

REPUBLIC OF COTE D'IVOIRE

Union – Discipline – Work

MINISTRY OF STATE

MINISTRY OF EMPLOYMENT, SOCIAL AFFAIRS
AND VOCATIONAL TRAINING



Association for the
Development of
Education in
Africa

In partnership with:



Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Direction du développement
et de la coopération DDC



RAFPRO
Réseau Africain des Institutions et
Fonds de Formation Professionnelle

The ICQN/TVSD Inter-country Seminar on the Financing of Vocational Training

held in Abidjan on 7 & 8 December 2015

Richard Walther (ADEA)
Christine Uhder (GRET)

Table of Contents

ACRONYMS	4
ABBREVIATIONS	5
I. SUMMARY	6
1. A seminar to help improve inter-fund cooperation	6
2. A seminar that clarified the funds missions and development needs	6
3. More effective involvement of the funds in national training policies	7
4. How the funds' action can be incorporated effectively within national vocational training policies	7
5. Widening RAFPRO's remit	7
6. In conclusion: recommendations to the funds, to RAFPRO and the TFPs	7
II. INTRODUCTION AND OBJECTIVES OF THE SEMINAR	7
III. SUMMARY OF THE OUTCOMES OF THE SURVEYS AND THE SEMINAR	10
1. Continuing vocational training : the need for funds to focus on their priority missions	11
1.1 The funds primarily provide support for CVT, but they have a wide range of priorities	11
1.2 The funds should support skills development in the informal sector	12
1.3 The funds must focus on strengthening companies' competitiveness and training the workforce, their core missions	13
2. The need to consolidate poorly developed pre-employment training	13
2.1 Funds that are developing pre-employment training	14
2.2 The funds must support the development of apprenticeship and dual training schemes	14
2.3 The funds should give priority to skills training schemes which really prepare people for employment	15
3. The need for more qualified staff and more effective tools to manage the funds	16
3.1 The funds should have a strategic plan which takes into account the key skill needs of the economy	16
3.2 The funds should introduce or improve internal management tools	16
4. How the funds' action can be incorporated effectively within national vocational training policies	17
4.1 Increased and if possible direct allocation of resources collected	17
4.2 Stronger involvement of all of the partners concerned	18
5. Prospects, tools and means for developing the funds	18
5.1 Changes in the funds in the short, medium and long-term	19
5.2 The necessary support for effective long-term development of the funds	19
6. Towards a redefinition and enlargement of RAFPRO's missions	20
6.1 A request to coordinate and/or harmonise existing tools	20
6.2 A request for tools to be designed as a priority	21
6.3 A request to enlarge the network to other funds, including non-French-speaking funds	21
IV. RECOMMENDATIONS	21
1. Recommendations to the funds	21

2. Recommendations to RAFPRO	22
3. Recommendations to the technical and financial partners.....	22
4. Seminar follow-up	22
APPENDICES.....	24
APPENDIX 1. TABLE SUMMARISING THE RESPONSES RECEIVED IN THE PRELIMINARY SURVEY	25
APPENDIX 2. TABLE SUMMARISING THE RESULTS OF THE RESPONSES IN THE IN-DEPTH SURVEY ...	42
APPENDIX 3. PRESENTATION OF THE FUNDS OF THE ENGLISH-SPEAKING COUNTRIES	57
1. Presentation of Kenya’s National Industrial Training Authority (NITA)	57
2. Presentation of Ghana’s Skills Development Fund (SDF)	61
3. Presentation of South Africa’s National Skills Fund (NSF)	63
APPENDIX 4. LIST OF SEMINAR PARTICIPANTS	67
APPENDIX 5. SEMINAR AGENDA	73

ACRONYMS

ACFPE – Central African Republic	Agence centrafricaine pour la formation professionnelle et l'emploi - République Centrafricaine (Central African Vocational Training and Employment Agency)
ADEA	Association for the Development of Education in Africa
AFD	Agence française de Développement (French Development Agency)
AfDB	African Development Bank
CCIA	Chambre de Commerce et d'industrie d'Antananarivo (Antananarivo Chamber of Commerce and Industry)
CEMAC	Central African Economic and Monetary Community
COTVET	Council for Technical and Vocational Education and Training
EECAS	Economic Community of Central African States
ECOWAS	Economic Community Of West African States
FAFPA - Burkina Faso	Fonds d'Appui à la Formation Professionnelle et à l'Apprentissage (Vocational Training and Apprenticeship Support Fund)
FAFPA – Mali	Fonds d'Appui à la Formation professionnelle et à l'Apprentissage (Vocational Training and Apprenticeship Support Fund)
FAFPCA - Niger	Fonds d'Appui à la Formation Professionnelle Continue et à l'Apprentissage (Continuing Vocational Training and Apprenticeship Support Fund)
FAP-FTP Mauritania	Fonds Autonome de Promotion de la Formation Technique et Professionnelle (Autonomous Fund for the Promotion of Technical and Vocational Training)
FCCI	Fédération des Chambres de commerce et de l'Industrie (Federation of Chambers of Commerce and Industry)
FDFP - Côte d'Ivoire	Fonds de Développement de la Formation Professionnelle (Vocational Training Development Fund)
FFFPT	Fonds de financement de la formation professionnelle et technique (Vocational and Technical Training Fund)
FNAFPP – Togo	Fonds National d'Apprentissage, de Formation et de Perfectionnement Professionnels (National Apprenticeship, Vocational Training and Continuing Training Fund)
FODEFCA - Benin	Fonds de Développement de la Formation professionnelle Continue et de l'Apprentissage (Continuing Vocational Training and Development Fund) (Development Fund for Continuing Vocational Training and Apprenticeship)
FONAP – Chad	Fonds national d'appui à la formation professionnelle (National Vocational Training Support Fund)
FONDEF – Senegal	Fonds de Développement de l'Enseignement Technique et de la Formation Professionnelle (Technical Education and Vocational Training Development Fund)
GEM	Groupement des Entreprises de Madagascar (Madagascar Enterprise Board)
GRET	Groupe de recherche et d'échanges technologiques
ICQN/TVSD-Côte d'Ivoire	Inter-country Quality Node on Technical and Vocational Skills Development
INAP-FTP	Institut national de Promotion de la Formation technique et professionnelle (National Institute for the Development of Technical and Vocational Training)
MITD	Mauritius Institute of Training and Development
NITA	National Industrial Training Authority

NSF – South Africa	National Skills Fund
ONFP- Senegal	Office National de Formation Professionnelle (National Vocational Training Bureau)
ONFPP – Guinea	Office national de formation et de perfectionnement (National Office for Training and Development)
PEFOP	Plateforme d'expertise en formation professionnelle (Vocational Training Platform)
RAFPRO	Réseau africain des institutions et fonds de formation professionnelle (African Network of the Vocational Training Institutions and Funds)
SDC	Swiss Agency for Development and Cooperation
SETA - South Africa	Sector Education and Training Authority
UEMOA	Union économique et monétaire ouest-monétaire (West African Economic and Monetary Union)
UNESCO	United Nations Educational, Scientific and Cultural Organization

ABBREVIATIONS

CAF	Comité d'Attribution des Financements (Funding Allocation Committee)
CFCE	Contribution forfaitaire à la charge de l'employeur (fixed employers' contribution)
CVT	Continuing vocational training
NGO	Non-governmental organisation
SMEs	Small and medium-sized enterprises
PPPs	Public-private partnerships
TFPs	Technical and financial partners
TVET	Technical and vocational education and training
TVSD	Technical and vocational skills development

I. SUMMARY

1. A seminar to help improve inter-fund cooperation

This report presents the conclusions of the seminar on the “Financing of Vocational Training” held on 7 and 8 December 2015 in Abidjan. The event was organised by ADEA’s Inter-Country Quality Node on Technical and Vocational Skills Development (ICQN/TVSD), with support from the French Development Agency (AFD) and the Swiss Agency for Development and Cooperation (SDC). The seminar brought together the vocational training funds of 15 French- and English-speaking countries. Its main aim was to add to the information and analysis of the study ADEA/AFD study carried out in 2014 and to help improve inter-fund cooperation at continental level within the framework of the African Network of the Vocational Training Institutions and Funds (RAFPRO).

2. A seminar that clarified the funds missions and development needs

The two surveys carried out prior to the seminar enabled all of the funds invited to provide information on their objectives, activities and results of their action. They also enabled RAFPRO members to identify more precisely potential ways of pooling their efforts and resources. The points made aware as follows.

Point 1: all of the funds surveyed primarily finance continuing vocational training measures for employees in all sizes of companies and all sectors. This does not prevent some funds from focusing on training of employees in large and medium-sized businesses, and others from focusing on skills development for employees in small and very small businesses, or others from supporting in equal measure training for company employees and training for self employed people or for individuals seeking to develop their skills. The following consensus emerged from the debates: **all of the funds should focus on their core missions of strengthening companies’ competitiveness and developing employees’ skills by deciding which proportion of funding should go to informal sector businesses depending on each country’s specific context and by ensuring that the “equity” mission is a common feature across all of the measures financed.**

Point 2: pre-employment training schemes are rarely if ever supported by certain funds, and the same applies for apprenticeship and dual training schemes. The survey data shows that the funds most committed to financing this sort of scheme have opted to reform traditional apprenticeship and develop dual schemes leading to recognised qualifications. Few funds have properly taken stock of their pre-employment mission, given the high number of young people entering the labour market without any qualifications. **The discussions focused on the need for the funds to give priority to training measures which really do prepare for employment by focusing as far as possible on financing dual training and apprenticeship schemes, which concern the most vulnerable young people and give them the best chance of entering the world of work.**

Point 3: the funds themselves need better skilled staff and more effective management and evaluation tools. The survey data and seminar discussions showed that the improvements in the funds’ organisation will require a certain number of internal changes such as: **1) the drawing up of strategic development plan** taking into account the priority skill needs of the economy. It is important to avoid spreading resources too thinly in order to target investment at the development of key sectors for growth and jobs; **2) the introduction and/or improvement of internal management tools;** while each fund possesses instruments for monitoring and evaluating the measures they finance, it is now important to develop coordinated training information and management tools in order to ensure effective inter-fund monitoring of activities and to have reliable, comparable and publishable statistics at both national and inter-country level; **3) as far as training for the funds’ staff is concerned,** it is necessary to develop their skills as well as those of various categories of grant applicants in order to enable them to make good use of systems for monitoring/evaluating measures financed and to measure the impact on the ground.

3. More effective involvement of the funds in national training policies

The funds were unanimous about the need to bring their action more closely into line with national vocational training policies. This will first happen through increased and if possible direct allocation of the funds collected. The seminar showed that most of the funds have made efforts to obtain the direct allocation of contributions. In conjunction with the TFPs, the social partners, the whole private sector and of course RAFPRO they have developed arguments to lobby about the importance of this issue. Better positioning of the funds at national policy level will also take place through the enlargement of their partnerships to company managers, professional organisations, local authorities and NGOs to ensure more accurate identification of their training and skills requirements and to involve them more closely in the implementation of training programmes.

4. How the funds' action can be incorporated effectively within national vocational training policies

All of the funds agreed that it is important to stress the need for **stable and long-term finance** because these are a prerequisite for the strategic and operational planning of their action. However, in order to evolve, the funds also need the public authorities to support and recognise their utility and effectiveness while **respecting their autonomy**. In order to accomplish their missions, they also need **the concerted support of the TFPs**, whose finance is vital when it comes to extending their capacity to support non-contributing businesses. Lastly, they ask RAFPRO to help them **pool and promote their experiences**.

