek to get youngsters into work by having them do a vocational training course that includes either functional literacy or work to improve educational achievements. The education and training dimensions are therefore intimately linked, and extend to the third component of the continuum, namely the transition to work.

#### The CQM Occupational Training Certificate in Benin

This reformed traditional apprenticeship scheme has been set up to provide vocational training for the huge numbers of young people who are out of or who have never been to school in the country. It was inspired by local traditional apprenticeship practices that offer flexible training and accreditation tailored to the reality of master craftsmen’s workshops. It is a revised form of the end-of-training diploma, known as the “*diplôme de libération*”, which craftsmen issue to apprentices at the end of their training. Professional associations in each occupational area or sector recognise the apprenticeship through the CQM Certificate. As far as the continuum concept is concerned, the scheme provides skills training for young people according to sets of skills standards for specific occupations, and it helps them access the world of work while enabling them to acquire and strengthen basic knowledge by doing a significant amount of functional literacy work.

### The short decentralised training scheme in Mali

This is a non-formal training scheme for youngsters who have dropped out of or never been to school, as well as a primary and lower secondary school leavers and those who have been to a Development Education Centre. It aims to integrate them into the local labour market, in particular in agriculture, livestock breeding and construction. The training is provided by a local partnership involving national, regional and local public authorities and professional crafts organisations and chambers of commerce and trade. It takes place in school workshops, fields, orchards, farms, etc. Young students are entrusted to an apprenticeship supervisor. There are four young people per company and/or place of training area. Skills are acquired in a logical order, from the simplest to the most complex, and adapted to the learning pace of the young people concerned. Additional training is given for two weeks at a training centre. A panel of professionals from the trade pronounce themselves on skills acquired by the young people, which facilitates their access to the local labour market.

### Occupational Training Centres in Niger

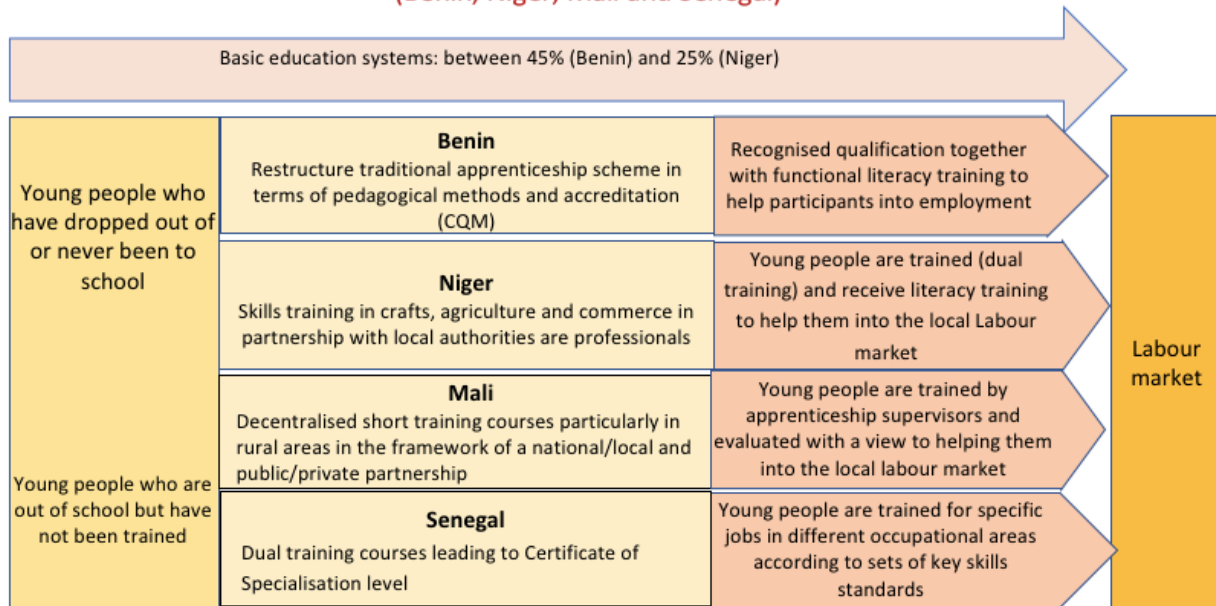
The scheme aims to provide vocational training opportunities in rural areas via Occupational Training Centres. It is for youngsters who have dropped out of or never been to school, or who are underemployed, and it aims to promote new training options and different ways of acquiring vocational qualifications. Occupational training centres seek to introduce formal, non-formal and informal training options into the education system. They are run by the central government, local authorities, people doing their civic service, craftsman and so on. Courses combine functional literacy education with skills training and involve a wide range of trainers overseen by the public authorities. The development of occupational training centres illustrates the continuum concept insofar as they are not just based on a traditional educational approach but also promote a wide range of training options involving the formal, non-formal and informal learning approaches and dialogue with other sectors and stakeholders. They thus reflect a shift away from public TVET controlled by central government to decentralised skills development that is regulated and based on local partnerships, thus ensuring that education and training implement the third aspect of the continuum, namely the entry of young people into the world work.

### The Certificate of Specialisation scheme in Senegal

The main objective of the scheme is to improve the employability of young people leaving the education system without any qualifications and to increase the number of qualified workers with a view to supporting key growth sectors necessary for the country's economic and social development. It is for young people leaving primary, secondary and higher education who have not had any proper vocational training. It is a dual training scheme which combines classroom learning with on the job training. Traineeship agreements are signed by companies and jobseekers, and the training leads to a Certificate of Specialisation. The scheme is run by a public/private partnership and financed by the Vocational Training Fund. It targets jobs rather than occupations, which considerably reduces the length of the apprenticeship. Certificate holders will join work teams having a recognised and regulated level of skill. In relation to the continuum, the Certificate of Specialisation offers a route into employment that is adapted both to the level of education achieved and the real job opportunities that exist in the national and local labour market.

The skills training schemes are depicted in the following diagram.

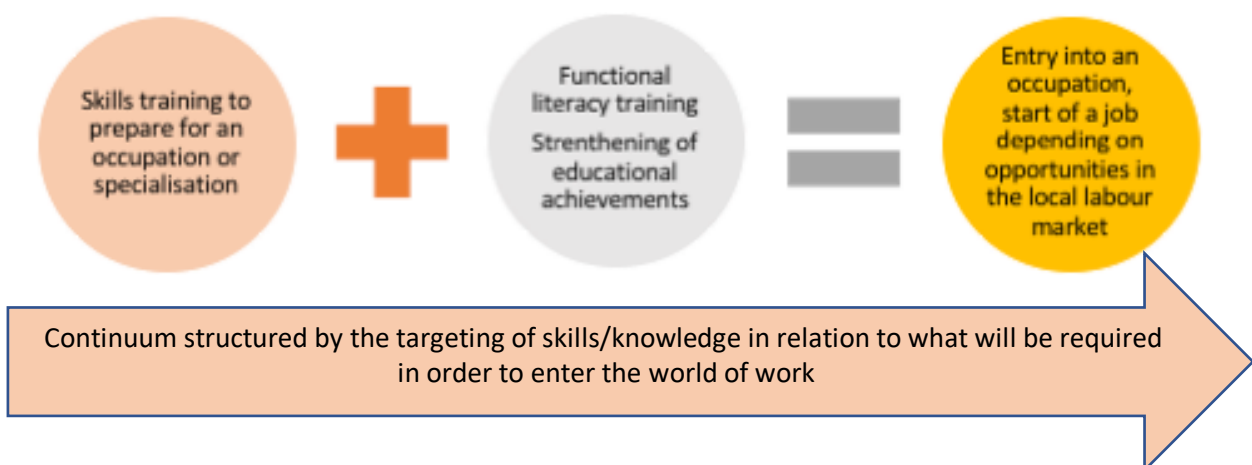
## Skills training and measures to help people into work in place of the educational continuum (Benin, Niger, Mali and Senegal)



