

CONTINUITY AND DISCONTINUITY IN EDUCATION AND TRAINING SYSTEMS IN AFRICA

AN INTER-COUNTRY STUDY BY THE
ICQN/TVSD ON THE
EDUCATION/TRAINING/WORK
CONTINUUM IN AFRICA

Richard WALTHER

Member of the ICQN/TVSD support staff

November 2019

Index

Foreword	5
List of Acronyms.....	6
INTRODUCTION	7
A short overview of the inter-country study carried out between 2016 and 2018	7
An initial transnational analysis of education/training continuum practices and policies in Africa (2016)	7
A second cross-national analysis of education/training/work continuum practices and policies (2017)	8
A third cross-national analysis of moves to promote the continuum implemented by five distinctly different continuum schemes (2018/2019)	9
CHAPTER 1: Some key data on education, training and employment in Africa	10
1.1. Limited progress in the education system	10
1.2. A training and employment system marked by difficult labour market conditions	12
CHAPTER 2: An initial conceptual and factual transnational approach to dealing with the education/training continuum concept	13
2.1. The historical and contextual roots of the continuum concept	14
An elitist education system inherited from colonialism	14
2.1.1. A dysfunctional education system in relation to economic and social realities	14
2.1.2. A system that is reconnecting with a diverse range of approaches to education and training	15
2.2. The conclusions of the 2016 country reports on the education/training continuum	16
2.2.1. The common framework for country reports	16
2.2.2. The main findings regarding the absence of any education/training continuum	17
2.2.3. Remedial measures implemented to address shortfalls in the education/training continuum	19
2.3. A strategic review by country experts of the various continuum schemes and concepts in 16 African countries	21
2.3.1. An inter-country inventory of continuity and discontinuity in education and training systems	21
2.3.2. Some proposals for future work and reforms	24
Conclusion	25
CHAPTER 3: From the education/training continuum concept to the education/training/work concept	26
3.1. Reasons for introducing the term “work” into the continuum	27

3.2. Schemes themselves can help to structure the various continuum paths	27
3.3. The modelling concept, or the typological classification of the various different continuum paths	28
CHAPTER 4: The five types of scheme being implemented in the different countries..	29
4.1. First type of continuum scheme: remedial measures within basic education	29
4.2. Second type of scheme: integration or reintegration of young people into basic education.....	31
4.3. Third type of scheme: skills training in place of the educational continuum.....	33
4.4. Fourth type: developing a stronger continuum bringing together the education system and the world of work.....	36
4.5. Fifth and last type of scheme: developing a continuum based on the accreditation of knowledge and skills	39
4.6. Concluding remarks on the various different approaches to the continuum concept	41
4.6.1. A new vision of the education/training continuum concept	41
4.6.2. Shifting from the education/training combination to education/training/work with a view to integration	41
4.6.3. Thoroughly exploring possible options for reform available for alternative continuum schemes	42
CHAPTER 5: A case study approach to the five types of education/training/work continuum	43
5.1. A standard model for the country case studies	43
5.2. Mauritius: the example of remedial education	44
The initial context.....	44
The ways and means of remediation	45
Actors involved in the continuum by type of measure implemented	47
Results achieved	49
Limitations and areas for improvement of the remediation scheme within schools	50
5.3. Côte d'Ivoire: the example of educational reintegration	50
The initial context.....	51
Methods and means of out-of-school remediation.....	51
Evaluation tools, actors and results	54
Ways and means of improving out-of-school remediation	55
5.4 Benin: the example of skills training in place of the education continuum	57
The initial context.....	57
Training leading to qualifications	58
Points and areas for improvement in the skills training system	62
5.5. DRC: a stronger continuum between the education system and the world of work	65

The initial context	65
Developing an effective partnership between the education system and the world of work	66
Points and areas for improvement	70
5.6. Tanzania: achieving the continuum through the certification of knowledge and skills 71	
The initial context	71
Ways and means of implementing the continuum in Tanzania	72
Possible ways to develop the process	74
In conclusion: key points and future prospects for the inter-country work on the education/training/work continuum	75
The major findings of the study	76
<i>First point: it is essential and useful for the various alternative continuum schemes to have been described in detail</i>	76
<i>Second point: the transition from the education/training continuum to the education/training/work continuum has been an essential process</i>	76
<i>Third point: it is important to have a typology of alternative continuum schemes with a high potential for wider roll-out</i>	77
Avenues for future work opened up by the ICQN's work on the continuum	78
<i>First avenue: it is necessary to lobby for the inclusion of alternative education and training schemes in the established data collection systems</i>	79
<i>Second avenue: action research should be undertaken on the optimum conditions required to ensure the effective and wider roll-out of the continuum</i>	79
<i>Third and final avenue: an inter-country forum involving those responsible for various education/training/work schemes should be organised</i>	80
Bibliography	82
Annex 1: List of authors of the 2016 country reports on the continuum	83
Annex 2: List of authors of the 2017 country reports on the continuum	85

Foreword

This study is the result of joint research that began in 2016 and was completed at the end of 2019. It is not the “end” in the sense that everything has been analysed and concluded, but rather it is the end of a stage that paves the way to other potential areas for joint work and coordinated investigations.

The willingness of ICQN member countries to take the time to present and analyse the various “education/training/work continuum” schemes was born of a strongly-held conviction among those responsible for the ICQN that the educational, professional and social success of many young Africans is not achieved by following a linear educational path to its conclusion, but rather through various different ways and means of acquiring knowledge and skills outside the established framework of formal education and training systems. It was therefore necessary to identify and then describe the alternative ways of acquiring this knowledge and skills from other situations and experiences than those usually used within schools. The continuum concept, as it has been developed, entails not just remedial education measures, but also professional experience and work placements that permit and reinforce learning. This diverse range of learning paths offered and organised in the various different countries makes it possible to believe that the right to education, training and work for all – and in particular for young people who have not been to school, who have dropped out of school, or who have failed at school – is not just an empty phrase.

The work accomplished is the result of the remarkable effort made over the last three years by a large number of country experts. Their names are provided in the annexes. We would like to thank them wholeheartedly.

Special thanks are therefore due to Maudarbocus Sayadaly (Mauritius), Emmanuel Essui (Côte d’Ivoire), Yessouf Issiakou (Benin), Emmanuel Yamba Madilamba (DRC) and Dr Noel Mbonde (Tanzania).

International experts were also involved in all aspects of the work. Hamidou Boukary actively participated in the production of the first “Compendium of African Experiences in Promoting the Implementation of the Education-Training Continuum” published in February 2017. Michel Carton provided a wealth of expertise and, on behalf of NORRAG, actively cooperated in the production of the Compendium “From the Education-Training Continuum to the Education-Training-Work Continuum” published in December 2017. We would like to thank them for their contribution.

The whole work could never have been carried out without the technical and financial coordination led by Amara Kamaté with the unfailing assistance of the scientific and organising committees and the precious support of Marie-Gisèle Angoua Yessoh. A big thank you to all.

List of 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
AU	African Union
BTP	Bâtiment et Travaux Publics
BTS	Brevet de Technicien Supérieur
CAP	Certificat d'Aptitude Professionnelle
CED	Centre Educatif pour le Développement
CEBNF	Centres d'Education de Base non Formelle
CEPE	Certificat d'Etudes Primaires Elémentaires
CFM	Centres de Formation aux Métiers
CEU	Cours Elémentaire Unique
CMU	Cours Moyen Unique
CNC	Cadre National de Certification
CNCP/ETFP	Cadre National de Concertation et de Promotion de l'Enseignement Technique et de la Formation Professionnelle
COGES	Comité de Gestion de l'Etablissement Scolaire
COTVET	Council for Technical and Vocational Education & Training
CPU	Cours Préparatoire Unique
CQM	Certificat de Qualification aux Métiers
DAENFP	Direction de l'Alphabétisation et de l'Education non Formelle
DNFP	Direction Nationale de la Formation et Professionnelle
DRC	Democratic Republic of Congo
EFAT	Examen de Fin d'Apprentissage Traditionnel
MITD	Mauritius Institute of Training and Development
NAP	National Apprenticeship Programme
NTVETQF	National and Technical and Vocational Qualification Frame
PAMTSEF	Plan d'Action à Moyen Terme du Secteur Education-Formation
PEAB	Programme pour l'Education de Base en Afrique
PDE	Plan de Développement de l'Etablissement
PNUD	Programme des Nations Unies pour le Développement
PQIP/DCTP	Pôle de Qualité Inter-Pays sur le Développement des Compétences Techniques et Professionnelles
PSDE	Plan Sectoriel de Développement de l'Education
PTF	Partenaire Technique et Financier
RPL / APL	Recognition/Accreditation of Prior Learning
TVSD	Technical and Vocational Skills Development
UAP	Unité d'Action Pédagogique
UFE	Unité Formation-Emploi
UIS	UNESCO Institute of Statistics
VETA	Vocational Education and Training Authority
ZEP	Zone d'Education Prioritaire

INTRODUCTION

A short overview of the inter-country study carried out between 2016 and 2018

This study describes the work carried out between 2016 and 2018 by the Inter-Country Quality Node on the Technical and Vocational Skills Development (ICQN/TVSD). The ICQN was launched in 2010 at a conference involving 19 countries from different regions of Africa. From the outset the recognition and acknowledgement of all forms of knowledge and skills acquisition has been a core strategic priority for its future development. The declaration announcing its creation affirmed the desire of all the countries represented “to further develop and put into practice areas for discussion and action opened up during the (launch) conference, such as helping young people into work, new forms of apprenticeship and dual education, modes and means of upgrading the skills of people in work, particularly in the informal and agricultural sectors, and the accreditation and certification of skills acquired in the workplace.”

The continuum theme was therefore already in people’s minds when the countries represented at the ICQN’s launch affirmed their desire to “promote all initiatives that would make it possible to pursue and strengthen the cooperation dynamic initiated by the ICQN and thus promote real cooperation between member countries.” It then became central to the ICQN's action when the 29 African countries represented at the 2014 Abidjan conference on youth employment became aware of the major difficulties that these young people were encountering in accessing employment. When they agreed on the work programme for the following three years, the various ministers present asked the ICQN to make the “education/training continuum” one of its priority areas of work.

After sharing and analysing inter-country experiences on “training trainers and entrepreneurs” in 2015 and highlighting the extent to which the skills development of young people depends upon the mobilisation of all the actors involved in the various formal and informal knowledge and skills development systems, the ICQN decided in 2016 to start working directly on the theme of the “education/training continuum” as it had been defined at the initial ministerial conference in 2014. The work was carried out in several stages.

An initial transnational analysis of education/training continuum practices and policies in Africa (2016)

The ICQN’s first task was to ask 13 African countries from the continent's various sub-regions to describe, using a common methodological approach, the schemes and initiatives they had designed and implemented to enable young people who were either out of school or who had dropped out early to acquire a minimum of basic knowledge and skills. A transnational analysis of the country reports made it possible to identify the wide range of specific means used in each country for combating the

gaps in the education system and the possible ways of making up for this. A meeting of the experts who had written their country reports was organised in Abidjan in December 2016. This made it possible to:

- identify knowledge and skills development programmes and/or practices implemented by participating countries to foster the continuum between education and training;
- initiate a discussion on strategies and practices that could strengthen these schemes at the national level and share them within the framework of inter-country cooperation offered by the ICQN-TVSD;
- formulate recommendations to contribute to the cross-country strategic discussions which would give rise to concrete proposals to be submitted to the 2017 ministerial conference.

Following this work, a first compendium of country experiences was published in French and English. It includes a thematic introduction to the continuum concept, a summary of the 13 country reports and an initial analysis by the experts of ways and means of making up for gaps in their countries' education and training systems.

A second cross-national analysis of education/training/work continuum practices and policies (2017)

A second analysis completed the one conducted in 2016. It continued the work on the theme of the “education/training continuum” while expanding upon the analysis of measures implemented by the countries to combat the exclusion of so many young people from the education and training systems and thus help them successfully enter the world of work.

This time the study covered 18 countries. It further refined and even redefined the concept of continuum by including the world of work. Several reports had highlighted what the term continuum points to, namely the growing temporal and spatial gaps (or lack of continuity, indeed discontinuity) between the worlds of education, training and work, with their harmful consequences in terms of the exclusion of young people and waste of human capital. Interaction between the fields of education and training, when it exists, can only help people enter employment more easily if there are links with the world of work. It emerged that “traditional” linear continuum approach, starting with education and moving on to training and then to work, was less and less relevant in the face of the changing needs of individuals and societies and in the face of the continuum schemes that have really been put in place, in Africa and in the rest of the world. It also emerged that the current lack of continuity had negative consequences for the actors involved in each of the three fields, in terms of their objectives, methods and impacts.

The work of the experts ultimately led to the creation of a typology of existing continuum schemes by defining for each of them a distinct form of interaction between the three constituent fields. It was thus noted that moves to promote a continuum approach could be made either from the field of education, or from the field of training or work. What was important was not so much identifying the point of entry as understanding the path followed by young people and the interaction

between the three fields of the continuum as a function of the point of entry, the pathway followed and the result achieved.

A third cross-national analysis of moves to promote the continuum implemented by five distinctly different continuum schemes (2018/2019)

The 2017 expert meeting resulted in the description of five distinct types of continuum, differentiated by their point of entry into the continuum, the interactions they had established between education, training and work, and their ability to function as a structured system upon which models can be based. Five countries then agreed to describe in detail and in depth the type of system put in place and the way it had been implemented.

Mauritius thus agreed to expand upon its model of “remedial measures within basic education”, the aim of which is to enable all pupils to complete nine years of basic education. To this end, the country has introduced a number of remedial pathways that aim to give students at risk of falling behind or being excluded from school as many opportunities as possible to complete the basic education cycle.

Côte d'Ivoire had the second type of continuum model with its approach to the “integration or reintegration of young people into basic education”. It has established the “Gateway Classes” system, the objective of which is to tackle the low completion rate in primary education by means of non-formal education alternatives that promote the integration or reintegration of out-of-school and under-schooled children into the formal education system.

The third type of scheme, entitled “skills training in place of the education continuum”, is exemplified by **Benin**. This is a traditional but reformed apprenticeship scheme which has been set up to provide vocational training for the large numbers of young people who do not attend school and who drop out early. It enables young people to receive training and obtain a qualification based on target skillsets for specific trades, while also allowing them to acquire or strengthen their basic knowledge.

The Democratic Republic of Congo (DRC) has the fourth type of continuum scheme, which entails the development of “a stronger continuum between the education system and the world of work.” The Ministry responsible for TVET has set up Employment Training Units (UFEs), which allow teachers and trainers to work in partnership with nearby companies. The aim is to achieve a better match between the training provided in TVET institutions and employment in the formal, non-formal and informal economic sectors, and thus to promote young people’s access to the labour market.

Tanzania has the fifth and final type of scheme, which is based on achieving “continuum through certification of prior knowledge and skills”. The predominance of the informal economy and widespread existence of traditional learning practices mean that young people have no opportunity to continue their education or access formal employment if the knowledge and skills they have acquired informally are not recognised. The government has therefore decided to set up a system for the validation and certification of prior knowledge and skills.

What are the future prospects for the education/training/work continuum concept and schemes designed to promote it?

This study reports on all of the work carried out by the ICQN/TVSD during the three years of inter-country cooperation on the description and analysis of continuum schemes. It describes countries' experiences and the schemes they are developing in order to meet the education and training needs of a young population affected by educational exclusion and high drop-out rates. It analyses these experiences and schemes by investigating their capacity to become structured and effective systems, upon which models can be based, and that really do lead to the acquisition of knowledge and skills and thus promote access to the world of work.

The analysis conducted shows that such schemes exist or are emerging. At the same time, however, it shows that most of the time they are not sufficiently valued and supported. They thus fail to become an integral part of the education, training and employment priorities being introduced by the countries and by the major international bodies. The dominant, commendable approach still focuses on ensuring that all young people go through to the end of basic education and even secondary education. But it does not integrate the fact that too many of them are excluded too early from this linear pathway and they only manage to succeed by pursuing various different continuum paths whose entry and exit routes are anything but linear.

This study thus concludes that it is more important than ever to invest in consolidating and enhancing the various components of the continuum if we are to avoid leaving behind young people who are excluded from the education system either because they have not been able to enter it or because they left it before they had acquired the knowledge and skills that would guarantee them proper access to the world of work.

CHAPTER 1: Some key data on education, training and employment in Africa

The identification and then analysis of the education/training/work continuum measures implemented by the countries between 2016 and 2018 needs to be undertaken bearing in mind young Africans' education and employment situation. The descriptions and analysis show that the systems established by the countries offer ways and means of dealing with the many difficulties encountered by young people, particularly the most socially and economically vulnerable, when it comes to acquiring the knowledge and skills necessary for successful entry into the world of work.

1.1. Limited progress in the education system

There is no doubt about it: the performance of the education system in developing countries has improved markedly in recent years, particularly in the countries that are members of the Global Partnership for Education (GPE). Thus the "Results Report

2019” (Washington, 2019) shows that 77% of children in GPE member countries completed their primary education in 2016 compared to 63% in 2002. The progress is therefore statistically incontestable. However, the GPE Report highlights the limits of these statistical data. It indicates that this progress does not necessarily go hand in hand with an equally significant increase in educational achievement. It notes that while progress has clearly been made in terms of educational achievement, absolute value levels are poor and the pace of change remains inexcusably slow. It also makes two observations that need to be taken into account with regard to the continuum schemes analysed by this study:

- There exists significant inequality of opportunity between the rich and the poor, between urban and rural areas, between boys and girls and in terms of the distribution of trained teachers. However, continuum schemes almost exclusively involve the most disadvantaged groups of young people;
- “The number of out-of-school children remains a huge concern, but just as distressing is that millions of children are attending school but not learning. Where learning assessment systems are in place, the results reveal the depth of the learning crisis: Four in 10 primary school graduates lack basic proficiency in reading and math.”

The UNESCO Institute for Statistics (UIS) makes a critical observation about progress in achieving universal enrolment in 2018 (UIS/FS/2018/ED/48). It stresses that three years after the adoption of the Sustainable Development Goals and in particular Goal 4, which promised universal primary and secondary education by 2030, no progress has been made in reducing the number of children, adolescents and young people excluded from the education system. The UIS notes that while significant progress was made between 2002 and 2012 in the fight against exclusion from school, this progress has since slowed and the reduction in the number of excluded young people currently concerns just over 1 million per year.

The UIS figures (<http://uis.unesco.org/en/news/uis-releases-new-education-data-and-sdg-4-indicators-2018-school-year>) for 2018 are as follows:

- 258.4 million young people of school age, or about one in five, are out of school;
- 59 million children aged 6 to 11 are out of primary school (23%);
- 62 million 12-14 year-olds are outside lower secondary education (24%);
- 138 million 15-17 year-olds are outside upper secondary education (53%).

This data should be seen in the context of the gap between the richest and poorest countries. For example, 19% of primary school-age children (aged around 6 to 11) are not in school in low-income countries, compared to only 2% in high-income countries. The gaps widen further for older children and young people. About 61% of all young people aged 15-17 are out of school in low-income countries, compared with 8% in high-income countries.

They should also be analysed by gender. Thus girls continue to face the greatest obstacles. According to UIS data, 9 million primary school-age girls will never spend a day in school, compared to about 3 million boys.

Finally, they must be analysed in terms of geographical location. Among all regions, sub-Saharan Africa has the highest rates of exclusion from education. If urgent measures are not taken, the situation will certainly worsen, as the region faces a growing demand for education due to the constant increase in its school-age population.

The study on the education/training/work continuum focuses largely on sub-Saharan Africa, which explains why emphasis is given to remedial, workplace-based skills training schemes as opposed to school-based education in the various case studies and analysed in this report. Their important role in providing the most excluded young people from the school system with alternative ways and means of accessing education and training is all the more significant as analysis of the prospects for achieving Sustainable Development Goal 4 (SDG4) indicates that “learning rates are expected to stagnate in middle-income countries and drop by almost a third in Francophone African countries by 2030. It is expected that, without rapid acceleration, 20% of young people and 30% of adults in low-income countries will still be unable to read by the deadline (<http://uis.unesco.org/en/news/new-projections-show-world-track-meeting-its-education-commitments-2030>).

1.2. A training and employment system marked by difficult labour market conditions

The concept of the continuum raises the question of the relationship between education and training, and more specifically the role of TVET as an effective means of preparing young people for entry into the world of work.