5. Widening RAFPRO's remit

The results of the in-depth survey and the resulting seminar debates made it possible to clarify the funds' expectations with regard to RAFPRO. It should become **a permanent forum for sharing, harmonising and developing tools and reference materials to be shared by the funds**. It should also help to devise new approaches and new tools to improve its members' organisation, and promote the quality and effectiveness of measures financed at present or in future. Lastly, it should open up to other French- and English-speaking funds by involving them in various events (workshops, seminars, training sessions) in order to encourage them to apply for membership.

6. In conclusion: recommendations to the funds, to RAFPRO and the TFPs

The discussions in workshops produced a range of recommendations for practical follow-up measures. Those made to the funds stress the need to take into account the needs expressed by companies, employees and young people, especially in the urban and rural informal sector. All measures should be managed using a quality-based approach. The recommendations to RAFPRO encouraged the network to do its utmost to strengthen the funds' capacities, help them develop arguments for direct payment of the levy and widen the inter-fund partnership in particular to English speaking funds. The recommendations to the TFPs urge them to help the funds and RAFPRO meet the priorities identified.

II. INTRODUCTION AND OBJECTIVES OF THE SEMINAR

This report presents the results of the preliminary surveys and work carried out at the inter-country seminar on the "Financing of Vocational Training" organised under the aegis of the Quality Node on Technical and Vocational Skills Development (ICQN/TVSD) on 7 and 8 December 2015 in Abidjan in Côte d'Ivoire.

The seminar was organised with funding from the French Development Agency (AFD) and the Swiss Agency for Development and Cooperation (SDC). Its main aim was to follow up the study on the financing of vocational training carried out in 2014 by ADEA on behalf of the AFD.

The seminar's specific aims were to:

- disseminate the results of the ADEA/AFD study on the French-, Portuguese- and English-speaking continent;
- add to the information already gathered from the funds;
- clarify the strategy for supporting the funds and improve the effectiveness and relevance of their action, to enable them to participate more actively in the delivery of training and skills development policies in their countries;
- strengthen inter-fund cooperation activities, in particular in the framework of RAFPRO.

The Seminar brought together some 40 participants – fund and training agency managers, donors, experts, representatives of the private sector and vocational training managers – from the 15 French- and English-speaking countries (Benin, Burkina Faso, Central African Republic, Côte d'Ivoire, Ghana, Kenya, Madagascar, Mali, Mauritius, Niger, Senegal, Chad and Togo). The detailed list of participants and the programme is provided in appendices 3 and 4.

It brought together chief executives and/or experts from RAFPRO's founding members: Benin's FODEFCA, Burkina Faso's FAFPA, the ACPFE in Central African Republic, Chad's FONAP, Côte d'Ivoire's the FDFP, Mali's FAFPA, Niger's FAFPCA,¹ Senegal's FFFTP and ONFP and Togo's FNAFPP.

There were also representatives from **Mauritania's FAP-FTP**, from the **MITD of Mauritius**, from **Ghana's COTVET** and **Kenya's NITA**.

The seminar also played host to a delegation from Madagascar (**the Madagascar Enterprise Board (GEM), its Directorate General for Employment, the Antananarivo Chamber of Commerce and Industry/CCIA, UNESCO**), which reflected the country's commitment to setting up a vocational training fund further to its adoption of its national employment and vocational training policy (PNEFP) in 2015, and its consequent interest in finding out about how to create and organise the sort of fund.

Also attending the seminar were the President and Permanent Secretary of **RAFPRO**, representatives of the **AFD, the SDC, the Vocational Training Platform (PEFOP), and vocational training managers from Cote d'Ivoire**.

Two types of preparatory work preceded the Abidjan seminar:

- i) **a preliminary survey**, to which 13 participating funds replied. This aimed to provide qualitative and quantitative information on the funds in order to find out more about their target groups, understand the main difficulties encountered in accomplishing their missions, and identify good practices in the field of continuing training and apprenticeship (*the detailed replies are provided by the funds are provided in Appendix 1*);
- ii) **an in-depth survey**, sent to nine specifically selected funds (chosen because they are members of RAFPRO and representative of one of the three types of funding identified by ADEA in 2014). The in-depth survey questionnaire was sent to FAFPA in Burkina Faso, FAFPA in Mali, FAFPCA in Niger, the ONFPP in Guinea, the FNAFPP in Togo, the FDFP in Côte d'Ivoire, au FFFTP in Senegal, the FNAFPP in Togo, FODEFCA in Benin and FONAP in Chad. It aims to identify, through cross-analysis of the documents received, changes underway from the point of view of the recommendations made in the 2014 ADEA/AFD study. *The detailed replies divided by the funds are provided in Appendix 2.*

The results of these surveys were submitted for debate and added to during the summer. By alternating between plenary sessions and group work, it was possible to expand upon some of these results. The main conclusions of the surveys and discussions are presented in this report.

¹ Renamed FAFPA (*Fonds d'appui à la formation professionnelle et à l'apprentissage*) at the end of 2015.

III. SUMMARY OF THE OUTCOMES OF THE SURVEYS AND THE SEMINAR

The study produced in 2014 by ADEA for the AFD identified two different typologies of training funds.

The first typology, based on an institutional and functional analysis of over 60 funds in different continents,² identified three missions that are common to all of them:

- 1) **continuing vocational training** aimed at improving and upgrading the skills of employees in companies;
- 2) **pre-employment training** providing young people with the skills they need in order to enter the world work; and
- 3) **equity**, to help the most disadvantaged young people and adults acquire knowledge and skills.

The second of these typologies was defined further to analysis of a questionnaire sent to 11 funds that are members of RAFPRO and to Mauritania's fund. It takes into account the way the funds surveyed differ from one another in respect of three criteria: 1) **whether or not they are directly receive companies' contributions or taxes**; 2) **their degree of organisational and financial autonomy** with regard to their relevant authorities; **and the extent to which they focus on the three priority missions**.

This typology gave rise to several recommendations which provided the basis for the issues are dealt with during the seminar held on 7 and 8 and December 2015 in Abidjan. These focus primarily on the following points:

- **the key role funds play in strengthening skills in the formal and informal private sector**, both as far as continuing vocational training and pre-employment training are concerned;
- **the targeting of the funds' action at strategic sectors and occupations identified in national development policies** and, more broadly, the contribution the funds make to developing effective and lasting national training and qualification systems;
- **the new role and organisation of the funds** with a view to strengthening the partnerships that manage them, their organisational autonomy and the stabilisation and long-term future of their financial resources;
- **the way the funds take into account the equity dimension and in particular the training of disadvantaged groups without detracting from their main missions**, namely continuing training and the preparation of young people for employment and entry into the world of work;
- the creation, prior to the provision of financial support, of an **effective tool for managing and monitoring training actions financed by the funds**, and for evaluating their quality, efficiency and socio-economic impact;

The main conclusions and recommendations of the surveys and seminar discussions are summarised below.

² Johanson, R. (2009), *A review of national training funds*. World Bank. Washington.

1. Continuing vocational training: the need for funds to focus on their priority missions

The surveys showed that all of the funds surveyed primarily focus on the development of training schemes for employees in companies of all sizes and sectors. Further to cross-analysis of the data provided in the preliminary survey (covering 2014 and 2015, except in exceptional cases), it was nevertheless possible to discern a fairly wide and even divergent urgent range of practices among the 13 funds surveyed.

1.1 The funds primarily provide support for CVT, but they have a wide range of priorities

A first category of fund gives priority to the development of training for the employees of large and medium-sized enterprises. Côte d'Ivoire's FDFP offers the most significant example: from a total 46,350 people trained, 42,744 (or 92.2%) work in companies employing over 10 people, while 3,470 (7.5%) work in companies employing less than 10 people, and only 130 people trained (0.3%) have self-employed status. Togo's FNAFPP adopts a similar approach focused on developing CVT in companies. On a smaller scale, it has trained 1,943 company employees, of whom 76% work in companies with over 10 employees. The former FONDEF trained 4,481 company employees, of whom only 280 (or 6%) work in very small companies.

A second category of fund primarily develops training for employees in small and very small companies, many of which operate in the informal sector. The most characteristic fund in this area is Niger's FAFPCA, which trained 5,213 company employees in 2015, of whom 595 (11%) work in companies with over 10 employees. Mauritania's FAP-FPT is similar to the FAFPCA, in that, of the 13,150 people trained, 150 have self-employed status and about 10,000 (77%) work in companies with less than 10 employees.

A third category of fund trains equal numbers of company employees and self-employed workers and/or individuals seeking training. In this category, Benin's FODEFCA trains 3,108 people, of whom 45.3% are self-employed or employed in very small businesses, and 54.6% work in companies with over 10 employees. Another fund in this category is Burkina Faso's FAFPA, which trains 20,570 people, of whom 11,413 (53%) are self-employed, and 8,986 (43.7%) are employees in companies with over 10 employees. There is also Senegal's ONFPP, which trains 8,103 people, of whom 2,199 are individual jobseekers. The National Training Fund of Mauritius also trains a wide range of groups. Of the 41,258 people trained in 2014, 23,728 were trained in companies, and 13,991 were trained in formal training schemes leading to a recognised qualification. The FFFPT in Senegal, which replaced FONDEF, is also in this category because its statutes and missions state that it should meet individual requests for training while also training company employees. Lastly, FONAP can also be included in this category, as data from the 15 last years shows that 41,362 people were trained, including 26,142 who are members of local or professional groups or associations. The same applies to the ACFPE, which, from a total 1,159 people, trained 364 members of NGOs.

This diverse range of situations has no direct bearing on sectors of activity because the various training schemes are multisectoral (service sectors as well as industry and agriculture). **However, it shows that there are a wide range of different objectives, because the funds which target companies primarily seek to improve and update workers' capacities and skills (i.e. the CVT mission) while the other funds also help to provide jobseekers and the self-employed with qualifications (i.e. a more notable equity mission).**

The continuing vocational training function: points to clarify the debate

With regard to the continuing vocational training function, the funds' objective is to increase companies' competitiveness and productivity through the training of their employees. The financing of training may take place in three ways:

1) Cost-reimbursement: formal companies may be reimbursed the cost of approved training up to an amount equal to that which they have contributed. However, this upper limit is slightly lower in practice, to enable funds to cover their management costs, and sometimes to allocate a share of funding to other types of training and for the target groups. The model is interesting because it improves companies' vocational training practices: they have to draw up a training plan for their employees which they submit to the funds for financing. It nevertheless presents the disadvantage of delaying the training in companies, due to the length of the process for approving applications. It also generates significant management costs for the fund, which consequently reduces the amount allocated for the training;

2) Levy-grant: with this system, companies submit their training grant applications to the funds, which study them on a case-by-case basis and allocate finance in accordance with predefined criteria. The amount companies can hope to obtain does not depend upon the amount contributed: it may be above this amount (not all contributing companies apply for finance). This type of model makes it possible to focus resources on those which train the most as opposed to those that contribute the most. The disadvantage lies in its cost, which is due to the burdensome procedure for allocating funds (on a case-by-case basis, further to the examination of applications) and the significant administrative capabilities this requires;

3) Levy-exemption: here, companies are exempted from paying the levy up to the amount which they invest in training their employees. They have to pay over to the collecting organisation the remaining difference between what they have paid and the rate of the levy. This model is interesting because the companies keep the funds, which they are free to administrate directly in order to meet the training needs of their employees. It fosters the development of links between companies and training organisations and stimulates the development of training provision through the competitive allocation of resources by companies. It also is interesting as there are lower management costs for the collecting organisation. However, this type of model cannot be used to finance wider national or sectoral training priorities.