Analysed with regard to the continuum between education, training and work, this third type of scheme illustrates the continuum from the point of view of its final objective, namely entry into the world of work. This new perspective is based on the common assumption that **the continuum is only achievable through schemes that have been devised outside and in addition to existing formal education and training systems**. In the case of these four countries, it is achievable on the condition that:

- The skills training permits real access to the world work for young people who have dropped out of or never been to school, enabling them to acquire the minimum core set of knowledge and skills normally provided through basic education;
- The skills training guarantees a minimum degree of continuum with various school options, which generally lead to a dead end when it comes to getting a job.

The four countries have in common the fact the continuum is only possible because education, training and skills development options are designed and developed in a way that involves various economic, professional and social stakeholders. The aim is to bring an end to the exclusion created by a formal system which is incapable of ensuring educational and professional success for a large majority of young people.



#### Fourth type: developing a stronger continuum bringing together the education system and the world of work

Analysis of the schemes above highlights two recurring weaknesses in the existing education/training continuum: on one hand it fails to ensure employment for a majority of young people finishing basic education, and on the other hand it is unable to design and develop effective remedial training options for young people who are excluded or who have failed educationally. One of the major reasons for this situation, which emerges from the analysis of the skills training developed outside the current education system, is that school learning is decontextualised with regard to the economic and social reality in which young people live.

Some countries are reforming their education and training systems in order to forge closer links between education, training and efforts to help people into work. Two countries are particularly active in this area, namely the Democratic Republic of Congo and Tunisia. Four other countries are currently forging a closer relationship between education, training and the transition to work, namely Cameroon, Rwanda, Liberia and Togo.

#### The Employment Training Units developed the Democratic Republic of Congo

Employment Training Units have been developed by the government of the Democratic Republic of Congo to ensure that training provided in TVET institutions is tailored more closely to employment needs in the formal, non-formal and informal economic sectors. They have a core team of technical and vocational training school teachers, and work in partnership with local businesses to support students and promote their access to the labour market. Courses are targeted at students who are in their last two years at technical and vocational schools or specialised centres. Employment Training Units have been developed by partnership involving the TVET Ministry, inspectors of specialisations, TVET institutions (teachers of options and practical work, educational advisers, school heads), local businesses. The aim, aside from being to improve training for young people and to get more of them into work, is to transform some general/standard schools into TVET schools, with the aim of 40% being TVET schools by 2030.

#### The development of training through apprenticeship in Tunisia

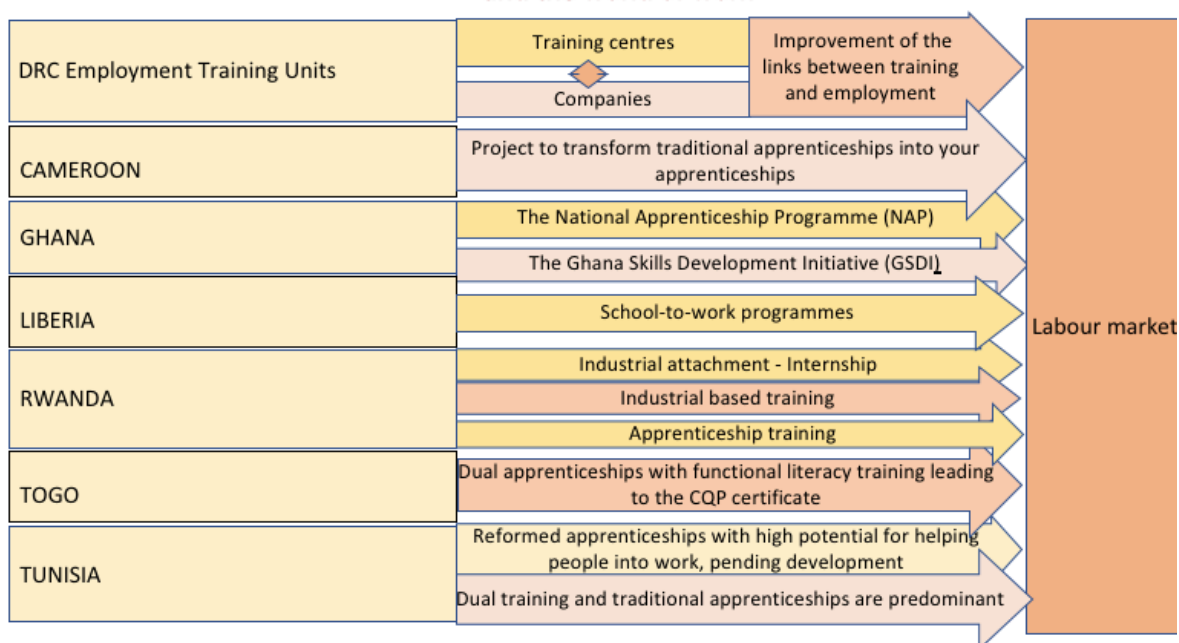
The development of reformed apprenticeships primarily aims to boost apprentices' chances of entering the world of work. This scheme is open to young people who have completed basic education and who wish pursue skills training, as well as young school dropouts who do not have the opportunity to pursue studies. The way the training is organised makes it possible for young people to access all vocational training qualifications including the CAP, BTP and BTS vocational certificates. The scheme was initially run with three pilot centres, which made it possible to finalise the organisational, pedagogical and methodological details. It has been introduced into public and private training centres and into companies in cooperation with the country's major sectors of activity. By combining practical training in companies, theoretical training in the classroom, a wage for apprentices and a good chance of getting them into work, renovated apprenticeship meets the needs of a large numbers of young people from ordinary backgrounds. 6,000 young people did reformed apprenticeships in 2016. TVET officials would like to see a big increase in this figure given the capacity of renovated apprenticeships to create a strong continuum between vocational training and the world work. A significant effort is thus being made to combine two elements of the "ideal" continuum. As with other schemes, it will still be necessary to forge an interactive dynamic between basic education and this two-faceted continuum.