Data on education highlight an increasing degree of exclusion as young people move from primary education to the various levels of secondary education, with the percentage of those not in school exceeding 50% at the time of possible entry into the world of work. This reaches a rate close to 70% in most sub-Saharan African countries, particularly the poorest ones. If we take into account the transition to vocational training or TVET at the end of basic education, the rates are around 5% in sub-Saharan Africa compared to 11% in the rest of the world. **This situation demonstrates that the idea of a linear education and training system leading to the world of work is far from a reality in developing countries, and in particular in ICQN/TVSD member countries.** It also highlights the fact that only a minority of young Africans are trained for employment, with TVET courses rarely being very effective or areas of employment that are generally full and have little capacity to integrate young people leaving vocational training.

The situation becomes even more complex when one considers the employment situation on the African continent. Much of this employment is informal. The report published by the ILO on informal employment in 2018 (Women and men in the informal economy: A statistical picture, Third Edition), estimates that it accounts for 85.8% of total employment at the continental level, with variations ranging from 67.3% in North Africa to 92.4% in West Africa and 91% in Central Africa. There is also data on job creation. Thus, 90% of the jobs created between 2009 and 2015 were in the informal sector. **As a result, young people can only access precarious jobs and the 3 million formal jobs created each year are nowhere near enough for the 12 million young people entering the labour market.** This means that a

large percentage of young people who leave the education system with a satisfactory level of qualification fail to find a job that meets their expectations.

All of this evidence points to the importance of thinking in a structured way about how young people can acquire knowledge and skills that effectively lead to employment as it exists in Africa today. Some development partners suggest that the best way to establish positive interactivity between the three fields of the continuum would be to take all young people through general education before considering the implementation of specific skills development options. The proposal to promote the acquisition by all of a common core of fundamental and transversal skills by means of school education up to the end of lower secondary school and, if possible, upper secondary school, before envisaging the differentiation of career development paths, is attractive. However, it is not realistic for the time being, given that UNESCO readily admits that the universal education targeted for 2030 will not be achieved. The proposal also takes no account of the apprenticeship culture in Africa which, despite sometimes being too traditional and not yet sufficiently reformed, is an effective way of integrating young people into the labour market (Van Adams, 2013.).

Nevertheless, the various continuum schemes set up to help many young people to:

- find ways to remedy and compensate for difficulties encountered during school education;
- access basic knowledge and skills through skills training;
- acquire professional skills leading to employment through close cooperation between school and companies;
- have the skills they have acquired at work recognised and certified;

have not been subject to any quantitative and/or qualitative evaluation on the part of the public authorities or international bodies with regard to their contribution to the acquisition of knowledge and skills enabling access to the world of work. Indeed these schemes are considered to be insignificant if not ineffective with regard to the objectives set for universal school education. Yet they play an active role in achieving these objectives and give priority to groups that the current education and training system too often leaves by the wayside.

The purpose of this study is to assess the value of these schemes as well as their vital contribution in helping the most socially and economically vulnerable young people to overcome their exclusion from school, and in ensuring they enjoy the inalienable right to education, training and employment.

CHAPTER 2: An initial conceptual and factual transnational approach to dealing with the education/training continuum concept

In 2016, the ICQN/TVSD began identifying the education and training continuum practices and policies implemented by member countries. Acting in accordance with the guidelines set by the ministerial conference held in Abidjan in July 2014, the ICQN sought to establish an inventory of innovative policies and practices from which

countries could draw inspiration in order to meet common and urgent challenges in the field of education and training. It needed to understand how best to restore the broken link between these two concepts in Africa, and how to avoid the negative consequences this divide could have on countries' educational and socio-economic development.

The work was carried out in several stages: first, a literature review was undertaken on the education-training-continuum concept to understand underlying policy and practical issues; second, previously-designated country experts were asked to write a country report presenting national examples of reflecting the lack of coordination between education and training as well as policy responses developed and implemented by governments to correct the situation; and third, a seminar of national experts was organised to evaluate the schemes described by the country experts and to draw strategic and policy lessons to be presented at the ministerial conference organised in late 2017.

2.1. The historical and contextual roots of the continuum concept

The literature review provided at the beginning of the "Compendium of African Experiences on the Education-Training Continuum" (2017) gives an account of the various historical and socio-economic situations that led to the emergence of the concept of continuum.

An elitist education system inherited from colonialism

As early as 1964, Abdou Moumouni, in his book on "Education in Africa" (Maspero, 1964), provided a critical analysis of the education and teaching system set up after the colonisation period. After successively studying the traditional education system and the colonial education system, he identified the shortcomings of the new education policies, which were still largely inspired by the coloniser. In particular, he criticised the elitist approach of the policies implemented and showed how they followed on from the colonial system by introducing a strict selection process based primarily on the mastery of colonial languages, the disregard for manual labour, which was considered as a sign of failure, and the disconnection of the education system from the economic and social needs of the societies it was supposed to serve. This distinction between the academic success of the elites and the difficulties, if not the failure of the most economically and socially fragile to complete their education remains surprisingly relevant today. It is at the heart of the problem of the continuum, the beneficiaries of which are first and foremost those who are excluded from the school system because they are unable to enter it or to stay in it long enough to acquire basic knowledge and skills.

2.1.1. A dysfunctional education system in relation to economic and social realities

There is a lack of continuity between the school system inherited from colonisation and the functional approach of the traditional African education, which does not separate apprenticeship from vocational training. This discontinuity was observed as

early as the 1970s. It was considered to have caused a deterioration in the quality of teaching and learning, due in particular to a number of easily identifiable causes (lack of teacher training, excessively large class sizes, lack of mastery of the language of instruction by teachers, lack of financial and educational resources, etc.). However, the analyses underlined that this discontinuity was more fundamentally due to the fact that the education system was producing individuals who were of little use to society because they were out of step with the socio-economic and cultural needs of African countries. They sought to join an elite that held little esteem for manual work and were even contemptuous of it. The continuing predominance of traditional apprenticeships, which continues to train the vast majority of young people, is a sign of this discontinuity which has been and continues to be detrimental to the successful education of African youth. As Moumouni suggested, it would have been more appropriate to establish a general “unitary” education system of 10 to 11 years’ duration that could have designed and introduced curricula more in line with the socio-economic and cultural needs of African countries. The absence of a unitary system in tune with socio-cultural African realities explains, among other things, the excessively high drop-out rates and the fact that school leavers have difficulty finding their place in a world of work, for which school has hardly prepared them.

2.1.2. A system that is reconnecting with a diverse range of approaches to education and training

Since the 2000s, coordinated efforts by ADEA and UNESCO have made it possible to reintegrate African cultural and socio-economic realities into education and training strategies. Studies by ADEA on post-primary education during the 2008 Maputo Biennale and others conducted by UNESCO with a view to launching the Basic Education Programme for Africa (PEAB) in 2010 have brought about major paradigm in education. They have made it possible to introduce into curricula skills and competencies that promote African cultures and local knowledge, such as the initial use of people’s mother tongue as the language of instruction (before moving on to the official language, which is usually a European one) and even a fully bilingual approach (use of both languages until the end of the basic education cycle). They have also proposed to introduce life skills, entrepreneurship and technical and vocational training into the school curriculum to facilitate the entry of young people into the world of work.

In the field of vocational training, ADEA has strongly argued for a paradigm shift from Technical and Vocational Education and Training (TVET) to Technical and Vocational Skills Development (TVSD), which allows for the recognition and possible certification of all acquired skills regardless of how they have been acquired. Thus various forms of apprenticeship can be promoted, whether they have taken place in training centres, in companies, in the workplace or in the framework of a formal, non-formal or informal education and training scheme. This paradigm shift means that the act of education and training is no longer validated according to its institutional character but rather according to the results it achieves and the certification of knowledge and skills acquired.

The reconnection of school curricula with African cultural and social realities, as well as the recognition of all forms of apprenticeship and vocational training leading to the world of work, represent early efforts to implement the continuum concept. This

concept thus constitutes a strategic approach that brings education and training systems into line with African realities.

As the literature review concludes, if we are to promote the continuum successfully, we must reform the structure and purpose of the entire formal education system by creating pathways to and from other alternative forms of education for population groups who have not been to school and/or are outside formal vocational training systems. Ultimately, the continuum aims to reduce the social divide resulting from unequal access to education, training and learning in order to promote better integration into society and the world of work for those excluded from the linear education and training system.

2.2. The conclusions of the 2016 country reports on the education/training continuum

The main conclusion drawn from the literature review is that the concept of the continuum can only be understood in its current context by undertaking a very factual analysis of schemes set up by countries to educate and train young people outside formal education and training systems. National experts were therefore asked to describe, analyse and examine in depth the way in which their countries are really implementing the education/training continuum. Each expert would produce a country report using a common methodology which, once the work had been completed, would permit a comparative analysis of the continuum schemes identified.

2.2.1. The common framework for country reports

The methodology and framework for the drafting of the country reports were derived from the literature review. The objective was to obtain the most relevant information and data on (i) how the ICQN's member countries have formulated the education and training continuum concept and related issues, (ii) how they have undertaken to implement it or, conversely, (iii) how they are attempting to do so by putting in place systems and pathways capable of providing large numbers of young people and adults with access to the knowledge and skills they need to succeed in their personal and professional lives. The framework was structured around the following seven main themes:

- a. an introduction to the different conceptual meanings and understandings of the continuum at the national level;
- b. basic data on the educational levels of the population (disaggregated in terms of female/male and rural/urban where possible);
- c. basic data on vocational training / TVSD;
- d. policies and strategies to reduce the discontinuity between education and training for the benefit of young people with an analysis of the causes of the discontinuity and the measures taken to prevent the discontinuity;
- e. policies and strategies to establish the continuum by providing access to lifelong learning for all;
- f. policies and strategies to build a continuum from the recognition of all forms of knowledge and skills acquisition;
- g. a concluding analysis describing an education and training system or reform that could best illustrate at national level a promising practice of continuum education and training.

Sixteen countries (Benin, Burkina Faso, Cameroon, Chad, Côte d'Ivoire, Kenya, Liberia, Mali, Madagascar, Mauritius, Morocco, Niger, DRC, Rwanda, Togo and Tunisia) provided, through a formally appointed expert, the most detailed description possible of the education/training continuum schemes(s) they were setting up or planning to set up. They thus provided a unique written analysis, which the seminar of experts held in Abidjan on 7 and 8 November 2016 used in order to begin a two-year debate about continuum practices and policies being developed in African countries. The names of the experts and the summaries of their reports are published in the Compendium of African Experiences in Promoting the Implementation of the Education-Training Continuum referenced in the appendix of this study.

2.2.2. The main findings regarding the absence of any education/training continuum

The concept of continuum is firstly perceived in all the country reports as encompassing all the formal, non-formal and informal processes of acquiring knowledge and skills. However, we must acknowledge that the identification of these processes in the various countries is recent and often incomplete. It is perceived as focusing on the transition rates between school years and systems within the education and training sub-sectors and above all the transition rates between these two sub-sectors, bearing in mind that discontinuity is most prevalent in the transition from basic education to TVET. Finally, it is perceived as a form of urgent obligation to bring an end to the early departure of young people from the school system and above all to bring an end to the lack of pathways enabling young people who fail to complete their schooling to enter the labour market with a minimum set of professional skills.

This overall approach is firstly broken down according to the different levels of discontinuity preventing young people from pursuing a linear pathway leading smoothly from education to training and therefore to employment.

Efforts in primary education to ensure greater equality of access and long-term achievement

Although very substantial progress has been made in increasing gross and net enrolment rates and especially completion rates, strong discontinuities still remain at two levels.

- The first level of discontinuity concerns the inequality of access to school education for populations in rural areas and more generally for socially-disadvantaged populations. A significant example is that of Morocco, which, although experiencing a very significant increase in the enrolment rate and a high primary education completion rate, still has a rate of 29.1% of children not attending school.
- The second level of discontinuity concerns the lack of quality and durability of results achieved in terms of completion rates and the consolidation of basic skills. This is caused as much by material constraints at schools, which too often fall below the basic standards of hygiene, as by educational factors

which make it difficult to ensure that knowledge is embedded long term (teacher/pupil ratios, lack of teacher training, etc.). Thus certain countries such as Benin and Mali have experienced a drop in primary school completion rates.

The difficulty in securing the continuum at the end of basic education

The continuum issue concerns the great many young people who do not complete the basic education cycle. Thus, after 9 years of education, more than half of a given cohort of young people are or risk being outside the school system without having the means to continue their training before entering the world of work. The result is a loss of educational attainment and an unpreparedness for working life that perpetuates social and professional insecurity. Various figures illustrate the problem of discontinuity during the first 9 years of education.

- Côte d'Ivoire has a low transition rate from primary to secondary school and a low secondary school completion rate, which means that only 1 in 3 children now attend school for 10 years;
- The dropout rate during basic education is increasing in Morocco due to poor motivation, distance from school and financial problems;
- The rate of young people who drop out of school before completing 9 years of compulsory education is, for example, 47% for the 9-14 year-old category in Mali. These rates are higher than the official figures for NEETs (neither in employment nor in education or training), as many of them accept precarious and subsistence employment.

The poor performance of basic education in ensuring a majority of young people go through to the end of the system is the most visible and worrying stumbling block in the education/training continuum, as those who leave it along the way enter a precarious situation with no formal way of catching up. Furthermore basic education provides no access either during or afterwards to schemes that both permit skills development and reinforce educational achievements.

The sharp discontinuity between leaving basic education and entering vocational training

While many countries are keen to strengthen pathways allowing for continuity from basic education to TVET, only a small minority of young people take this formal skills development route. This minority accounts for between 5% and 7% of the already small number of young people entering upper secondary education. These figures are likely to increase significantly given the need for countries to integrate as many young people as possible into the world of work. Some, such as Niger, have planned to drastically increase the percentage of young people entering formal vocational training (15% from 2015), but available data show that the ministry in charge of vocational training does not have the means to achieve the objectives set. However, Niger is developing vocational training centres that cater for young people excluded from the education system at the end of CM2 level (for 10 to 11 year-olds).

These rates are indicative of the under-funding of TVET in most countries. They also reflect:

- the highly negative image of vocational training;

- the fact that parents and young people feel that TVET does not offer a path to improved social status. Only general education is fully esteemed, as it is considered to lead to stable and well-positioned positions in the social ranking hierarchy;
- the mismatch between the skills acquired in vocational education and those required by the world of work.

Most young people outside TVET and secondary education therefore have no option for entering the world of work other than to acquire skills through traditional apprenticeships, through precarious employment or through alternative education and training schemes identified in the country reports that form the basis of this study.

2.2.3. Remedial measures implemented to address shortfalls in the education/training continuum

The concept of the continuum as developed by the countries naturally includes a description of the measures they have implemented to try to remedy shortfalls in the continuum and to enable young people who are victims of this to find alternative routes into education and training. The country reports mainly describe two types of remedial measures. The first type concerns the measures taken by certain countries to correct the weaknesses and counter the discontinuities of the education system. The second type seeks to make up for the low level of access of young people to formal training schemes at the end of each cycle of education by introducing non-formal or informal skills development options.

Basic in-school remediation

Three countries have specifically and pro-actively invested in measures aimed at correcting or countering weaknesses in the education system.

Mauritius has undertaken a very detailed analysis of the reasons for this weakness. Those responsible for the country's education system blame the elitism of primary education. It is characterised by a highly selective examination at the end of each cycle and therefore penalises pupils from disadvantaged backgrounds, whose mastery of literacy and basic numeracy in both languages (English and French) is substandard and whose failure and drop-out rates are particularly high. Another consequence is that children from poor families drop out of school in greater numbers than any other group and enter informal employment because of the need to support their parents financially. **To tackle these discontinuities, the government has formulated a series of policy measures including the creation of priority education zones, pre-vocational training pathways and second chance programmes for pupils with learning difficulties.** All the measures were detailed and analysed in the reports produced in 2017 and 2018.

Like most African countries, particularly those in sub-Saharan Africa, Côte d'Ivoire is experiencing difficulties in promoting the education/training continuum in a satisfactory manner. 20% of children do not have access to primary school. Only 33% of young people enrolled in school complete lower secondary education and 6 out of 10 do not have access to upper secondary general or technical and vocational

education. There are therefore major discontinuities in the implementation of universal education, for a large number of reasons. According to the data provided in the country report, these problems are mainly due to the insufficient coverage of education, poor material conditions for schoolchildren, low transition rates between primary and lower secondary school and between the secondary cycles, low retention rates at all levels, low coverage of TVET and, finally, abandonment of school due to child labour. **Faced with this situation, policymakers have adopted a series of remedial measures, the most significant of which is the creation of “Gateway Classes” within basic education.** As in Mauritius, these are detailed and analysed in the reports produced in 2017 and 2018.

Madagascar is the third country to have implemented in-school remedial measures. Non-enrolment rates are as high as 24% of young people aged 5 to 18 and the education system is characterised by a high repetition rate (20% in primary school, 13% in secondary school). Although 76% of young people go on from primary to secondary school, only 37% of pupils then complete the first cycle and only 16% complete the second cycle. To improve continuity it will be necessary to combat high repetition rates and to introduce specific remedial measures to enable those who leave school too early to return after enhancing their educational achievements or to go on to do skills development courses with a view to entering the world of work. **Thus, with the support of international organisations, the Ministry has set up a scheme called “Asama” with a view to making it possible for the most vulnerable youngsters to participate in a proper education and training scheme that really helps them into the world of work.** This scheme is detailed and analysed in the 2018 report.

Remediation through a variety of skills development courses

Most of the 16 country reports give descriptions of skills development schemes for young people who left the school system too early or at a relatively early stage. These schemes are often under-funded and have small intakes and limited roll-out.

Such schemes entail traditional apprenticeships, which attract a very large number of young people. Unfortunately, these young people are not covered by national or international statistics despite the recommendations adopted by member countries of the WAEMU. Only Niger, through its Employment and Vocational Training Observatory, has undertaken a precise count. Alongside traditional apprenticeships, there are other schemes such as reformed or dual apprenticeships, modular training and literacy skills training. However, these only concern a very small minority of young people (barely 1%) who are excluded from the world of education and training. Even though they seem suitable for young people who leave the education system early, they are under-equipped, under-valued and, above all, under-funded. **Many countries claim to want to significantly, if not drastically, increase the number of beneficiaries of these schemes, but in reality these strategies are rarely transformed into operational action plans for reasons linked in particular to the lack of financial support from public authorities, and even from technical and financial partners (donor agencies), for training schemes such as work-linked training and apprenticeships, and to the de facto acceptance that young people who are excluded from the school system at an early age “manage” by accepting subsistence employment.**

The analyses carried out in the AFD's March 2016 technical papers on the "Dynamics of exclusion and means of integration of Sahelian youth" emphasise however the discontinuity of education and training pathways fosters the radicalisation of young people, particularly in the Sahel region. It is therefore more than necessary to carry out research on how to develop and roll out schemes for young people leaving basic education during and after basic education.

Remediation through the accreditation of prior learning (APL)

APL is an important factor in overcoming the discontinuity between education and training insofar as it allows the knowledge and skills acquired outside of existing formal systems to be accredited and given a value and a level of qualification in relation to existing certification systems. It therefore introduces another form of continuity in education/training outside formal pathways that lead to a pre-determined qualification. However, there are two pre-requisites:

- The existence or at least the early stages of a national certification framework that establishes APL and ensures the results are recognised in professional and social terms;
- The existence of an accreditation and training system which identifies qualification standards and the levels of performance to be reached in order to achieve a given level of qualification.

The country reports do not describe any existing APL schemes but they do identify the countries that intend to introduce it. They mention that a consultation framework has been created since 2010 between Benin, Cameroon, Mali and Senegal with a view to introducing APL. They report that Niger has designed 25 certification reference systems, thus making its introduction possible. Finally, they indicate that Morocco has set up a national certification framework and established a National Commission for Professional Certification, which augurs well for the future institutionalisation of APL.

2.3. A strategic review by country experts of the various continuum schemes and concepts in 16 African countries

A seminar was organised in Abidjan in December 2016, bringing together the experts who wrote the country reports, public and private officials in charge of education and training as well as technical and financial partners.

2.3.1. An inter-country inventory of continuity and discontinuity in education and training systems

The aim of the seminar was to present and analyse the wide range of knowledge and skills acquisition programmes and/or practices implemented by the participating countries and to identify the most promising schemes implemented by each of them in terms of the continuum. The experts then defined five strategic priorities for action in order to create the optimal conditions for an education/training continuum capable of combating the discontinuity observed in the country reports. These priorities, whose implementation would necessarily have to be adapted to the specific situation

of each country, were defined as having to promote, according to the needs observed:

1. a reform to integrate the acquisition of skills and competences matching the socio-economic needs of society into the basic education curriculum;
2. a mechanism and appropriate measures to ensure successful entry into vocational training systems after basic education;
3. a formal or non-formal system of refresher courses to enable people to re-enter the formal school system after they have dropped out prematurely;
4. reformed apprenticeships to consolidate the learning outcomes of those who have left basic education, while offering training leading to a recognised qualification;
5. a blended educational programme aimed at integrating pre-vocational or vocational skills into secondary (lower and upper secondary) or higher education curricula.

