

# POLE MAG

IIEP-PÔLE DE DAKAR INFORMATION MAGAZINE

# #26

JULY 2017



**FEATURE**  
**REVISING  
VOCATIONAL  
TRAINING**

**INTERVIEW**  
**MAURITANIAN MINISTRY  
OF VOCATIONAL TRAINING**

**ZOOM**  
**COMPILATION OF  
MAIN INDICATORS FOR  
EDUCATION/TRAINING  
AND EMPLOYMENT**



United Nations  
Educational, Scientific and  
Cultural Organization



International Institute  
for Educational Planning

**Pôle de Dakar**  
EDUCATION SECTOR ANALYSIS

# contents #26

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## PÔLEMAG

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# Vocational training to promote employment

BY GUILLAUME HUSSON - HEAD OF IIEP-PÔLE DE DAKAR

African countries are experiencing significant population growth with the number of young people on the continent expected to double by 2045. This will create unprecedented pressure on the employment market. In the next two decades, the subject of occupational integration and the role of the education system in promoting employment opportunities will consequently be a fundamental issue for policy-makers and the international community.

In order to address these challenges, two targets of the Sustainable Development Goals-Education 2030 are devoted to technical, vocational and tertiary education and the training of adults, providing a concrete framework of action for improving the relationship between education/training and employment. UNESCO also supports this global effort through its strategy for technical and vocational education and training (TVET) strategy for the period 2016-2021, fostering youth employment and entrepreneurship as one of its three priority areas. It is important to ensure that training is developed in line with the needs of the economy, but also that the content is adapted to the current and future organisational and technological transformation of African societies.

With the backing of the French Development Agency, the IIEP-Pôle de Dakar launched the Platform of Expertise in Vocational Training (Pefop) in November 2015. Its principal aim is to provide support for the implementation of revised vocational training policies in Africa, by fostering exchange, dialogue and the sharing of experience. One of the main purposes of Pefop is to encourage reflection on innovation and good practices in order to promote the best possible strategies for and among public/private actors.

To date, four countries (Burkina Faso, Côte d'Ivoire, Mauritania and Senegal) have received direct support from Pefop, and a wider circle of sub-Saharan African countries will benefit from the capitalisation of experience and the support of innovation, opening a window to better future prospects for young people.

## TEACHER ALLOCATION WORKSHOP IN NAIROBI

The IIEP-Pôle de Dakar organised a workshop in Nairobi from 17 to 19 May 2017 on practices in teacher allocation to basic education in Central, East and Southern Africa, in order to capitalise on good practices and innovative tools. Fifteen countries took part, of which seven were francophone, seven were anglophone and one was lusophone. Participants discussed current challenges

with a view to finding the most rational solution to the issue of effective teacher allocation in response to identified needs, in order to avoid a disconnect between decisions, allocation processes and reality on the ground. Addressing teacher allocation challenges necessarily implies a holistic approach covering the different aspects of teacher motivation, respect for the profession, remuneration (and bonus),

evaluation, training, development of technical tools and teacher deployment. This is crucial. Stakeholders at the meeting decided to pursue discussions on the subject by forming a network to help African countries improve the effectiveness and efficiency of teacher allocation. ■



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## ANOTHER GROUP SESSION IN DAKAR FOR CLASS 10 OF THE PSGSE TRAINING COURSE

The 40 students from class 10 of the training course in Sectoral Analysis and Management of the Education System (PSGSE) attended their second face-to-face session in Dakar, Senegal, from 12 to 16 June 2017. Students from 10 different African countries came together again to write the second semester exams and also to strengthen their knowledge and practice of the financial simulation model for education. This model is one of the key tools

used by IIEP Pôle de Dakar when working with national teams to establish the macro-financial framework for the preparation of a new or updated education sector plan. ■



## TERTIARY EDUCATION IN MAURITANIA, TOWARDS A DIVERSIFICATION OF VOCATIONAL BRANCHES

Tertiary education is less developed in Mauritania than in other countries of the sub-region. It is also characterised by a predominance of long-cycle graduates over short-cycle graduates. The 2013 General Population and Housing Census shows that 72% of tertiary graduates have at least a master's degree. This trend towards longer studies in Mauritania is not consistent with the needs of the economy in a country where 85% of all jobs are informal. The situation in Mauritania is somewhat unique since, even in the OECD countries where the informal sector

is weak, most graduates from tertiary education have at most a bachelor's degree.