The links between education, training and the world of work being developed in Cameroon, Ghana, Liberia, Rwanda and Togo

One of the features all these countries have in common is their shared desire to develop youth apprenticeships. All note that apprenticeships are still generally traditional and that they should be transformed into reformed apprenticeships. For example, Cameroon has established a partnership with the SDC and plans to launch a dual apprenticeship scheme. Ghana, Rwanda and Togo, strongly supported by the GTZ, are already implementing various forms of apprenticeship schemes. For example, Ghana subsidises work-based learning for young people out of school. At the same time it is introducing reformed apprenticeships involving training centres and businesses. Rwanda has rolled out a programme organising practical training in enterprises for TVET students. It is also starting to organise dual apprenticeships in priority sectors and occupations for the national economy. Togo is developing dual apprenticeships in five core occupations, combining it with functional literacy training for apprentices. Liberia is developing specific school to work transition programmes and the country attaches great importance to ever closer cooperation between training institutions and enterprises.

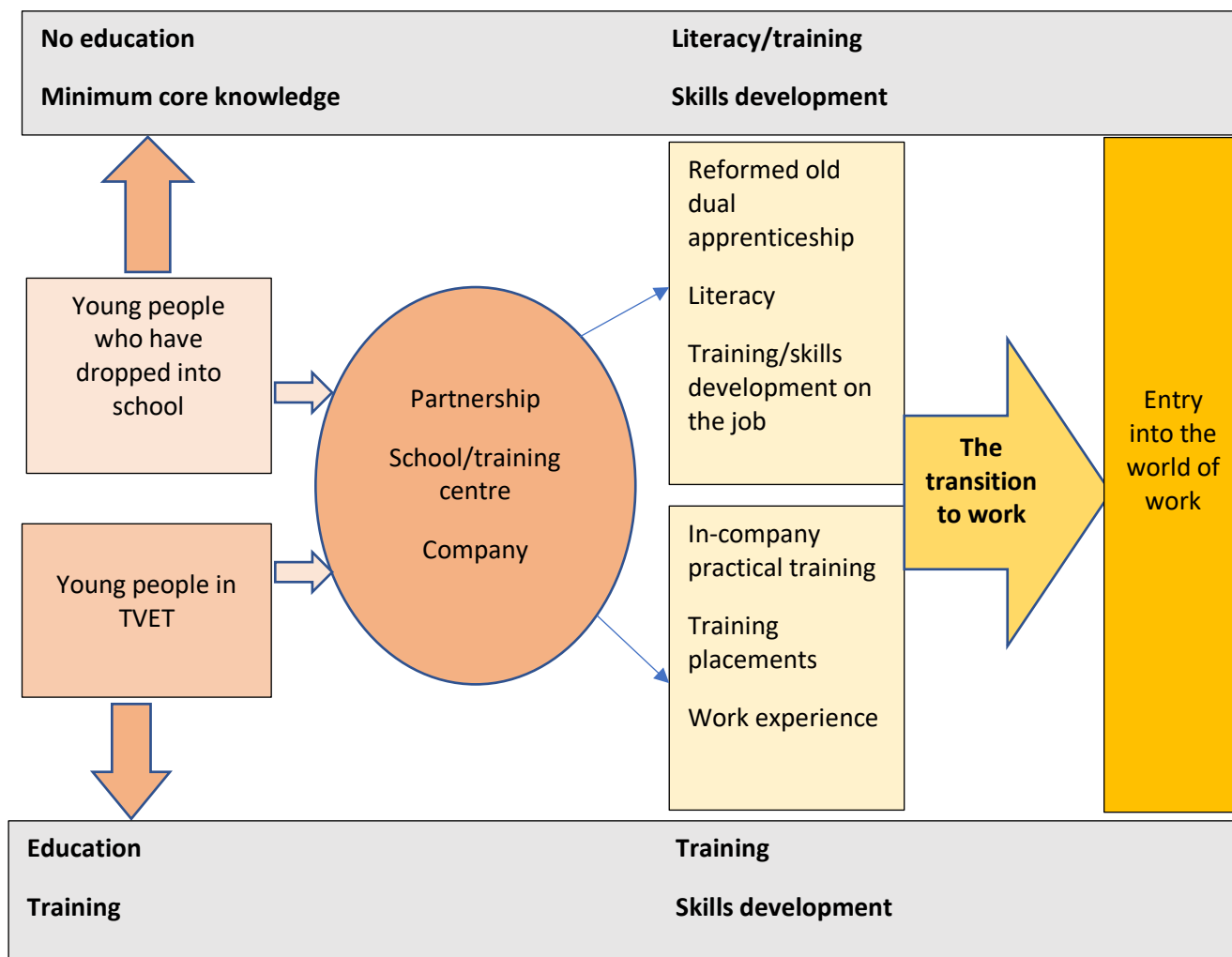
**Developing a stronger continuum bringing together the education system and the world of work**



Analysed from the point of view of the continuum between education, training and the transition to work, this fourth type of scheme pinpoints the major difficulties that exist in progressing from the education/training combination to the education/training/work combination. It highlights the divide between the education system (E + T) and the world of work and the need for a close partnership with the economic and business world to bridge it. This would achieve an effective continuum for both young people and economic stakeholders that is worthy of the name.

At the same time, this type of scheme illustrates the importance of apprenticeship schemes related to given occupations or jobs, or “reformed traditional apprenticeship”, which are primarily intended for young people who have dropped out of or never been to school, and “dual apprenticeships” which are primarily for young people in vocational training. In both cases, work-based training interferes with both components of the continuum, i.e., literacy training, periods in training centres. This offers an opportunity for young people to acquire or reinforce basic knowledge and allows them to acquire professional skills in existing occupations or jobs.

Bringing about the continuum varies according to the initial educational level, in terms of both year and quality. However, the diagram below clearly indicates that the school/enterprise partnership provides an opportunity for the most vulnerable young people to educate themselves while training and acquiring skills, and for all groups to be trained and to become more professional in order to enter the world of work more effectively.