The work of the experts made it possible, for each of the countries represented, to list all the schemes designed and developed with a view to introducing an education/training continuum for the benefit of the most academically vulnerable groups or those excluded from formal education and training schemes. The cases of Mali, Ghana and Senegal illustrate the way in which countries implement school-based learning and vocational skills development adapted to the socio-economic situation of young people excluded from linear education pathways, while in most cases leading to recognised qualifications and accreditation.

An education and skills development scheme targeting those who do not attend school and those who have dropped out of school: the case of Mali

Development Education Centres (CEDs)

The village community provides the facility, selects a group of **30 learners, 15 out-of-school girls and 15 out-of-school boys aged 9 to 15** to be taught for **4 years**. The scheme enables young out-of-school or early drop-out children aged 9 to 15 to read, write and calculate correctly in their local language. It offers children aged 9 to 15 who are out of school or who drop out early the opportunity to acquire knowledge and skills that will enable them to participate in the economic, social and cultural development process of their community. It promotes the learning of a trade related to local development. It is managed by a management committee and a general vocational education and training programme is set up: learning to read, write and calculate in the village language with the introduction of French in the second year; pre-vocational training in the fourth year in the form of modules linked to the village's economic activities. **The teacher** chosen by the community is subsidised and trained by the government. The involvement of the villagers is strong and makes it possible to have a core of "literate" young people in the villages. The cost of the CEDs is limited, which allows for a more extensive roll-out than for the other schools.

Those leaving these centres are then trained in a trade to enable them to be integrated into the local economy. Young people thus trained become economic players in their local area.

Learning schemes promoting accreditation in the Informal Sector: the case of Ghana

The National Apprenticeship Programme (NAP)

The National Apprenticeship Programme (NAP) is targeted at young people who have been excluded from the school system at an early age, those who are neither in education, training nor employment (NEETs) and more generally those from a disadvantaged socio-economic background.

The training adopts the competency-based approach, which allows young apprentices to obtain validation of the competencies acquired according to the levels of certification defined by the National Technical and Vocational Skills Certification Framework (NTVETQF).

The NAP is publicly funded. Apprenticeship supervisors are trained in the competency-based approach and receive financial compensation from the government, which also finances the training materials and production of content.

The NAP has been modelled in such a way as to make vocational training attractive and to attract young girls in particular. Training has been standardised so that all training in the informal sector can be certified.

A huge effort to develop the skills of young people who have left the school system without qualifications or diplomas: the case of Senegal

Specialty certificates (CS)

Every year 130,000 young Senegalese people leave school between the end of CM2 grade (10-11 year olds) and the end of the third year without having obtained any qualification. 30,000 leave high school without having obtained the baccalaureate and 15,000 leave higher education without any degree.

How can we offer all these young people a suitable and attractive short-term vocational training course for which a speciality certificate (SC) is granted?

To respond to this challenge, the SC system was launched by the Ministry of Vocational Training, Apprenticeship and Handicrafts with the support of the World Bank and the French Development Agency (AFD).

The CS is a diploma that attests to the skills required to exercise a trade for a period of three to six months. It is provided by training centres via training agreements between companies and job seekers. These training courses are modular and take place partly in companies and partly at the training centres. The certificates can be for all young people. They are financed by apprenticeship vouchers issued by the vocational training financing fund. The CS can lead to the certificate of vocational aptitude.

CS certificates are currently being developed in seven sectors and concern some twenty professions:

- agriculture and agri-food: nurseryman and fruit and vegetable processor;
- construction: tilers, form workers, ironworkers, painters, plasterers, plumbers;
- services: tyre mechanic, car body painter, motor vehicle diagnostician, winding machine operator;
- tourism and hospitality: table waiter, kitchen clerk and bar waiter;
- ICT: computer maintenance, computer graphics, network maintenance, audiovisual technician;
- clothing: sewing and cutting.

It is planned to train and qualify 20,000 young people by 2020.

These three schemes highlight how all the countries that took part in the presentation and then the transnational analysis of the education/training continuum schemes have understood how much needs to be done to ensure that formal education and training systems do much more help as many young people as possible reach the end of a linear continuum between education and training. **The continuum concept only makes sense if it encompasses all the efforts made by the various national and socio-economic players to give the most vulnerable and disadvantaged young people an effective chance to acquire the knowledge and skills they will need to succeed in their personal, social and professional lives.**

2.3.2. Some proposals for future work and reforms

The experts' analyses have been summarised in a table which presents for each country the education/training continuum system that should be developed and strengthened to overcome the current weaknesses of the education system and/or to fight against the discontinuities that penalise young people who are failing or excluded from school. The system chosen by each country is not the only one it has in the field of the continuum, but it is the one it wishes to include as a priority in the framework of the reforms to be consolidated and/or implemented in the fields of education and training.

National continuum schemes meriting further priority development

COUNTRY	DESCRIPTION OF THE SCHEME TO BE CONSOLIDATED OR IMPLEMENTED
BENIN	Reformed traditional apprenticeship scheme in vocational training centres and workshops/companies
CÔTE D'IVOIRE	Non-formal and/or formal "Gateway Classes" which are being piloted by the Ministry of Technical and Vocational Training
TOGO	Introduction of dual apprenticeship schemes into the vocational training system
BURKINA FASO	Development of apprenticeship through appropriate training for craftsmen, given the importance of on-the-job training to obtain the required qualification
MOROCCO	An integrated information and guidance process that coordinates the various parts of the education and training system in order to improve their complementarity and introduce new levels of training (vocational bachelor's and master's degrees)
DRC	The creation of Employment Training Units in colleges and schools to train young people in the skills required by companies and the world of work
MALI	Development of Education for Development Centres to integrate children and young people who have never been to school or who have dropped out of education
MAURITIUS	Formal and non-formal upgrading measures for people with educational difficulties throughout their school career, to prepare them effectively to enter economic life and the labour market
CHAD	The creation of routes and pathways between basic education and vocational training in Non-Formal Basic Education Centres

Continuity and discontinuity in education and training systems in Africa

KENYA	Integration of vocational education and training within secondary education
GHANA	Introduction of the National Certification Framework to accredit prior skills, particularly in the informal sector
TUNISIA	Design and development of a reformed apprenticeship programme for those who have dropped out of the education system
SENEGAL	Consolidation and development of certificates of specialisation for the large numbers of young people leaving the education system without any skills or qualifications
RWANDA	Implementation of a real continuum between education and training for both young people and adults
CAMEROON	Development of a reformed apprenticeship system (currently being introduced)
MADAGASCAR	The fight against the huge numbers of youngsters dropping out of school which inevitably leads to underemployment and the growth of the informal sector

The work of the national experts highlights the education/training continuum practices and schemes that need to be implemented in order to give young people – particularly those who are excluded from or failing at school – an optimal chance of acquiring the knowledge and skills they need to succeed in their social and professional lives. The question raised is not whether the concept of continuum is legitimate or not: the experiences described and the priorities defined in this area largely support the need for it. Rather, the question is whether those responsible for education and training policies are devoting sufficient resources and priority to this concept with a view to reforming education and training systems extensively and thus giving the many young people excluded from a linear education a possibility to acquire the knowledge and skills they need to enter the world of work.

Conclusion

The numerous country reports requested and received by the PQIP/DCTP provide a solid insight into how to remedy the shortcomings of the current education and training system. At the same time, they ask all those responsible for and involved in this system what they intend to do to further reduce drop-out rates at the end of primary school or in the first three or four years of secondary school to create basic education or vocational training opportunities for children who are not in school or who have dropped out, or to initiate or support reforms that enhance and certify all forms and methods of school and vocational learning.

The practices and schemes described show that effective responses have already been developed to meet the challenges that officials and stakeholders face seeking to give real substance to the concept of an education/training continuum applicable to all young people, whatever their educational situation. The question that has to be posed is whether countries have the political will to invest in the development of this continuum. It is necessary to devote sufficient financial resources in order to roll continuum practices and schemes out on a wider scale and to ensure they offer a structured and effective way to acquire knowledge and skills to those who are the most fragile in educational and social terms.

CHAPTER 3: From the education/training continuum concept to the education/training/work concept

The decision taken at the end of the 2017 experts' seminar to continue the inter-country cooperation led to new research on the education/training continuum in 2018. This is outlined below. This work consisted, firstly, in asking the experts to identify and then describe, according to the priorities of their country's education and training system, a scheme corresponding to one of the following categories:

- School-based learning focused on addressing the socio-economic realities of everyday life;
- Successful entry into formal or non-formal vocational training at the end of basic education;
- Formal or non-formal remediation allowing those who have dropped out of school early a second chance to acquire basic knowledge and skills;
- Reformed apprenticeships that consolidate the educational achievements of those leaving basic education while leading to a recognised professional level;
- A mixed curriculum linking education and training at secondary or post-basic education level.

The purpose of having these categories was not just to make a list of existing initiatives. The objective was to present then analyse the practices of each country to ensure they were consistent with a coherent set of options for inter-country work. This would allow the ICQN/TVSD member countries – if the ministerial conference organised at the end of the year agreed – to share their experiences with a view to improving young people's skills and helping them into the world of work.

The experts, who had mostly been appointed by the ministry they belonged to, were asked to use the model proposed in order to facilitate comparative analysis of the countries' different schemes. The main aspects of this model include:

- The institutional position of the scheme;
- The reasons for setting up the scheme;
- The design and development of the scheme,
- The reform options created by a better continuum between education and training.

During this second phase of inter-country consultation, the ICQN/TVSD received 18 country reports which had all been structured in the same ways. The summaries of all these reports were published in the compendium published at the end of December 2017 and entitled: "From the education-training continuum to the education-training-work continuum" The change from two to three terms to designate the concept of continuum reflects the paradigm shift that took place between 2017 and 2018 following the introduction of the term "work".

A review of the 18 country reports showed that it was not possible to account for the similarities and differences in the situation in the different countries without redefining the concept of continuum or without adopting a theoretical

approach to the concepts of “scheme” and “modelling”. This was necessary in order to provide a structured and clear analysis.

3.1. Reasons for introducing the term “work” into the continuum

The analysis of practices and schemes implemented in the countries pinpointed two major interpretations of the continuum concept.

The first interpretation, as outlined in the Côte d'Ivoire, defines the continuum as follows: **“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.”** Such a definition 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 the world of education or the world of work. 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.

A second interpretation given in the reports describes the world of work and, more particularly, the part of it offering work experience as often being the only way for young people who are excluded from school to start acquiring knowledge and skills. **Work becomes a point of entry into a learning process that, if well structured, can provide access to a level of knowledge and basic skills that can be recognised as part the accreditation of prior learning. The expression “education-training-work” no longer expresses a sequential relationship between the three individual terms, but rather the notion that it is possible to enter into a learning process through one of the three.** The following paragraphs illustrate this paradigm shift.

3.2. Schemes themselves can help to structure the various continuum paths

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 become an established (or in future institutionalised) 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, integration into the world of 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. This highly structured approach to the concept of a scheme enabled the experts to present the scheme they had selected in a better way and to place it more clearly within framework of national education and training policies.

3.3. The modelling concept, or the typological classification of the various different continuum paths

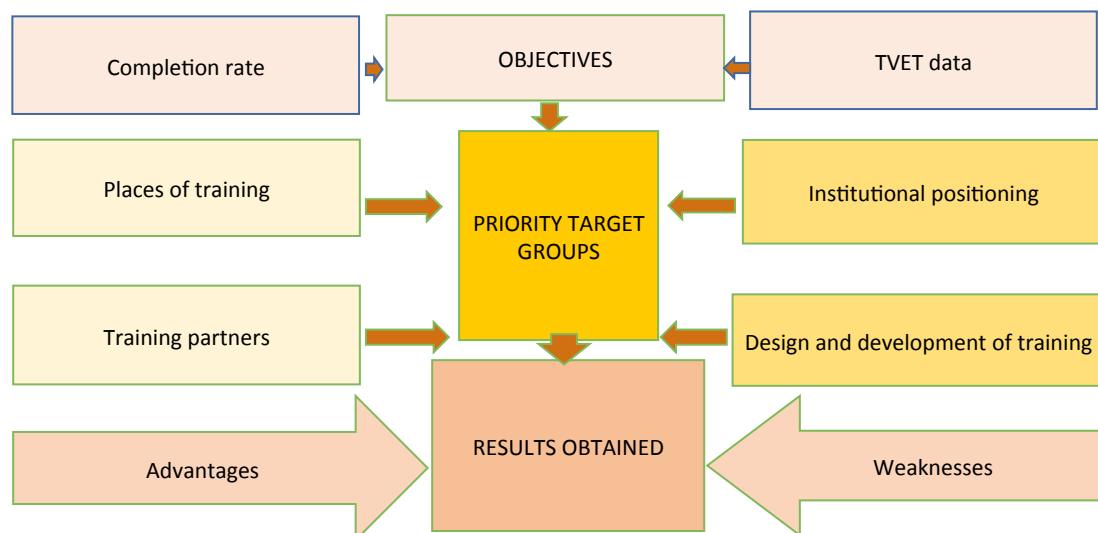
Analysis of the country reports has required the development of a modelling tool to permit comparative analysis to classify the country systems according to a typology that takes into account the way in which they implement the concept of continuum. This required the identification of a number of analytical criteria that would allow existing schemes to be analysed and then classified according to how well they matched these criteria. These were analysed against the following criteria:

- Education and training system performance;
- The institutional situation within the education and training system;
- 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.

These various criteria have been grouped together in the following diagram, illustrating the capacity of given schemes to really educate and train priority target groups, who are always those most educationally and socially disadvantaged in

society. The diagram shows whether target groups are helped by schemes that have institutional and educational support commensurate with the results sought.

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 integration into the world of work.

CHAPTER 4: 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. It 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. 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.

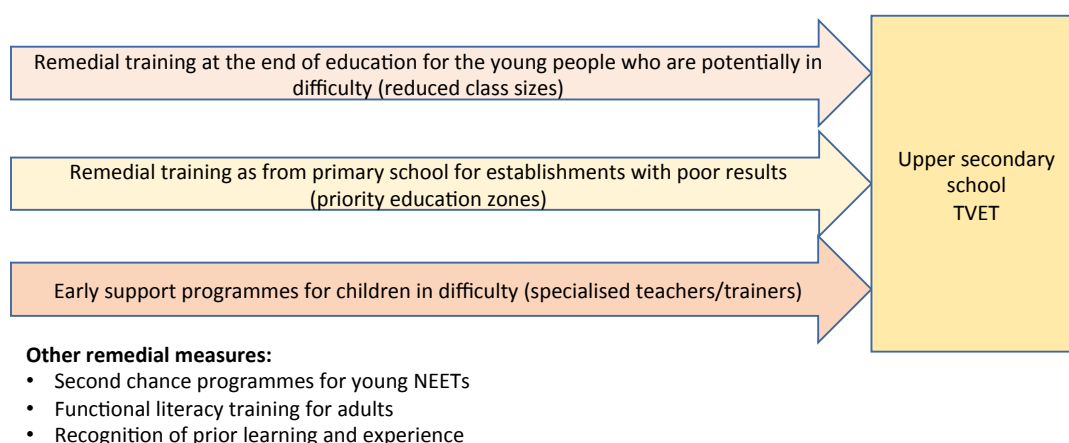
4.1. First type of continuum scheme: remedial measures within basic education

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/teachers 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



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 notion of “integration into the world of 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.

4.2. Second type of scheme: 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 (*classes passerelles*) 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.

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.

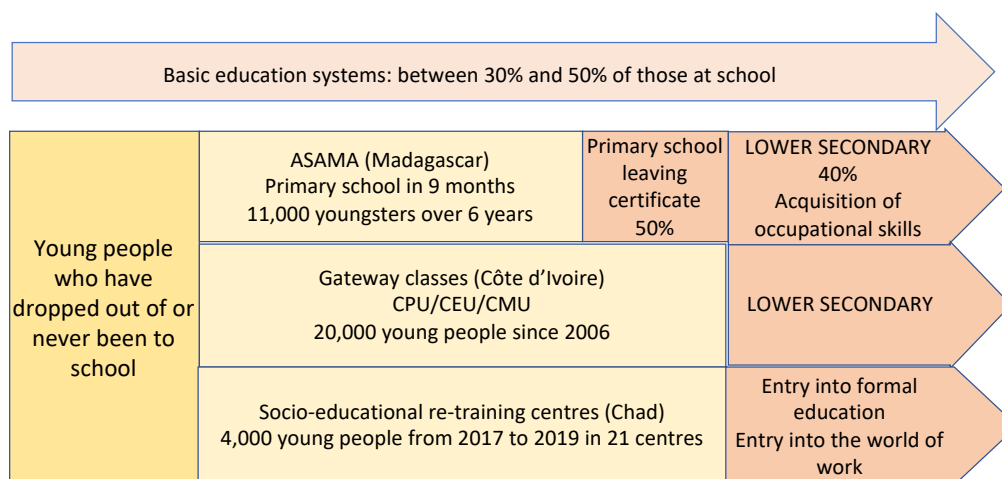
Socio-educational reintegration for young people outside school in Chad

Continuity and discontinuity in education and training systems in Africa

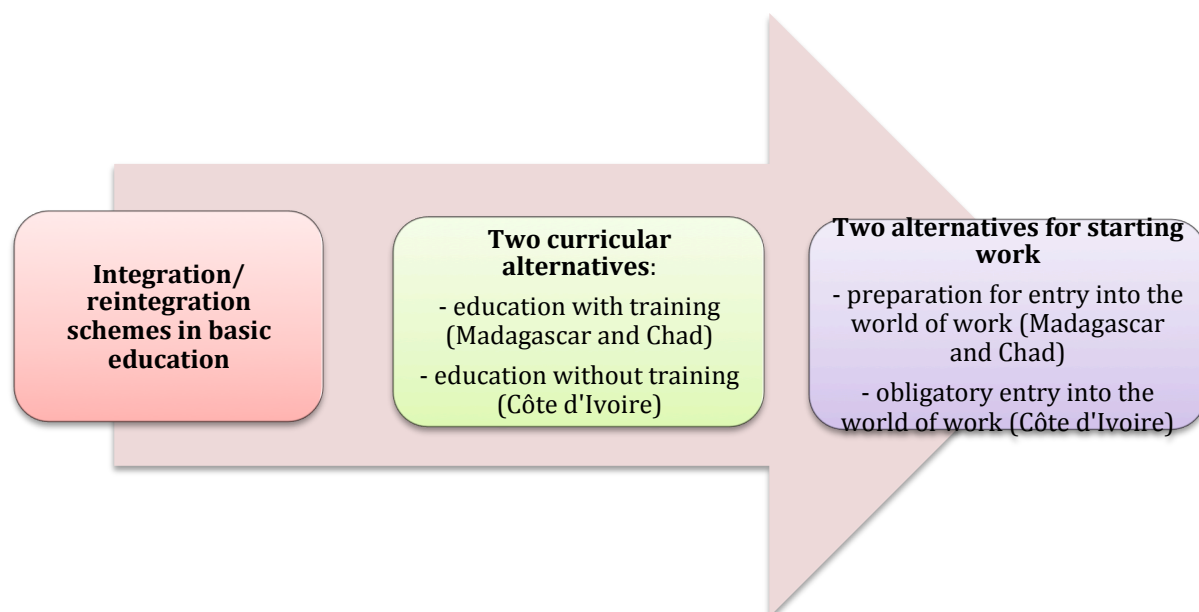
This scheme is for 9 to 14-year-olds who have dropped out of or who have never been to school. It aims to provide training and support that is both theoretical (helping learners to return to the formal system) and practical (helping learners to find a job, with a possibility for initiation in their chosen 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.

Integration and/or reintegration of young people into basic education (Madagascar, Côte d'Ivoire and Chad)



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/integration into the world of 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.**

4.3. Third type of scheme: skills training in place of the educational continuum

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 social and professional integration.

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.