Source: AFD/ADEA (2014), The Financing of Vocational Training; R. Johanson (2009), A Review of National Training Funds.

The Abidjan seminar provided an opportunity to debate how well financial resources collected from companies are allocated, and in particular about the proportion of funding which should be spent on skills development in the informal sector and thus the way in which the funds are encouraged to participate in the equity aspect of their missions. The following key conclusions emerged from the discussions.

1.2 The funds should support skills development in the informal sector

Most of the funds agree it is necessary to support the informal sector, which accounts for up to 90% of the working population in the countries represented and contributes as much as 40 to 60% to national wealth creation. **By developing the skills of entrepreneurs and employees in small and very small businesses, the funds are thus fulfilling their core mission as drivers of the economy.** Bearing in mind the strong interaction between formal and informal sector enterprises (the informal sector can be a subcontractor, distributor or supplier of formal companies), the funds' representatives emphasise that skills development for informal sector workers naturally helps to make the formal sector more dynamic (improved quality of their products/services). Some of the funds' managers suggest that an appeal should be made to levy-paying companies, which are still fairly reticent about taking on responsibility for skills development in the informal sector. In many countries, they say, the informal sector contributes in one way or another to tax revenues (patents,

fixed taxes on profits, business tax, market stall rights, etc.). **Nevertheless, they say the proportion devoted to the financing of the informal sector differs from one country to another and should be set according to each specific context.**

The seminar discussions also stressed the need to develop specific tools and approaches to reach informal sector workers and particularly those in rural areas. While many of the funds intend to open regional offices in seeking to be more attentive to the needs of smaller towns and rural areas, other more rapid and less costly approaches could be envisaged, for example by supporting those concerned at local level (local authorities, professional organisations, training centres, etc.) to help them express the needs of their areas.

1.3 The funds must focus on strengthening companies' competitiveness and training the workforce, their core missions

The funds are asked to finance a wide range of different measures: continuing vocational training, pre-employment training and retraining in job schemes for the unemployed and people excluded from the labour market, as well as equipment for public and private training centres. In the process, they spread their meagre resources thinly to the detriment of targeted investment in priority sectors for the economy. **The funds' representatives are unanimous in saying that they need to focus on their core mission, which is to supporting increased the productivity and competitiveness of companies through the development of a skilled workforce.** To be attractive for the private sector and improve the effectiveness of their action, the funds must give priority to meeting the needs of businesses. By doing so, the funds must firstly reinforce companies' support for the principle of the levy which will secure their long-term future, then they must become key players in national economic development policies.

The training schemes they finance should thus not seek solely to meet social needs, which correspond to the public service missions of the state. On the other hand, this equity function can be fulfilled through continuing training and pre-employment training for disadvantaged groups (young people, people disabilities and vulnerable/poor workers, for example).

The equity function: points to clarify the debate

Through the equity function, the funds seek to develop the skills of people who have no formal job which would enable them to access continuing training within companies, for example the unemployed, young people and informal sector workers. The funding generally comes from the vocational training levy, the state budget and/all donor agencies. This approach has several advantages:

- **It makes it possible to finance a wide range of training measures and schemes** (short and long courses, in training centres or in companies, apprenticeships, etc.). The funds' guidelines may be adapted in order to permit the allocation of resources based on national priorities. When the funds seek to develop skills in the informal sector, associations working in this area may be involved in the funds' management board:
- It is sufficient means of **bringing together and pooling different types of resources in order to act with regard to a given set of priorities;**
- It makes it possible to **reach disadvantaged groups**: when funding comes from a training levy on formal companies, part of the amount can be allocated through a System of crossed subsidies.

The financial viability of these funds is an issue, in particular when international donor agencies are their main source of funding. Analysis also shows that resources may be spread too thinly due to the large number of target groups and schemes to be financed.

Source: AFD/ADEA (2014), The Financing of Vocational Training; R.Johanson (2009), A Review of National Training Funds.

2. The need to consolidate poorly developed pre-employment training

Continuing vocational training for company employees may well be a priority for each of the funds surveyed, **but pre-employment training such as apprenticeship and dual training schemes are poorly developed and sometimes not even supported at all by some funds.**

2.1 Funds that are developing pre-employment training

The funds that are most supportive of this type of scheme are those from countries who have committed themselves to reforming traditional apprenticeships and to incorporating them into a dual apprenticeship system leading to recognised qualifications. For example, FODEFCA trained

The pre-employment function: points to clarify the debate

The funds which finance pre-employment training schemes seek to increase the availability of skilled workers in the labour market by developing training provision tailored to employers' needs. This type of approach makes it possible for the funds to substantially boost the countries' training capacities. Companies only indirectly benefit from this function: it does not enable them to finance the training of their employees; on the other hand, it enables them to recruit qualified workers who are better suited to their needs.

In most of the countries surveyed in sub-Saharan Africa, the funds carry out this function by covering all or part of the training costs of young people doing public or private apprenticeship and dual training schemes leading to qualifications.

1,879 apprentices in 2014, of whom 90% acquired the CQP vocational qualification certificate. It also trained 3,108 young people in the informal urban and agricultural sector and in the modern sector, by enabling them to acquire a vocational skills certificate. Burkina Faso's FAFPA trained 2,638 apprentices, of whom 90% acquired the CQP, and 85% were taken on by their employer. It also organised skills training for 11,413 young people. Niger's FAFPCA has developed various forms of apprenticeship and dual apprenticeship schemes for 2,887 young people leading two types of qualifications: the CQM occupational qualification certificate and the CQB basic qualification certificate. The fund also organised initial skills training for 2,138 young people, at the end of which participants received a certificate.

Two other funds have been extensively involved themselves in pre-employment training. In 2014, Mauritania's FAF-FPT trained 760 young people through apprenticeship schemes and dual training schemes and about 6,000 young people in skills development schemes leading to qualifications. The National Training Fund of Mauritius trained 1,278 young people during the same year as part of its apprenticeship schemes, bringing the total to 13,000 apprentices since 2009.

Aside from these five funds, other funds surveyed support a number of specific pre-employment training measures: ONFP Senegal has financed the training of 463 young people to work in companies; the FDFP in Côte d'Ivoire has financed the training of 53 young people at the request of companies; the ACFPE in the Central African Republic has financed the training of 72 young people and provided additional training lasting on average 30 hours to improve the employability of a thousand young unemployed people; and FONAP in Chad has financed apprenticeship projects to train a few dozen young people each year. The FNAFPP in Niger and the FFFTP in Senegal are also starting to work in this field, with the FNAFPP planning to finance "cooperative dual training schemes" from the end of 2015, and the FFFTP saying that in future it wishes to finance specialised certificates, apprenticeship contracts and dual apprenticeship schemes. However, these measures are not priorities for the funds that organise them.

All of this data highlights the fact that none of the funds have fully taken on board their mission to develop pre-employment training. Given that in many countries about 90% of young people enter the labour market without any qualifications, the funds must make an effort to enable a significant number of these young people to require the vocational qualifications required to do existing or future jobs.

2.2 The funds must support the development of apprenticeship and dual training schemes

Apprenticeship and dual training schemes are effective because they provide a good response to the skills required by both formal and informal companies. Several sub-Saharan African countries have undertaken to set up dual apprenticeship training schemes, which some funds have helped to finance. Studies in Benin and Burkina Faso for example show the number of apprentices is barely increasing, so **the challenge for these funds is to provide a boost.**

The seminar discussions showed that, aside from the matter of finance, other constraints hamper the development of dual apprenticeship training schemes, such as those related to:

- **market knowledge and the reality of apprenticeship:** there are few detailed studies on apprenticeship identifying the occupations best suited to this sort of training, the most dynamic sectors, the most suitable ways of combining on-the-job training with classroom learning, and the players to involve in the process. **This lack of knowledge limits the funds' ability to support the development of this type of training;**
- **the capacity of training establishments:** development of this training is also hampered by the poor facilities in training centres and the problem trainers have in delivering training in conjunction with companies. It is also hampered by the low number of centres delivering this sort of training;
- **the capacity of companies:** the training of young apprentices can only be really effective if businesses are well-equipped and also have sufficient business; the organisation of apprenticeship training is also hampered by the limited skills of the craftsmen and tutors supervising people within companies.
- **the training courses on offer:** in many countries where dual apprenticeship schemes are being piloted, only a minority of occupations are covered (for example, of the 210 occupations listed in the Benin directory of crafts occupations, only 13 have dual training schemes). These are primarily in service occupations, for the reason that they require a low level investment for training centres. Apprenticeship training can therefore only be developed by increasing and diversifying the number of courses on offer in training centres;
- **training funds' procedures:** some of the funds' representatives stressed that their financing rules can constitute an obstacle to the development of this type of training and they need to be made more flexible: for example, eligibility rules such as the requirement for employers to promise to take on apprentices after their training can be dissuasive.

The development of apprenticeship training must therefore require a significant, concerted effort, for which the funds cannot be solely responsible. They must nevertheless contribute to the efforts vocational training ministries and the technical and financial partners are making in order to support this process.

2.3 The funds should give priority to skills training schemes which really prepare people for employment

The discussions also focused on the best type of training to develop: aside from the above-mentioned apprenticeship schemes some long-term schemes (2 to 3 years) lead to CQP-type qualifications, as well as short-term schemes (six months for example) which provide training but do not necessarily lead to a qualification. Some funds finance very short training courses (lasting just a few dozen hours). The seminar participants were asked to reflect upon the suitability of these courses and the criteria that could be used to justify the choice between these two types of measures.

It emerged from the discussions that, for the funds, **what matters is not the length of the training, or whether or not it leads to a qualification, but the extent to which it meets companies' skills needs, its design** (quality of training development, involvement of professionals in course development, the competency-based approach) **and implementation** (apprenticeship, dual training, intercompany training). Certain funds described useful initiatives such as the training passport, which enables people doing short training modules to add skills to their portfolio as their career progresses.

Lastly, the funds strongly stressed **the need to support young people after their training to help them into employment.** Several referred to service platforms, various forms of which have been tested in Côte d'Ivoire, Mauritania, Niger, Senegal, Mali and Chad. The Cotonou and Dakar declarations of 2009 and 2013 respectively recommended that the funds create such structures. The provision of special kits to equip young people starting work was also discussed, but this type of measure is too costly for the funds, particularly if rolled out for all training schemes.

3. The need for more qualified staff and more effective tools to manage the funds

While the 2014 ADEA/AFD study highlights the needs for better partnership-based management of the funds and the need for more autonomous management with regard to the relevant authorities, the new study and the Abidjan seminar show that **improvements to the funds require each of them to make a certain number of internal changes**, for example: 1) the funds should have a strategic plan which takes into account the key skill needs of the economy; 2) the funds should introduce or improve internal management tools; 3) organise training for the funds' staff.

3.1 The funds should have a strategic plan which takes into account the key skill needs of the economy

The survey findings and seminar discussions show that the funds believe it is important to have this type of tool in order **to avoid spreading resources too thinly and to target investment in order to support development of priority sectors for the economy**.