The Mauritanian tertiary education system should probably opt for a policy of more diversified branches and flow regulation, by encouraging access to short vocational training courses that teach skills required in developing sectors of the economy. The projections drawn up by IIEP-Pôle de Dakar, in the framework of its support to Mauritania, show for instance that by 2030, manufacturing, water and energy will be the most promising employment

sectors for tertiary graduates. The number of jobs in this sector requiring higher education is likely to increase sixfold over the next 15 years. While tertiary education coverage in Mauritania is lower than that of comparable countries, it must be expanded through the development of short job-oriented training courses adapted to the labour market. To improve the situation, Mauritania needs to develop an effective guidance structure for university studies and vocational training. ■

## VOCATIONAL TRAINING IN CÔTE D'IVOIRE, AN ACTION PLAN FOR THE AGRICULTURAL SECTOR

Within the framework of its support of vocational training in Côte d'Ivoire via its Platform of Expertise in Vocational Training (Pefop), IIEP-Pôle de Dakar ran a workshop in Abidjan from 24 to 27 April 2017 for the design of the sector reform implementation support programme. This workshop brought together around fifty national stakeholders in vocational training in Côte d'Ivoire.

The workshop followed on from the initial phase of identifying barriers to vocational training, during which a series of constraints were brought to light. These included the lack of knowledge

regarding the roles and responsibilities of vocational training actors in public-private partnerships, the low level of private sector involvement in training and the lack of sectoral financial sustainability.

Based on the barriers identified and validated by the Ivorian VT actors and taking into account the priorities already defined at national level, participants drew up a draft action plan that IIEP-Pôle de Dakar will support within the framework of Pefop's reform implementation support programme.

After discussing Côte d'Ivoire's economic priorities and the panorama and the

programmes that already exist, participants selected the agricultural sector and its agro-industrial branches, to be the focus of support from IIEP-Pôle de Dakar. The closing ceremony at the end of the workshop was presided by the Secretary of State for technical and vocational education and training, in the presence of representatives from UNESCO and ONUDI, as well as leading figures in vocational training in Côte d'Ivoire. ■

## A 3<sup>rd</sup> VOLUME OF THE EDUCATION SECTOR ANALYSIS METHODOLOGICAL GUIDELINES

Following their joint publication of two volumes of education sector analysis methodological guidelines, UNICEF, UNESCO, the World Bank and the Global Partnership for Education are now collaborating with the DFID to produce a third volume, which will take into account the emerging issues raised by the different countries. It will cover four new themes: i) conflict risks and analysis; ii) political economy and governance; iii) analysis of

institutional capacities; and iv) inclusive education for handicapped children. As the chapter on inclusive education is almost complete, the pilot phase may take place in Ghana given the interest in inclusive education demonstrated by this country in its sector strategy. ■

## A WEB PORTAL FOR VOCATIONAL TRAINING ACTORS IN AFRICA

The screenshot shows the Pefop web portal. At the top, there's a navigation bar with the IIEP-Pôle de Dakar logo and the text 'Plateforme d'expertise en formation professionnelle'. Below this, there's a secondary navigation bar with menu items: 'LA PEFOP', 'APPUI', 'RÉSEAU', 'RESSOURCES', 'MUTUALISATION', 'INNOVATION', and 'ESPACE PEFOP'. The main content area features a large image of a woman in a field with a text overlay: '20 décembre 2016 | Activité | Sénégal: Démarrage des Plans d'action du Programme de contribution à la réforme de la formation professionnelle'. To the right, there's a section titled 'Actualités de la formation professionnelle en Afrique' with a list of news items: '05 juin 2017 | Afrique | Formation professionnelle et technique: les professionnels africains présentent leurs recommandations pour l'IFE', '02 juin 2017 | International | Concours photo "Compétences en action" 2017 - Appel de candidatures', and '18 mai 2017 | Burkina Faso | Burkina Faso: une convention pour la formation à la demande'. Below this is a 'Toutes les actualités' button. Further down, there's a section 'La Pefop en action' with two sub-sections: 'Sénégal | Le Programme de contribution à la réforme de la formation professionnelle du Sénégal validé' and 'Mauritanie | Trois Plans d'actions sectoriels territorialisés pour appuyer l'opérationnalisation des réformes de la formation en Mauritanie'. To the right, there's a calendar section 'Événements' with dates: '03 juillet | Conakry (Guinée) | Assemblée générale du Réseau international Formation agricole et rurale (FAR)', '15 juillet | International | Journée mondiale des compétences des jeunes 2017', and '24 août | Douala (Cameroun) | 5ème Colloque du RAIFET: Education technologique, formation professionnelle et innovation'.