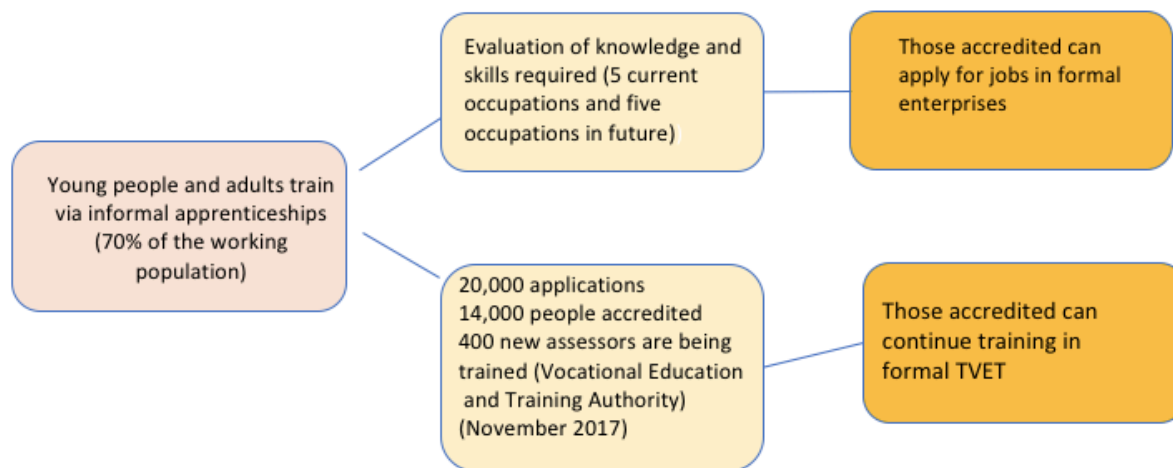
The school/enterprise partnership in this type of scheme is a vital element linking each component of the continuum – education, training and the transition to work – in ways specific to each target group. It enables those who completed their education to avoid remaining outside the world of work, thus giving them the best chance of entering employment. It also enables those who have not had adequate initial education to acquire, through apprenticeship, the knowledge and skills they need for successful entry into the world of work, thus avoiding exclusion from the virtuous circle of the continuum.

#### Fifth and last type: developing a continuum based on the accreditation of knowledge and skills

This type of continuum exists in Tanzania, where the informal economy is omnipresent and very large numbers of young people are trained through traditional apprenticeships. These young people are consequently unable to continue to train or access formal jobs, because the knowledge and skills they have acquired informally are not recognised. In view of this situation, the public authorities have decided to set up a system for recognising and accrediting this knowledge and skills, regardless of how they have been

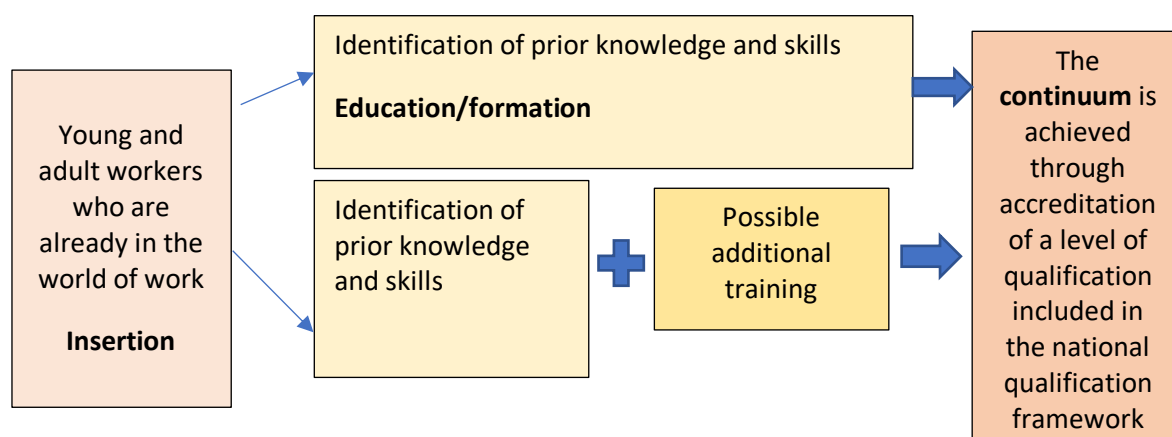
acquired. They have entrusted the development of this system to the Vocational Education and Training Authority as per the approach summed up in the following diagram.

### Developing a continuum based on the accreditation of knowledge and skills (Tanzania)



This sort of scheme significantly modifies the continuum concept in that it is no longer a matter of evaluating the sequential order of the three components of the continuum (education, training and the transition to work). **It assumes that the core set of knowledge and basic skills can be acquired outside any curriculum-based scenario, and its value derives not from the length of obligatory education, but rather from the system’s ability to recognise and accredit educational and professional achievements, irrespective of how they have been accomplished.** The act of assessing and recognising prior learning confirms the achievement of a level of knowledge and skills registered at national level and is therefore awarded a given level of certification. Alternatively, this process identifies additional education and training required and therefore an opportunity for the person concerned to continue learning. The transition to work, which is the third and last component of the continuum, is a starting point because this system is for people whose knowledge and skills have been acquired primarily in work situations.

The continuum achieved through the assessment and recognition of prior learning differs from the one highlighted in the first and second types of scheme insofar as key education and training achievements are dependent upon the person being in work. This approach is illustrated by the following diagram.



## **Concluding remarks on the various different approaches to the continuum concept**

The seminar of 6 and 7 November 2017 to analyse the education/training continuum schemes proposed by the participating 18 countries provided an opportunity for intense discussion on the modelling of the five types of scheme. It became clear that the countries wish to pursue the inter-country work launched in 2016 on the continuum schemes presented at the seminar with a view to further developing and above all implementing these schemes. The seminar identified possible areas of work on the various different approaches to the continuum concept further to the modelling of the schemes identified by the participating countries.

### **A new vision of the education/training continuum concept**

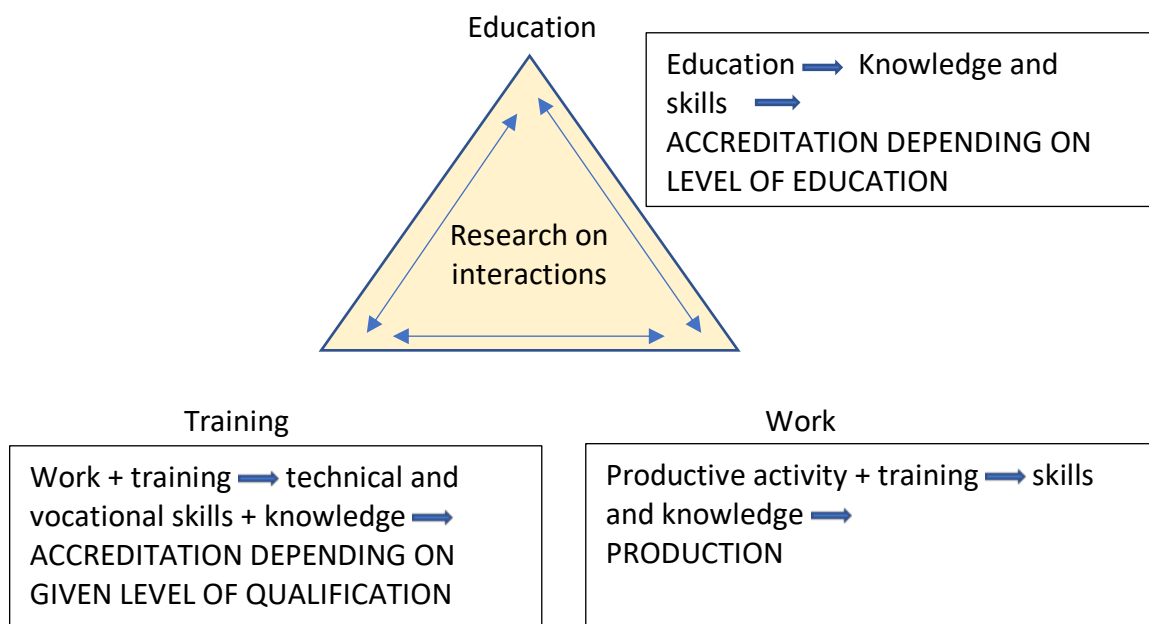
Analysis of the schemes presented as corresponding to the first and second types of continuum concept which are based on remedial measures within basic education and integration/reintegration into basic education shows that they function according to a sequential model in which training almost always takes place at the end of nine years of basic education and has no impact on the way basic education is organised.