To do this, the funds' managers stressed the need to **train their staff, human resources managers and grant applicants in how to analyse training needs, develop training programmes using competence-based approaches and in how to assess the quality of applications**. Some funds say they finance **studies on training needs that take into account the specific needs of small businesses**. Others, such as the MITD in Mauritius, finance the analysis of training needs by companies. These skills and analyses enable the funds (who finance training) and grant applicants (who request funds) to more accurately identify the most important current training needs.

As far as the forecasting or future needs is concerned, which will make it possible to anticipate countries' skills needs in the medium and long-term, the funds' managers stressed that this comes under the responsibility of employment and vocational training observatories and the statistical departments within planning, employment and/or vocational training ministries. **They need to work closely with these institutions in order to determine their plans**.

These strategic development plans should include proposals for improving the funds' practices through **the training of advisers, the introduction of quality processes and the capping of management costs**, for example.

3.2 The funds should introduce or improve internal management tools

All of the responses stress the need to **introduce, reform or improve the funds' internal management systems**. It will be important to:

- train "fund advisers and managers responsible for tendering procedures" and have fund staff and training providers introduce "monitoring and evaluation tools";
- "update the manual of procedures, modernise and optimise the IT system in order to manage training plans online, from the assessment of applications to the payment of training expenses";
- have relevant monitoring and evaluation indicators;
- "itemise expenditure and the fixed costs of different services in order to have standard costs";
- "introduce a systematic approach to ensure better evaluation and monitoring of measures financed in order to be able to conduct an impact study every two years";
- "adapt tendering and selection procedures to the specific needs of small businesses, which do not use the funds finance enough"

The replies provided by the funds indicate that the ADEA/AFD 2014 study made them more aware of their organisational weaknesses. Burkina Faso's FAFPA stressed that it wants to support the development of forecasting, analysis and monitoring of actions financed and that it wants to encourage the sharing of experiences and pooling between funds regarding information, design and development and implementation and evaluation. Chad's FONAP has just created an internal monitoring and evaluation department and it has stressed the importance of exchanging experience with other RAFFPRO members. Togo's FNAFPP spoke of the monitoring and evaluation role it

has entrusted to its training advisors. Niger's FAFPCA emphasised its interest in introducing an automated system for managing the financing of training courses, which would make it possible to have reliable statistics and ensure the efficient monitoring of activities.

Each fund clearly has its instruments for anticipating, structuring, implementing and evaluating strategic and operational training development plans. However, as certain funds suggest, it is now appropriate to develop joint training information and management tools (FAFPCA), which would enable the funds to monitor activities effectively together with reliable statistics that are comparable and transferable both at national level and across borders. To do this it will be necessary to share existing tools (FFFPT), organise inter-fund roundtable discussions on the tools to be shared (FAFPA, Burkina Faso) and review them with a view to updating them (FODEFCA) and if necessary to design new ones following the seminar (FNAFPP).

All of the funds thus need to undertake extensive training of their own staff as well as various categories of grant applicants, and to start using effective tools for monitoring and evaluating the schemes they finance. The analysis of their responses to the in-depth survey questionnaire shows that some already have tools which could be pooled with other RAFPRO members. For example, the FODEFCA has effective tools for identifying, analysing and monitoring training schemes. Burkina Faso's FAFPA is prepared to share the action plans, scoreboard and logframe matrix it is developing. The FDFP is proposing a whole range of existing instruments: the full diagnostic tool, the table for identifying providers' needs, the table for identifying beneficiaries' needs, tools for auditing training schemes, the monitoring and evaluation technical dossier and the tool for analysing training needs. Mali's FAFPA has tools for analysing the needs of the local economy, training design and development and participative planning models, while the FNAFPP has highlighted the interest of its impact measurement tools.

It was thus suggested at the Abidjan seminar that RAFPRO should:

- catalogue tools which exist already and are currently shared, paying particular attention to information systems and scoreboards (indicators), which can be used for tracking demand and supply and for monitoring progress;
- set up a committee of experts to work on the harmonisation and dissemination of these tools; it would be made up of the funds' internal experts, with external experts being called upon if required.

4. How the funds' action can be incorporated effectively within national vocational training policies

The funds are unanimous about the need to align themselves more closely with national vocational training policies. Some of those who responded to the in-depth survey say that they are already working to achieve this. For example, Côte d'Ivoire's FDFP has agreed to finance several sectoral studies with a view to identifying new training specialisations and to provide full support to the Ministry for Employment and Vocational Training in the delivery of its reforms. Niger's FAFPCA is emerging as a key player in the national vocational training system, bearing in mind the very high number of adults and young people it trains. Chad's FONAP is implementing the AFPACET/AFD project, which is making it a key stakeholder with regard to training centres and professional organisations. Senegal's FFFPT, which very recently replaced FONDEF, aims not just to train employees and young people, but also to implement a national quality assurance procedure concerning the actions, schemes and outputs of public and private training establishments.

More broadly, the survey conclusions made it possible to identify ways of strengthening the funds' position at national level.

4.1 Increased and if possible direct allocation of resources collected

Most funds, including those in Benin, Burkina Faso, Guinea, Mauritania, Niger and Togo, are lobbying for an increase in government subsidies, which would be the optimal solution given that they receive the tax directly and can thus increase their financial resources and ensure their long-term future. The direct allocation of funds would enable them to anticipate their income and develop strategic plans for the medium and long term.

The in-depth survey showed that almost all of the funds surveyed, the FAFPCA in 2016 and the FFFPT in 2018³ with the exception of Mali, have recently made efforts to obtain the direct allocation of the levy. Two funds have already been assured that they will obtain this allocation in the short term (FAFPCA in 2016 and the FFFPT in 2018). FONAP and the FDFP already receive the full levy payments made for continuing training and/or apprenticeship.

The seminar discussions suggested several ways of organising an inter-country appeal to bring about better financing of vocational training and the direct allocation of the levy to each fund. They also stressed the need to:

- **be in permanent dialogue with the public authorities**, which, as Niger's FAFPCA suggests in the surveys, would mean regularly disseminating the results of the measures financed, so the funds would need to introduce a transparent system for publicising and monitoring their measures as well as impact studies to promote the results achieved;
- **making joint proposals for regulatory reforms** that would promote the funds' autonomy and encourage direct allocation of the levy;
- **secure RAFPRO's support to launch an appeal to national public authorities**. This type of appeal can also be made to organisations such as ECOWAS, the WAEMU, CEMAC and the African Union. The seminar participants suggested RAFPRO should produce a paper comparing funds which are dependent on state payments and those which collect the full levy, with arguments that could be submitted to training ministers in the framework of ADEA seminars;
- **involve donor agencies** which provide support for vocational training in the countries, in particular those which provide finance for the training funds, to get them to weigh in on negotiations with governments to encourage payment of the levy;
- **secure the support of the private sector, in particular employers organisations and contributing companies**, in order to convince the governments.

4.2 Stronger involvement of all of the partners concerned

The various funds agree that it is necessary to **enlarge their partnerships** in order to ensure they incorporate themselves effectively within the framework of national policies. This is necessary to better identify the priority needs of the economy, which calls for more direct cooperation with company managers, professional organisations and NGOs in order to identify their training and qualification needs and involve them in training programme implementation. In the case of Mali's FAFPA, it was decided to involve local authorities, as they have service platforms and have thus become essential partners in training and job schemes aimed at developing the local economy.

The partnership with public authorities takes place through management committees which are an excellent forum for dialogue and cooperation between ministries, fund managers and the social partners. The surveys show that this partnership is generally considered to be productive. Nevertheless, those funds which do not directly receive the private sector's contributions would like the levy to be paid over more systematically, to ensure stable funding and enable them to meet identified training needs properly.

In the same vein, the funds stress the need to improve the visibility of their actions and express their wish to help improve national training provision. It is thus suggested that the funds help **establishments to develop a better partnership with companies**, both with regard to development of apprenticeship/dual training schemes and continuing training schemes.

5. Prospects, tools and means for developing the funds

In the in-depth survey nine funds⁴ were asked about their short, medium and long-term prospects and the support and resources required for their development. While all of the funds agree about

³ The in-depth question was sent to the funds of Benin, Burkina Faso, Côte d'Ivoire, Mali, Guinea, Niger, Senegal (the FFFPT), Chad and Togo.

⁴ Benin's FODEFCA, Burkina Faso's , FDFP in Côte d'Ivoire, Mali's FAFPA, the ONFP in Guinea, Niger's FAFPCA, Senegal's FFFPT, Chad's FONAP and Togo's FNAFPP.

their three core missions (development of continuing training, pre-employment training and the equity requirement), they are not the same level as far as the collection of funds, support received and methodological tools are concerned.

5.1 Changes in the funds in the short, medium and long-term

The survey aimed to identify the strategies being implemented by each fund. The replies provided show that these strategies differ mainly in the way resources are collected. They can be resumed as follows:

- **The funds whose resources are dependent upon partial payment of the taxes received by the national finance office** (the FODEFCA, FAFPA Burkina Faso and Mali, the ONFPP and the FNAFPP) **all identify direct receipt of the tax as a priority in the short term.** They say that the lack of visibility concerning their current and future resources hinders their capacity to identify necessary changes, even though most of them are committed to establishing a short, medium or long-term strategic development plan. These funds also insist upon the need to have appropriate management and analysis tools in order to be able to act effectively once the problems regarding the allocation of resources have been resolved.
- **The funds that have the guarantee of stability and long-term financing**, such as the FDFP, FONAP, the FAFPCA and the FFFPT, **are focused on more operational objectives.** For example, the FDFP seeks to achieve functional optimisation, popularise apprenticeship, strengthen and facilitate beneficiaries' access to financing and develop training services and products. FONAP has planned to strengthen apprenticeship training and job training schemes which are not very developed at present. The FAFPCA, which will directly receive the tax in 2016, is planning to extend its missions over three years to the monitoring of beneficiaries, support to help people into work and measures to strengthen the national training system by designing and developing of training courses and materials. The FFFPT, which will receive all of the tax in 2018, and which is currently in the process of setting itself up, has tasked a consultant to draw up a strategic and operational plan to secure long-term funding and identify results to be achieved in 2020 in the area of continuing training, employment training and equity.
- **All of the funds want to be able to work all over their countries in future and they intend to do this by creating local and regional branches, in particular in agricultural and rural areas, in order to work as closely as possible with the various categories of beneficiaries.**

5.2 The necessary support for effective long-term development of the funds

To pursue effective development over the long term, the funds expect support from three sources: the public authorities, the technical and financial partners and RAFPRO. The wide variety of replies makes it difficult to comment in a very structured way. It is only possible to remark upon the most significant elements

❖ The support expected from the public authorities

The funds agree that it is necessary to ask the public authorities to respect their organisational autonomy. Some funds have financial autonomy and they ask for it to be respected (this is the case for the FDFP). Others have received a promise that they will be financially autonomous and they want the government to respect this promise and pay the apprenticeship and vocational training tax in its entirety (this is the case for FAFPCA). In other cases, funds have no financial autonomy and they want the responsible authorities to pay over the money they require in order to carry out their missions (this is the case for FAFPA in Burkina Faso, the FNAFPP and the ONFPP) or at least to respect the autonomous organisation of their managing board (FAFPA in Mali).