IIEP-Pôle de Dakar has launched its web portal of Expertise in Vocational Training (Pefop). This portal of information and exchange is designed for vocational training actors in Africa offering them a range of online services:

- Follow-up on Pefop's activities
- Discover what's new in vocational training in Africa
- Access to a documentary database devoted to vocational training
- Pooling of training tools and promotion of good practices
- Identification of vocational training actors

Thanks to the participation of vocational training actors in Africa, this web portal will evolve and leave more room for interaction and experience sharing.

[www.pefop.iiep.unesco.org](http://www.pefop.iiep.unesco.org)

## Helping education systems promote employment

IIEP-Pôle de Dakar has just published a compilation of the main indicators used for the analysis of education-training and employment relations intended for use in African countries.

**What needs does this compilation address?**

The performance of education systems with regards to employment is a dual priority for African countries. Firstly, as signatories of the Sustainable Development Goals, African governments have committed themselves to employability, more particularly through the development of apprenticeships. Secondly, as many of them have prioritized the development of their economies, they have to ensure that the orientation of their education and training system meets these needs. To rise to these challenges, ministries in charge of education and training must be capable of measuring and monitoring the relationship between education/training and employment, and so, be in possession of the indicators adapted to this type of analysis. This compilation has been drawn up as part of the shift of the paradigm that places employment at the heart of the African education systems.



**Olivier Pieume**

is an education policy analyst, specialising in the labour market, at IIEP-Pôle de Dakar. He is the author of the Compilation of the main indicators for analysis of the relationship between education/training and employment.

**What are the specificities of the indicators contained in this compilation?**

The main specificity of the compilation of the indicators is that they can be used in an African context. While the literature is overflowing with labour market indicators, very few can actually be reproduced in African countries in view of the information systems available. This compilation has been formulated to address this concern by presenting indicators that have already been used in studies conducted in Africa, especially in the work of IIEP-Pôle de Dakar. Another specificity of the compilation is to present indicators that are specific to the education/training-employment relationship. While many indicators are dedicated to the labour market in Africa, few of them are really devoted to the relationship between education/training and employment, such as the intensity of the link between education and remuneration or the average time it takes to find a first job.

**How can these indicators help to better measure and monitor the capacity of the education and training system to work towards the occupational integration of young people?**

Different indicators from the compilation can be used to measure integration. The performance of the education system in relation to the labour market can be evaluated by estimating the rate of early leavers or the rate of qualified leavers. It can also be particularly interesting to calculate the NEET\* ratio, which corresponds to the proportion of 15 to 24-year-olds who are not in education, training or employment. This is an excellent ratio for evaluating young people's occupational integration difficulties. These indicators can easily be included in the dashboards of technical teams in the ministries in charge of education, without having recourse to international expertise.

The compilation presents the calculations in detail. As such, it is designed for independent use. ■

(\* Not in Education, Employment or Training.

## Compilation of the main indicators for analysis of the relationship between education/training and employment

With this compilation published in June 2017, IIEP-Pôle de Dakar presents the most common and relevant indicators for analysing the relationship between education/training and employment in African countries.

When using this type of indicator, one generally comes up against a number of obstacles: lack of accessibility, complexity, multiple sources, and insufficient comprehensive information about employment and training. It is however crucial for actors in the sector to master the terminology and indicators in order to more effectively monitor it, particularly in line with the needs of the economy.