This is why the three countries that illustrate this approach are obliged to admit that all of the children and students who participate in such corrective measures do not remain in or return to the education system, and that in all cases it is necessary to introduce second chance options focusing in particular on the educational value of vocational training as a means of improving functional literacy and/or helping people into work.

It is therefore necessary to consider whether it is still appropriate to use the term continuum, given the linear order between E and T in the first and second types of scheme. The use of the term would nevertheless be possible if such schemes were designed to help participants enter the world of work within the education/training framework.

### **Shifting from the education/training combination to education/training/the transition to work**

The third and fourth types of schemes, which entail skills training as an element of education, training and work, illustrate a continuum model in which the ultimate purpose of the education and training system is to succeed in helping students into work. It would thus be necessary to perceive the continuum concept as a means of establishing permanent interaction between an education system that provides knowledge about work and society, training to acquire vocational skills that also strengthens students core educational abilities, and measures to help people into work which do not bring the educational cycle to a close, but which open up a period of learning which can itself be valued in terms of recognition and accreditation of prior cognitive, social and professional experience.



The diagram above shows the interaction between education, training and starting work. It challenges the over-linear approach to education and training promoted by existing education systems. For the most vulnerable groups, time spent training and learning on the job also provides an opportunity for education and skills development. The linear continuum is not valid for those who have dropped out of or never been to school, whereas a continuum where the three components of the triangle are all in interaction with one another will facilitate the development of schemes tailored to the circumstances and needs of the target groups seeking work rather, in contrast to what happens when there is a single sequence. This requires participatory modes of governance very different from those in place until now.

The fifth type of continuum scheme, which entails the accreditation of prior educational, professional and social experience, is a successful illustration of interaction between the three component aspects. It shows how these three terms work in coordination with one another and enable those excluded from the school system to acquire, in non-school settings, the knowledge and skills they need to succeed in their social and professional life.

### Thoroughly exploring possible options for reform available for alternative continuum schemes

The analysis and debates at the seminar showed how important it will be to pursue and complete the work on the continuum, in particular regarding the following need:

- To evaluate the effectiveness of the third type of scheme concerning skills training and to analyse the way such schemes could help young people who have dropped out of or never been to school to both strengthen their educational achievements and enter the world work;
- To analyse possible interactions between this type of scheme and the fourth model entailing “a stronger continuum bringing together the education system and the world of work” in order to eliminate the mismatch between TVET courses and the skills and qualifications required in the world work;
- To promote and further develop the fifth model, entailing “a continuum based on the accreditation of knowledge and skills” in order to value and esteem the many young and adult workers in the informal sector who acquire their skills and very often their knowledge outside formal accreditation in qualification systems.

The challenge regarding all this work to be accomplished will be to provide material for discussion and action for all the public and private stakeholders in the education system – including the world of business – who refuse to accept that too many young people find themselves excluded both from the world of education and the world of work. Opportunities for reform exist, as the modelling of the types of continuum scheme clearly illustrate. However, at present, these opportunities for reform are still marginal, affecting just a small number of young people whereas they should be placed at the heart of education and training and employment policies to ensure they affect the largest number of people possible. Research on interaction between the three components of the triangle, which is central and must be carried out by all categories of stakeholder concerned by the continuum, including academics, should aim to produce the knowledge, analysis and proposals that will make it possible to respond to the objectives outlined above.

## Annex 1: List of experts/participants at the seminar

PAYS	NOM DE L'EXPERT	FONCTION DE L'EXPERT
<b>BENIN</b> Ministère des enseignements secondaire, technique et de la formation professionnelle et de la Qualité de l'Enseignement	<b>1.M. YESSOUF Issiakou Bienvenu</b>	Inspecteur des Sciences et Techniques Industrielles et Conseiller Technique du Ministre
<b>BURKINA FASO</b> Ministère de l'Education Nationale et de l'Alphabétisation	<b>2. M. Bénéwendé Bonaventure SEGUEDA</b>	Directeur des statistiques sectorielles au Ministère de l'Education nationale et de l'Alphabétisation
<b>CAMEROUN</b> Ministère de l'Emploi et de la Formation professionnelle	<b>3. Mme NGO NGUIDJOL épse MBENOUN Sophie Magloire Diamant</b>	Directeur de la formation et de l'orientation professionnelle
<b>COTE D'IVOIRE</b> Ministère de l'Education Nationale de l'Enseignement Technique et de la Formation Professionnelle	<b>4. M. ESSUI Emmanuel</b>	Inspecteur Pédagogique de l'Ens. Tech et Form Professionnelle
	<b>5. Mme BAKAYOKO Maman</b>	Directrice de l'Alphabétisation et de l'Education Non Formelle
	<b>6. M. Amara KAMATE</b>	Coordonnateur du PQIP/DCTP
<b>GHANA</b> Ministry for Education	<b>7. Mr. Sebastian Deh</b>	Technical Advisor on TVET
<b>LIBERIA</b> Ministry for Education	<b>8. Hon. Saku Dukuly</b>	Vice-Minister of TVET
<b>MADAGASCAR</b> Ministère de l'Emploi, de l'Enseignement Technique et de la Formation professionnelle	<b>9. M. RAKOTOARIMINO R. Théodore</b>	Directeur Général de l'ETFP
<b>MALI</b> Ministère de l'Emploi et de la Formation Professionnelle	<b>10. M. Dramane TOGOLA</b>	Chef de Division Etudes et Programmes à la DNFP
<b>MAROC</b> Ministère de l'Education Nationale et de la Formation Professionnelle	<b>11. Mme Latifa KAMILI</b>	Chef de projet secteur tertiaire à la Direction de la Recherche et Ingénierie de la Formation de l'OFPT