Aside from the request to strengthen the autonomy of the funds, there is also strong demand for **public authorities to support their action in the framework of national vocational training policies.** They must in particular help to give the funds institutional visibility, recognise the specific role they play with regard to companies' competitiveness and the development of young peoples'

skills, and consequently provide the necessary financial resources. The best solution would be to fully transfer to the funds the sums collected from the private sector.

❖ **The support expected from the technical and financial partners**

The funds are unanimous on this point: they need the financial and technical support of the TFPs in order to carry out their missions. Four funds have specific requirements:

- FODEFCA wants the technical and financial support to be planned and provided jointly and flexibly, to help ensure that the TFPs goals and actions are more closely aligned with those of the funds;
- FAFPA in Burkina Faso wants the TFPs to provide long-term aid and gradually decreasing support for financing needs that are not yet covered at national level (additional staff, regional offices and logistics costs);
- The FDFP wants the TFPs to give additional funds which would primarily be used for non-contributing companies;
- The FAFPA in Mali wants the TFPs to align their support more closely with regional and local economic development as well as the priorities of the managing boards.

As required, TFP support can be for requests made by the funds when they have clearly drawn up, either individually or through RAFPRO, their medium-term (3-year) or long-term (5-year) development plan and the corresponding budgets to be covered by the funds raised by the levy, by subsidies from public authorities or by other sources of financing, including those provided by the TFPs.

❖ **The support expected from RAFPRO**

The role the funds expect RAFPRO to play may be resumed as follows:

- sharing experiences and good practice between the funds, in particular through **the organisation of study trips and thematic inter-country seminars, the preparation of RAFPRO's communication plan and the promotion of good practices by its members through its website**;
- advice: technical assistance and help for capacity building;
- support for the preparation of skills standards and training manuals;
- design and sharing of a number of tools and measures to be shared by the various funds;
- development of a common set of arguments enabling each fund to appeal to their finance ministry, in particular with regard to the direct payment of the levy;

6. Towards a redefinition and enlargement of RAFPRO's missions

The last questions in the in-depth questionnaire focused exclusively on joint work and pooling of efforts between funds. As the above analysis shows, this topic, which concerns the current and future role of RAFPRO, has already been broadly dealt with. The purpose here is therefore to focus on what should be at the heart of the missions to be accomplished by the network.

6.1 A request to coordinate and/or harmonise existing tools

The questionnaire asked each fund to list inter-fund activities to be promoted in order of priority. Given the wide range of replies, it is only possible at this stage to list the activities which met with consensus by ranking them by order of frequency. This list includes activities which exist in at least one or other of the funds and which should either be shared or harmonised so as to meet the expectations of the members of the network: These include:

- sharing experience and dissemination of good practice;
- setting up a standardised information system;
- creating common monitoring and evaluation tools;
- developing of joint approaches to designing and developing training schemes;
- drafting a common skills set for training advisers.

All of these activities have been approved by each fund according and in a similar order to that proposed. It is clear that there is demand for the inter-fund network to become a permanent forum for sharing, harmonising and developing tools and reference materials.

6.2 A request for tools to be designed as a priority

The survey and the seminar discussions also highlighted the need for the funds to devise new approaches and new tools to improve their organisation and the quality and efficiency of the measures financed or to be financed. The following requests were made:

- to launch coordinated work on the economics of training (cost efficiency ratio);
- to develop common regulations applicable at inter-country level;
- to develop a comprehensive, automated system for managing training;
- to devise an appropriate methodology for measuring impact;
- to develop common quality assurance standards.

To respond to these requests, it will not just be necessary to change the network's objectives and the way it functions. It will also be necessary to carry out extensive expert work for which a restructured RAFPRO will need to mobilise human and financial resources.

6.3 A request to enlarge the network to other funds, including non-French-speaking funds

The question on the enlargement of the network to non-French-speaking funds, particularly English-speaking ones, met with the agreements of all, in particular because the funds surveyed are an integral part of sub-regional areas which, like ECOWAS, bring together French-, English- and even Portuguese-speaking countries. This was why three managers from the English-speaking, Arab-speaking and bilingual funds from Ghana (COTVET), Mauritius (MITD), Kenya (NITA) and Mauritania (FAP-FTP) participated in the seminar. Everyone then expected this enlargement to enrich their practices through discussion and discovery of other situations.

This enlargement could be organised by involving non-member funds as observers at occasional events (workshops, seminars, training sessions, etc.). Those funds who so wish could then apply for membership. The enlargement to English-speaking would nevertheless entail the use of simultaneous interpretation to enable everyone to understand and all documents should be translated into the two languages.

It still remains to be considered whether or not this enlargement is feasible, especially in budgetary terms. FONAP also stressed the need for "RAFPRO to be further consolidated with regard to the development gaps between the members funds in order to guarantee a common standard of action." The Director of Ghana's COTVET suggested testing the feasibility of enlargement to English speaking countries starting with some initial activities such as sharing experience between funds already represented within or close to RAFPRO (Ghana, Kenya and South Africa).

IV. RECOMMENDATIONS

To conclude of the work of the seminar, the following recommendations were made and adopted:

1. Recommendations to the funds

It was recommended that the funds and institutions should:

- support increased productivity and competitiveness of businesses through the development of a skilled workforce;
- be responsible for financing, developing and rolling out pre-employment schemes, in particular apprenticeships, ensuring that they meet labour market needs in line with efforts being made by public authorities;
- take care to develop the skills of entrepreneurs and employees in small and very small businesses including those in the informal sector;

- draw up medium-term strategic development plans which incorporate results-oriented operational action plans;
- manage the whole process for financing and implementing training unemployment schemes using a quality-based approach;
- take into account new training needs, in particular those of agricultural and rural areas, giving close consideration to local development issues.

2. Recommendations to RAFPRO

It is recommended that RAFPRO should:

- build its capacities in the following areas:
 - training support measures for employees ranging from the training needs assessments to impact analysis,
 - clarification of the roles and responsibilities of all of the stakeholders/participating partners on the funds' Management Committee,
 - support the creation of an integrated information system for measures financed by the funds, ranging from needs assessment to impact analysis;
- set up a technical committee made up of internal experts in order to develop and disseminate member funds' good practices;
- occasionally, and if necessary, use external expertise to support this process;
- conduct, in coordination with the members of the network, ongoing analysis of new training needs and identification of priority target groups and measures to be financed;
- draft a paper comparing funds that are dependent on state subsidies and those that collect levies themselves in order to underpin arguments for the direct allocation of contributions to the funds;
- present these arguments to training ministers through ADEA, as well as WAEMU, ECOWAS, EECAS, CEMAC and the African Union;
- take stock of issues related to the enlargement to French- and English-speaking countries (bearing in mind the consequences this would have on strategy, organisation and budget).

3. Recommendations to the technical and financial partners

It is recommended that the technical and financial partners should:

- ensure their financing is complimentary to the measures planned by the funds;
- support RAFPRO in the organisation of its activities;
- support the funds' arguments by introducing conditions for their financing.

4. Seminar follow-up

The AFD and the SDC representatives indicated their interest in supporting RAFPRO.

The AFD said it would be prepared to make funds available as from 2016 to support the creation of working groups within RAFPRO to exchange good practice. As from 2017, it would be willing to provide financial support for RAFPRO and its members in conjunction with other organisations with which RAFPRO should identify common ground, in particular ADEA's ICQN/TVSD, the PEFOP vocational training platform of experts, or the SAR agricultural training network.

The SDC praised the quality of the initial ADEA/AFD 2014 study, the follow-up studies and the seminar discussions. It stressed the need for the report to be disseminated and the analysis and recommendations used by stakeholders. It also said that for many years it has been investing in vocational training and apprenticeship in several West African countries, and in national vocational training funds. It will thus take into account the results of the seminar in the framework of its ongoing policy dialogue in countries where it is present and it will particularly insist upon the importance of developing stronger links between the training funds and the private sector.

The SDC will continue to support ADEA's ICQN/TVSD, which organised the seminar on the financing of vocational training. It appreciated the ICQN's work and its emphasis on using internal African expertise, which is fundamental for the consequent implementation of recommendations adopted by the seminar participants. It would thus like to see the development of productive

cooperation between the SDC and the AFD and between ADEA's ICQN/TVSD, RAFPRO and PEFOP, to encourage the stakeholders to **work in a complimentary fashion in implementing the seminar conclusions at country level and in the sub regions concerned, and to communicate the results achieved at the next conference of the ICQN at the end of 2016.**

Prior to these efforts, RAFPRO should draw up an updated three-year action plan by the end of March 2016. This should be done with a group of experts identified from among its members, taking into account the conclusions of the Abidjan seminar. This action plan should set out: 1) how are RAFPRO plans to set up one or several groups of experts to produce technical and organisational papers on various subjects: 2) how it plans to open up to other funds; and 3) how it plans to involve new internal experts, who would gradually become involved in the running of the network.

The AFD also said it was keen for RAFPRO to place more emphasis in its action plan on what and how much it is doing (how many people trained by member funds, in which sectors, at what cost, and with what impact?) and what it plans to do using its own resources. This would enable the AFD and the SDC can identify how to make additional funds available in order to implement the action plan.

The SDC said would be prepared to finance additional expertise to help RAFPRO finalise its strategic development plan, on the basis of the preparation of this preliminary action plan.

APPENDICES

APPENDIX 1. TABLE SUMMARISING THE RESPONSES RECEIVED IN THE PRELIMINARY SURVEY

Items analysed	FODEFCA (Benin)	FAFPA (Burkina Faso)	FDFP (Ivory Coast)	ONFPP (Guinea)	FAFPA (Mali)	NTF (Maurice)	FAP-FTP (Mauritania)
Name of fund	Development Fund for Continuing Vocational Training and Apprenticeship	Vocational Training and Apprenticeship Support Fund	Vocational Training Development Fund	National Office for Training and Development	Vocational Training and Apprenticeship Support Fund	National Training Fund	Autonomous Fund for the Promotion of Technical and Vocational Training
Size of enterprise <i>(number of employees trained)</i>	<ul style="list-style-type: none"> ■ Small and very small enterprises (1 to 10 employees): 1411 ■ Enterprises with more than 10 employees: 1697 	<ul style="list-style-type: none"> ■ Self-employment : 11 413 ■ Small and very small enterprises (1 to 10 employees) : 171 ■ Enterprises with more than 10 employees: 8986 	<ul style="list-style-type: none"> ■ Self-employment : 130 ■ Small and very small enterprises (1 to 10 employees) : 3476 ■ Enterprises with more than 10 employees: 42 744 	/	<ul style="list-style-type: none"> Forecast for 2015: ■ Rural and informal : 400 training projects with on average 3 training actions and 25 beneficiaries/plan ■ Structured enterprises: 100 training plans with 5 training actions for 20 workers on average ■ 50 collective projects (intra-enterprise, professional groupings) ■ Others: 90 special projects 	/	<ul style="list-style-type: none"> ■ Self-employment: 150 ■ Small and very small enterprises (1 to 10 employees) : approx. 10 000 ■ Enterprises with more than 10 employees: approx. 3000