To facilitate avoiding these obstacles, IIEP-Pôle de Dakar has compiled a single document listing the common indicators found in studies conducted in sub-Saharan Africa. It is not an attempt to draw up an exhaustive list of indicators related to the labour market and education sectors, but rather to target and summarize the most important information.

The compilation is mainly based on a review of literature on the subject and of the analytical work carried out by IIEP-Pôle de Dakar. The empirical dimension also had a key role in the methodological process, since several lessons have been drawn from IIEP-Pôle de Dakar's



recent experience in sub-Saharan Africa in terms of technical support and capacity development.

The compilation is divided into six parts. The first part (I) briefly presents some of the terminology generally used in education sector analyses related to the labour market. The five other parts set out successively a selection of indicators for measuring and characterising: (II) the population in relation to the labour market; (III) the employment situation; (IV) the quality of labour offered by the education and training system; (V) the occupational integration difficulties of those coming out of the system, and (VI) the intensity of the links between education/training and employment. ■





FEATURE

# REVISING VOCATIONAL TRAINING IN AFRICA

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Over 50 per cent of Africa's population is under 25. The demographic vitality of this youth represents not only an unprecedented challenge but also an incredible opportunity. A challenge since, on this continent strongly marked by poverty, everything must be done for the new generation to have access to decent jobs. An opportunity too as the 10 million young people who will enter the labour market every year for the next decade present a formidable chance for the continent's development.

Vocational training has become one of the priorities of national decision-makers and the international community in the battle for youth employability. This is attested to by the place devoted to the development of technical skills in the Education 2030 agenda. However, in spite of this new awareness, vocational training devices are not yet up to the challenges. Technical and vocational education and training (TVET) is still perceived as second best in most African countries. On average, in sub-Saharan Africa, only 6.5% of secondary school pupils register in a branch of TVET compared to 15% in North America and in Western Europe.

Even though donor support has greatly increased in the sector over the last decade, financing still comes primarily from public resources and budgets are limited. Only 5% of overall expenditure on education is devoted to TVET on average in sub-Saharan Africa compared to 17% in France, for example, and to over 20% in some countries in Asia<sup>1</sup>. Business taxes supposed to finance training are, in most countries, collected by the government and paid into the government treasury as revenue. As for the share transferred to the financing structures for vocational training, this is very low.

In addition, the training on offer is very fragmented in Africa. It appears to be a juxtaposition of parallel education systems, with no coordination or global analysis of needs. Lower and upper secondary technical schools are frequently far from workplaces and their teaching does not grant enough importance to practical work and to work experience placements. On a parallel, specialised training centres are not sufficiently embedded in the national training system. Consequently, the certifications offered by these different training structures are poorly acknowledged by the educational world and by the labour market. In reaction to this, there has been a rise in the number of private centres, which sometimes enrol more students than the public centres. However, as public authority approval is difficult to obtain, their existence is often precarious and with a lack of quality control. They also often specialise in the least costly training, which is not necessarily the most sought after on the labour market. Companies, and especially large groups, regret the lack of basic skills of personnel recruited locally and must often organise their training within the company; As for small firms, most employees learn their trade on the job outside of formal education systems.



## PEFOP, THE PLATFORM OF EXPERTISE IN VOCATIONAL TRAINING

With the aim of supporting sub-Saharan African countries as they review and revise their vocational training policy, a technical assistance device, the Platform of Expertise in Vocational Training (Pefop), has been created within UNESCO's International Institute for Educational Planning Pôle de Dakar with financial involvement of the French Development Agency. The platform's ambition is to provide support in making revised vocational training policies operational by contributing to the mobilisation and strengthening of the public and private actors involved in their implementation and providing them with more effective tools.

"Revised policies" are those that i) are based on a partnership between public and private players, ii) ensure that training is steered by the needs of the economy, iii) organise the monitoring of skills validation processes directed towards employment and integration, iv) ensure equity and access to training, more particularly through recognition of diversified individual experience and decentralisation of the offer; v) set up lasting and sustainable financing mechanisms.

