

## Summary of the Togo report on the E/T continuum

### Context

The Ministry of Technical and Vocational Education Training (METFP) was created in 1984. Despite the fact that the authorities believe that TVET has a strategic role to play the number of students in comparison to those in general education is very low: there are 6 students in TVET for every 100 in general secondary education. One consequence of this situation is that it is hard for Togolese youngsters to enter the world of work and develop a survival strategy in the informal economy. It thus follows that the parents get the impression that “school is useless.” To remedy this problem, the government has launched the Strategy for Accelerated Growth and Employment Promotion (SCAPE) as well as a number of sectoral policies in order to create the conditions for economic growth, which favours the poor, is more inclusive and generates jobs.

### Part 1: Basic data on education levels in the population

	2012-2013	2013-2014	2014-2015
<i>Gross enrolment ratio in primary education</i>	114.50%	144.49%	144.20%
<i>Net enrolment ratio in primary education</i>	86.50%	92.60%	94.30%
<i>Completion rate in primary education</i>	77.70%	83.56%	85.20%
<i>Rate of transition between primary and lower secondary</i>	74.00%	69.78%	70.10%
<i>Completion rate in lower secondary education</i>	36.56%	36.65%	41.60%
<i>Rate of transition between lower and upper secondary</i>	45.00%	42.50%	45.60%
<i>Completion rate in upper secondary education</i>	16.32%	20.24%	17.00%
<i>Rate of transition to upper education</i>	50.83%	50.33%	40.79%

Analysis of the data shows that about 40% of young people reaching the end of primary education leave the system without having been able to do any formal education and/or training.

### 1. Part 2: Basic data on vocational training

In March 2010, the government adopted a Sector Education Plan (PES, 2010-2020), which has been updated for the 2014-2025 period. It aims to increase the contribution education makes to the country’s development. The cornerstone of the PES is the continuous improvement of productivity through the development of initial and continuing training schemes for the workforce. While the METFP is responsible for initial vocational training, several other ministries (for example the education, health, civil service and agriculture ministries) work with the METFP to deliver continuing vocational training. Funding for continuing vocational training in the formal and informal sector is provided by the National Learning, Training and Professional Development Fund (FNAFPP).

<i>Year</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>
<i>Students</i>	<i>30,167</i>	<i>32,694</i>	<i>35,484</i>	<i>30,755</i>	<i>33,835</i>

Enrolment in TVET is progressing irregularly in comparison to enrolment in general education. Only 6 students out of 100 attend TVET. Despite this, the number of students in TVET rose from 415 for every 100,000 inhabitants in 2007 to 592 in 2014. Aside from TVET, and according to the 2010 survey, traditional apprenticeships involve 5.9 % of the working population aged 15 to 64 (135,240 apprentices). The number of reformed traditional apprenticeships has been stable since 2010, with more or less 600 apprentices being trained each year. The time young graduates take before finding their first job is about 13 months and the number of young people not in education, training or employment is 27% for those aged 15 to 24 and 20% for those aged 15 to 35. Young people from urban areas account for a high proportion of these categories.

### **Part 3: How to tackle the lack of continuity between education and training for the benefit of young people?**

There is a real lack of continuity between education and training in Togo. It is linked to several factors, including the availability and quality of training. The reasons include high unit costs, under-funding of the sector, the lack of skills/occupational standards and, the limited diversification of training courses and the lack of communication on TVET. There is no national qualifications framework (NQF) or system for accrediting prior learning and experience (APEL). There are also too few qualified teachers and training of mastercraftsmen responsible for traditional apprenticeships is insufficient.

To deal with this situation, measures are planned during the period up to 2025 to:

- significantly increase the number of learners by creating 10 new establishments;
- reorganise training provision by focusing more on agricultural and rural training, industrial training, with priority for vocational training, and short courses and dual training programmes;
- improve graduates' job chances by fostering entrepreneurship, creating business incubators and developing job training schemes;
- set up a comprehensive apprenticeship system and create a "national trades apprenticeship and business creation centre", delivering initial and continuing training, dual apprenticeship schemes and short job training courses;
- develop a system for the long-term monitoring of graduates;
- increase financial resources with a rise in the TVET budget from 6.1 to 8.2% of education funding.

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

Because different ministries deal with continuing education and functional literacy, it will be important to develop interministerial coordination to ensure maximum access to training for all.

### **Part 5: How to develop the continuum by recognising all forms of knowledge and skills acquisition**

A national qualifications framework (NQF) does not yet exist, although it would be desirable to have one. This will require the formalisation of trainers' qualifications and an overhaul of

curricula to introduce a competency-based approach. It will entail the implementation of a comprehensive process to set up institutions, introduce regulations and set standards with a view to promoting more effective, high quality training.

## **Conclusions**

To achieve a better continuum, it will be necessary to:

- increase the TVET budget;
- increased private sector involvement in the training process;
- increase support for international cooperation;
- develop partnerships and international twinning through decentralised cooperation;
- ensure that TVET is partly self-funded by establishments through the delivery of appropriate services;
- launch a national campaign to improve the image of the TVET sub-sector.