					(one-off training actions)		
Sectors of activity <i>(number of employees trained)</i>	<ul style="list-style-type: none"> ■ Industry (including mining): 340 ■ Services: 2392 ■ Agricultural: 366 	<ul style="list-style-type: none"> ■ Industry (including mining): / ■ Services: 1096 ■ Agricultural: 714 ■ Other: 18 760 	<ul style="list-style-type: none"> ■ Industry (including mining): 13 710 ■ Services: 18 407 ■ Agricultural: 9577 ■ Other: 4526 	/	/	/	<ul style="list-style-type: none"> ■ Industry (including mining): 2300 ■ Services: 7800 ■ Agricultural: 1800 ■ Other: 1100
Training providers	<ul style="list-style-type: none"> ■ Professional organisations in the informal sector (craft/trade, agriculture) ■ Enterprises in the modern sector 	<ul style="list-style-type: none"> ■ Professional organisations (associations, groupings, cooperative federations) ■ Training Centres ■ Local/regional authorities ■ Enterprises ■ Chambers of commerce 	<ul style="list-style-type: none"> ■ Enterprises for the training plans ■ The Ivory Coast <i>Moulins Modernes</i> (Apprenticeship training for production workers) ■ The Adzopé Local Development Programme (Job training project) ■ CHRIST ROI approved Training Centre in Bondoukou (Training for SME managers) 	/	/	/	<ul style="list-style-type: none"> ■ Enterprises ■ Professional organisations ■ Any organisation able to take on youngsters
Goals of the training courses	<ul style="list-style-type: none"> ■ Modern sector: development of technical or managerial skills, new working practices 	<ul style="list-style-type: none"> ■ Adaptation to enable people to do specific jobs ■ Mobility within the enterprise 	<ul style="list-style-type: none"> ■ Adaptation to enable people to do specific jobs ■ Skills development 	/	/	<ul style="list-style-type: none"> ■ Adapting to new technologies ■ Building of knowledge and skills to improve 	<ul style="list-style-type: none"> ■ Skills development ■ Integration of young people

	<ul style="list-style-type: none"> ■ Informal sector: skills improvement for craft workers, knowledge of the dual system ■ Agricultural sector: food production and processing techniques collective marketing system 	<ul style="list-style-type: none"> ■ Avoiding job losses in the event of reorganisation ■ Qualification and employability ■ Integrating and reintegrating people who have difficulties accessing training and employment ■ Improvement of traditional apprenticeship schemes ■ Health and safety, environmental issues 	■ Retraining			<p>efficiency</p> <ul style="list-style-type: none"> ■ Promote apprenticeship training ■ Help employees to improve their qualifications ■ Train a qualified workforce in specific areas, identified on the basis of surveys on gaps in the workforce 	
Outcomes achieved	<ul style="list-style-type: none"> ■ Improved technical and managerial skills, increased productivity, help to adapt to career changes ■ Ensure long-term future of small and very small firms 	<ul style="list-style-type: none"> ■ 20 570 people trained in 13 regions ■ Improvements in productivity/ competitiveness / capacity for innovation ■ Improved product quality ■ Self-employment / job creation 	<ul style="list-style-type: none"> ■ The beneficiaries are satisfied and apply the skills acquired 	/	/	<ul style="list-style-type: none"> ■ In 2014: 41 258 people trained under the different schemes funded by the NTF: <ul style="list-style-type: none"> - Foreign expertise scheme: 2589 people trained - Initial training: 709 people trained - Multimedia facilities scheme: 9 organisations supported - Training needs analysis scheme: 5 organisations supported 	<ul style="list-style-type: none"> ■ High rate of employer satisfaction ■ Career development of beneficiaries ■ Job Training: 60% find work

						<p>- In-house training scheme: 23 728 people trained</p> <p>- Overseas training scheme: 241 people trained</p> <p>- Institutional training scheme: 41 258 people trained</p>	
Pre-employment training schemes	<p>■ Dual apprenticeship schemes leading to the CQP: 1879 (in 2014) in 13 craft trades</p> <p>■ CC Skills certificate: 3108 beneficiaries (1045 in the informal non-agricultural sector, 366 in the agricultural sector 1697 in the modern sector)</p>	<p>■ Dual apprenticeship schemes leading to CQP : 2638</p> <p>■ Modular skills training: 11 413 young people</p>	<p>■ Apprenticeship (leading to CC skills certificate): 28</p> <p>■ Skills training (leading to the CC skills certificate): 25</p>	/	/	<p>■ Apprenticeship: 1278 young people trained to levels 2, 3 and 4</p> <p>■ Since the creation of the Apprenticeship Scheme in 1996, inspired by the German system: 13 000 young people trained in 26 different sectors.</p>	<p>■ Apprenticeship: 160</p> <p>■ Dual training: 600</p> <p>■ Skills training: 6000</p> <p>■ Other: 6500</p>
Outcomes achieved	<p>■ CQP: admission (success?) rate of at least 90%</p>	<p>■ CQP: 2638 young people trained, success rate of 90%, 85% work with their boss</p>	<p>■ 53 young people trained at the request of an enterprise, all found work after their training</p>	/	/	<p>■ Success rate in gaining desired diploma: 71.4%</p> <p>■ % of apprentices who entered employment: 83.1%</p>	<p>■ Success rate in obtaining desired qualification: >80%-</p> <p>■ % entering employment. 60%</p>
Target categories	<p>■ People working in modern sector enterprises, apprentices and craftsmen/women and farmers</p>	<p>■ In formal jobs: 906 people trained</p> <p>■ In informal jobs: 8251 people trained</p>	<p>■ In formal jobs : 46 248</p> <p>■ In informal jobs: 25</p> <p>■ Unemployed: /</p>	/	<p>■ People working in modern sector enterprises and craftsmen/women</p> <p>■ People working</p>	/	<p>■ In formal jobs: 1500</p> <p>■ In informal jobs : 5500</p> <p>■ Unemployed:</p>

	<ul style="list-style-type: none"> ■ No unemployed people trained, the FODEFCA only trains people who are employed or young people on apprenticeships ■ 142 disabled people and people with social problems trained in 2014 at the request of the Ministry for Families 	<ul style="list-style-type: none"> ■ Unemployed: 11 413 people trained ■ Exclusion: / 	<ul style="list-style-type: none"> ■ Exclusion : / 		<ul style="list-style-type: none"> in rural areas ■ Apprentices and young people who have dropped out of school or who are qualified but in re-training and have a firm job offer or who have a job-finding project funded from another source 		6000
Types of training courses	<ul style="list-style-type: none"> ■ Qualification: 1 879 prepared for the CQP ■ Qualification /leading to jobs: 3108 of which 1697 in the modern sector, 1045 in the craft/trade sector; and 366 in the agricultural sector 	<ul style="list-style-type: none"> ■ Certification: 2638 people trained for the CQP ■ Qualification /leading to jobs: 14051 people trained ■ Others: 5613 people trained 	<ul style="list-style-type: none"> ■ Diploma: 1 173 ■ Qualification leading to jobs: 44 442 ■ Others: 605 	/	/	<ul style="list-style-type: none"> ■ Certification: 1278 people trained at levels 2, 3 and 4 	<ul style="list-style-type: none"> ■ Qualification /leading to jobs: 6000 ■ Others: 7000
Changes to be introduced to improve fund management by all public and	<ul style="list-style-type: none"> ■ Definition of a forward vision through the drafting of a strategic development 	<ul style="list-style-type: none"> ■ Decentralisation and devolution of the financing scheme 	<ul style="list-style-type: none"> ■ N/A: the three-way management works well 	<ul style="list-style-type: none"> ■ Improvement of the information system and data collection 	/	<ul style="list-style-type: none"> ■ A committee has been set up to manage the use of the funds and to analyse the criteria 	<ul style="list-style-type: none"> ■ Lack of a strategic vision for HR development in the enterprises and professional organisa-

private partners	<ul style="list-style-type: none"> plan ■ Introduction of internal management tools ■ Better use of partnership potential 			(setting-up of a database)		for reimbursing training costs. The committee is made up of representatives from the public and private sectors	<ul style="list-style-type: none"> tions ■ Suggestion: workers' representatives should be involved in management of the funds
How is better needs analysis encouraged?	<ul style="list-style-type: none"> ■ Update existing tools 	<ul style="list-style-type: none"> ■ Train providers to identify needs ■ Train advisers in training design and development 	<ul style="list-style-type: none"> ■ Provide simple tools that SMEs can use 	<ul style="list-style-type: none"> ■ Train advisers 	/	<ul style="list-style-type: none"> ■ A training needs analysis tool has been put in place to encourage employers to provide training that corresponds to the needs identified. Not many employers use this tool. Employers need to be made aware of the existence of this tool so that needs analysis can be improved. 	<ul style="list-style-type: none"> ■ Provide funding for enterprises to analyse their skills needs
How is better identification of priority objectives and target groups encouraged?	<ul style="list-style-type: none"> ■ Drafting of a strategic development plan, especially in CVT 	<ul style="list-style-type: none"> ■ Train advisers in strategic planning 	<ul style="list-style-type: none"> ■ N/A: the financing of activities of the FDFP are initiated on the basis of a rolling annual action plan 	/	/	/	<ul style="list-style-type: none"> ■ Carry out training needs analyses by sector
How is greater efficiency/equity of application procedures encouraged?	<ul style="list-style-type: none"> ■ Update the manual of procedures and management tools ■ Shorten processing times 	<ul style="list-style-type: none"> ■ Train the advisers and managers in the use of procurement/award procedures ■ Introduce efficiency and equity criteria 	<ul style="list-style-type: none"> ■ Update the FDFP procedures manual in 2016 	<ul style="list-style-type: none"> ■ Put in place a procedures manual 	/	<ul style="list-style-type: none"> ■ The selection procedure is fair and transparent. However it has been observed that not many SMEs make use of the NTF. The NTF 	<ul style="list-style-type: none"> ■ Simplification of procedures ■ Results-driven management

						intends to draw up tailor-made procedures to encourage SMEs to make greater use of the NTF.	
How is better monitoring and evaluation of training encouraged?	<ul style="list-style-type: none"> ■ Impact studies at regular intervals to improve the quality of training courses 	<ul style="list-style-type: none"> ■ Train the advisers and managers in use of monitoring and evaluation techniques ■ Involve the providers in monitoring and evaluation 	<ul style="list-style-type: none"> ■ Modernise and optimise the information system (online management of training courses, from assessment of the applications to the payment of training expenses) 	/	/	<ul style="list-style-type: none"> ■ Monitoring of actions funded needs to be improved. Due to a lack of staff, monitoring is currently carried out on the basis of a sample of actions funded. Increase the number of staff responsible for monitoring would help to improve the quality of the monitoring. 	<ul style="list-style-type: none"> ■ Put in place a monitoring system which uses efficient tools
Where does the fund's budget come from?	<ul style="list-style-type: none"> ■ Repayment of the tax ■ Increase of the state subsidy ■ Mobilisation of TFPs 	<ul style="list-style-type: none"> ■ Repayment of the employers' apprenticeship tax ■ Mobilisation of TFPs ■ Development of PPPs 	<ul style="list-style-type: none"> ■ No change to the financial arrangements in force, which have enabled the FDFP to achieve its objectives 	/		/	<ul style="list-style-type: none"> ■ Repayment of the tax ■ Increase of the state subsidy
How is the anticipation of budget needs and the	<ul style="list-style-type: none"> ■ Train the managers in the use of cost account- 	<ul style="list-style-type: none"> ■ Release of the subsidy in a single payment 	<ul style="list-style-type: none"> ■ Put in place a system to ensure that funds collect- 	/	/	/	<ul style="list-style-type: none"> ■ The annual budget and work programme are drawn