Support from Pefop hinges around three complementary fields of activity: 1) contributing to making the reforms operational, 2) sharing information, producing references and promoting good practices, 3) supporting innovation.

Today, four countries benefit from direct support for their vocational training policy reforms: Burkina Faso, Côte d'Ivoire, Mauritania and Senegal. Following a participative process to identify the obstacles to vocational training, Pefop provides them with support through a reform implementation support programme in the form of action plans.

A second circle of countries benefits from Pefop's networking activity aimed at sharing experience and supporting innovation: Benin, Cameroon, Guinea, Mali, Niger, Chad and Togo. Aside from these countries, Pefop is intended for actors wishing to take advantage of the devices, tools and methods developed by the platform.

Interventions by Pefop in terms of vocational training are part of IIEP-Pôle de Dakar's overall service providing, in addition to its education sector analysis activities and direct support for the implementation of effective and sustainable education policies.

Visit IIEP-Pôle de Dakar's specific Pefop web portal [www.pefop.iiep.unesco.org](http://www.pefop.iiep.unesco.org)

<sup>1</sup> Organisation Internationale de la Francophonie, Convention on TVET, 2012.

### Fostering the development of public-private partnerships

The setting up of effective vocational training systems comes up against a set of fairly well-identified obstacles: low involvement of economic players in the definition of training branches – resulting in the predominance of training directed towards very general skills, poor coordination in the implementation of actions, a follow-up and evaluation device that is ill-designed for effective monitoring, and financing tools for training that are often obscure and lacking in sustainability. That said, while the bottlenecks are well known as a whole, the actions that should enable the transition from strategic to operational are still rudimentary. National stakeholders have not sufficiently taken ownership of the reforms that were supposed to mobilise and engage them.

There is no doubt that the establishment of public-private partnerships is key to the successful implementation of reforms. Due to the high costs of TVET and the low public resources allocated, most countries are obliged to initiate a strategy of

diversification of financing sources. In future, both formal and informal businesses need to be involved in the vocational training process, from the identification of needs through to certification as well as the governance of training centres. Businesses should also contribute more to funding, directly via apprenticeship taxes, or indirectly through the development of dual, alternating training, with apprenticeship as a competence-based approach.

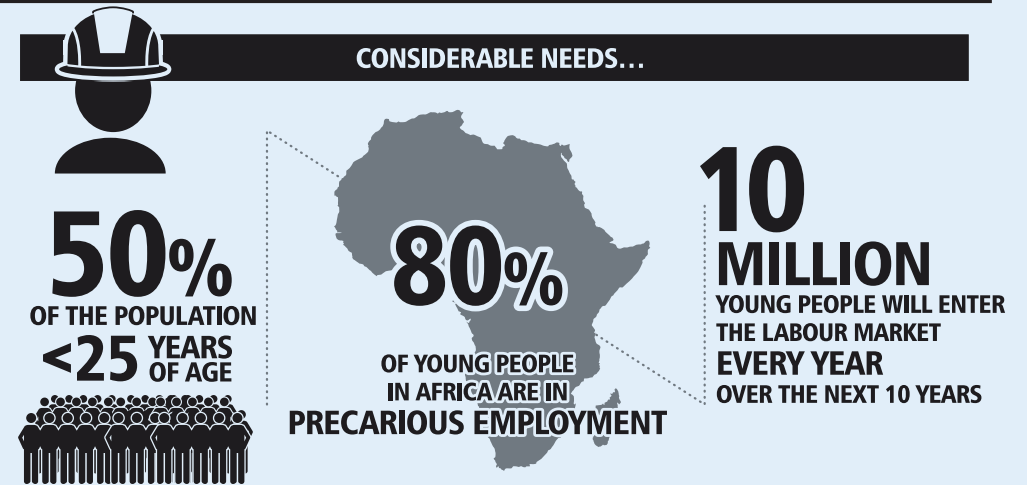
Pooling resources and good practices and also combining efforts to support the renewal of vocational training policies in Africa are vital issues, all the more so as the socio economic contexts are fairly similar. To achieve this, a greater number of countries should be equipped with functional consultation bodies, between the private sector, vocational training actors and donors, which would make it easier to better direct the training on offer towards the most promising sectors of the economy in terms of growth and employment. ■