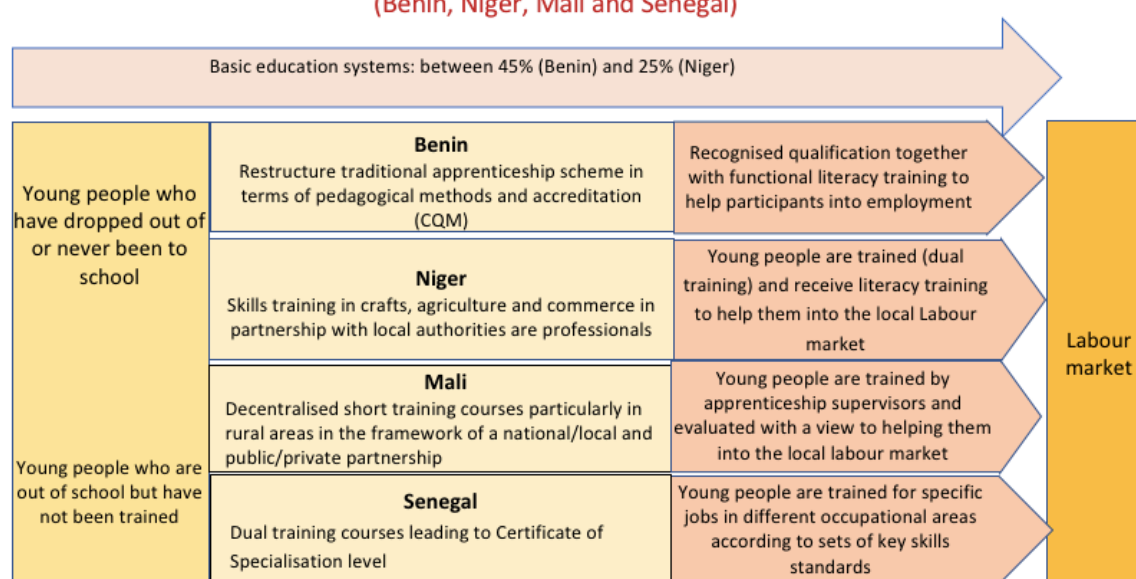
The Certificate of Specialisation scheme in Senegal

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 (Benin, Mali and Niger);
- 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 that is incapable of ensuring educational and professional success for a large majority of young people.



4.4. 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 remote from the economic and social reality in which young people live.

A number of countries are reforming their education and training systems to closely link education, training and integration into work. Two countries are particularly active in this respect: the DRC and Tunisia. Four other countries are in the process of developing a closer relationship between the three terms of the continuum: 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

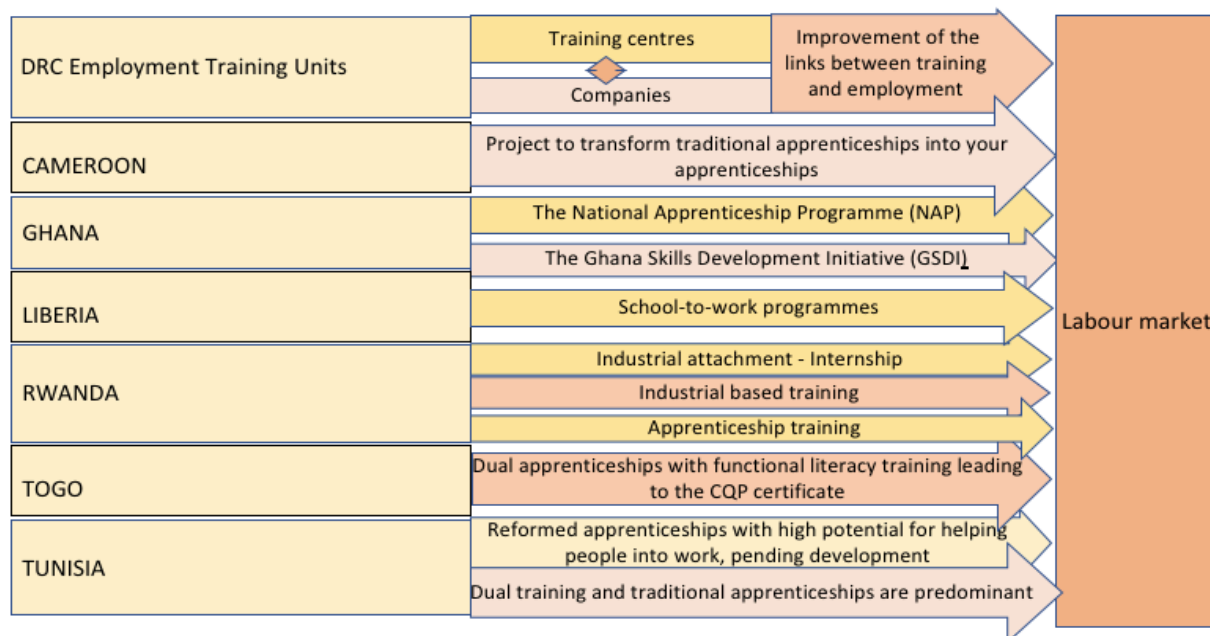
young school dropouts who do not have the opportunity to pursue studies. The way the training is organised makes it possible for young people to access all vocational training qualifications including the CAP, BTP and BTS vocational certificates. The scheme was initially run with three pilot centres, 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, reformed 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 reformed apprenticeships to create a strong continuum between vocational training and the world work.

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.

Continuity and discontinuity in education and training systems in Africa

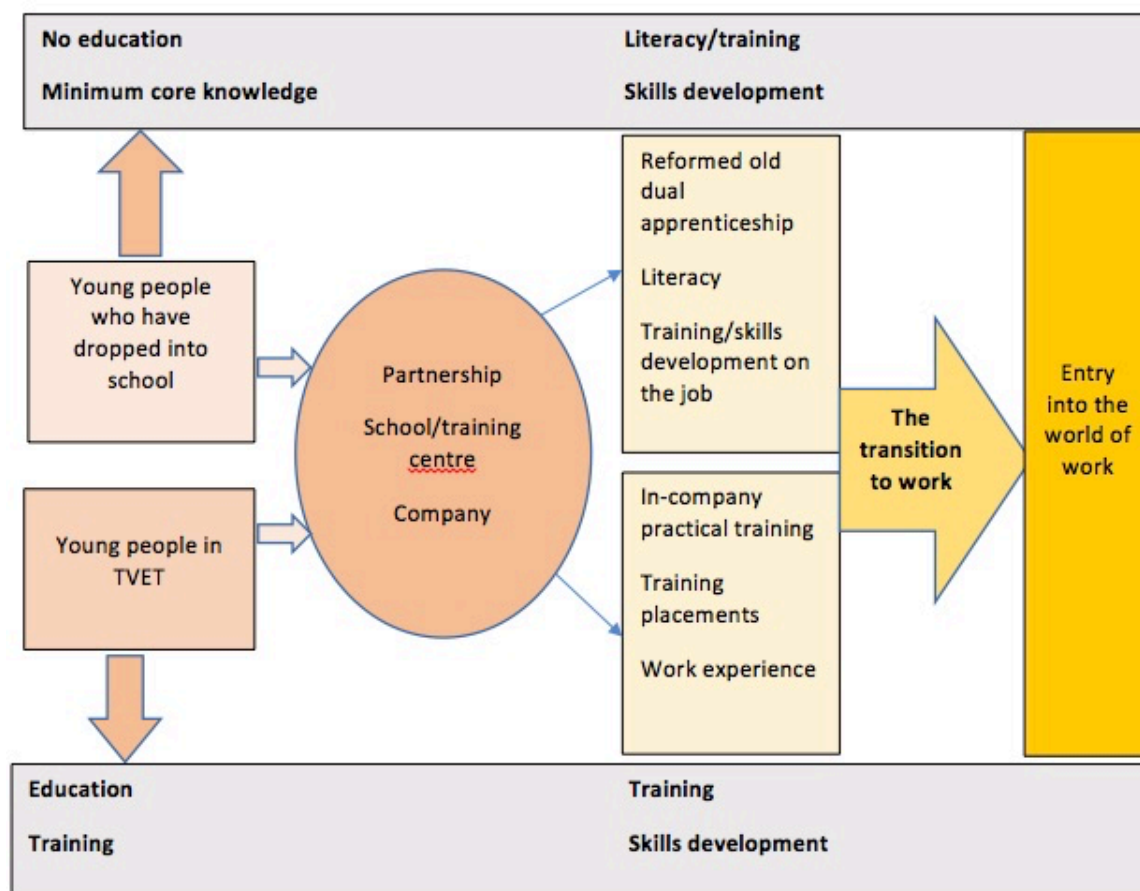
Developing a stronger continuum bringing together the education system and the world of work



Analysed from the point of view of the continuum between education, training and the integration into the world of 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 and the world of work and the need for a close partnership with the economic and business world to bridge it and thus achieve an effective continuum worthy of the term.

This type of scheme illustrates the importance of apprenticeship schemes, whether they come under the label of “reformed traditional apprenticeship”, which are primarily intended for young people who have dropped out of or never been to school, or “dual apprenticeships”, which are primarily for young people in vocational training. In both cases, work-based training interacts with the three components of the continuum. 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. 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.

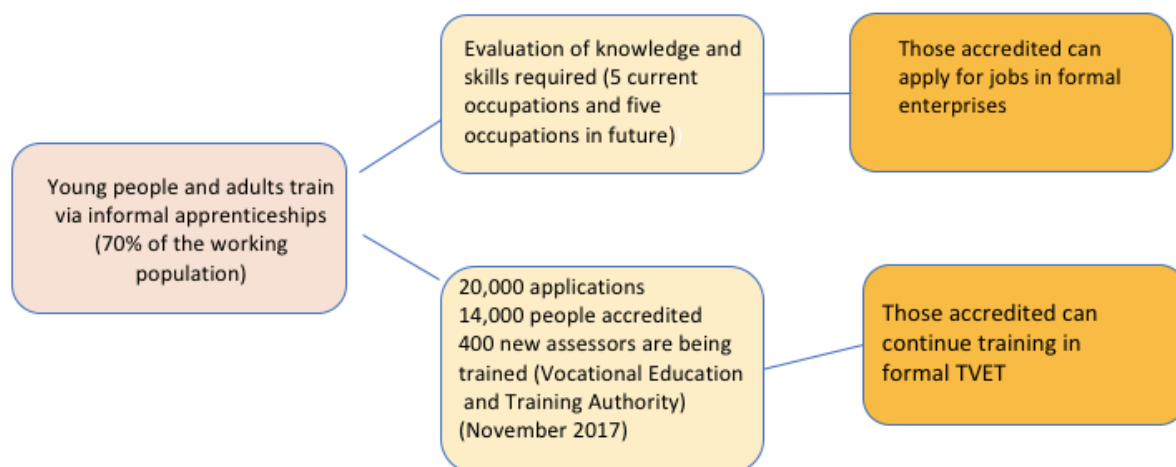


The school/enterprise partnership in this type of scheme is a vital element linking each component of the continuum – education, training and the integration into the world of work – in ways specific to each target group. It enables those who completed their education to avoid remaining outside the world 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.

4.5. Fifth and last type of scheme: developing a continuum based on the accreditation of knowledge and skills

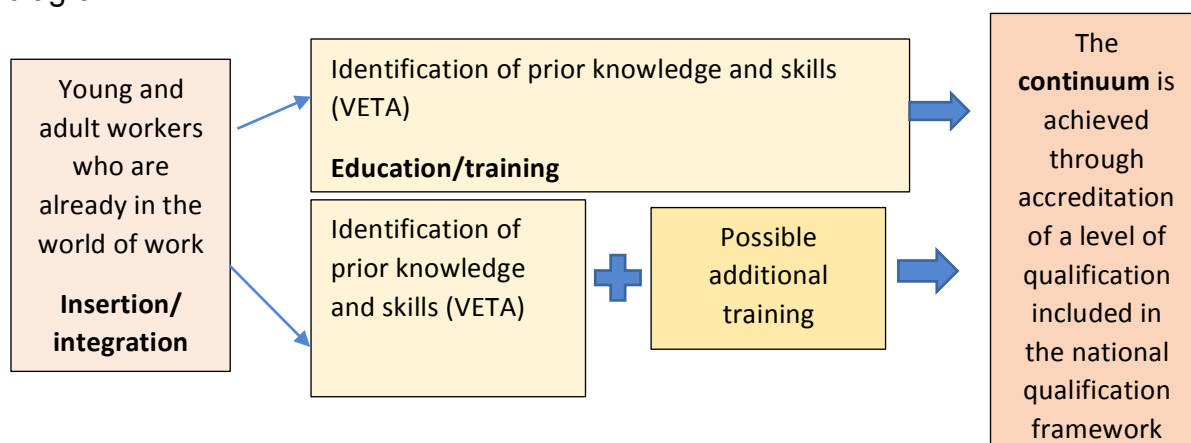
This type of continuum exists in Tanzania, where the informal economy is omnipresent and very large numbers of young people are trained through traditional apprenticeships. These young people are consequently unable to continue to train or access formal jobs, because the knowledge and skills they have 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 acquired informally, regardless of how. The system is managed by 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 integration into the world of 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. Integration into the world of 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.



4.6. Concluding remarks on the various different approaches to the continuum concept

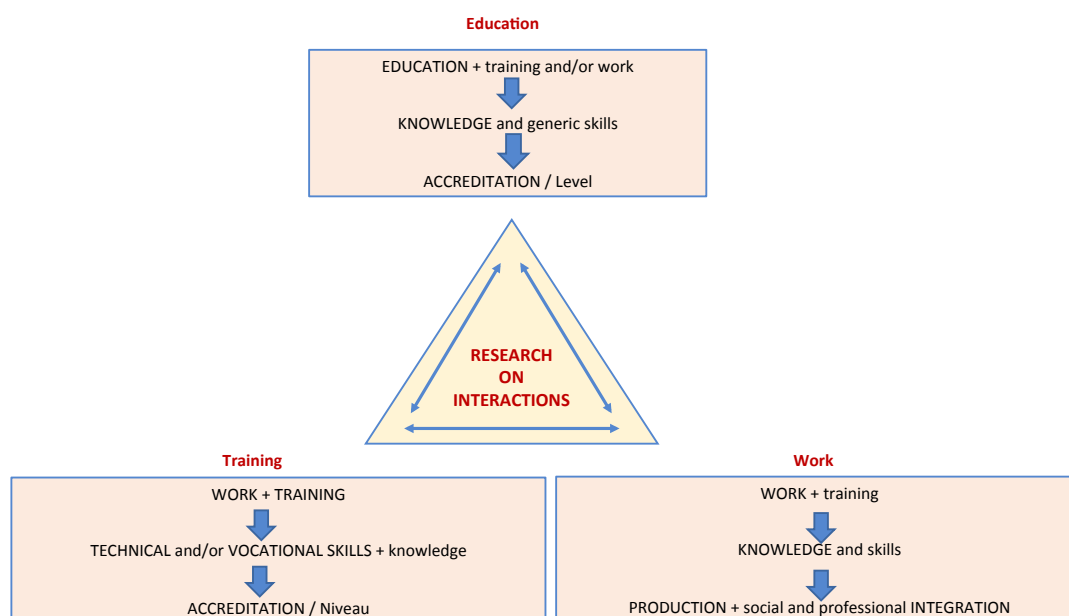
The seminar of 17 and 18 December 2018 to analyse schemes described by the participating 18 countries as focusing on the education/training continuum schemes provided an opportunity for intense discussion on the modelling of the five types of scheme. It became clear that the countries wish to pursue 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.

4.6.1. 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. It would thus be preferable for there to be a less linear order between the different component parts of the continuum. Schemes should be designed with a view to helping participants to enter the world of work within the education/training framework.

4.6.2. Shifting from the education/training combination to education/training/work with a view to integration

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 enter society and 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, work-related training to acquire vocational skills that also strengthens students' core educational abilities, and measures to facilitate social and professional integration 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 clearly shows the interaction between education, training and integration into the world of 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 the those who have dropped out of or never been to school.

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.

4.6.3. 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 needs:

- 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 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 illustrates. 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 policies to ensure they have an impact upon the largest number of people possible.

CHAPTER 5: A case study approach to the five types of education/training/work continuum

The experts' typological analysis of the continuum systems implemented by the 18 countries involved in the extensive work done on this topic by the ICQN/TVSD in 2018 highlighted the value and diversity of these systems and the willingness of the countries to find alternative ways to educate and train young people excluded or failing at school. Education and training for this socially and economically vulnerable group can take place if there is interaction between the three component parts of the continuum. This can just as easily be a remedial education measure as a training course leading to a qualification in the workplace, or the accreditation of prior knowledge and skills in all sorts of areas via the creation of a national certification framework.

5.1. A standard model for the country case studies

The experts' seminar thus validated the need to develop a multi-form education and training system, while noting that the alternative systems/schemes described and analysed had neither the recognition they deserved at national and inter-country level, nor sufficient political and financial support to permit their development at an institutional and educational level and optimise their potential effectiveness. It was therefore decided to pursue this work by asking five countries, each representative of a type of continuum scheme identified, to produce a case study outlining the different forms of interaction between education, training and work.

The five countries asked to prepare a case study on their specific continuum system were Mauritius (in-school remediation), Côte d'Ivoire (integration or reintegration into basic education), Benin (skills training in place of a school-based continuum), the Democratic Republic of Congo (a new, strengthened continuum between the education system and the world of work) and Tanzania (a new continuum by means of the certification of acquired knowledge and skills).

The discussions that followed the validation of the typologies of the education-training-work notion made it possible to specify the terms of reference for the drafting of the five country monographs. The designated experts were thus asked to comply with the following recommendations, namely to:

- Describe the structure of the scheme as it is currently organised;
- Place the continuum scheme in the socio-economic context of the country;
- Write it in a way that allows socio-economic and political actors in other countries to understand it, hence the importance of placing the scheme reported on within the overall national education, training and employment system;
- Focus the description of the continuum scheme on the strategic aspects that make it unique and that are evolving in line with the existing system, or otherwise that represent a break with it;
- If the type of scheme described is primarily concerned with one of the terms of the continuum, show how it is in fact or can be linked to the other two terms (e.g. school remediation);
- Highlight what makes the scheme successful through multi-factor analysis;
- Report on the debates that are taking place on the continuum scheme described;
- If possible, provide a bibliography of government legislation, publications and articles concerning the type of continuum scheme.

The aim of these recommendations was to ensure that all the schemes were described according to a standard model. This was not always easy to achieve as the logic underpinning each of the schemes means there are links to different starting points, positions, means and results. **For this reason, it was necessary to take into account all of the data provided by each expert while presenting them using an identical structure that would make it possible to describe the initial context, initial objectives, actors involved, means implemented, results achieved and future improvements or reforms in the most effective manner possible.** A comparative analysis at the end of this report will highlight the points of convergence as well as differing elements among the schemes described.

5.2. Mauritius: the example of remedial education¹

Within the continuum typology, the case of Mauritius provides an example of a scheme based on “remedial measures within basic education”, taking place throughout youngsters’ schooling. The aim is to prevent them from dropping out early and to ensure that as many as possible reach the end of compulsory education and go on to secondary school and possibly higher education or vocational training. The key feature of this system lies in the fact that remedial measures are implemented as soon as certain categories of young people are in difficulty. The aim is to intervene as soon as measures are required in order to counter the risk of exclusion outside the education system.

The initial context

The reasons for launching the scheme were twofold: firstly, it was conceived in the context of a strategic vision to be implemented by 2030 which considers education

¹ The author of the Mauritius case study summarised here is Maudarbocus Sayadaly, Deputy Director-General of the MITD

and training to be essential for the achievement of long-term growth objectives. Second, it was a response to the observation that many young people encounter significant difficulties in completing basic education.

A strategic vision for 2030

Preparing for 2030 is about ensuring inclusive, fair and high-quality education for all while creating opportunities for lifelong learning. All learners are expected to acquire knowledge, skills and attitudes that help them to continue to learn, live well and access employment. Improving the quality of teachers' work and developing innovative learning situations will enable young people to acquire the skills they need in order to face the challenges of the 21st century.

Achieving these goals means halting the rise in youth unemployment. The mismatch between skills required and skills offered represents a challenge for Mauritius. The challenge is to ensure that TVET provides skills that can increase labour productivity while improving the quality of life.

This will not be possible if some workers fail to acquire the basic knowledge required at both personal and professional levels.

Filling the gaps in education and training

Transition rates from primary to lower secondary education show that approximately 25% of children leaving primary school fail to go on to complete basic education. In 2005, 73.2% of schoolchildren completing primary school continued with general education, compared to 75.19% in 2018. The number of schoolchildren who leave the basic education cycle early is therefore almost stable. 15% of those who complete primary school enter pre-vocational education but a quarter of them do not complete it.

The inability of some young people to acquire a minimum of basic knowledge is explained by the widening gap between highly-educated people and those who are poorly educated, primarily due to their difficult socio-economic circumstances. As a result, this section of the population is unskilled or very poorly-skilled and faces unemployment and growing inequality. Remedial schemes within basic education have been designed for the benefit of this group of the population, which is excluded from school too early.

The ways and means of remediation

Mauritius has established several remedial options for young people who are having difficulties at school. The most significant of these are as follows.

