The Education-Training Continuum Schemes

Common points and specificities in the schemes implemented by countries participating in the ICQN/TVSD

ICQN/TVSD Expert’s Seminar
Abidjan, 6th-7th November 2017
The Education and Training Continuum Schemes

Summary

• Definitions of ETC and schemes concepts
• Statistics on continuities/discontinuities
• Analysis and modelling concepts
• The five types of ETC scheme
  • Intra-basic education remediation
  • Integration/re-integration of young people in basic education
  • Qualifying training instead of ETC
  • Heading to a reinforced continuum between the education system and the world of work
• The case of countries in an education and training system reform process

Conclusions
What is the Education-Training Continuum?

“The ETC concerns:

• Universal access to education and training
• Upholding in the education system
• Integration/re-integration of out of school youth
• Caring of illiterate adults
• Offering of LLL opportunities”

ICQN/TVSD, Côte d’Ivoire Report 2017
What is an education/training scheme?

• A coherent set composed of:
  • Resources (human and financial)
  • Strategies (global and specific results oriented objectives)
  • Methods (occupation framework, learning engineering)
  • Stakeholders (public/private, national, local, institutional, professional..)

• Interacting in a set action (youth training..)

• Aiming at a specific outcome

The scheme is part of a system (education, training, qualification...) and is composed of specific measures identifying actions to be taken to reach specific results
<table>
<thead>
<tr>
<th>Pays</th>
<th>Taux d’achèvement primaire %</th>
<th>Taux de transition du primaire vers le secondaire 1er cycle</th>
<th>Taux d’achèvement éducation de base %</th>
<th>Taux d’inscription dans l’EFTP %</th>
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<tr>
<td>Bénin</td>
<td>55</td>
<td>85</td>
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<td>Burkina Faso</td>
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<td>Côte d’Ivoire</td>
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<td>Ghana</td>
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<td>Liberia</td>
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<tr>
<td>Madagascar</td>
<td>76</td>
<td></td>
<td></td>
<td>2</td>
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<tr>
<td>Mali</td>
<td>42</td>
<td>85</td>
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La situation actuelle de la continuité/discontinuité
Current situation of continuity/discontinuity

<table>
<thead>
<tr>
<th>Pays</th>
<th>Taux d’achèvement primaire</th>
<th>Taux de transition du primaire vers le secondaire 1er cycle</th>
<th>Taux d’achèvement éducation de base</th>
<th>Taux d’inscription dans l’EFTP Share of TVET in total enrolment</th>
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<tr>
<td>Maurice</td>
<td>90</td>
<td>72</td>
<td>16</td>
<td>14</td>
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<tr>
<td>Niger</td>
<td>28</td>
<td>6</td>
<td>8</td>
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<td>RDC</td>
<td>71</td>
<td>72</td>
<td>57</td>
<td>19</td>
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<tr>
<td>Rwanda</td>
<td>38</td>
<td>75</td>
<td>16</td>
<td>15</td>
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<td>Sénégal</td>
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<td>Tchad</td>
<td>32</td>
<td>95</td>
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<td>Togo</td>
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<td>Tunisia</td>
<td>94</td>
<td>67</td>
<td>91</td>
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Analysis and modelling criteria for ETC scheme, by country

• Education and training system returns (outputs)
• Institutional situation in the system
• Priority target groups
• Available education and training spaces
• Call upon education and training partners
• Implemented learning engineering
• Main results achieved at the end of basic education and/or training (outcomes)
Modelling of presented ETC schemes

OBJECTIVES

Training spaces
Institutional positioning

PRIORITY BENEFICIARIES

Partners
Learning and training engineering

RESULTS

Strengths
Weaknesses

Completion rate
TVET data

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1st type of scheme: intra-basic education remediation in Mauritius
Intra-basic education remediation in Mauritius

A final step for youth with potential difficulties (small classes)

A process for low efficacy schools (priority areas or zones d’éducation prioritaire)

Early stage support for underachieving pupils

Senior Sec. Ed

TVET

Other measures:

2\textsuperscript{nd} chance education programmes for NEETs

Functional adult literacy

RPL
1st type of scheme: intra-basic education remediation in Mauritius – Issues for discussion

• Why having closed down the pre-professional stream as it could allow some youth to better achieve basic education?

• How to identify pupils in need of coaching or more learning time?

• Which training for teachers/coaches involved in the scheme?

• How to reach 100% success rate in basic education? If not, is 2nd chance education still in the MoEd perspectives?
2nd type of scheme:

Integration/re-integration in basic education (Madagascar, Côte d’Ivoire), and Chad
Integration/re-integration in basic education (Madagascar, Côte d’Ivoire), and Chad

Basic education schemes: 30%-50% of pupils

Out of school

ASAMA (Madagascar)
Primary education in 9 month
11000 youth in 6 years

Primary school certificate

COLLEGE 50%

Drop outs

Gateway classes (Côte d’Ivoire)
CPU/CEU/CM
20000 youth since 2006

COLLEGE

Socio-educational reintegration centres (Chad)
4000 youth from 2017 to 2019 (21 centres)

Formal education
World of work

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Integration/re-integration in basic education: issues for discussion

• What allows primary education curriculum in 9 months (Madagascar), primary education in 3 years (Côte d’Ivoire) and re-integration in formal education (Chad):
  • A limited number of pupils by class?
  • Better trained and motivated teachers?
  • Support partnerships for youth?
  • A potential reintegration in school and society?