<b>MAURICE</b> Ministère de l'Education Nationale et des Ressources Humaines, de l'Enseignement Supérieur et de la Recherche Scientifique	<b>12. Mr. Sayadaly MAUDARBOCUS</b>	Ag. Deputy Director of Mauritius Institute of Training of Development (MITD)
<b>NIGER</b> Ministère des Enseignements Professionnels et Techniques	<b>13. M. Silemane OUSMANE</b>	Conseiller Technique du Ministre
<b>RDC</b> Ministère de l'Enseignement Technique et Professionnel	<b>14. M. Emmanuel Madilamba YAMBA</b>	Inspecteur Général de l'Enseignement technique et Professionnel
<b>RWANDA</b> Minister of Education	<b>15. Mr Emmanuel BUTERA</b>	TVET Technical Adviser
<b>SENEGAL</b> Ministère de la Formation professionnelle, de l'Apprentissage et de l'Artisanat	<b>16. M. Abdou FALL</b>	Directeur des Ressources Humaines
<b>TANZANIE</b> Minister of Education, Science, Technology and Vocational Training	<b>17. Dr. Richard J. Masika</b>	Rector of Arusha Technical College
<b>TCHAD</b> Ministère de la Formation professionnelle et Petits métiers	<b>18. Mme DJORBAYE Mounoubaï Chantal</b>	Directrice Générale de l'Enseignement Technique
<b>TOGO</b> Ministère délégué auprès du Ministre des Enseignements Primaires, Secondaires et de la Formation Professionnelle, chargé de l'Enseignement Technique et de la Formation Professionnelle	<b>19. Mme ADAM-TSAR Essogbarè épse ALABA</b>	Directrice de l'Enseignement Secondaire et Technique
<b>TUNISIE</b> Ministère de l'Emploi et de la Formation Professionnelle	<b>20. M. Khaled RAOUANII</b>	Point Focal ADEA
<b>FRANCE</b>	<b>21. M. Richard WALTHER</b>	Consultant / Personne ressource du PQIP/DCTP
<b>SUISSE</b>	<b>22. M. Michel CARTON</b>	Senior Adviser NORRAG, partenaire du Pôle
<b>BURKINA FASO</b>	<b>23. M. SAVADOGO Boubakar</b>	Directeur de AKILIA Consult et Personne Ressource
<b>Coopération Suisse – DDC</b>	<b>24. M. Abd-El Whahab AMOUSSA</b>	Conseiller Régional Education de base et Formation Professionnelle Division Afrique de l'Ouest Représentant Coopération Suisse, DDC



<b>Coopération Suisse – DDC</b>	<b>25. Me Liliane Schöpfer</b>	Chargée de Programme Junior Education de base et Formation Professionnelle Division Afrique de l'Ouest Représentant Coopération Suisse, DDC.
<b>MENETFP</b>	<b>AMBEHM Kouassi Jonas</b>	Conseiller Technique
	<b>SEKOU Traore</b>	Inspecteur Général Directeur de la Qualité et de l'Innovation
<b>CGECI</b>	<b>M. KOUAME Jules</b>	Vice-président Commission Formation Enseignement Supérieur
<b>CCI-CI</b>	<b>Mme ADIATOU Salimata</b>	Directrice de la formation
<b>ADEA</b>	<b>Mr. Shem BODO et Equipe ADEA</b>	Secrétaire Exécutif par interim
<b>UNESCO</b>	<b>M. ANOMA Louis Gervais</b>	Chargé de programme
<b>AFD</b>	<b>M. Laurent Cortèse</b>	Chargé de mission
<b>Fondation Jacobs</b>	<b>Mme Sabina Vigani</b>	Directrice pays

## Annex 2: Agenda

Monday 6 November 2017

Time	Item	In charge	Expected results
8:30-09:00	Arrival of the participants	Reception staff	The various preparatory documents and analysis of the country contributions will be made available
09:00- 9:40	Opening of the Expert Seminar	<ul style="list-style-type: none"> <li>. ICQN/TVSD Coordinator</li> <li>. Representative of the SDC</li> <li>. The Acting Executive Secretary of ADEA</li> <li>. The Côte d'Ivoire Secretary of State for Technical Education and Vocational Training</li> </ul>	<p>The seminar objectives and issues will be clearly explained in relation to the analysis of the countries' education/training continuum schemes and the possible areas for inter-country discussions and initiatives in this field</p> <p>The expert seminar meeting will be officially opened</p>
9:40-10:00	<p>Introduction of each of the participants</p> <p>Designation of an overall rapporteur and deputy rapporteur</p>	Overall moderator of the session	<p>Brief presentation of each experts' responsibilities in the education/training field</p> <p>The team of rapporteurs will accept their task</p>
10:00-10:40	<p>Presentation of the experts' work: a typology education/training continuum schemes in the participating countries</p> <p>Debate</p>	<p>Overall moderator</p> <p>Richard Walther</p>	The countries' continuum schemes will be analysed on the basis of criteria reflecting the objectives pursued, the pedagogical methods used, the partnerships involved and the results actually achieved
10:40-11:00	Coffee break		
11:00-12:00	<p>Presentation of four types of scheme (10 minutes each plus 5 minutes for explanations/clarification):</p> <ul style="list-style-type: none"> <li>A skills development/ apprenticeship scheme that builds on educational and professional achievements</li> <li>A remedial scheme to help youngsters back into school</li> <li>An alternative basic education scheme</li> <li>Inclusion of the continuum within the overall reform of the education and training system</li> </ul>	<p>Overall moderator</p> <p>The country experts</p>	The specific characteristics of each type of scheme will be presented with a very specific description of: <ul style="list-style-type: none"> <li>the young people they are aimed at</li> <li>the link they create between education and training</li> <li>the results they obtain in terms of knowledge and skills acquisition</li> <li>the possibilities they offer in terms of social and professional integration and reintegration</li> </ul>

Time	Item	In charge	Expected results
12:00-13:00	Each expert will explain the similarities and specific characteristics of their country's continuum scheme		The typology of continuum schemes proposed is further developed and/or redefined, drawing on the experiences of each country. Each expert places the scheme they have analysed in relation to one of the types of continuum proposed.
13:00-14:30	Lunch		
14:30-14:45	Explanation of the seminar's working arrangements	Overall moderator Michel Carton	The seminar's working objectives will be clearly explained: Analysis of the way each type of scheme creates a link between education and training Identification/analysis of the specific characteristics of each type in terms of the: target group partnership pedagogical approach basic knowledge and skills acquisition social/professional integration Propose, for each type, of possible improvements possible ways of transferring and introducing it elsewhere
14:45-15:15	Division of the participants into working groups (three, if possible)  Each working group's topic will be determined in accordance with the types of scheme deemed to be a priority by the participants	Overall moderator	The participants will be divided into working groups according to the sort of continuum scheme being developed in their country. On the basis of the type of scheme selected, each group will be invited to work as follows: to describe the scheme chosen by outlining key aspects (modelling of existing elements) identification/analysis of features that make it effective identification/analysis of features that undermine it proposals for improvements so as to optimise the impact (modelling of desired elements)  Interpretation will be made available for bilingual groups
15:15-16:15	Group work	A moderator and a rapporteur for each	Each working group will be invited to structure its discussions using

Time	Item	In charge	Expected results
		working group	the sequences proposed above
16:15-16:45	Coffee break		
16:45-18:30	Continuation of work in groups	Same	Same