Priority Education Zones (ZEPs)

The concept of ZEP schools was adopted by the Ministry of Education in 2002. They cover geographical areas where there is a de facto correlation between poor educational achievement and low living standards of the schoolchildren living there. Schools with a transition rate to lower secondary school of less than 40% at the end of primary school are included in the ZEP. The concept aims to improve the performance of the schools in the area and is part of the overall reform of the education system. The United Nations Development Programme (UNDP) has been the supporting ZEP school initiative since 2006, both with regard to teacher training and the provision of educational aids and evaluation programmes.

ZEP schools aim to combat poverty by giving all schoolchildren an equal opportunity to obtain the primary school leaving certificate. They are not regarded as special schools but are fully integrated into the primary education system, with the specific aim of ensuring the academic success of children in geographically disadvantaged areas.

Other remedial measures

Various measures exist throughout school to help children with educational difficulties to complete their education. These include:

- The Early Support Programme. This is targeted at pupils who are having difficulty progressing to upper secondary education. Support staff, in partnership with teachers, work to identify children's problems early on in order to help them overcome them and return to mainstream school;
- A Four-Year Extended Programme (instead of the planned three) allows pupils who have not obtained the Primary School Completion Certificate (PSAC) to continue their schooling until the end of basic education and to obtain the National Certificate of Education (NCE), which allows them to continue their studies. Children who undertake this four-year cycle come from disadvantaged social backgrounds, having experienced school failure and sometimes health problems. The programme provides them with positive learning experiences to restore their self-confidence and self-esteem before they return to the normal learning cycle.
- The Foundation Year. This is for children who are failing. It consists of helping them to reconnect with school in order to enable them to resume learning in a positive way. This is achieved by identifying individual demand at the cognitive and emotional levels, analysing the health problems that prevent the young person from concentrating on learning, developing a cooperative approach between educators and teachers and, finally, developing an educational approach that combines the acquisition of knowledge with social and life skills.
- There are several other remedial measures, including Health and Well-being Screening for young people, an After School Programme, Special Needs Education for children with physical, cognitive and social disabilities, a Winter School Programme for children in difficulty at school, and two-year assessment activities to identify remedial measures for children with special educational needs.

The specific "remedial" role played by TVET

TVET has long played a positive role for young people who have had difficulties in completing their schooling, but to meet the challenges of technological innovation and socio-economic change it is now necessary for young people to have the knowledge and skills acquired in basic education. This is the purpose of remediation within school.

The current TVET reforms being implemented by the Mauritius Institute of Training and Development (MITD) propose to help those leaving basic education into the world of work. These reforms entail the renewal of infrastructure, equipment, curricula

(using the DACUM method) and the establishment of a close partnership with the industrial sector. More concretely, they involve measures such as:

- The creation of regional training centres to help young people with educational difficulties to train for semi-skilled jobs;
- The implementation of “dual” training schemes under the National Skills Development Programme (NSDP). Young people are trained both at a training centre and on the job to enable them to acquire the qualifications required by companies and to develop their professional skills in sectors such as construction, tourism and the hotel industry, medical and paramedical care, etc.;
- The development of the National Apprenticeship Programme (NAP) for unemployed young people to enable them to receive training in a centre and on the job and to thus find employment more easily;
- The Youth Employment Programme (YEP) to help school leavers to acquire the basic skills required by the various sectors of the economy through work placements.

This does not mean that Mauritius is promoting access to vocational training for low-achieving students. The country is in the process of implementing a reform that promotes vocational training as one way forward. Its aim is to define TVET as a high-quality option that can take students from basic and secondary education through to training and skills development programmes leading to skilled jobs, especially in sectors with high demand for workers.

At the same time, the MITD has developed training programmes to enable young people to transfer from the end of basic education into the third component part of continuum, that is to say, into work. It offers various pathways to do so.

Actors involved in the continuum by type of measure implemented

Analysis of the remedial measures shows that the education/training/work continuum mobilises a range of actors at various levels to implement it. They vary depending on the measures concerned. This is summarised in the following table.

Continuity and discontinuity in education and training systems in Africa

Measures within basic education	Institutional sponsor	Main actors	Actors mobilised
Priority Education Zone (ZEP) schools	The Ministry of Education is establishing a ZEP Council	The principal of each school The coordinator of a group of ZEPs affiliated by zone and/or sharing the same needs School teachers The ZEP School/Parents mediator appointed by the Ministry	Local communities, parents' associations, private sector, NGOs
The Early Support Programme	The Ministry of Education	The main teacher	Auxiliary teachers, "para-professional" educators
The Four-Year Education Programme	The Ministry of Education	Teachers	Parents
The Foundation Year	The Ministry of Education	A multi-role facilitator	The teacher/parent association, the educational community including parents, educators, student representatives
Regional training centres for young people with learning difficulties	The MITD	Centre managers Teachers Private sector professionals	The surrounding private sector
The National Skills Development Programme	Ministry of Education Ministry of Higher Education Ministry of Labour MITD	Centre managers in partnership with the private sector	Sector leaders Companies hosting young people on placements
The National Apprenticeship Programme	MITD	Centre managers in partnership with the private sector Company apprenticeship supervisors	Partner companies of the training centres
The Youth Employment Programme	Ministry of Labour Human Resources Development Council	Skills Working Group	Companies keen to host young people on placements

The mapping of the various education and training measures in relation to the different types of actors involved highlights that the implementation of the education/training/work continuum is a process that can only succeed in reaching its logical conclusion if a significant number of actors are involved.

Mauritius is unique in having targeted the success of the continuum on the need to implement remedial measures from the beginning of the school cycle, to ensure that as many young people as possible complete basic education. This success is based on the acquisition of a solid core of knowledge which can help guarantee the best possible access to training and work. This approach gives a key role to the Ministry of Education, while emphasising that the remedial measures implemented will only have an impact if they promote active cooperation with all the actors concerned, in particular local communities, parents, the private sector and the voluntary sector.

The first conclusion that can be drawn is that basic education cannot ultimately achieve its objectives without the active involvement of the entire educational community. This involvement broadens its objectives by enabling pupils to acquire both the basic knowledge and the life skills that the most vulnerable young people need in order to find their place in society.

A second conclusion is that the transition from the end of basic education to vocational training and the world of work is not self-evident for young people who have reached the end of basic education thanks to specific remedial measures within school. There is a risk of breaking the continuum between the “education” component and the other two components of the “training and work” triangle if other corrective measures such as dual training courses, apprenticeships and work placements are not offered in order to prepare these young people for occupations and jobs corresponding to their potential level of qualification.

As the author of the case study suggests, **in-school remediation requires specific measures to support the beneficiaries of this remediation until they enter the world of work.**

Results achieved

The case study produced for the ICQN lists a number of “good practice” outcomes achieved by the partner schools in the ZEPs. These include:

- The infrastructure of the schools concerned has been improved;
- Evaluation indicators for the ZEP scheme are monitored on an on-going basis;
- The number of staff assigned to ZEP schools has increased over the past three years, while more and more school leaders are successfully leading the educational community and inspectors are becoming more involved at the pedagogical level;
- Coordinators of clusters of schools work together with those responsible for the scheme and other stakeholders to overcome the complexity of the system through a School Improvement Plan;
- Parent Mediators intervene to mobilise educational communities and a parents' club has been established in most schools;
- Specific student support programmes have been launched;
- The private sector has established active partnerships with ZEP schools;

These outcomes have been achieved thanks to multiple partnerships within and outside schools, financial incentives for staff and schools, and clothing and health support for particularly vulnerable children and their parents.

While in-school remediation refers first and foremost to the implementation of an institutional and pedagogical system, it is also part of a vision of partnership and social development, without which such successful outcomes might not be achieved.

Limitations and areas for improvement of the remediation scheme within schools

The case study describes certain limitations of the ZEP experience: there is a degree of stigma attached to schools located in ZEPs; the high concentration of pupils with a poor academic level achieves mixed results; and there is insufficient involvement of the educational community. It notes the difficulty some school principals have in meeting the challenge of the complexity of social and family situations that impact upon the life and functioning of the school. Teachers can become discouraged and there is a disconnect between financial incentives and student performance. Other findings include the slow and erratic nature of the results, the lack of consensus among all the actors regarding the implementation of the ZEP, the harmful effect of the annual mobility of teachers, which means that actors trained in remedial education approaches leave too soon, and, finally, the perception by many that the whole system is insufficiently dynamic.

These weaknesses point to potential areas for improvement which the various people responsible for and involved in remedial education within schools will have to address. The findings are clear: it will be necessary to improve this system, which has interested many ICQN/TVSD member countries. Its strength lies in the fact that it seeks to correct early on the tendency of the education system to favour more or less openly the most successful schoolchildren, while neglecting those who fallen by the wayside in the meantime.

5.3. Côte d'Ivoire: the example of educational reintegration²

Côte d'Ivoire provides an example of a continuum system that seeks to help young people who have never been to school into basic education and reintegrate those that have dropped out. The country has designed and set up “Gateway Classes” (*classes passerelles*) as a means of achieving universal primary education. These classes were initially introduced above all due to the military and political conflict in 2002, which had a direct impact on the schooling of young Ivorians. In response to this situation, national and international organisations have offered alternative education schemes under the name “Gateway Classes”. They have been harmonised through the development of a guide specifying how to implement these classes.

² The author of the Côte d'Ivoire case study summarised here is Emmanuel Essui, Inspector-General for Vocational Training.

The initial context

In Côte d'Ivoire, the school-age population (3 to 23 years) increased from 8.7 million to 10.9 million between 2000 and 2012 and is expected to reach 12.5 million children and young people by 2025. Faced with this large number of children and young people to be educated and trained with a view to their socio-professional integration, a number of reforms of the education and training sector have been launched, the main ones being: (i) the adoption in September 2015 of the law on compulsory education for all children, girls and boys, aged between 6 and 16; (ii) the enshrinement of compulsory education as a constitutional right since 30 October 2016; (iii) and the development of a sectoral strategic plan for the 2016-2025 period based on the diagnostic analysis (RESEN 2015) implementing legislation on compulsory education.

These data on the education system are set in the following socio-political and economic context:

- A long period (1999/2011) of instability entailing the partition of the country and the destruction of economic and social infrastructure and facilities throughout the country, which led to the internal and external displacement of the population;
- A strong political response to this period of crisis through the elaboration of a National Development Plan (2012/2015) which allowed a rapid return to economic growth and the real GDP growth rates of 10.7% in 2012, 9.2% in 2013 and 8% in 2018. A second NDP (2021-2025) is to be drawn up, which should lead the country to “emerging economy” status and thus enable it to devote more resources to socio-economic development, of which education is a key element;
- An educational context marked by a significant increase in primary school completion rates (8 out of 10 pupils) and in the transition rate between primary and lower secondary education (56% in 2014 compared to 34% in 2007), although there are persistent problems concerning access to upper secondary education (only 1 in 5 schoolchildren reach the second year of secondary school). Despite improvements in access, the retention rate has shrunk in all education cycles, particularly at primary level. One in four children drop out before the end of primary school, while 25% of young people aged 6 to 15 are outside the school system (UNICEF survey). These data highlight the urgent need for a new education policy to correct the dysfunctions identified by the report and to revitalise the education/training sector in Côte d'Ivoire in order to promote its development.

Methods and means of out-of-school remediation

Côte d'Ivoire recognises alternative education provision as an opportunity for out-of-school and/or out-of-school children and those at risk of dropping out of school to enter or re-enter the formal education system. Being aware of this opportunity, the Government has introduced the “Gateway Classes” approach in the Medium Term Action Plan for the Education-Training Sector (PAMTSEF). The National Education

Ministry, with a view to promoting universal education, has constantly supported the efforts of technical and financial partners in the implementation of these Gateway Classes. They may be described as follows.

The target groups

Gateway Classes are for children of school age who are not in school or who are likely to reach the age limit for entry into primary school. More specifically, they are:

- Children aged 9-10 years or older who have never attended school or have been dropped out early. They are invited to enter the single preparatory class (CPU);
- Children aged 11 to 12 years old, who have already had a first school experience. They are invited to enter the single elementary class (CEU);
- Children aged 13 to 14 years old, who have already had a first school experience elementary level. They are invited to enter the CEU or the single intermediate class (CMU).

Teaching resources

The principle underlying the intensive teaching and learning programmes can be described as follows:

- The teaching and learning content of the two years of the regular primary cycle is condensed so it can be studied over one school year instead of two;
- Curricula are developed and made available to make such accelerated learning possible;
- The teaching and accelerated learning strategies implemented assume that the learner is active and “learns to learn”, through interactive, participatory learning, focusing more on learning objectives than on content. The active participation of pupils is facilitated by a U-shaped classroom layout and by the fact that the class group is limited to 30 pupils and a maximum of 35;
- The timetable means that school time is essentially focused on the acquisition of the language of instruction (French), mathematics and science, with an annual volume of 910 hours for the CPU and the CEU and 980 hours for the CMU.
- The assessment methodology is implemented as follows: volunteer teachers first teach the content of level 1, at the end of which they carry out an assessment before continuing with level 2. The assessment between levels 1 and 2 is followed at the end of the year by an end-of-cycle assessment to take account of the levels of the formal system with regard to individual results.

Depending on the results and levels achieved after each repeat year, pupils in the Gateway Classes enter or re-enter the formal system.

The actors involved

To achieve the objectives of the Gateway Classes, several categories of actors need to be involved.

- Local communities need to be mobilised and involved in the proposed initiatives. This involvement concerns the village chief, youth representatives,

leaders of women's associations, leaders of associations formed to implement the Gateway Classes and trained in the organisation of these classes, as well as members of school management committees. Local elected officials, members of the Local Council, the Regional Council as well as the Deputy and Senator of the local electoral constituency should also be involved;

- Teachers obviously play an important role. They are aged 18 to 40 and are recruited from the communities concerned by the Gateway Classes. They must have a lower secondary school leaving certificate (BEPC). They are selected following a call for applications, assessment of their file and pre-selection tests. The selection process gives priority to applications from women. Teachers from formal schools assist the whole process by drawing up profiling lists of the children concerned by the different levels of the Gateway Classes;
- Administrative and educational supervisory staff are trained to support the implementation and smooth running of the Gateway Classes. This directly concerns inspectors, members of the school management committees and school principals and their deputies. All are informed and made aware of the opening and running of the Gateway Classes in order to facilitate their implementation. Education Advisors are trained in educational and teaching theory to enable them to be more efficient in their supervision activities;
- The technical and financial partners as well as national and international NGOs are direct partners in the project. Two organisations in particular are involved in the process: the Norwegian Refugee Council (NRC) and the NGO "Ecole pour tous". At the same time, the UNICEF programme (2009-2013) aimed to provide schooling for more than 250,000 children aged 6 to 15 outside the conventional school system in Côte d'Ivoire. The French Development Agency (AFD), the World Bank and the Norwegian Agency for Development Cooperation are the financial partners of the project. Some classes are financed by other organisations such as the Jacobs Foundation.

Results achieved

Given the non-formal nature of the Gateway Classes, the Directorate of Strategies, Planning and Statistics at the Ministry of National Education, Technical Education and Vocational Training has not yet collected actual data on the initiatives undertaken. The Directorate plans to include them in statistics for 2018-2019.

Analysis shows that demand for access to education is present in both rural and urban areas, but is more pronounced in rural areas and in the urban fringe.

An estimate that is not based on precise statistical data indicates that more than 20,000 children who are not in school or who have dropped out of school have been integrated into the traditional primary school system thanks to the Gateway Classes. These classes have therefore enabled a significant number of children who were not in school or who had dropped out to enter or re-enter the formal system. Nevertheless, this system must be improved and extended to the whole of the country to enable more children outside the education system to enter or re-enter it. If this happens, it could be a solution for the integration or reintegration of more than a

million children outside the system, naturally taking into account all the positive effects of the law on compulsory education for children aged 6 to 16.

Evaluation tools, actors and results

It is planned that several bodies will monitor and evaluate the implementation of the Gateway Classes:

- The founding NGOs are responsible for regularly monitoring the effective implementation of the Gateway Classes;
- The Directorate of the Ministry of National Education, Technical Education and Vocational Training in charge of Literacy and Non-Formal Education (DAENF) monitors and evaluates the scheme and ensures its relevance;
- The Inspectorate General monitors and evaluates teachers and their training, assesses the relevance of the project implemented and supervises the evaluation and certification of skills.

In addition a number of evaluation workshops have been organised, such the “Workshop for the review and harmonisation of the Gateway Classes approach” held by the DAENF in 2017. This brought together some 40 participants from various backgrounds, including: the ministerial departments responsible for piloting and supervising the Gateway Classes on the pedagogical and organisational levels; national and international NGOs involved in the implementation of Gateway Classes in Côte d'Ivoire; technical and financial partners that support the government's policy of developing alternative educational provision, as well as non-Ivorian partners (Stromme Foundation and River Tide) which are developing identical experiences in Niger, Mali, Burkina Faso and India.

By bringing together all of the actors responsible for monitoring and evaluation, the workshop made it possible to highlight the strengths and weaknesses of the entire system.

Strengths

- The Gateway Classes have responded to a demand for education during the crisis and have provided children who for various reasons have until now been outside the education system with opportunities to succeed.
- The involvement of international and national NGOs has permitted the establishment of an effective system at operational level, closer to the beneficiaries.
- The training courses were developed in partnership with the technical services of the Ministry of National Education.
- Assessments of children and their referrals to formal schools were carried out by primary school inspectors.

Weaknesses

- The “Guide to the Implementation of Gateway Classes in Côte d'Ivoire”, which was jointly produced by the Ministry of National Education and the technical and financial partners, is little used by the organisers of Gateway Classes and little known by the Ministry's decentralised services.
- The transition of children from Gateway Classes to formal schools often presents difficulties, which are linked in particular to the poor perception of Gateway Classes by teachers, late registration and the lack of birth certificates.

- The lack of statistical data on Gateway Classes in terms of provision, infrastructure, enrolment and performance prevents effective management of this alternative education provision by the Ministry.
- The low level of involvement of local authorities and the insufficient internalisation of the experience by the Ministry of Education have not helped the government to implement the system more widely, which hampers the long-term development of the strategy.
- The lack of government resources to fund Gateway Classes makes their further roll-out more difficult;
- Poor pay, delays in payment and the lack of any career plan have discouraged the mobility of Gateway Class facilitators.
- The drop-out rate is high for CMU (single intermediate class) children as they are more interested in vocational training.
- The attendance rate drops where there is no school canteen or food support.

Ways and means of improving out-of-school remediation

The working groups organised during the above-mentioned workshop made a number of suggestions for improvements, particularly with regard to the organisation of the Gateway Classes, the locations where they are held, the roles and responsibilities of the actors involved and the problem of the high drop-out rate. By aggregating the findings of the working groups with the analyses provided by the country case study on the key factors for the success of the scheme, the following conclusions can be drawn.

On the motivation of teachers

Teachers' motivation is essential to create the best possible conditions for students to learn. The following measures are necessary to increase it:

- Rigorous selection of volunteer teachers and much better initial and continuing training;
- Better monitoring of teachers' work by the relevant services of the Ministry and cooperation between Gateway Class teachers and teachers in formal schools;
- Better individual monitoring of pupils by reducing class numbers, optimising the organisation of class groups and extending the duration of the programme to make it easier to complete it;
- Better financial resources with the provision of a room for accommodation, payment of meals by the local community and the allocation of a minimum bonus of 40,000 FCFA per month in addition to the payment of travel expenses incurred in the context of any training provided by the organisation;
- Development of harmonised educational aids such as a facilitators' guide, a students' handbook, etc.
- Longer contracts than for just the eight months of teaching intervention with the possibility of participating in other remedial actions or projects.

On the role and responsibilities of stakeholders

Increasing the involvement of stakeholders presupposes overcoming the current lack of clarity on the institutional framework of the system, the lack of baseline data on the situation of out-of-school children and on the mapping of local initiatives. It therefore necessitates:

- The setting up of a steering committee, to be chaired by the Ministry, involving all of the actors concerned;
- Clarification of the operational structure for implementation;
- Specifications for the creation, implementation and evaluation of Gateway Classes;
- The design and provision of curricula that can serve as a reference for the monitoring and quality assurance of existing and future initiatives;
- Investment by the public authorities, and in particular of the Ministry of Education, in the financing of the system in order to develop it and to encourage the partners involved to continue and to increase their efforts.

On efforts to reduce the high drop-out rate

Available data does not provide a precise drop-out rate. However, the NGOs involved in the scheme point to drop-out rates as a key factor to be analysed and, if possible, to be significantly reduced. To this end, the following actions should be promoted:

- Awareness campaigns among local communities and parents to support the compulsory school policy and the remedial strategy of the Gateway Classes;
- The inclusion of the Gateway Classes pupils in the school canteen grants or at least the establishment of a community contribution to food support for the pupils concerned;
- Efforts to strengthen the monitoring of students at risk of dropping out of the programme;
- The creation of gateways to vocational training, and in particular to reformed apprenticeships for older pupils.