• Why are these features limited to “special “ actions and are not part of a larger reflexion about a restructuring of the entire education and training system?

• Why not thinking of alternative education schemes within the formal education system, aiming at facilitating success for the majority instead of targeting a minority?
3rd type of scheme

Qualifying and integrating schemes instead of a basic education continuum

Benin and Niger, Mali
Qualifying and integrating schemes instead of a basic education continuum

Benin and Niger, Mali

<table>
<thead>
<tr>
<th>Unschooled or drop outs</th>
<th>Benin</th>
<th>Niger</th>
<th>Mali</th>
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<tbody>
<tr>
<td>Restructured traditional apprenticeship, pedagogy and qualification (CQM)</td>
<td>Qualification gained from a validated skills base + functional literacy &gt; employment integration</td>
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<tr>
<td>Qualification registered at the national level and by professional organisations</td>
<td>Craft, agriculture, trade based qualifying training, in partnership with local authorities and professional organisations &gt; impetus for the economy and labour market</td>
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<tr>
<td>Youth are trained (apprenticeship, sandwich courses) and can read and write, their training is evaluated by TVET inspectors</td>
<td>Short and decentralised training sessions, mostly in rural areas, in partnership with regional TVET authorities, local authorities, trade associations and private sector</td>
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<tr>
<td>Youth are trained by craft persons, their training is evaluated by a jury</td>
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- Primary education completion rate: Benin-45%, Niger-25%

Labour market

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Qualifying and integrating schemes instead of a basic education continuum-issues

- What is the capacity of these schemes to address a maximum number of drop outs?
- To what extent and under which conditions gaining professional skills does allow gaining/reinforcing some educational assets?
- What are the evolution/generalisation perspectives of such schemes?
- To what extent does decentralising such schemes transform the vision of reforms to be put in place to lead towards an education-training-integration continuum?
4th scheme

Heading to a reinforced continuum between the education system and the world of work (RDC, Ghana, Rwanda, Togo and Tunisia)
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- TOGO
  - Dual cooperative training including:
    - Twelve month functional literacy
    - A professional qualification certificate

- TUNISIE
  - Renewed apprenticeship facilitating the labor market entry and to be developed
  - Predominant alternance training and traditional apprenticeship

Labour market
Heading to a reinforced continuum between the education system and the world of work

• Is a better targeting of the E+T system to an effective integration in the labour market, a retention instrument of youth in basic education?

• Why is it so difficult to develop a renovated apprenticeship including functional literacy and a reinforcement of educational assets – hence ETC?

• Should the ETC concept not integrate the one of transition between the E+T system and the world of work?
5th and last scheme (Tanzania)
Heading to an ETC via recognition/certification of prior learning and skilling
Heading to an ETC via recognition/certification of prior learning and skilling

Youth and adults trained in informal apprenticeship (70% of active population)

- Assessment of acquired knowledge and skills (5 trades)
- 20,000 candidates
- 14,000 certificates
- 400 new assessors being trained by VETA

Certificate holders can apply for formal employment

Certificate holders can go for further training in TVET

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Heading to an ETC via recognition/certification of prior learning and skilling

• Are recognition and validation of acquired knowledge and skills going along some additional training?
• Is there data on the number of certified apprentices who could have joined a formal TVET program?
• Has the certification of craft persons demonstrated an impact on the apprentices learning outputs?
• Is VETA aiming, beyond the extension of RPL to a larger number of youth and craftsmen, at a better structuring of traditional apprenticeship?
Countries not having presented a specific ECT (Burkina Faso, Cameroon, Liberia)

Burkina Faso
• Increased access to TVET
• Reduction of geographical and gender disparities
• Improvement of TVET quality and monitoring
• Reinforcement of school/enterprise partnership (crafts)

Cameroon
• More training for agriculture, tourism, office equipment, aesthetic
• Development of apprenticeship
• creation of a NQF

Liberia
• improvement of education, vocational training and alternative education (Education Strategic Response Plan 2015)
• Development of TVET for youth and marginalised groups
• Improvement of the ET-World of work continuum
• Accelerated Learning Program and Alternative Basic Education Programs
Conclusions: A diversity of ETC schemes

• Two schooling/basic education focused schemes:
  • an intra remediation one
  • an alternative means based remediation, for integration/reintegration in basic education

• A shift from a school based continuum to an out of school education and training one
  • towards a qualifying training leading to integration
  • towards a school/enterprise partnership

• A validation/qualification of any form of learning and skilling acquisition, opening a new dimension of the ETC
Conclusions: A diversity of ETC schemes

• Each scheme implements a relevant ETC concept
• Each country schooling as well as socio-eco situation indicates that:
  • The intra basic education continuum is far from being in place
  • The ET-work continuum is a key countries developmental component
  • Most of the cognitive, social and professional skills are gained outside of the ETC domain

> Need to change the ways of conceptualising the discontinuities that the education, training and economic policies induce between formal, non formal and informal knowledge and skills asests