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Time	Item	In charge	Expected results
8:15-10:00	Each group will finalise the presentation of its conclusions and proposals using a PowerPoint presentation (8 slides maximum)	Same	Each group's presentation of the type of scheme chosen will be structured in the following way: precise identification of the target group presentation of the partnership involved in scheme description of the main objectives (remediation/ reintegration, consolidation of basic skills/achievements, skills development, job training, etc. description of the pedagogical methods used description of the results achieved identification of the success factors Identification of possible improvements evaluation of potential for transferring the chosen scheme in other countries and for introducing it elsewhere
10:00-10:45	Presentation of each group's work	Overall moderator Each group's rapporteur	The results of the work will be presented using the structure outlined above
10:45-11:15	Coffee break		
11:15-12:30	Debate on the results of the group work	Overall moderator Richard Walther	The conclusions of the work and proposals for future areas of work will be drawn up and if necessary further developed following the debate
12:30-13:00	Debate on the possibility of conducting inter-country research on effective continuing schemes	Overall moderator Michel Carton	The methods for a conducting research project will be clearly explained and submitted the country expert will be asked whether or not they approve

13:00-14:15	Lunch		
14:15-15:30	Presentation of changes currently underway regarding the ICQN/TVSD's financial, organisational and legal situation	Overall moderators Richard Walther Abd-El Whahab C. Amoussa of the SDC	A history of the ICQN's organisation and financing between 2010 and 2017 will be briefly described  Detailed presentation of the changes that will occur at the ICQN once the SDC's contribution to ADEA comes to an end, and the possible prospects for its development and continuation
15:15-16:15	Plenary debate on the future work of the ICQN and, if there is agreement, on the 2018-2020 work programme	Overall moderator	A consensus between the expert will if possible be obtained regarding: Scenarios for the ICQN's future if the legal, organisational and financial pre-requisites are met The 2018 work programme Possible areas of work for 2018-2020 to be developed and promoted at inter-country level
16:15-16:30	Coffee break		
16:30-17:15	Drafting of overall conclusions with specific proposals for action at ICQN level	The overall rapporteur and the rapporteurs of each working group	The conclusions will set out The continuum schemes that are likely to be the subject of an inter-country research project in 2018 Prospects for the development of the ICQN during the 2018-2020 period The support that needs to be requested from national governments, from the SDC, other development aid agencies and other national and international organisations in order to strengthen the pooling of knowledge and inter-country cooperation in the TVSD field
17:15-18:00	Reading and adoption of the overall conclusions  Closing at the seminar	The overall rapporteur  The Côte d'Ivoire Secretary of State for Technical Education and Vocational Training  The Côte d'Ivoire Minister of National Education	The seminar will achieve a consensus between country experts, the SDC and other organisations present on the next steps for the ICQN/TVSD, on the activities to be undertaken in 2018 and more generally on the 2018-2020 work programme

## Annex 3: Organisation of the group work

**The working groups shall discuss the same questions, although they shall each select the scheme(s) that they wish to consider in further detail.**

1. Each participant in the working group should give their view on the typology of education/training continuum schemes proposed at the start of the meeting.
  - a. They should describe their country's position on the typology presented;
  - b. They should indicate whether they agree with this typology or propose additional details taking account of their countries' schemes.
2. The working group should select the scheme(s) (two at most) that they would like to consider in further detail.
  - a. They should explain the way each scheme chosen develops a continuum approach
  - b. They should identify improvements that should be made to each scheme in order to strengthen its effectiveness and quality.
  - c. They should suggest ways of expanding each scheme at national level and in different countries.
3. The working group should reach a consensus on its vision(s) regarding on the continuum and, on this basis, it should:
  - a. Recommend ways of developing or adjusting current approaches to the continuum concept, in both theoretical and practical terms;
  - b. Identify and prioritise schemes that should be urgently developed, given the current educational, social and professional development levels of young Africans;
  - c. Formulate research hypotheses to examine with a view to developing the continuum schemes thereby identified and to incorporate them into future reforms of education and training systems across the African continent.

## Annex 4: Feedback from the working groups

### Working Group 1

Chair: Morocco

Members: Liberia, Mauritius, Niger, Tanzania, Ghana, Rwanda, Côte d'Ivoire, DRC

SCHEMES	IMPROVEMENTS	Recommendations and research hypotheses
<p><b>Topic 1: skills training</b></p>	<ul style="list-style-type: none"> <li>• Accreditation: National qualification framework</li> <li>• Regulations</li> <li>• Status of trainers</li> <li>• Training of trainers and making them more loyal</li> <li>• Training practices in order to secure young people's interest</li> </ul>	<p><b>Hypotheses</b></p> <ul style="list-style-type: none"> <li>• Commitment of the central government and its partners</li> <li>• Involvement of the private sector</li> <li>• Diversification of provision</li> <li>• Adaptation of provision into different categories</li> <li>• Availability of funding</li> </ul> <p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>• Involve the world of work in the education-training continuum</li> <li>• Pursue inter-country collaboration on the education-training-work continuum</li> </ul>
<p><b>Topic 2: remedial training</b></p>	<ul style="list-style-type: none"> <li>• Institutionalise pre-school education</li> <li>• Institutionalise support classes</li> <li>• Set up school canteens</li> <li>• Raise parents awareness about the importance of schooling and keeping children at school</li> <li>• Review curricula and educational methods in order to keep children interested</li> </ul>	<p><b>Hypotheses</b></p> <ul style="list-style-type: none"> <li>• Involvement of government authorities, schools and teachers</li> <li>• Involvement of parents</li> <li>• The motivation of children</li> </ul> <p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>• Involve the world of work in the education-training continuum</li> <li>• Pursue inter-country collaboration to develop the education-training-work continuum</li> </ul>

## Working Group 2

**Chair: Boubakar SAVADOGO, Consultant**

**Members: Benin, Burkina Faso, Chad, Côte d'Ivoire, Mali, DRC, Senegal, Togo, Tunisia**

SCHEMES	IMPROVEMENTS	Recommendations and research hypotheses
<p><b>Scheme 3</b> and <b>Scheme 4</b>, which are similar, and promote training in the world of work with strong involvement of companies</p>	<ul style="list-style-type: none"> <li>• Improve equipment and facilities in training centres and companies (crafts production units, modern companies, etc.)</li> <li>• Strengthen the technical, professional, pedagogical and managerial capabilities of apprenticeship supervisors</li> <li>• Establish an organisational support scheme for professionals</li> <li>• Introduce incentives (tax breaks etc.) for host companies</li> <li>• Decentralisation, managerial autonomy for training centres</li> <li>• Promote gender issues and the rural dimension when developing schemes</li> </ul>	<p><b>Recommendations</b></p> <p>a) Promote the education-training-work concept</p> <p>b) promote and develop Scheme 5</p>
<p><b>Scheme 5</b> Accreditation of prior learning exists in several countries: Mali, Tunisia, Maurice, DRC, Morocco</p>	<ul style="list-style-type: none"> <li>• Take into account the complexity of different occupations and introduce several levels of qualification in the accreditation process</li> <li>• Organise accreditation/exams according to a precise schedule</li> <li>• Monitor the training of professionals in charge of supervising apprentices and the accreditation process</li> <li>• Introduce an organisational support scheme for professionals</li> <li>• Run publicity campaigns to raise the public's awareness about vocational training</li> <li>• Encourage workplace experience for young people</li> <li>• Improve the facilities of host companies/production units</li> <li>• Introduced incentives (tax breaks, etc.) for host companies</li> <li>• Promote gender issues and the rural dimension in development schemes.</li> </ul>	<p><b>Hypotheses:</b></p> <p>What measures can be taken to ensure that professional organisations and decentralised authorities take the lead (funding, organisation, governments, etc.) in promoting Scheme 5?</p> <p>As career parts are not linear, which aspect of Scheme 5 should be introduced in order to give an impetus to the education-training-work continuum?</p>