These data highlight the fact that the Ivorian education and training system only offers an education-training-work continuum to a limited extent. Indeed, the net enrolment rate has not yet reached the 100% projected by the Ivorian authorities. The retention rate at primary and secondary level also remains low and the illiteracy rate is 56.1% (INS data). Moreover, initiatives to support those who drop out of school are still in their infancy (non-formal training). They are poorly coordinated and thus fail to achieve decisive benefits on a national scale.

Although the various training methods receive institutional recognition, they have not yet become sufficiently widespread to meet the real demands for the education-training-work continuum. Efforts still need to be made to provide the country with a system that enables every citizen, whatever their level of education, to learn throughout their life.

5.4 Benin: the example of skills training in place of the education continuum³

Benin's population is growing rapidly. The results of the 2013 census show that the population increased from 6.7 to 9.88 million during the period 2002-2013, an annual intercensal growth rate of 3.5%, higher than that of the period 1992-2002 (3.25%). The most recent statistics show that Benin's population continues to grow at the same rate and exceeded 11 million in 2017, up from 3 million in 1969. At this rate, the population will have doubled in about 20 years.

This growth is having a decisive impact and constitutes a very heavy constraint in relation to economic growth, the improvement of public services and, more particularly, the improvement of the education and training system. There is a sharp increase in the number of young people who need vocational training so they can contribute to the country's economic development.

The initial context

Education and training are among Benin's top priorities.

As far as education is concerned, since 2006 the country has invested heavily in the construction of schools and in teacher training, which enabled it to achieve a net enrolment rate of almost 100% in 2015, a survival rate to the last year of primary school of 47.49% and a transition rate to secondary education of 83.76%, including a rate of 2% into TVET. At the same time, the literacy rate for young people aged 15 to 24 reached 64.5% in 2015 (<http://uis.unesco.org/en/country/bj>).

As far as vocational training is concerned, Benin undertook a reform of technical and vocational education and training (TVET) in 2001 further to the adoption of a policy and orientation document by the Council of Ministers on 28 March 2001. The aim of this reform was, on the one hand, to strengthen the intake capacity of TVET in order to increase the number of qualified workers and, on the other hand, to improve the quality of formal, non-formal and informal training so that it meets the needs of the socio-economic environment. This reform was intended to provide Benin with a competitive workforce capable of meeting the challenges posed by the new globalised economy, based on knowledge and information. This reform was accompanied by other measures, including Decree No. 2005-117 of 17 March 2005 on the certification of vocational qualifications through apprenticeship. The aim was to adhere to the vision of the reform and to further develop training for the most disadvantaged sectors of Benin's population.

The overall objective of the measure was to make a priority of ensuring that basic education and vocational training is available for the large numbers of young people who do not attend school and who have dropped out of the formal education and training system, with a view to helping them enter the labour market. The more specific objective was to reform the traditional apprenticeship system by seizing the opportunity to have craftsmen themselves reorganise the end-of-apprenticeship examination (EFAT) and qualification ("*Diplôme de liberation*"). The aim was to improve informal apprenticeship training arrangements which involve thousands of

³ The author of the Benin case study summarised here is Yessou Issiakou, a former member of the Cabinet of the Minister for Vocational Training.

vulnerable young people, such as those provided in craftsmen's workshops and in craft production units. By turning EFAT into a trade qualification (the “*Certificat de qualification au metier*”, or CQM), the decree ensured that the reformed traditional apprenticeship system would become an integral part of the Beninese education system.

Training leading to qualifications

Two meetings held in 2009 between public and private actors involved in vocational training made it possible, following the 2005 decree, to take a decision on the reform of traditional apprenticeship and to agree on the priorities. Agreement was reached on the steps required to standardise training courses and, more specifically, methods for organising the CQM examination.

Target groups

The reformed traditional apprenticeship scheme leading to the CQM qualification aims to improve access to vocational training for young people and more broadly of vulnerable youngsters in order to facilitate their integration into the labour market. The different categories of target groups are listed in the table below.

Target groups of the CQM training scheme

No.	Target groups	Comments
01	Out-of-school young people aged 15 and over	These targets are a priority for the state
03	Youngsters aged 15 and over who have left primary school early	
04	Secondary school dropouts aged 15 and over	
05	Social groups who are vulnerable to unemployment or who are underemployed or who have precarious jobs	
06	People with special needs	
07	Students who want to learn a trade	Opportunities are offered to these categories of the population, especially when the APL measures are implemented
08	All working adults (those in employment) wishing to improve their skills	

This broad spectrum of the target groups highlights the priority role that reformed apprenticeship plays in the implementation of a continuum that is often undermined by failure at school and by formal vocational training that narrowly-focused and not sufficiently targeted on the skills required by companies. This reformed apprenticeship also aims to help people become literate and to boost their educational achievements. This third dimension of the continuum needs to be strongly reinforced.

There is no doubt, in view of all these elements, that skills training is a constituent part of the education-training-work continuum implemented by Benin. However, as the country expert states, a number of obstacles prevent a large number of target groups from Benin's 77 districts from benefiting fully from the system as it has been established through cooperation between private and public actors.

Educational resources

The aim of the reformed apprenticeship is to enable apprentices to access a nationally recognised qualification. It therefore requires educational resources that take account of traditional apprenticeship practices while leading to the skills required to obtain the CQM qualification.

- The development of training curricula
The system develops sets of skills standards based on traditional learning practices developed in various different areas of the country. It thus offers a training and certification plan with flexible curricula that can be adapted to the specific circumstances of master craftsmen. The limits of the system are that only 80 out of 311 trades have skills standards and certain trades and most of the unschooled and uneducated sections of the population work are not covered;
- Bringing apprenticeship venues up to educational standards
The difficulty in bringing such venues up to standard lies in the fact that training in the master craftsmen's workshops and the craft production units is dependent on the orders that the master craftsmen receives. This results in interruptions in the programming of learning activities which have to be adapted to the rhythm of these orders. But it is essential for apprentices to acquire the skills required to practise the trade before taking the final examination. At present, not all apprenticeship locations aspiring to implement the CQM scheme meet the minimum standards required in terms of content, quality, duration and assessment to properly train apprentices for the CQM qualification. The private sector and local elected officials are not sufficiently involved in bringing training venues and processes up to educational standards, while there are too few government bodies to intervene effectively in all areas of Benin.
- Renewal of materials and equipment in apprenticeship venues
The workshops of master craftsmen, the production craft units and the private training centres which constitute the majority of the venues used for implementing the CQM training system have a minimum of materials and equipment to ensure the provision of services linked to the apprenticeships. Bringing learning venues up to educational standards requires the periodic renewal of material and equipment available. However, the real drawback of this situation is the absence of a national policy to support the renewal of training materials and equipment as well as the absence of any effective cooperation between training centres and partner companies or between training centres and regional and international organisations in order to bring this renewal about.
- The introduction of literacy into CQM preparation
Literacy is one of the country's priority objectives. Illiteracy primarily affects adults (61.5%), particularly women (71.8%), as well as 74.4% of the population living in rural areas, compared with 50.1% in urban areas. Paradoxically, literacy in general and functional literacy in particular are not sufficiently taken into account in the training courses leading to the CQM.

These courses are conducted in French with the use of national languages without appropriate teaching support. As a result, the significant progress made in the field of literacy at national level has not been followed up. Literacy should be formally integrated into the CQM preparation process.

- The organisation of the CQM examination

The organisation of the examination to obtain the CQM qualification began with the production of a framework document, the content of which was then implemented. The process started in 7 departments in 2013, and all districts of Benin were covered by 2017. However, difficulties have been identified in the implementation of the examination, for example regarding the inclusion of the timetable in the national schedule of examinations and competitions, the training of staff in charge of the organisation and the poor availability of members of the occupational committees. The oversight and management of the CQM delivery therefore has shortcomings that need to be corrected. In particular, the operational framework of the CQM needs to be adapted to the national and sub-regional institutional environment, a communication strategy needs to be developed for the benefit of all stakeholders, the capacities of those involved need to be strengthened, and a clear financing mechanism needs to be defined, setting out the share of costs to be borne by each stakeholder.

The actors involved

The implementation of the CQM training system mobilises several actors who contribute to its development. These actors come from both the public and private sectors, including the technical and financial partners, who provide significant support for the system. They are the following:

- The Ministry of Secondary, Technical Education and Vocational Training. It is the key player and is responsible for the implementation of the country's technical and vocational training policy;
- Sectoral ministries. They are directly concerned, through their responsibilities and organisation, by the promotion and development of the scheme. Some of these ministries are very active, while others need to be better informed and made aware of the importance of the scheme and their role in its development;
- Local elected officials. They are only visibly involved when the CQM examination is organised at national level. Their role in the supervision of apprenticeship activities at training venues still needs to be clarified;
- The crafts sector. It is at the very heart of the learning process through the activities of its professional organisations in the municipalities.

The following table summarises the list of all actors involved and their degree of involvement.

Continuity and discontinuity in education and training systems in Africa

No.	Actors	Comments
01	The National Confederation of Craftworkers of Benin (CNAB)	Very active in the scheme
02	The Union of Interdepartmental Chambers of Crafts and Trades (UCIM)	Very active in the scheme
03	The Craftworkers Support Bureau (BAA)	Very active in the scheme
04	Local elected officials	It would be desirable for the services in charge of training in the town halls to be sufficiently involved in the supervision of apprenticeships
05	The Ministry of Technical and Vocational Training	It is the key player and very active
06	The Ministry of Culture, Handicrafts and Tourism	The roles of these sectoral ministries in the system should be better specified
07	The Ministry of Labour and the Civil Service	
08	The Ministry of Trade and Industry	
09	The Ministry of Agriculture	
10	The Ministry of Employment	
11	Technical and financial partners	In particular the Swiss, German and French cooperation agencies
12	Non-governmental organisations	Those involved in providing social support for the underprivileged.

The results obtained

The CQM training scheme effectively began in 2013, as the first examination for apprentices only took place in October of that year. For almost 5 years, the system was progressively put in place without there being any statistical data on the different actions carried out. The information system was not designed with the help of statistics specialists and therefore does not include information on all the components of the system. There are therefore no structured, reliable and secure databases with information on: the trades covered by the system; the approved training venues; the number of learners per year and per department; the list of candidates for CQM exams in each district; the list of those admitted per district with details of the trades; the number of those obtaining the qualification who have entered the labour market; the career progression of those looking for work; the list of trainers, their positions in their respective trades and districts; the various actors involved in the system, etc..

The only available and reliable statistical data relate to the number of people enrolled, attendees and passes in the CQM examinations from 2013 to 2016. This information is provided in the following table.

CQM examination statistics from October 2013 to April 2016

YEARS	ENROLLED	PRESENTS	ADMITTED			PERCENTAGES
			Girls	Boys	Total	
October 2013 session	1190	1188	751	397	1148	96.63%
April 2014 session	2780	2777	1854	740	2594	93.41%
October 2014 session	2802	2800	1773	810	2583	92.25%
April 2015 session	3997	3992	2517	1083	3600	90.18%
October 2015 session	3581	3525	2295	1013	3308	93.84%
April 2016 session	4910	4850	2795	1000	3795	78.24%
Total	19260	19132	11985	5043	17028	90.71%

Source: Directorate of Technical Education and Vocational Training/MESTFP

Beyond these quantitative results, there are some more qualitative data. These can be summarised as follows:

- There is a collective awareness among the various actors (public and private) of the importance of establishing qualification schemes for the most academically, socially and economically vulnerable young people;
- The scheme, which was initially introduced in 2013 in seven districts, was rolled out throughout the country from August 2016;
- Although it took some time for the experiment to take hold, it gradually gained the support of parents, which in turn led to an increase in the number of applicants for the training;
- Young people who acquire the CQM are able to increase the quality of their services and the chances of becoming self-employed;
- Despite its limitations and the scope for perfecting it, the CQM scheme fits into the reformed architecture of the education system as the equivalent of the first level of access to the status of craftsman.

Points and areas for improvement in the skills training system

The presentation of the reformed apprenticeship system and, in particular, the educational resources required for its implementation has highlighted its structural features, and also the areas that need to be strengthened or even reconsidered in order to make this apprenticeship a genuine education/training/work continuum for the vast number of vulnerable young people. To improve the CQM training system it will be necessary to resolve problems identified and overcome obstacles that are

holding back its sustainability. To do this, the following actions need to be implemented.

Action 1: Develop curricula in other trades/occupations

This action requires the mobilisation of human, financial and material resources. The Ministry for Vocational Training is responsible for this, with the support of the sectoral ministries, private sector actors and local elected officials involved in the system. The support of the technical and financial partners must be part of a programme whose objectives are compatible with the CQM curriculum development policy.

Action 2: Create a permanent framework for bringing approved apprenticeship venues up to educational standards or give operational responsibility to the National Framework for Consultation and Promotion of Technical and Vocational Education and Training (CNCP/EFTP)

In the first instance, regulatory texts are necessary for the establishment of the framework which would be exclusively devoted to the educational standards of the training venues. This would have the merit of involving at certain levels the various actors involved in the system (public bodies, professionals, local elected representatives, etc.). The various resources inherent in the functioning of the framework would be defined in texts to be drawn up. The Ministry for Vocational Training will be the lead partner.

In the second instance, the remit of the proposed framework could be entrusted to a specialised committee of the National Framework for Consultation and Promotion of Technical and Vocational Education and Training (CNCP/EFTP). Since the CNCP/EFTP already exists, it would have a legitimate role to play in bringing training venues up to educational standards. Indeed, the CNCP/EFTP offers a forum for discussions between all the technical and vocational training actors at national level. It rules on all questions relating to the promotion and development of technical and vocational education and training.

Action 3: Define a policy for the renewal of materials and equipment in training venues

The government must develop a policy for the renewal of materials and equipment: this policy must be linked to the relevant educational standards. It should encourage the promotion of partnerships with the private sector for the renewal of materials and equipment in training venues. On the basis of duly signed conventions, win-win partnership agreements should be developed with municipalities and national, regional and international companies. These partnerships can be established at the central level (Ministry) or at the local level (training venues). The CNCP/EFTP can be at the forefront of this action.

Action 4: Make the most of national achievements in the field of literacy

The adoption of regulatory texts by the Ministry for Vocational Training officialises the systematic introduction of literacy measures in the training leading to the CQM. Arrangements and responsibilities for doing this must be determined in order to apply the provisions of the texts. For the continuum to be made effective, literacy training must be an integral part of the curriculum leading to the CQM.

Action 5: Open the control and monitoring of CQM training activities beyond governmental bodies to professional organisations and local elected officials

This also requires the adoption of regulations determining the scope of intervention of the professional community and local elected officials at district level. For the benefit of professional organisations and local elected representatives, these texts must provide for regular periods for learning how to use the tools for managing and monitoring CQM learning activities in order to make them more effective.

Action 6: Establish employment advisory structures in learning venues

Guidelines for establishing such structures is advisable. They are small structures and should be run using the resources of the training venues. They should be in contact with companies, help CQM graduates find work and monitor their progress. Local directorates in charge of vocational training should compile and process employment data collected by the venues. They should mobilise the necessary resources for the creation and management of a platform for this data.

Action 7: Improve the whole process of implementing the CQM

The various improvement actions must be in line with the implementation of the post-2015 Education Sector Plan. They should aim more specifically to achieve the following objectives:

- Review the framework document for the roll-out of the CQM exam by setting up a national review committee involving the key actors of the system;
- Improve the information management system for the organisation of the CQM exam by facilitating reliable information at each level of the CQM exam organisation;
- Create a network for managing statistical data relating to the scheme by setting up a statistical data management platform. This tool must be within the reach of the actors in charge of the system, in particular the training centres;
- Agree on a method of financing the system by holding a national conference bringing together the various actors involved in managing the CQM training scheme. The aim would be to consolidate the gains made in the financing of certain aspects and to clarify certain other points.

The CQM scheme, which aims to educate and train with a view to ensuring sustainable integration into the world of work, is in line with Sustainable Development Goal (SDG) No. 4, namely “to ensure equitable, inclusive and quality education and lifelong learning opportunities for all.” Through this scheme, the country is developing a continuum concept that closely links the three aspects of the continuum, namely education, training and entry into the world of work. The CQM seeks to ensure that all men and women, both young and adult, who are excluded from the so-called formal education system, receive fair, inclusive and high-quality education and training, to help them obtain and stay in employment. This approach to the continuum also enables young people to become stakeholders in economic development by providing them with skills for competitiveness, technological innovation and attitudes that will maintain and strengthen social cohesion.

5.5. DRC: a stronger continuum between the education system and the world of work⁴

The Democratic Republic of Congo, a post-conflict country, often described as a “geological scandal” and paradoxically poor in spite of the wealth of its mineral resources, has a surface area of 2,345,000 km², 80% of which is arable land. It is experiencing a serious employment problem, especially among young people. This situation constitutes a major challenge that threatens social peace. As the 2005 1-2-3 surveys showed, there is a direct causal link between poverty and employment. Indeed, 70% of the poor are unemployed or underemployed.

The 15-35 age group represents more than 25% of the population and has an unemployment rate of 28%, while the national average is estimated to be 6%.

As a result, and in view of a demographic growth rate of around 3.1%, an active policy needs to be put in place to have a positive impact on the labour market and youth unemployment in order to avoid more alarming levels and an explosive situation by finding income-generating activities for this target group.

With an unemployment rate of 17.8% for young people aged 15-24, who represent more than half of the active population, and formal employment occupying less than 10% of the working population, there is a need to rethink or reformulate the issue of vocational training and socio-professional integration into the labour market, especially as young people lack the skills to meet the needs of companies and the country is cruelly suffering from a shortage of skilled labour.

The initial context

TVET is considered to be a key driver of the country’s development and it is now one of the government’s priorities.

Since 2012, greater emphasis has been placed on TVET as a means of producing the skilled and competitive workforce that the country needs for its emergence. The creation of a specific TVET Ministry in December 2014 is integral to this objective. In December 2016 the Ministry was renamed as the Ministry of Vocational Training, Trades and Crafts. This represented a break with the practices of the colonial period and especially with the rush, following independence, towards general education schools leading to higher/university studies. This left the country with a large number of young people with state or university degrees who could not be employed in public administration structures due to lack of employment skills. The result was the high rate of youth unemployment that the country faces today, as well as significant under-investment in measures to upgrade the technical and educational resources of TVET institutions.

This situation has led to a big debate about a range of problems, including:

- The inadequacy of training programmes;
- The lack of initial and in-service training for teachers;
- The lack of suitable arrangements to help students at the end of training into employment or self-employment;
- The dilapidated infrastructure and equipment of training facilities;
- The mismatch between training provision and the needs of the private sector;
- The lack of long-term financial support for training;

⁴ The author of the DRC case study summarised here is Emmanuel Yamba Madilamba, Inspector General of TVET

- The increase in the failure rates of students who leave the system without the skills required to enter the world of work.

Given this situation, it has been necessary to increase the number of TVET schools, to improve students' apprenticeship, to involve all actors (schools, companies, professional and technical trainers, etc.) in the implementation of training programmes, to guarantee the installation and proper use of teaching and learning equipment and, finally, to ensure the sustainability of public financing of TVET and to secure investment from donor agencies.

Developing an effective partnership between the education system and the world of work

Vocational training in the DRC is currently characterised by a multitude of sometimes obsolete courses and assorted range of programmes that do not respond to the skills required by companies. There is therefore a persistent mismatch between training on offer and jobs available, affecting all categories of the working population, including managers.

The country's companies have difficulty recruiting workers who have the technical and professional skills they require. New metals, chemical and other industries are developing highly technical and specialised occupations and therefore require a highly qualified workforce. The rapidly expanding construction and public works sectors, as well as the agricultural, mining and extractive industries, have the same requirements.

Faced with such an appalling situation, the Government of the DRC has decided to strengthen cooperation between TVET establishments and the various partners in the national economy. The objective is to improve the match between the training provided and employment offered in all economic sectors of national life (formal, non-formal and informal), through the establishment of Training-Employment Units in technical and vocational colleges.

Target groups

The new Training-Employment Units enable young people and adults to acquire professional skills by means of the close partnership that these units establish between training colleges and companies. This skills development training is aimed at the following categories:

- Youngsters who hold a primary school leaving certificate and have completed the primary cycle by passing two years of post-primary education;
- Young people and adults looking for training leading to a qualification for a particular trade.
- Students from vocational courses and specialised centres whose schools have concluded a partnership with local companies;
- Students from occupational training centres and apprenticeship units;
- Young people and adults looking for training leading to a qualification for a particular trade.

