

## OUTLINE OF THE COUNTRY REPORTS

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### **1. A brief description of your TVET/TVSD system (public and private institutions)<sup>i</sup>**

- a. Key statistics (% /ratio of TVET/TVSD students vis-à-vis of total students enrolled in secondary education; share of total public expenditures devoted to TVET/TVSD expressed in percentages; share of TVET/TVSD in total education expenditure expressed in percentages)
- b. Share of residential training, sandwich courses (DUAL system)
- c. Integration modalities and percentage of graduates of TVET/TVSD integrated in the labor market after 6 months or a year of training (if available).
- d. Ratio of young people (in 15-24 and 15-35 age-groups) entering the labor market with vocational qualifications
- e. The different types of training modalities:
  - i. Traditional apprenticeship
  - ii. Renovated traditional apprenticeship
  - iii. Training and integration mechanisms/modalities
  - iv. Short qualification courses
  - v. Incubation centers
  - vi. other

### **2. Current Policies and Practices in the Training of Trainers (in both public and private institutions)**

- a. What are the key determining recruitment criteria for your trainers?
  - i. Level of degree attained ?
  - ii. Level of professional competencies attained in the area of specialization?
  - iii. other?
- b. Is the training of trainers an integral part of the yearly action plan of your ministry?
  - i. What is the share of the budget devoted to it in the 2014-2015 fiscal years?
  - ii. What's the percentage of trainers benefitting from this training within the same year ?
- c. What are the different types of training of trainers being used?
  - i. Upgrading of professional competencies?
  - ii. Upgrading of competencies in the design of training and certification schemes as well as pedagogical design?
  - iii. Training for statutory promotion?
  - iv. Any other type of training?
- d. Who implements these training schemes and in which institutions?

- e. Do you often resort to recruiting trainers from the world of enterprises when you are faced with shortages of competencies and skills within the existing staff?
- f. If you were to propose new reforms in the recruitment and the training of trainers what recommendations would you make? Please list them
  - i. Reform proposal 1
  - ii. Reform proposal 2
  - iii. Reform proposal 3
  - iv. Etc.

### 3. Current Policies and practices in the area of training of entrepreneurs

- a. What are the training modalities that include an active participation of entrepreneurs?
  - i. Modern apprenticeship?
  - ii. Traditional apprenticeship?
  - iii. Renovated traditional apprenticeship ?
  - iv. On-the job modalities of integration into the labor market?
  - v. Entrepreneurship training?
  - vi. other ?
- b. Have you put in place training schemes to upgrade the skills and competencies of entrepreneurs?
  - i. If yes, what type of training have you initiated? How and with whom?
  - ii. If not, do you have any plans in this regard?
- c. If you were asked to propose reforms geared towards giving more room for entrepreneurs in training schemes and professional qualification of young people, what reforms would you propose/recommend? Please list them
  - i. Reform proposal 1
  - ii. Reform proposal 2
  - iii. Reform proposal 3
  - iv. Etc.

### 4. A particularly significant experience in the area of training of trainers and/or training of entrepreneurs

Following the outline proposed below, please describe a relevant experience in the training of trainers or training of entrepreneurs that you deem worthy of sharing with the other countries participating in the Conference.

- a. Context of the experience
  - a. Implementation of a global reform

- b. Introduction of a new type of training scheme: of the residential type or apprenticeship, or for new trades
  - c. Need for upgrading of skills and competencies of trainers or entrepreneurs
  - d. other
- b. Beneficiaries of the training
  - a. Who are the trainers concerned: their professional profiles, number, and type of intervention (theoretical or practical...)
  - b. Who are the entrepreneurs concerned: their role in the training scheme (permanent or occasional), number, and type of intervention (on the training site or at the workplace)?
- c. The type of training implemented :
  - a. Upgrading and strengthening of pedagogical competencies and skills
  - b. Upgrading and strengthening of technical and/or professional competencies and skills
  - c. A better mastery of the training and certification design
  - d. Other
- d. Objectives sought
  - a. Main objective :
    - i. Increasing the quality and effectiveness of the training system?
    - ii. Other ?
  - b. Specific objectives :
    - i. Training the youth for new trades?
    - ii. Diversify the training schemes and courses?
    - iii. Bringing the training system closer to the world of enterprises?
    - iv. Qualify and integrate the numerous youth in search of a job?
    - v. Other
- e. Results achieved :
  - a. What has been the main impact of this experience?
    - i. At the level of the skills and competencies of the trainers and entrepreneurs?
    - ii. At the level of the training received by the youth and their capacity to integrate labor market?
    - iii. other ?
  - b. How do you see the future of the experience?
    - i. Do you intend to replicate it?
    - ii. To permanently institutionalize it?
    - iii. To make it a pillar/axis of your training of trainers and training of entrepreneurs policy?
  - c. Have you already shared this experience with another country?
    - i. If yes, how and on what occasion?



ii. If not, do you think that such a sharing is worth promoting?

Nota bene: Unless you object, the experience you have described will be published within the "Compendium of country experiences in the training of trainers and entrepreneurs". Thus you will be able to learn about the investments made on the African continent and draw the best lessons for the benefit of your country.

In fact, you will be invited to make a PPT presentation on this experience during the ICQN TVSD Conference that will bring together ministers and experts in October 2015 in Kigali.

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<sup>i</sup> TVET (Technical and Vocational Education and Training) is defined here as the formal structures and courses designed and delivered by public and private schools/centers.

TVSD (Technical and Vocational Skills Development) encompasses the formal, non-formal and informal structures and courses leading to the acquisition of skills and competencies regardless of the modalities in which they are acquired.