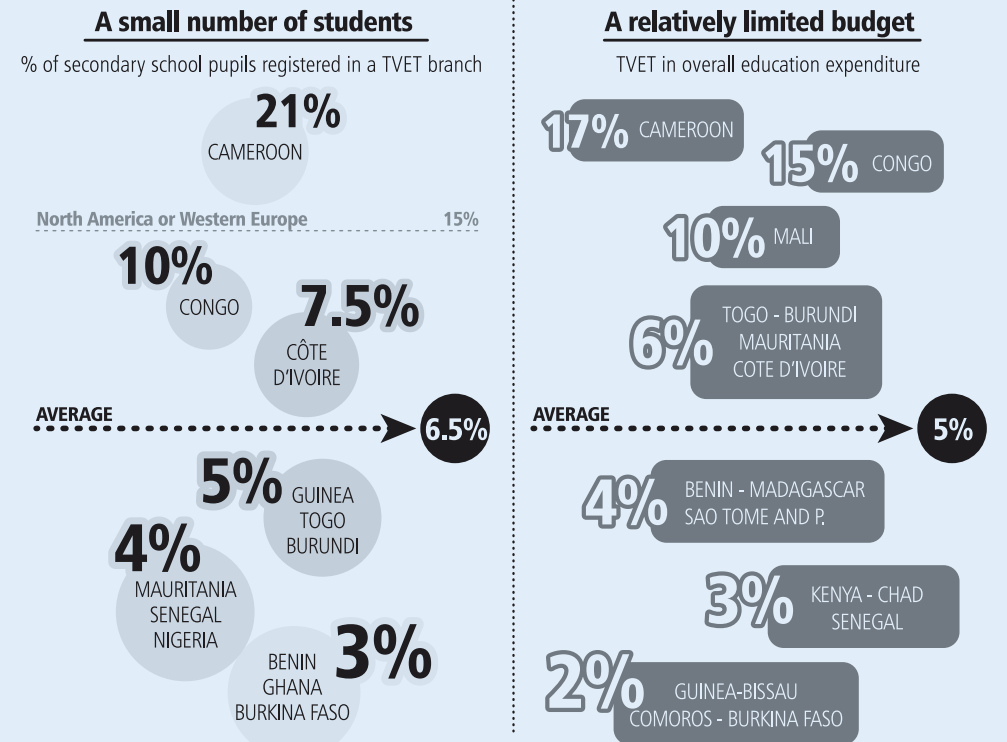
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## IN FIGURES

### VOCATIONAL TRAINING IN SUB-SAHARAN AFRICA



### ... FOR WHAT IS STILL A POORLY DEVELOPED SECTOR



(Indicator database IIEP-Pôle de Dakar, International Francophone Organisation, Convention on TVET, 2012)



# Mohamed Koum Dieng

TECHNICAL ADVISOR TO THE MINISTER OF EMPLOYMENT, VOCATIONAL TRAINING AND ICT IN THE ISLAMIC REPUBLIC OF MAURITANIA

**Mauritania was one of the first countries to benefit from the support of IIEP-Pôle de Dakar in the framework of its Platform of Expertise in Vocational Training (Pefop), launched at the end of 2015. As technical advisor to the minister of vocational training and focal point of the Pefop activities in Mauritania, you were involved in the initial phase of identification and analysis of the obstacles to the implementation of vocational training reforms. What did you think of IIEP-Pôle de Dakar's new method, using Pefop?**

The method is particularly dynamic and interesting. Honestly, I was sceptical as to the success of the reflection process: brainstorming, group discussions on different topics, using coloured cards to structure ideas, etc. But thanks to this creative way of thinking, the different actors (trade unions, employers, directors of training centres, etc.) involved in the participative process engaged fully in the debates to arrive at a consensus around concepts related to vocational training. For example, we discussed the concept of public-private partnership. Each actor has a unique understanding of partnership. What are the tasks of each one? Who makes the partnership? How to improve communication among partners? What obstacles prevent the partnership from working well? It is not simple to reach an agreement on a problem and on the development of solutions and it takes some time, hence the importance of the participative approach of Pefop's methodology. Once the problems are defined and the obstacles identified, then the sources of the problems have to be found. To start with, each player tends to put the responsibility for the problem on the others. However, we reached a consensus. One

of the advantages of this participative approach lies in the fact that the discussions were carried out by the Mauritians themselves. In this way, the results necessarily take into account the country's specificities.