These young people and adults can access courses and training activities offered by the Training-Employment Units. At the same time, teachers and trainers can also train and improve their professional skills.

Partner companies provide Training-Employment Units with qualified and competent professionals who support trainees and students and facilitate their learning and skills development experience.

How the continuum is being implemented

The implementation of the continuum as conceived by those in charge of the DRC's education and training system is part of a process of public/private cooperation, the primary aim of which is to bring young people and adults into training and skills development and then into the world of work. This process, which is both highly logical and highly institutionalised, entails a number of instruments.

First instrument: the Partnership and Skills Development Agreement

This is the strategic method for implementing the partnership between the education and training system and the world of work. It is part of "the Education and Training Sector Strategy for 2016-2025" adopted by the Government in December 2015 and endorsed by its education partners in January 2016. It was signed by the education and training ministries and companies. It offers a framework for the implementation of this partnership and establishes schemes for developing technical and vocational skills development within the Congolese education system in general. Within the TVET sub-sector it promotes specific schemes such as the Training-Employment Units, the Pedagogical Action Units and professional internships.

The Agreement represents a binding commitment between the two clearly defined parties, namely the education sector and the organisations representing the world of work. It is a single framework agreement valid for the entire education sector. It sets up an innovative implementation and monitoring-evaluation mechanism in order to:

- Involve companies in the process of tailoring training to labour market requirements;
- Define and implement incentives for partner companies;
- Establish a sustainable and constructive partnership between national educational institutions and enterprises;
- Strengthen collaboration between government and companies in the field of education;
- Provide a mechanism for consultation, implementation and monitoring;
- Secure the involvement of companies in the education and training of young people, particularly in the pedagogical, administrative, financial and property management of educational establishments, in accordance with Article 22 of the Framework Law on National Education;
- Promote the professionalisation of education and training to improve the employability of young people;
- Develop the skills of qualified/certified students to ensure their professional competitiveness;
- Develop a regulatory framework that includes dual training schemes and determines the role of the different stakeholders.

Second instrument: restructured governance of TVET institutions

Fifteen pilot establishments responsible for training in the agricultural, construction and public works, and extractive and mining industries were invited to draw up and implement a School Development Plan in conjunction with Ministry experts and in synergy with all the partners concerned. Several months of work at the level of each school and in inter-school working groups led to a complete reorganisation of the management structure of each school. The following structures were thus defined as stakeholders in a reformed organisation chart.

- The Board of Directors. 30% of the members are from companies and NGOs active in the sector concerned. It is chaired by a company representative and

is responsible for ensuring that management based on the principles of transparency and accountability.

- The Management Committee. It is administratively responsible to the provincial TVET authorities. However, as far as the School Development Plan is concerned it is technically accountable to the Board of Directors, to which it submits its schedule of activities;
- The Training-Employment Unit. This is the key body for the implementation of the continuum and it includes all the Pedagogical Units and Pedagogical Action Units. It implements the public/private partnership. It contacts companies, monitors students' professional practice and during their internship in companies, organises activities to bring together companies and training establishments, such as open days, etc.. It is responsible for all pedagogical matters the School Development Plan and reports to the Management Committee and the Board of Governors, under the supervision of the Head Teacher.

Third instrument: the setting up of the Training-Employment Unit

Placed under the authority of the school's principal, the Training-Employment Unit is the key structure for promoting the transition to the world of work. A guide specifies its organisation, activities and composition. Its effectiveness derives from the signing of a partnership contract between the school of which it is a stakeholder and local companies. The Training-Employment Unit is responsible for developing professional experience both within the school and in companies. It is made up of a core group of teachers, the workshop leader and the work experience supervisor. Its mission is to work in partnership with local companies and to define with them professional strategies to adapt the content of training programmes and thus prepare students so they are employable. The main mission of the managers in charge of Training-Employment Units is to (i) contact local companies and local authorities to identify the training needs of their future executives; (ii) jointly develop curricula and experimental training modules; (iii) develop information resources for students (statistics, company directories, alumni directories, schedules of meetings,); (iv) organise internships in companies (time, place, number of trainees, duration and methods of supervision and evaluation) and (v) raise awareness among young people about the importance of TVET by inviting them to enrol in large numbers.

The main task of Training-Employment Units is to organise dual training courses in the form of three types of placements.

- First type: observation or awareness-raising placements, consisting of a guided visit by students to one or more companies to find out about its organisation and working methods. This placement takes place at the beginning of the school year, i.e. in the first term of the school year;
- Second type: training/experience placement allowing students to carry out part of the learning activities provided for in the curriculum under the supervision of a placement supervisor with the contribution of the company. In other words, this work placement places students in a real work situation in relation to the skills they have acquired at school, with a view to identifying what they need to learn. It is organised in the second term of the school year;
- Third type: work-start placement allowing students to start practising their chosen profession or trade and to gain real experience of it, in order to better integrate what they have learnt during their training. This placement is organised during the summer holidays and lasts for one month.

These three placements help to achieve the third component part of the continuum, namely entry into the world of work.

The actors involved

As the operational management of the restructured schools is the responsibility of the management committee, each member of this committee has a specific role to play, aside from the student representative. The various school managers (head teacher, bursar, director of studies, director of discipline) ensure, in accordance with their specific role, the coordination of the School Development Plan, accounting, contracting and monitoring-evaluation of all development operations. The parents' representative is in charge of communication while the Training-Employment Unit develops the educational tools and resources.

Teachers and trainers increase their knowledge of the trade and thus greatly improve their ability to prepare young people for the trade they are training for. Students from the various institutions involved become familiar with professional situations in companies and thus acquire the skills required by their future employer to the best of their ability.

The whole process of partnership with companies, which involves the signing of a Partnership and Skills Development Agreement, the design and implementation of a School Development Plan and the creation of the Training-Employment Unit, could not be designed and implemented without the direct involvement of those responsible for TVET at the various national levels (Secretary General and Inspector General), the provincial level (Provincial Director and Senior Provincial Inspector) and the local level (Head Inspectors and Itinerant Inspectors, and all the officials of the Board of Directors and the Management Committee).

Evaluation of the first results

The partnership between the DRC's vocational training system and the private sector is still at the stage of experimentation and evaluation, and this must be completed before it can be extended to the whole country. The Partnership Agreement between the Ministry of TVET and the business sector was only signed in 2018. However, it is already possible to identify positive results that are changing the current dynamics of vocational training and helping to ensure that the education/training/work continuum can really bring young people into the world of work. These results include:

- The adoption of the competence-based approach as the preferred TVET method in 2010;
- The modernisation of training curricula by rewriting old programmes which had been drawn up using the Teaching by Objectives approach. 16 of these have been modernised to date;
- The compulsory introduction of an entrepreneurship course into the curriculum;
- The introduction of a new management model for training institutions with a view to self-financing on the basis of a School Development Plan;
- Improvements to the quality of training in the schools supported and in surrounding schools that benefit from the professional experience venues;
- Easier placement of students in companies;
- The effective implementation of dual training courses;
- Better involvement of the private sector in the training of students;
- Job offers made to students by companies following their work placements.

In addition, certain results point to a profound transformation taking place in the TVET system. These include the paradigm shift that is taking place in the pedagogical and material organisation of learning sequences, the interactive relationship that is being established between the teaching process and the learning process, improved esteem for intermediate occupations due to the certification to which they give access and, finally, the close monitoring of young people that is being put in place by means of coaching carried out by local partners.

Points and areas for improvement

The work undertaken to strengthen the partnership between the TVET system and the private sector faces a number of obstacles, some of which are structural and therefore difficult to overcome, while others require changes that can be made in the short to medium term.

Structural obstacles include those posed by the socio-economic situation. The most important of these is the predominance of the informal sector (around 90% of the active population), which does correspond per se to the public/private partnership implemented in the Training-Employment Units. However, the DRC's economy will not be able to evolve substantially as long as informal micro and small enterprises continue outside the virtuous circle of skills improvement. It may be necessary to find a way of having Training-Employment Units train the managers of these enterprises to enable them to increase the quality of their production and services.

The second structural obstacle lies in the shortage of public and private companies to sign partnerships with TVET institutions. This is all the more important because a large proportion of the 10% of formal economic activity is accounted for by public administration. It will certainly be necessary to reflect on how certain professional organisations or trade unions could enter into partnership with TVET institutions.

Aside from this socio-economic situation, which will surely evolve over the long term, there are problems and obstacles to be overcome which require a strong political will and financial means commensurate with the challenges to be met. These include:

- The unsuitability of several training programmes, despite the introduction of competence-based approaches since 2010;
- Inadequate initial and in-service teacher training;
- The lack of quality assurance of training;
- The lack of formal links between training centres and companies despite the experimentation underway in 15 institutions;
- The dilapidated infrastructure and equipment of training facilities;
- The absence of any national qualification and certification framework;
- Insufficient development of TVET provision across the country.
- The lack of importance and esteem attached to TVET.

All these obstacles justify the country's authorities efforts to use all of the means at their disposal to transform the experimentation of Training-Employment Units into a national priority applicable to as many schools as possible.

The continuum as developed by the Training-Employment Units initiates a trend towards the development of programmes oriented towards different types of training: specific training, long- and short-term training, factory/enterprise-based instruction and apprenticeship with a hybrid approach involving a form of self-learning. It is leading to the transformation of schools

into “community” or “partnership”-oriented enterprises. The new curricula developed with the participation of professionals facilitate the diversification of specialisations, fill in “missing links” and promote certification at different levels. By promoting the effective integration of young people into employment and reducing the student drop-out rates, the school/enterprise partnership fulfils the continuum by establishing effective and efficient interactivity between education, training and work.

5.6. Tanzania: achieving the continuum through the certification of knowledge and skills⁵

Tanzania covers an area of 947,300 km² and has an estimated population of 51.5 million in 2017. About two-thirds of the population (63.8%) is under 25 years old. This explains why Tanzania needs to invest in education as a priority in order to achieve the Sustainable Development Goals. Data released in 2018 by the Ministry of Education, Science and Technology as part of the Education Sector Development Plan (EDSP) reports on the country’s progress in basic education, noting that this has not always been linear. The data provided by the Ministry indicate that the primary school completion rate in 2017 was 64%, while the rate of access to the first cycle of secondary education reached 70% with a completion rate of 31%. The data also indicate that TVET takes in students after they complete primary school, the first cycle of secondary education, or at the end of secondary education. While the numbers in TVET are increasing, in 2015 it was only 14% of all young people enrolled. To put an end to this situation, the ESDP, which aims to be an effective tool for raising the qualifications of the country’s population, states that by 2025 four out of five pupils who have completed basic education should enter TVET and only one in five pupils should enter upper secondary education.

The initial context

The inadequacy of training and qualifications prevents many Tanzanian young people from accessing decent jobs and from continuing their education in the school system. They generally have the skills required to perform productive and service activities that are useful to society, but lack the recognition necessary for these skills to give them access to formal employment or to formalise their activities. This situation concerns the majority of the working population who in reality are informally employed. The majority of the workforce is trained through informal apprenticeship by imitating and observing the work practices of apprenticeship masters. The skills acquired in this way enable apprentices to perform a given trade usefully, but apprenticeship in the informal sector does not allow them to be truly competitive in a technology-driven economy. Their products and services are of lower quality and they are not as productive as required by the economy and technology.

Faced with this situation, the Vocational Education and Training Authority (VETA) has cooperated with the International Labour Organization (ILO) to find ways of improving informal learning arrangements. The results of this cooperation have facilitated the development of the recognition of prior learning (RPL) and thus the implementation of

⁵ The author of the Tanzania case study summarised in this report is the national expert Dr Noel Eusebius Mbonde

the education/training/work continuum through the validation/certification of previously acquired knowledge and skills.

The main purpose of developing the validation and certification of acquired competences has been to take into account the fact that the vast majority of the working population has been trained in informal learning situations and this needs to be recognised by providing an appropriate response. By means of RPL, the aim is to:

- Reduce the skills gap and lack of qualifications associated with informal learning;
- Provide access to decent jobs for crafts workers who have acquired their skills through non-formal and informal training schemes;
- To positively support young people who have not been able to enter formal TVET and have had no option but to train in informal learning situations;
- To increase the level of qualification of the country's working population and in particular the number of qualified young people.

Ways and means of implementing the continuum in Tanzania

The cooperation between VETA and the ILO involved two distinct phases that made it possible to recognise the process of acquiring knowledge and skills through informal learning.

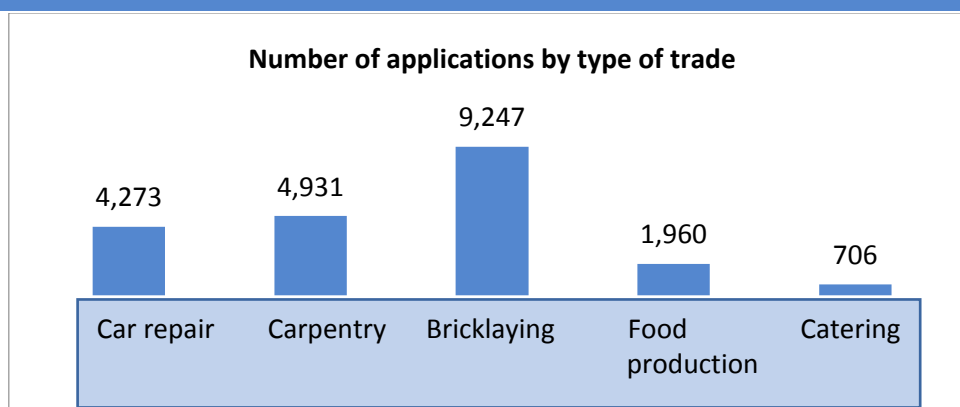
The experimental phase of structuring and implementing the validation and certification process

The pilot project launched in 2010 initially concerned two trades: car repairer and bricklayer. In both cases the experiment was carried out in the workplace, either in local garages or on construction sites. The first phase consisted in identifying and analysing the skills acquired in a learning situation. The second phase aimed to test how much the recognition and certification of these skills could improve the acquisition of skills in informal situations and more broadly the learning process.

Following the second phase of testing, the project was extended to the whole country. In October 2016, 1,296 people, including 1,145 men and 151 women, were assessed in trades such as food production, sales and catering services, bricklaying, carpentry and car repair. As mainstreaming has proved to be effective, the Prime Minister decided in 2016/17 to integrate the experiment into the national skills development plan and to extend the skills validation and certification process to young people aged 18 to 45 who had acquired their skills through informal training.

Results achieved to date

Between July and November 2017 the validation and certification programme benefited 3,989 young people, of whom 3,539 were men and 450 were women. These were selected from 14,432 young people who had expressed an interest in RPL. 90% of those who passed the assessment were certified, which is a remarkable result. Since its adoption, RPL has enabled 5,285 young people to be certified, 4,691 of whom were local craftsmen. However, their certification was acquired only after a possible additional training to fill the identified qualification gaps.



The main points and target groups of the continuum scheme based on the recognition of prior learning

The type of continuum being developed in Tanzania is characterised by efforts to evaluate, validate and certify skills acquired formally, non-formally or informally, regardless of where or when they were acquired. The validation and certification of skills enables people to acquire their target qualifications, either in modules or in full, in accordance with previously-defined norms and standards. The target groups are young people who work and are trained in informal workshops as well as adults who have acquired their skills informally and are practising the trade or profession in which they have been trained.

The validation and certification process

The system has been tested during a pilot phase that took place between 2009 and 2014, which was organised as follows:

- The apprentice or the candidate in informal training applies for RPL by filling in an appropriate form;
- A facilitator assists the candidate and explains the procedures to be followed, including the eligibility requirements, the competences needed to be assessed and the portfolio to be presented and completed as the process unfolds;
- The applicant submits his/her application with the appropriate documents and portfolio;
- VETA assessors analyse the application documents and interview the candidate;
- The candidate is assessed against the prescribed standards for the selected qualification;
- If successful, the candidate is trained in cross-cutting themes such as entrepreneurship and life skills in order to bridge skills gaps and improve performance in the world of work;
- Certification is granted once the candidate has improved their skills and completed the required additional training;
- The certification is nationally recognised as it is part of the national certification framework defined by VETA.

The actors involved

The whole process was initiated and designed with the technical and financial support of the ILO. The ILO continues to support its development.

The main actor is VETA, which acts under the responsibility of the Prime Minister's Office and the authority of the Minister of Education, Science and Technology. As an autonomous institution, it has direct responsibility for the validation and certification process. It implements it in accordance with the national framework for the recognition and certification of acquired competences that it has itself developed. This national framework is based on reference frameworks and standards that are used to assess the suitability or inadequacy of acquired competences in relation to the occupational standards defined in the TVET framework and to fill identified gaps in training and qualification provision. Operational responsibility lies with several categories of actors, including:

- Facilitators who advise potential applicants and help them to prepare their application documents, in particular the portfolio which reports on their training and qualifications;
- Assessors who validate the attainment of competences in relation to the established certification frameworks and according to predefined standards and guidelines. These assessors may come from public or private institutions or companies. They are selected according to their field of expertise.

Possible ways to develop the process

A five-year plan for the development of the validation/certification process (2016/17-2021) has been adopted. It foresees that 200,000 apprentices who have acquired their skills through informal learning will be able to validate and certify them. VETA has incorporated this target into its 2018/19-2023 strategic plan, starting with the certification of 4,000 apprentices from June 2019. Substantial financial support from the Prime Minister's Office is planned for this purpose.

In order to achieve the target, VETA has planned to extend the process to 15 new trades for which it has prepared certification standards and is waiting for the financial resources to implement them (welding and production, bodywork, weaving and sewing, plumbing and piping, electrical installations, refrigeration and air conditioning, machinery and agricultural production). Other planned trades include motor rewinding, electronics, cosmetics, motorbike repair, painting and sign making, secretarial work and tourism support.

In conclusion, it can be said that the process of validation and certification of skills acquired through informal learning is an integral part of the continuum concept. It gives value to a system that is the main place of work for young people who have been excluded from the education and training system, either at the end of primary school or at the end of basic education. Apprenticeships play a major role in the training of Tanzanian youth: the ILO, in a 2009 study, estimated that the country's economy is predominantly informal and employs at least 70% of the working population. By giving informal apprentices the opportunity to have their learning recognised in informal production and service workshops, VETA makes it possible to reflect and take action on how to improve this type of apprenticeship (following the example of Benin) and above all to recognise the value of young people's apprenticeships by giving them, further to assessment, the opportunity to make up for their lack of qualifications.

The example of Tanzania illustrates the formative value of the third component aspect of the continuum, namely work-based learning, by giving those whose prior learning is recognised an opportunity to do some training in order to make up for their lack of qualifications and thereby either return to formal training or gain access to formal and decent employment.

In conclusion: key points and future prospects for the inter-country work on the education/training/work continuum

The decision taken in 2014 by the 28 ministers responsible for vocational training and employment to ask ICQN/TVSD staff to further develop the concept and practice of the education/training continuum led to a three-year study on how this concept is implemented in 18 of its African member countries. As a result, these countries have now presented a wide variety of alternative arrangements to the linear perception of the education and training process.

All the schemes presented in this study have the common characteristic of proposing forms of education and training targeting young people who are either at risk of exclusion from school or already excluded from primary education, basic education or formal training and/or vocational training courses. What all of the schemes described and analysed in the course of the inter-country⁶ study have in common is the concern, if not the obsession, to give every opportunity to a category of young people who, due to family, social and/or economic reasons, are unable to fully pursue their educational career in order to enter the world of work. Underlying the theme of the continuum is therefore the desire of those responsible for education and training policies, as well as socio-economic and professional players and civil society, to promote as far as possible everybody's right to access education, training and employment, whatever the means and ways of making this access possible.

The diverse range of continuum options is proof that there is no single pathway from education to training to the world of work. It is proof also that there are other paths and situations for acquiring knowledge, skills and educational and socio-economic success than those imposed by an education system which, particularly in developing countries, does not ultimately benefit the vast majority of youngsters. However, this diversity, which has its successes and constraints, is limited by the fact that it is not recognised at its true value. Given that continuum options are mostly considered to be non-formal or informal arrangements, they are not covered by as much research or held in as much esteem as classical linear educational paths.

Such research is more necessary than ever in order to reduce the number of young people who are excluded too early from the school system, which is persistently high despite the considerable efforts made by countries and development partners. As Abdou Moumouni has already observed, it is also necessary because education systems in Africa fail to establish links between the institution of school as inherited from the colonial period and the culture, language and objectives of the traditional education function in Africa, which does not separate apprenticeship from vocational

⁶ All country schemes are summarised in the two compendiums published in 2017 and 2018.

training. Even though the independence era is long past and has changed the educational situation in a large number of countries, it is still true that the informal economy is largely predominant in developing countries, particularly in sub-Saharan Africa, and that traditional apprenticeship continues to be the main vehicle for the professional development of African youth.