programming of measures encouraged?	ing	<ul style="list-style-type: none"> ■ Implement budgets-programmes ■ Close monitoring of expenditure 	ed cover everything				up and approved by the Funding Allocation Committee (CAF)
How is greater transparency in the way funds are allocated encouraged?	<ul style="list-style-type: none"> ■ Fund given the necessary tools to enable it achieve a balanced budget 	<ul style="list-style-type: none"> ■ 35% allocated to administrative expenses and 65% to training 	/	/	/	/	<ul style="list-style-type: none"> ■ The funds are allocated in line with the procedures manual and following approval by the CAF
How is better traceability of the tax encouraged?	/	/	<ul style="list-style-type: none"> ■ N/A: the FDFP has two offices to enable resources from the two taxes to be traced 	<ul style="list-style-type: none"> ■ Review of the texts 	/	/	<ul style="list-style-type: none"> ■ The Apprenticeship tax is collected and managed by the Finance Ministry
How is better identification of the priority needs of the economy encouraged?	<ul style="list-style-type: none"> ■ Better collaboration between vocational training policies and the fund 	<ul style="list-style-type: none"> ■ Promote a national vocational VT policy and action plan ■ Have it taken on board ■ Feasibility studies on the design and development of training aids 	/	<ul style="list-style-type: none"> ■ Study of employment market needs 	/	/	<ul style="list-style-type: none"> ■ Actions are financed only in response to requests from enterprises. The CAF approves funding for action which it deems are a priority for the economy
How is better cost efficiency of the training achieved?	<ul style="list-style-type: none"> ■ Draw up a list of training costs 	<ul style="list-style-type: none"> ■ Draw up a list of training costs ■ Define eligibility criteria for training projects 	/	/	/	/	<ul style="list-style-type: none"> ■ N/A: the average costs of funded actions are below the threshold authorised by the procedures manual
How is better coordination between vocational training policies encour-		<ul style="list-style-type: none"> ■ Synergies with public VT structures, the funds of the Youth, Vocational Training and 	<ul style="list-style-type: none"> ■ Through its management bodies: The FDFP Management Committee 	/	/	<ul style="list-style-type: none"> ■ The management of the NTF comes under the remit of the Human Resources 	<ul style="list-style-type: none"> ■ Through its decision-making bodies: there is parity of representation between the state

aged?		Employment Ministry	includes 4 representatives of the State Authorities			Development Council (HRDC), a public body under the authority of the Ministry for Education.	authorities and the private sector in the Fund's decision-making body
How is better cooperation with the economic and social partners encouraged?	<ul style="list-style-type: none"> ■ Compliance with management and selection rules and procedures so as to guarantee transparency and equity vis-à-vis the different stakeholders 	<ul style="list-style-type: none"> ■ Organisation of workshops to share best practice 	<ul style="list-style-type: none"> ■ Through its management bodies: The FDFP Management Committee includes 4 private sector representatives and 4 trade union representatives 	<ul style="list-style-type: none"> ■ Organisation of open days and workshops in order to reinforce the partners' engagement 	/	<ul style="list-style-type: none"> ■ The HRDC is made up of representatives from the private and public sectors. Sector committees have been set to facilitate the needs analysis of the different economic sectors. 	<ul style="list-style-type: none"> ■ Through its decision-making bodies: there is parity of representation between the enterprises and their professional organisations in the Fund's decision-making body
How can the fund participate in further developing vocational training systems?	<ul style="list-style-type: none"> ■ Update the curricula especially with regard to technological developments 	<ul style="list-style-type: none"> ■ Establish a TVET negotiation framework ■ Set up a monitoring committee (providers, operators, beneficiaries, funds) 	<ul style="list-style-type: none"> ■ The FDFP is responsible for managing revenue from the apprenticeship tax. It has organised several discussions on how to improve partners' access to the apprenticeship tax 	/	/	<ul style="list-style-type: none"> ■ The NTF finances an apprenticeship scheme. This scheme is run by an Apprenticeship Committee, which oversees the scheme's policies and management. 	<ul style="list-style-type: none"> ■ The fund finances dual training courses and apprenticeship schemes at the request of enterprises and supports a number of state training establishments in developing different modes of training with the enterprises

	FAFPCA (Niger)	ACFPE (Central African Republic)	FFFPT (Senegal)	ONFPP (Senegal)	FONAP (Chad)	FNAFPP (Togo)
Name of fund	Continuing Vocational Training and Apprenticeship Support Fund	Central African Vocational Training and Employment Agency		National Vocational Training Bureau	National Vocational Training Support Fund	National Apprenticeship, Vocational Training and Continuing Training Fund
Size of enterprise <i>(number of employees trained)</i>	<ul style="list-style-type: none"> ■ Small and very small enterprises (1 to 10 employees): 4618 ■ Enterprises with more than 10 employees: 595 	In 2014: <ul style="list-style-type: none"> ■ NGOs: 364 ■ Small enterprises: 444 ■ Large enterprises: 351 	In 2014: <ul style="list-style-type: none"> ■ Very small enterprises: 280 ■ SMEs: 2 216 ■ Large enterprises: 1 985 	In 2014: <ul style="list-style-type: none"> ■ Total: 8 103 workers and job-seekers trained, of which : <ul style="list-style-type: none"> - 2 199 individual request - 5 904 from formal or informal enterprises 	Data unavailable: the monitoring and evaluation department has only just been created	<ul style="list-style-type: none"> ■ Self-employment: / ■ Small and very small enterprises (1 to 10 employees): 462 ■ Enterprises with more than 10 employees: 1 481
Sectors of activity <i>(number of employees trained)</i>	<ul style="list-style-type: none"> ■ Industry (including mining) : 4138 ■ Services: 595 ■ Rural development: 480 	In 2014 : <ul style="list-style-type: none"> ■ Primary /agricultural: 0 ■ Secondary /industrial: 351 ■ Tertiary/Services: 364 	<ul style="list-style-type: none"> ■ Agri-food: 485 ■ Public works/ Water/ Energy/ various industries/ Maritime: 1 334 ■ Tertiary/Services: 2 662 	<ul style="list-style-type: none"> ■ Agri-food / agriculture/ farming/ fisheries: 3 072 ■ Chemistry/ construction and public works/ electrical engineering: 888 ■ Tertiary/Services (management / commerce/ICT/ art / catering/ textiles/ hairdressing/ languages/ transport/ journalism/ environment/ furniture-making): 4 143 	Not available	<ul style="list-style-type: none"> ■ Industry (including mining): 288 ■ Services: 740 ■ Agricultural: 294 ■ Other : 1 277
Training providers	<ul style="list-style-type: none"> ■ Training companies ■ Professional organisations/trade unions 	<ul style="list-style-type: none"> ■ The ACFPE itself provides this training, on the basis of needs expressed by the enterprises and NGOs, and the 		<ul style="list-style-type: none"> ■ Individuals ■ Enterprises ■ Professional organisations, EIGs, associa- 	Not available	<ul style="list-style-type: none"> ■ Enterprises ■ NGOs ■ Economic operators

	<ul style="list-style-type: none"> ■ EIGs, farmers' organisations ■ Local and regional authorities ■ Training centres 	needs analysis it carries out with the enterprises		tions		<ul style="list-style-type: none"> ■ Chambers of Trade ■ Agricultural Training Centres
Goals of the training courses	<ul style="list-style-type: none"> ■ Skills development ■ Anticipation of emerging professions ■ Pre-employment and job training 	<ul style="list-style-type: none"> ■ Skills development ■ Adaptation to enable people to do specific jobs ■ Familiarisation with a new tool 	<ul style="list-style-type: none"> ■ Skills development ■ Job training 	<ul style="list-style-type: none"> ■ Qualifications for job-seekers ■ Skills development for those in work 	Not available	<ul style="list-style-type: none"> ■ Skills development
Outcomes achieved	<ul style="list-style-type: none"> ■ No impact studies undertaken 	<ul style="list-style-type: none"> ■ Satisfaction rate of 85% to 90% (evaluation forms completed by beneficiaries at the end of a training course) ■ Impact is difficult to measure because of the low rate of response to the survey 	<ul style="list-style-type: none"> ■ Evaluation on the basis of questionnaires sent to HR managers in the companies (Enterprise satisfaction survey) ■ Objectives of the training course achieved: satisfaction rate of 90% ■ Quality of the teaching: satisfaction rate of 90% ■ Quality of the teaching documents and practical organisation: satisfaction rate of 79% ■ Compliance with specifications: satisfaction rate of 87% 	<ul style="list-style-type: none"> ■ Improvement in working conditions ■ Greater awareness of health & safety and quality ■ Increase in productivity ■ Sustainable revenues ■ Openness to opportunities for financing their activities ■ Development of entrepreneurship 	Not available	<ul style="list-style-type: none"> ■ Post-training monitoring reports being drawn up
Pre-employment training schemes	<ul style="list-style-type: none"> ■ Apprenticeship (CQM): 1 281 ■ Dual apprenticeship (CQB): 1 126 	<ul style="list-style-type: none"> ■ Apprenticeship (initial training of 6 months leading to the CQP): 72 ■ Additional train- 	<ul style="list-style-type: none"> ■ The FFFPT is not currently responsible for pre-employment training ■ Three concepts to come: specialisation contracts, ap- 	<ul style="list-style-type: none"> ■ Job training programmes leading to occupational qualifications recognised by collective sector agreements or certificates: 	Between 2000 and 2015: <ul style="list-style-type: none"> ■ 8 apprenticeship projects for 153 beneficiaries 	<ul style="list-style-type: none"> ■ The FNAFPP does not invest in "pre-employment training" for the time being

	<ul style="list-style-type: none"> ■ Agricultural apprenticeship (CQB): 480 ■ Initial training leading to a qualification: 2 138 	ing of 30 hours on average to improve the employability of job-seekers: 1119	prenticeship contracts, job training contracts	463 young people (345 in the context of the opening of a mining company, 118 in the context of a road-building project)	■ 9 job training projects for 236 beneficiaries	■ a “cooperative dual training scheme” is planned and will begin in December 2015
Outcomes achieves	/	■ Success rate: 94%	/	/	Not available	/
Types de publics	<ul style="list-style-type: none"> ■ Company employees: 595 ■ Crafts-men/women: 1017 ■ Young people not in education or who have dropped out of school: 3025 ■ People with disabilities: 75 ■ Women's groups: 501 	<ul style="list-style-type: none"> ■ Company employees (NB: <i>only employees of companies and NGOs which are regularly registered with the ACFPE and which are up to date with payment of their employer's contributions can benefit from the training</i>) ■ Job-seekers 	/	<ul style="list-style-type: none"> ■ Employees in all sectors (public, private, modern, informal, rural, craft) ■ Individuals or groups (especially young people and women) of job-seekers or who are involved in job training project ■ State or private investment programmes linked to a national priority ■ Local authorities, in the framework of Act III of the decentralisation process 	<p><u>Between 2000 and 2015:</u></p> <ul style="list-style-type: none"> ■ 1 274 training plans for 14 831 employees ■ 1560 group projects for 26 142 members of groups and associations ■ 8 apprenticeship projects for 153 people ■ 9 job training projects for 236 people 	<ul style="list-style-type: none"> ■ In formal employment: 1481 people trained ■ In informal employment: 754 people trained ■ Unemployed: / ■ Exclusion: /
Types of training courses	/	<ul style="list-style-type: none"> ■ Continuing training ■ Training through apprenticeship for young people who have dropped out of school ■ Further training for job-seekers 		<ul style="list-style-type: none"> ■ Job training leading to qualifications: 463 young people trained 	Not available	<ul style="list-style-type: none"> ■ Training leading to certificates: / ■ Training leading to qualifications: 2 599