**After diagnosing the obstacles, a Reform implementation support programme (Procor) was developed. What does this programme consist of and how were the priorities defined?**

After identifying the problems mentioned in the first phase of analysis and discussions, we then developed a programme (Procor) offering solutions. As such, we selected three fields of activity: construction and public works for the region of Nouakchott, fishing for Nouadhibou and the agro-sylvo-pastoral sector in 3 regions in the south (Trarza, Brakna, Gorol). The sector-wide territorial action plans established are similar but differ slightly depending on local context. These action plans were each validated according to the sector with the addition of new participants in order to widen the network and involve a greater number of players related to vocational training in Mauritania, leading to enhanced discussions. These three fields were endorsed since they are crucial in the Mauritanian economy and harbour considerable obstacles. For example, regarding construction, the informal sector plays a very large role for trades such as electrician, plumber, builder, etc. Thus, the validation of prior experience is a solution that could lower the share of informal activity in this field.

**IIEP-Pôle de Dakar, through Pefop, supports three components in vocational training: 1) Making reforms operational, 2) capitalising on and sharing experience and 3) supporting innovation. What are your impressions of the second component?**

We had a very rewarding experience at the information-sharing workshop on vocational training policy implementation support in Lomé in February 2017. Indeed, the discussions were very lively and full of creative ideas. By communicating the problems encountered by African countries in vocational training, we can question ourselves on the different definitions and practices with the aim of clarifying them and making them more effective. For example, the experience of Senegal is interesting since it has a fund for vocational training that, in our eyes, is successful in taking charge of some of the sector's financing. The Senegalese decision-makers play a key role here to ensure that the payment of the apprenticeship taxes is indeed made to the benefit of vocational training. Moreover, this

fund attracts private stakeholders. Mauritania also has a fund, but we had not realised the significance of the results that could ensue. How to succeed and where to start? These responses must be shared with the countries making up the West African Economic and Monetary Union while continuing to pool knowledge and good practices related to vocational training in order to improve the employability of youth in Africa. ■



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## PUBLICATIONS

### NEW COLLECTION : IIEP PÔLE DE DAKAR PAPERS

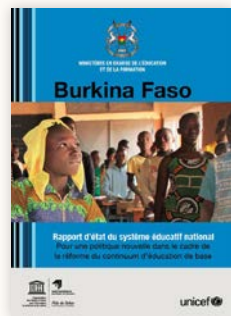
The *IIEP Pôle de Dakar Papers* group together a variety of documents, methods and analyses for a better understanding of the educational challenges in Africa. Two series, « Tools and methods » and « Thematics », convey the knowledge developed by IIEP-Pôle de Dakar, especially in the fields of education financing, quality and youth employment.

The « **Tools and methods** » series assembles documents of a technical and practical nature. Its aim is to make the tools and methods developed by IIEP-Pôle de Dakar available to the different actors involved in education in Africa.

The « **Thematics** » series is dedicated to the analysis of specific subjects in the field of education in Africa. It also intends to contribute to drawing up diagnoses and recommendations for good quality education.



**Compilation of the main indicators for analysis of the relationship between education/training and employment**  
IIEP Pôle de Dakar - Unesco, 2017  
978-92-803-2411-2