It is therefore time to tackle this situation head on and to envisage the future of the education/training/work combination, taking into account all the dynamics underway to ensure that as many young people as possible succeed in education, employment and society.

The major findings of the study

A proper understanding of what has been learned will only be possible after cross-analysis of all the work accomplished (including the compendiums and the study) by the actors who took part in it and more widely by all future readers. It will therefore be necessary to prepare the ground for such an analysis to be carried out. However, the following points can already be made.

First point: it is essential and useful for the various alternative continuum schemes to have been described in detail

The work carried out by the ICQN/TVSD from 2016 to 2018 has made it possible to describe some twenty alternative education and training schemes by drawing on the reports written by the country experts. The description of these schemes is available in the two compendiums of country experiences published in 2017 and 2018. Analysis of these schemes has identified the measures adopted by a number of countries, in partnership with a wide range of national and local, public and private, economic and professional, social and voluntary sector players, to enable a population of young people excluded from linear education and training paths to acquire the knowledge and skills to which they are entitled, through a variety of possible routes.

It is more necessary than ever to shed light on these different schemes because this allows us to understand non-institutional efforts being made to help the most fragile groups progress towards the world of work through a number of different education and training routes. To date, no overall study of these different schemes has been made, nor has there been any assessment of their vital contribution as key players in the continuum.

The lesson to be learned from the detailed description of alternative continuum pathways is that efforts to achieve Sustainable Development Goal 4 (“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”) are not possible without the active participation of the whole range of stakeholders, specialists and managers concerned.

Second point: the transition from the education/training continuum to the education/training/work continuum has been an essential process

The mission entrusted by the ministers responsible for employment and vocational training to the ICQN’s managers was initially to examine in greater depth the

methods of transition from basic education to vocational training with a view to integrating young people into the world of work, with a view to improving these methods. It very quickly became clear that the continuum seen from this angle remained essentially school-based and did not take into account the paths actually taken by young people.

The first observation contradicting this vision was that the substantial increase in the flow of schoolchildren towards TVET was largely unrealistic given the poor image that most parents and more broadly civil society have of the role and of the effectiveness of vocational training. For many it offers a poor and ineffective means of achieving to social mobility. In addition the majority of young people leaving TVET do not have the skills and qualifications required by companies and the world of work.

The second observation was that most young people were entering the world of work in ways other than through successful transition from education to training. It was clear that the vast majority of young people were gaining professional skills in working situations, in particular through traditional and/or reformed apprenticeships, and that they were acquiring the knowledge and skills that were most useful professionally but also socially and individually through their immersion in the world of work. The world of work therefore offered a place and a means of training in the same way as education and training in schools. It became clear that only the combination of education/training/work could account for the effective acquisition of knowledge and skills by young people who were excluded from or no longer in school.

The lesson to be learned from the transition from the education/training continuum concept to the education/training/work sequence is that economic and professional actors are becoming full and essential stakeholders in the educational, social and professional success of young people. The world of work is a place of education and training that is complementary to school. This fact is widely demonstrated in the various case studies, particularly the Benin and DRC ones. It is therefore important to broaden the vision of an education system working in isolation to achieve the goal of universal education. Schools must be involved in partnerships with stakeholders who are really involved in the wide range of paths young people pursue when it comes to education, training and finding employment. This paradigm shift is essential in order to realistically promote the educational, professional, economic and social success of all categories of young people.

Third point: it is important to have a typology of alternative continuum schemes with a high potential for wider roll-out

The description and analysis of the various types of continuum demonstrated the effectiveness of the various systems identified. They have showed the relevance of the remedial system within schools in enabling pupils with specific difficulties, due in particular to their socio-economic environment, to remain in basic education and thus avoid dropping out or being excluded early from school. They have noted the suitability of the educational and human resources used to develop Gateway Classes helping to bring back youngsters who have not attended school or who left school too early back into education in a short space of time. They have provided an insight into the coherence and utility of reformed traditional apprenticeships, the objective of

which is to provide apprentices who are seeking to obtain a recognised professional qualification with the knowledge and skills they need in order to start work in their chosen profession. They have showed the value of innovative partnerships between training establishments and companies which, by means of innovative tools such as mixed boards of directors chaired by economic players and the establishment development plans drawn up in partnership, can create opportunities for dual training and placements in companies which greatly facilitate the entry of young people into the world of work. Lastly, they have highlighted the value that systems for validating and certifying knowledge and skills acquired outside any formal framework can bring to training and skills development in informal situations.

The lesson to be drawn from all five types of continuum is that they are the result of reflection and experimentation, which gives them legitimacy because they have proven their effectiveness in a given system or context. The experimentation is far from circumstantial. They are all hampered by their limited recognition as a strategic element in developing countries' education and training policies and practices.

In the five cases presented at the end of the study, it is clear that the schemes described enjoy legitimacy at the national level. Each has an institutional guarantor providing approval of its importance for the education and training of young people in the country concerned. However, the alternative nature of these schemes means there is also some reluctance to roll them out more widely and to grant the resources required in order to place them at the heart of national education and training systems.

Despite the institutional safeguards, the fact that each scheme lies outside the linear path of education and training systems weakens their symbolic and strategic recognition and limits funding, which primarily goes to ensuring the success of the mainstream schemes.

Avenues for future work opened up by the ICQN's work on the continuum

The work carried out from 2016 to 2018 has made it possible to collect a large amount of information on the way in which the ICQN/TVSD's member countries implement education/training/work continuum schemes, which are rarely, if at all, mentioned in the studies and analyses published on current education and training systems. However, the body of work published over these three years of work shows the importance that these systems play or can play in keeping particularly vulnerable young people in school, in integrating or reintegrating them into school, in enabling them to acquire outside and within formal TVET systems the skills they need for successful entry into the world of work, and finally, in recognising and certifying professional experience previously acquired in informal work situations.

It is becoming clear that these different continuum schemes deserve not only to be known, but that they should above all be developed and consolidated in order to become part of countries' education and training policies and placed in optimal conditions to reinforce their effectiveness for wider roll-out. With this in mind, it is important that we should not limit ourselves to just describing and classifying the different schemes implemented in the member countries, but we should also undertake in-depth work on their real capacity to implement an

education/training/work continuum that is of maximum benefit to the young people for whom they are responsible. This means exploring the following three avenues of work in particular.

First avenue: it is necessary to lobby for the inclusion of alternative education and training schemes in the established data collection systems

In light of the studies carried out on the current situation of education and training systems, it is very difficult, if not impossible, to find an inventory of these types of systems, let alone any analysis of their contribution to fulfilling the right of all to education and training. Statistical measures relating to the fulfilment of this right refer almost exclusively to gross and net enrolment rates and completion rates. There are no specific indicators among the statistical tools for calculating the number of young people involved in alternative education and training schemes, particularly in traditional or informal learning schemes. It is very difficult to obtain data on education and training other than that collected by national statistical institutes or the UIS. Even the very thorough report on the implementation of the CQM qualification in Benin states that the national statistical system does not explicitly provide information on the number of young people working towards the CQM. Another example is Madagascar, where the Chamber of Crafts and Trades estimates the number of young people in traditional apprenticeships at around two million, although it is not possible to verify the accuracy of this figure. Work was carried out in 2015 within the Framework for Consultation between Employment and Vocational Training Ministers of the West African Economic and Monetary Union (WAEMU/UEMOA), to introduce specific indicators on informal and reformed apprenticeship schemes into the minimum list of labour market and vocational training indicators adopted by the African Union in March 2012. However, only the Niger Observatory of Employment and Vocational Training used them to count the number of traditional apprentices.

In the light of these various findings, it is therefore essential to continue the work done between 2016 and 2018 by costing all these schemes, which are considered informal or non-formal. This would ensure that make an effective contribution to efforts to guarantee young Africans' right to education and training. It would make it possible to measure the contribution that alternative continuum systems play in implementing the right to education, training and integration into the world of work. It will therefore be necessary to urge national and international training institutes to gradually take into account these data in their quantitative and qualitative analysis of the achievement of SDG 4.

Second avenue: action research should be undertaken on the optimum conditions required to ensure the effective and wider roll-out of the continuum

The various schemes described by the countries used a standard structure. The country experts were asked to describe their institutional position, the reasons for their design and implementation, their pedagogical and functional organisation and the initial results obtained. The clarification of all these elements made it possible to carry out an initial analysis of these systems and to determine a typology which could

be used to show how they all derived from the concept of the education/training/work continuum, despite their distinct characteristics.

The overall conclusions that can be drawn from the various inter-country meetings organised over the three years of the ICQN/TVSD's work is that the five types of scheme described in the case studies at the end of this study, with information on their objectives, target groups, actors involved, pedagogical and functional means implemented and potential improvements to be made, all call for the continuation of work to further develop their institutional and systemic role and function. They are all confronted with a lack of recognition of their real capacity to educate, train and integrate the most vulnerable young people into the world of work. Similarly, their potential contribution to achieving the objectives of education and training for all is significantly underestimated. The reason for this, among other factors, is the lack of analysis of the effective role they play and can play in the context of an education/training/work continuum that develops diverse but effective routes into the learning process which have a common goal, namely success in education, employment and society.

It would therefore be useful, if not essential, to undertake action research to enable these schemes to improve their efficiency, organisation, institutional position and field of intervention. The purpose would be to:

- **identify the factors ensuring optimal effectiveness of the various schemes analysed;**
- **roll out schemes that currently only educate and train a small number of young people;**
- **place at the heart of public policies schemes that have proven their ability to bring young people the education, training and the world of work.**
- **move away from an exclusively linear conception of education and training pathways and enhance interactivity between the three dimensions of the education/training/work continuum, irrespective of the point of entry into it;**
- **integrate the continuum concept into forward planning on future knowledge and skills development strategies.**

Third and final avenue: an inter-country forum involving those responsible for various education/training/work schemes should be organised

A recent analysis of policies and practices in the fields of education, training and employment implemented by the WAMEU member countries plus Chad highlighted the important role played by alternative continuum schemes in each of the nine countries, despite these schemes not being subject to any inter-country research, let alone dialogue and structured reflection between the promoters of such schemes. But inter-country work between promoters would have many positive effects. It would make it possible to:

- ask each promoter to make a structured presentation of the scheme for which they are responsible and to describe the objectives, means of implementation and results achieved;

Continuity and discontinuity in education and training systems in Africa

- once this had been done, set up working groups involving promoters for each type of scheme in order to create working synergies between them;
- develop, through these working groups, quality circles involving promoters with the aim of defining the optimal conditions for ensuring the effectiveness and wider roll out of the schemes for which they are responsible;
- organise an advocacy campaign to ensure that the various continuum schemes are recognised as essential and thus enable all young people, and in particular the most vulnerable, to have the widest possible access to education, training and employment.

The organisation of an inter-country forum involving those responsible for these schemes is the only way to lobby effectively for the inclusion of alternative continuum schemes in existing data collection systems. It is also the most effective way to give visibility to the education/training/work continuum and to show how important it is, as the ICQN's work has proven in many countries, despite constraints preventing it from playing a full role in helping the most vulnerable young people acquire the knowledge and skills they need in order to succeed in their personal, social and professional lives. Finally, such a forum is a necessary part of the process required to convince national and regional political leaders of the importance of financing the wider roll-out of continuum schemes because of the strategic role such schemes play in ensuring and fulfilling the right of all people – especially those who are most vulnerable – to education, training and employment.

Bibliography

Abdou Moumoun (1964), *L'Education en Afrique*, Maspero, Paris.

Agence française du développement (March 2016), *Sahelian Youth: dynamics of exclusion, means of integration*, Technical Report.

Direction de l'Apprentissage et de la Formation Professionnelle (DAFoP) (2016), *Etude bilan de l'expérimentation de la mise en œuvre de l'examen du CQM dans les départements de l'Alibori, de l'Atacora, du Borgou, de la Donga, du Littoral, de l'Ouémé et du Plateau*, METFP, Cotonou.

International Labour Organisation (ILO) (2016), *Women and men in the informal economy : A statistical picture*, Third Edition, Geneva.

MENET/RCI, AI, (2012) *Guide de mise en œuvre des classes passerelles en Côte d'Ivoire*. Abidjan.

Ministry of Education, Science and Technology of Tanzania, *Education Sector Development Plan (2016/17-2020/21)*, Updated July 2018.

Global Partnership for Education (GPE), *Results Report 2019*, Washington (2019).

Van Adams et alii, (2013), *Improving Skills Development in the informal sector, Stratégies for Sub-Saharan Africa*, Washington, The World Bank.

Walther, R., Boukary, H., *Compendium of African Experiences in Promoting the Implementation of the Education-Training Continuum : A state-of-the-art cross-national analysis of policy and practice in 18 countries*, Abidjan, January 2017.

Walther, R., Carton, M., *From the Education-Training Continuum to the Education-Training-Work Continuum*, December 2017

Annex 1: List of authors of the 2016 country reports on the continuum

PAYS	NOM DE L'EXPERT	FONCTION DE L'EXPERT	CONTACT ET ADRESSE
BENIN Ministère des enseignements secondaire, technique et de la formation professionnelle et de la Qualité de l'Enseignement	1. M. YESSOUF Issiakou Bienvenu	Inspecteur de l'ETFP et Conseiller Technique du Ministre	Issiak7@yahoo.fr
BURKINA FASO Ministère de l'Education Nationale et de l'Alphabétisation	2. Mme OUEDRAOGO Zanga Minata	DG de l'Encadrement pédagogique et de la Formation Initiale et Continue	O_amibf@yahoo.fr
CAMEROON Ministère de l'Emploi et de la Formation professionnelle	3. M. Philippe NGATHE Kom	Coordonnateur programme C2D Formation Professionnelle	Ngathe_kom@yahoo.com
CHAD Ministère de la Formation professionnelle et Petits métiers	13. Mme DJORBAYE Mounoubai Chantal	Directrice Générale de l'Enseignement Technique	chanmounou@yahoo.fr
COTE D'IVOIRE Ministère de l'Enseignement Technique et de la Formation Professionnelle	4. M. ESSUI Emmanuel	Inspecteur Pédagogique	Essui_e@yahoo.fr
DRC Ministère de l'Enseignement Technique et Professionnel	11. M. Emmanuel Madilamba YAMBA	Inspecteur Général	emmadilam@yahoo.fr
GHANA Ministry for Education	5. Mr. Sebastian DEH	Director of COTVET	sdeh@cotvet.org
LIBERIA Ministry for Science, Technology, Vocational and Special Education	6. Hon. Saku DUKULY	Assistant Minister for Science, Technology, Vocational and Special Education	saku2468@gmail.com

<p>MADAGASCAR Ministère de l'Emploi, de l'Enseignement Technique et de la Formation professionnelle</p>	<p>7. Mme RANAIVOSON Sahondra Lalao Olga</p>	<p>Directrice Générale de l'ETFP</p>	<p>dgetfp@metfp.gov.mg</p>
<p>MALI Ministère de l'Emploi et de la Formation Professionnelle</p>	<p>8. M. Dramane TOGOLA</p>	<p>Chef de Division Etudes et Programmes à la DNFP</p>	<p>d_togola@yahoo.fr</p>
<p>MOROCCO Ministère de l'Education Nationale et de la Formation Professionnelle</p>	<p>9. M. M'BAREK Khaldouni</p>		<p>khaldounidec@gmail.com</p>
<p>MAURITIUS Ministère de l'Education Nationale et des Ressources Humaines, de l'Enseignement Supérieur et de la Recherche Scientifique</p>	<p>10. Mr. Sayadaly MAUDARBOCUS</p>	<p>Ag. Deputy Director at the MITD</p>	<p>smaudarbocus@mitd.mu</p>
<p>SENEGAL Ministère de la Formation professionnelle, de l'Apprentissage et de l'Artisanat</p>	<p>12. M. Abdou FALL</p>	<p>Directeur des Ressources Humaines</p>	<p>Fallab1@yahoo.fr</p>
<p>TOGO Ministère délégué auprès du Ministre des Enseignements Primaires, Secondaires et de la Formation Professionnelle, chargé de l'Enseignement Technique et de la Formation Professionnelle</p>	<p>14. Mme ADAM-TSAR Essogbarè épse ALABA</p>	<p>Directrice de l'Enseignement Secondaire et Technique</p>	<p>louise_tsar@yahoo.fr</p>
<p>TUNISIA Ministère de l'Emploi et de la Formation Professionnelle</p>	<p>15. M. Khaled RAOUANI</p>	<p>Point Focal ADEA</p>	<p>Khaled.raouani@gmail.com</p>

Annex 2: List of authors of the 2017 country reports on the continuum

PAYS	NOM DE L'EXPERT	FONCTION DE L'EXPERT	CONTACT ET ADRESSE
BENIN Ministère des enseignements secondaire, technique et de la formation professionnelle et de la Qualité de l'Enseignement	1.M. YESSOUF Issiakou Bienvenu	Inspecteur des Sciences et Techniques Industrielles et Conseiller Technique du Ministre	lssiak7@yahoo.fr
BURKINA FASO Ministère de l'Education Nationale et de l'Alphabétisation	2. M. Bénéwendé Bonaventure SEGUEDA	Directeur des statistiques sectorielles au Ministère de l'Education nationale et de l'Alphabétisation	seg_bonav@yahoo.fr
CAMEROON Ministère de l'Emploi et de la Formation professionnelle	3. Mme NGO NGUIDJOL épouse MBENOUN Sophie Magloire Diamant	Directeur de la formation et de l'orientation professionnelle	masota2006@yahoo.com
CHAD Ministère de la Formation professionnelle et Petits métiers	16. Mme DJORBAYE Mounoubäi Chantal	Directrice Générale de l'Enseignement Technique	chanmounou@yahoo.fr
COTE D'IVOIRE Ministère de l'Education Nationale de l'Enseignement Technique et de la Formation Professionnelle	4. M. ESSUI Emmanuel	Inspecteur Pédagogique de l'Ens. Tech et Form Professionnelle	Essui_e@yahoo.fr
DRC Ministère de l'Enseignement Technique et Professionnel	12. M. Emmanuel Madilamba YAMBA	Inspecteur Général de l'Enseignement technique et Professionnel	emmadilam@yahoo.fr
GHANA Ministry for Education	5. Mr. Sebastian DEH	Technical Advisor on TVET	sebastiandeh@gmail.com
LIBERIA Ministry for Education	6. Hon. Saku DUKULY	Vice-Minister of TVET	saku2468@gmail.com
MADAGASCAR Ministère de l'Emploi, de l'Enseignement Technique et de la Formation professionnelle	7. M. RAKOTOARIMINO R. Théodore	Directeur Général de l'ETFP	rakotoariminoth@yahoo.com
MALI Ministère de l'Emploi et de la Formation Professionnelle	8. M. Dramane TOGOLA	Chef de Division Etudes et Programmes à la DNFP	d_togola@yahoo.fr

MOROCCO Ministère de l'Education Nationale et de la Formation Professionnelle	9. Mme Latifa KAMILI	Chef de projet secteur tertiaire à la Direction de la Recherche et Ingénierie de la Formation de l'OFPPT	latifa.kamili@ofppt.ma
MAURITIUS Ministère de l'Education Nationale et des Ressources Humaines, de l'Enseignement Supérieur et de la Recherche Scientifique	10. Mr. Sayadaly MAUDARBOCUS	Ag. Deputy Director of Mauritius Institute of Training of Development (MITD)	smaudarbocus@mitd.mu
NIGER Ministère des Enseignements Professionnels et Techniques	11. M. Silemane OUSMANE	Conseiller Technique du Ministre	osilemane@yahoo.fr
RWANDA Minister of Education	13. Mr Emmanuel BUTERA	TVET Technical Adviser	ebutera@mineduc.gov.rw
SENEGAL Ministère de la Formation professionnelle, de l'Apprentissage et de l'Artisanat	14. M. Abdou FALL	Directeur des Ressources Humaines	Fallab1@yahoo.fr
TANZANIA Minister of Education, Science, Technology and Vocational Training	15. Dr. Richard J. Masika	Rector of Arusha Technical College	masikarj@gmail.com
TOGO Ministère délégué auprès du Ministre des Enseignements Primaires, Secondaires et de la Formation Professionnelle, chargé de l'Enseignement Technique et de la Formation Professionnelle	17. Mme ADAM-TSAR Essogbarè épse ALABA	Directrice de l'Enseignement Secondaire et Technique	louise_tsar@yahoo.fr
TUNISIA Ministère de l'Emploi et de la Formation Professionnelle	18. M. Khaled RAOUANI	Point Focal ADEA	Khaled.raouani@gmail.com