## Working Group 3

**Chair: Sophie MBENOUN, Cameroon**

**Members: Côte-d'Ivoire, Burkina Faso, Madagascar**



SCHEMES	IMPROVEMENTS	Recommendations and research hypotheses
<ul style="list-style-type: none"> <li>• <b>Choice 1:</b> integration/reintegration of young people into basic education</li> <li>• <b>Choice 2:</b> skills training instead of the education-training continuum</li> <li>❖ <b>Choice developed:</b></li> <li>❖ <u>Integration/reintegration of young people into basic education</u></li> <li>a) Details the scheme: children outside school return to education and training so that they can find employment afterwards</li> </ul>	<ul style="list-style-type: none"> <li>• (i) introduce pre-vocational skills training modules into reintegration programme;</li> <li>• (ii) establish a guidance scheme with incentives to undertake vocational training with emphasis on promising occupations</li> </ul>	<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• Pre-vocational skills training modules in integration/reintegration bodies;</li> <li>• Guidance for learners to direct them towards occupational centres</li> <li>• Collaboration with master craftsmen and entrepreneurs;</li> <li>• Targeting promising occupations in accordance with regional prospects</li> </ul> <p><b>Priority schemes to be developed: 3 and 4</b></p> <ul style="list-style-type: none"> <li>• Skills training provision adapted to the world of work</li> </ul> <p><b>Hypotheses</b></p> <ul style="list-style-type: none"> <li>• Evaluation of the effectiveness of models 3 and 4</li> <li>• Evaluation of each of the models (numbers of trainees finding work)</li> <li>• Introduction of an integration model (schemes 3 and 4)</li> </ul>

## **Annex 5: ICQN/TVSD Publications**

### **2010: First ICQN/TVSD ministerial conference (19/21 July)**

Concept paper in French and English

Declaration (in French and in English) of the ministerial conference on the launch of the ICQN/TVSD

### **2011: Second ICQN/TVSD ministerial conference (19/21 September)**

Concept paper in French and English

Abidjan ministerial conference declaration in French and English

Preparatory papers:

- Document introductif au travail des experts: le renforcement du partenariat public/privé par une gestion partenariale des centres de formation/ Strengthening public/private partnership through joint management of training centres: Introductory paper to the work of experts (ADEA)
- Lessons learned from selected National Qualification Frameworks in Sub-Saharan Africa (GIZ)
- Développement des compétences techniques et professionnelles de haut niveau/High level TVSD (ADEA)
- Recognition of prior learning/Reconnaissance des acquis de l'expérience (MQA)
- Vocational training for rural people in Africa/La formation professionnelle des populations rurales en Afrique (FAR)
- Study on apprenticeship in the WAEMU countries/Une étude sur l'apprentissage dans les pays de l'Espace UEMOA (B. Savadogo)
- Vision 2020 du secteur privé au Maroc/The Private Sector's Vision for 2020 in Morocco (Omar Oukrid)
- National Qualification Frameworks developed in Anglo-Saxon and French traditions: Considerations for Sustainable Development in Africa/ Les cadres nationaux de certification développés dans les traditions anglo-saxonne et française: Considérations pour le développement durable de l'Afrique (SAQA/CNPC)
- Public/Private Partnerships and TVSD in Rwanda/Le partenariat public/privé au service du DCTP au Rwanda (John Gaga)
- Développement des formations des techniciens spécialisés au Maroc/The Development of Specialised Technician Training Courses in Morocco (Allal Ouahab)
- Quel processus utilise le Collège Communautaire du Nouveau-Brunswick pour la reconnaissance des compétences acquises par ses diplômés ?

### **2013: Expert seminar on national qualification frameworks (NQFs) (8/9 July)**

Concept paper French/English

Summary seminar report in French and English

Preparatory papers:

- Paper presenting the country reports, in French and English
- Paper presenting what NQFs are (Anne-Marie Charraud)
- La mise en place de cadres nationaux de certification (CNC) et de cadres régionaux de certification (CRC) dans les pays de la CEDEAO (Anne-Marie Charraud et Patrick Werkin)
- Country presentations: Côte d'Ivoire, Benin, Burkina Faso, Senegal...

## **2014: Expert seminar (31 March/1 April) and ministerial conference on youth employment in Africa (21/23 July)**

Concept paper in French and in English

Structure of the country reports in French and in English

Summary overview of the country reports in French and in English

ICQ//TVSD development plan in French and in English

Abidjan ministerial conference declaration in French and in English

Preparatory papers

- Expert seminar (summary PowerPoint presentations on the youth employment situation in each country): Benin, Burkina Faso, Cape Verde, Côte d'Ivoire, Ghana, Guinea, Liberia, Mali, Morocco, Mauritius, Niger, Tanzania, Tunisia, Zambia, Zimbabwe
- Ministerial conference: complete country reports on youth employment: South Africa, Benin, Burkina Faso, Burundi, Cameroun, Cape Verde, Congo, Côte d'Ivoire, Egypt, Ethiopia, Ghana, Guinea, Guinea-Bissau, Kenya, Liberia, Mali, Morocco, Mauritius, Niger, DRC, Rwanda, Tanzania, Togo, Tunisia, Zambia, Zimbabwe

## **2015: Ministerial conference in Kigali (8 October)**

**Topic:** Promoting investment in knowledge and skills development for TVSD trainers and entrepreneurs

Preparatory papers

- Concept paper in French and in English
- Structure of the country reports in French and English
- 13 case studies (Benin, Botswana, Burkina, Cameroon, Cote d'Ivoire, Ghana, Liberia, Madagascar, Mali, Mauritius, Niger, Chad, Rwanda)

Post-conference papers

- Kigali ministerial conference declaration in French and in English
- Ministerial conference report in French and in English
- A compendium (English/French) of African experiences of promoting investment in knowledge and skills development for TVSD trainers and entrepreneurs: a translational analysis of policies and practices in 13 countries
- Summary desk study in French and in English (included in the compendium)

## **2016: Seminar for national TVSD experts (November 2016)**

**Topic:** Making a success of the education/training continuum in Africa

Preparatory papers

- Desk study on the education/training continuum concept (in French and English)
- Concept paper in French and in English
- Structure of the country reports in French and in English
- Country case studies: 17 countries have sent a country report
- A compendium (English/French) of African experiences in the area