#### Burkina Faso education country status report

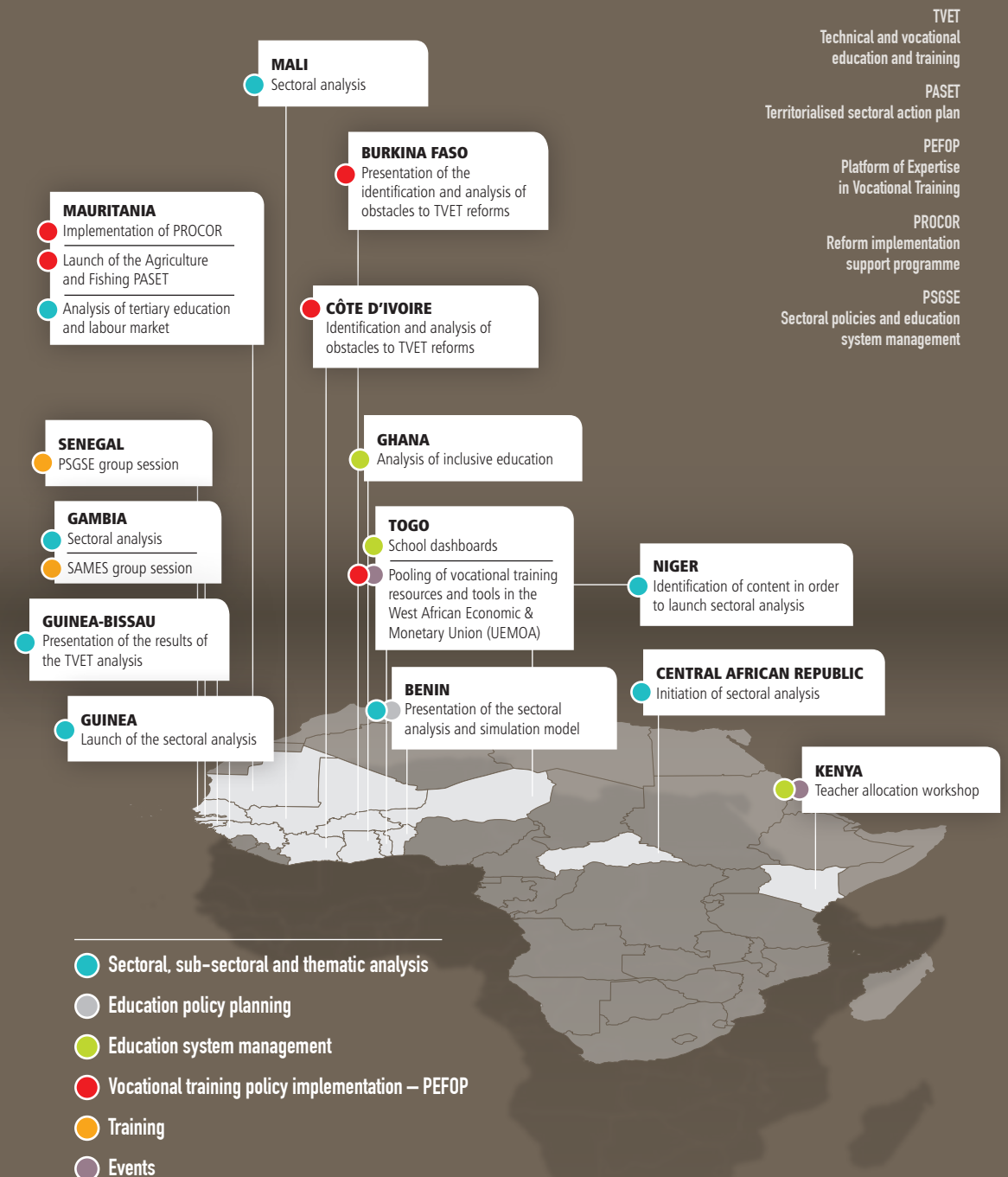
for a new policy in the framework of the reform of the continuum of basic education, Ministries in charge of Education and Training, UNICEF, IIEP Pôle de Dakar - UNESCO, 2017  
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## WORK AT COUNTRY LEVEL

MISSIONS FROM JANUARY TO JUNE 2017





“ Education 2030 devotes considerable attention to technical and vocational skills development, specifically regarding access to affordable quality Technical and Vocational Education and Training; the acquisition of technical and vocational skills for employment, decent work and entrepreneurship; the elimination of gender disparity and ensuring access for the vulnerable. ”

UNESCO'S STRATEGY FOR TECHNICAL  
AND VOCATIONAL EDUCATION AND TRAINING  
(TVET) (2016-2021)

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