Difficulties and changes to be introduced to improve fund management by all public and private partners	<ul style="list-style-type: none"> ■ Lack of structured organisation and of standard costs for the services provided ■ Draw up lists of costs and fixed charges et charges for the different services provided 	<ul style="list-style-type: none"> ■ Institutional difficulties: the Agency has to submit an employment programme to the Prime Minister before incurring any expenditure → restricts the Agency's autonomy and has a negative impact on the implementation of its annual action plan 	<ul style="list-style-type: none"> ■ Lack of a strategic vision and well-defined positioning in the vocational training sphere ■ Re-launch and reorganisation of the FFFPT ■ Constant involvement by the social partners 	/	<ul style="list-style-type: none"> ■ Need to train all the partners involved in the management of the training funds 	/
How is better needs analysis encouraged?	<ul style="list-style-type: none"> ■ Give priority to funding properly designed training plans 	/	/	<ul style="list-style-type: none"> ■ Difficulties linked to the lack of comprehensive data on employment market needs 	<ul style="list-style-type: none"> ■ Train company HR managers and training advisers 	<ul style="list-style-type: none"> ■ Help the providers to identify training needs
How is better identification of priority objectives and target groups encouraged?	<ul style="list-style-type: none"> ■ Carry out surveys among target groups, especially in the non-structured sector 	/		<ul style="list-style-type: none"> ■ Difficulties linked to the lack of comprehensive data on employment market needs 	<ul style="list-style-type: none"> ■ Provide training for the advisers so that they can better determine training needs depending on the category of people concerned 	<ul style="list-style-type: none"> ■ Help the providers
How is greater efficiency/equity of application procedures encouraged?	/	/	<p><u>Difficulties:</u></p> <ul style="list-style-type: none"> ■ Lack of differentiated and specific procedures, especially in the strategy for approaching targets (sector demand, local demand, state establishment and companies) (large enterprises, SMEs and very small enterprises) ■ Application deadlines are too short 	/	<ul style="list-style-type: none"> ■ Define indicators on quality, performance and outcomes 	<ul style="list-style-type: none"> ■ As from 2016, limited consultation procedures will be more widely introduced

			<ul style="list-style-type: none"> ■ No division of operators into categories according to level of satisfaction of the training providers who have used their services. <p><u>Suggestions from companies:</u></p> <ul style="list-style-type: none"> ■ Reduce the time taken to process applications ■ Communicate the dates to the CSA at the start of each year ■ Organise outreach activities and meetings between providers 			
How is better monitoring and evaluation of training encouraged?	<ul style="list-style-type: none"> ■ Strengthen monitoring and evaluation processes and introduce an information and management system 	/	<ul style="list-style-type: none"> ■ Systematic monitoring during and after the training 	/	<ul style="list-style-type: none"> ■ Have suitable indicators for monitoring 	<ul style="list-style-type: none"> ■ Every two years, carry out impact studies on the actions financed
Where does the fund's budget come from?	<ul style="list-style-type: none"> ■ Direct collection and receipt of the funds raised by Apprenticeship Tax ■ Diversify financial resources for example by introducing parafiscal taxes 	<ul style="list-style-type: none"> ■ No major difficulty in securing resources long-term: the ACFPE directly collects the employers' contribution (which represents over 95% of its resources) ■ Nevertheless, budget is insufficient for the 	<ul style="list-style-type: none"> ■ Increase in government financial support through increase in the share of the Consolidated Investment Budget (BCI) allocated to the FFFPT ■ Payment of an increased share of the CFCE ■ Identification of new sources of financing, in particular in the private sector and from financial institutions, through job 	<ul style="list-style-type: none"> ■ Insufficient resources allocated to the ONFP under the CFCE (only 5%) ■ Need to significantly increase this budget by doubling the rate and generating additional resources by offering services ■ Creation of other innovative financing 	<ul style="list-style-type: none"> ■ Improving recovery rate for the tax 	<ul style="list-style-type: none"> ■ Appeal to increase financial resources ■ Identification of additional resources.

		ACFPE's many missions (public employment service and the vocational training fund)	training and development programme budgets (Employment/Training/ Occupations) for young people, apprentices and the unemployed	mechanisms		
How is the anticipation of budget needs and the programming of measures encouraged?	/	/	/	/	■ Make systematic use of a scorecard for planning and for reporting	■ It is not possible to improve the programming of activities because the payment the tax is irregular
How is greater transparency in the way funds are allocated encouraged?	■ Introduce a transparent information system with regard to companies' status as far as the training is concerned (which companies have paid, which haven't, share of funds invested directly, etc.)	/	/	/	■ Rigorous allocation of resources with a ceiling rate of 20% on the operating budget	■ N/A: the FNAFPP's budget complies with this requirement
How is better traceability the tax encouraged?	/	Not applicable – the ACFPE collects the employer's contribution directly	/	/	■ Monitor approved training actions rigorously and only pay training expenses after presentation of receipts	■ The tax is collected by the tax department, therefore there is no control over traceability
How is better identification	■ Develop ways to ensure that training	/	■ Have the R&D department identify and take responsibility	/	■ Anticipate training needs with HR direc-	■ Train training advisers and hire

of the priority needs of the economy encouraged?	is demand-led		for the new problems and concerns of companies, in particular to deal with the key challenges of competitiveness, management and new technologies		tors every six months	more of them
How is better cost efficiency of the training achieved?	/	/	<ul style="list-style-type: none"> ■ Weakness of the dialogue with operators, which among other things criticise the upper limit of the financing rate and low fees for providing training ■ Failure to take into account training providers' wishes in the selection of providers <p><u>Suggestions:</u></p> <ul style="list-style-type: none"> ■ Raise the financing limit for large companies ■ Involve providers in the choice of operators ■ Require the involvement of trainers proposed during technical and financial negotiations 	/	<ul style="list-style-type: none"> ■ Difficult to envisage as there are not enough good training providers 	<ul style="list-style-type: none"> ■ Have consultancies compete with one another
How is better coordination between vocational training policies encouraged?	<ul style="list-style-type: none"> ■ Ensure that the funds missions are fairly well known and to regularly disseminate information on what are they achieve 	<ul style="list-style-type: none"> ■ Good relations between the ministry responsible and the auditor of the companies and public offices ■ The ministry responsible is represented on the managing board ■ Close cooperation between the employment and 	<ul style="list-style-type: none"> ■ Appeal to public authorities and Parliament for more effective support of vocational training 	<ul style="list-style-type: none"> ■ The ONFP's strategy is linked to national vocational training strategy, which is targeted at the labour market with a view to improving the economy's competitiveness 	<ul style="list-style-type: none"> ■ Achieved in the framework of the EFE strategy 	<ul style="list-style-type: none"> ■ Improve the funds' visibility and regularly report to supervisory bodies on the actions financed by the institution

		vocational training departments within the ministry				
How is better cooperation with the economic and social partners encouraged?	<ul style="list-style-type: none"> ■ Fully involve the economic, professional and social partners in training programmes ■ Develop public-private partnerships in training 	<ul style="list-style-type: none"> ■ The ACFPE regularly participates in meetings with the economic partners, which forges a relationship based on trust ■ The social partners are primarily represented on the managing board and are therefore closely involved in overseeing activities 		/	<ul style="list-style-type: none"> ■ Achievement in the framework of the EFE strategy 	<ul style="list-style-type: none"> ■ Discussion meetings, open days and sponsoring
How can the fund participate in further developing vocational training systems?	<ul style="list-style-type: none"> ■ Help for the design and development of training and apprenticeship and for the development of apprenticeship management tools 	<ul style="list-style-type: none"> ■ The national TVET system is currently subject to approval: the ACFPE has participated in its development 	<ul style="list-style-type: none"> ■ Subsidise training leading to qualifications 	/	<ul style="list-style-type: none"> ■ Under development 	<ul style="list-style-type: none"> ■ Adapt the training system to labour market needs

APPENDIX 2. TABLE SUMMARISING THE RESULTS OF THE RESPONSES IN THE IN-DEPTH SURVEY

Items analysed	FODEFCA (Benin)	FAFPA (Burkina Faso)	FDFP (Côte d'Ivoire)	FAFPA (Mali)
Name of fund	Development Fund for Continuing Vocational Training and Apprenticeship	Vocational Training and Apprenticeship Support Fund	Vocational Training Development Fund	Vocational Training and Apprenticeship Support Fund
Impact of the recommendations of the 2014 study on the funds	<ul style="list-style-type: none"> ■ Insights into the fund's weaknesses ■ A wide range of good practice to exploit. ■ An organisational and institutional audit is underway, which aspects of the study will help to enrich. 	<p><i>Changes are underway in line with the recommendations of the study:</i></p> <ul style="list-style-type: none"> ■ <i>Sustainability of funding:</i> steps have been taken with a view to obtaining all or part of the employers' apprenticeship tax ■ Institutional changes in 2015 have consolidated the Director General's decision to refocus the current organisation and procedures to ensure faster financing of vocational training ■ <i>Management of the financing:</i> priority within the fund's budget has been given to training measures as opposed to other operational expenditure (the ratio between the financing of training/management and administration costs is increasing) ■ <i>Key player in continuing training and apprenticeship system:</i> 	<p><i>The recommendations have mostly already been implemented within the FDFP.</i></p> <ul style="list-style-type: none"> ■ <i>Sustainability of funding:</i> the stability and sustainability of the FDFP's financing have been guaranteed since it was created in 1982, due to its tripartite structure, which ensures equity (public authorities, employers, trade unions), the flexibility of its administrative and financial arrangements, in particular its financial autonomy, which ensures its efficiency, and its ability to provide a suitable response to training needs of companies and other target groups. ■ <i>Key player in continuing training and apprenticeship system:</i> IN 2015, the FDFP launched several studies on training needs, training and 	<p><i>Description of FAFPA's current organisation</i></p> <ul style="list-style-type: none"> ■ <i>Sustainability of funding:</i> The FAFPA is an autonomous public establishment and the sustainability is resources are guaranteed by the law on the occasional training tax, which defines its target groups. ■ <i>Partnership-based management:</i> the Managing Board, which defines priorities and policies, is tripartite and chaired by a private sector. ■ <i>Management of the financing:</i> use of the financing is determined by budget priorities issued by the National Treasury, in accordance with national priorities. ■ <i>Equity function:</i> the joint use of resources and equity between the tax-paying modern sector and the rural and informal sectors is es-

		<p>FAFPA's specific status has evolved in 2015 and it has become a Directorate General. It is now overseen by a Managing Board. This has strengthened its position as a key stakeholder in the financing of vocational training.</p> <p>■ <i>Equity function</i>: regional offices are currently being set up, which means that training and follow-up measures are more closely adapted to local needs. They are in a better position to develop significant measures at local level.</p> <p>■ <i>Diagnostic, analysis and monitoring activities</i>: several needs analysis studies and evaluations of measures financed are underway.</p>	<p>development and new training courses. It supports the Ministry in charge of Vocational Training and Employment in the implementation of the vocational training.</p>	<p>sential as far as the Board's policies are concerned. The lack of coordination of funding from agencies with the Managing Board and the Directorate General (report directly to their ministries) has a negative effect on the programme approach, management autonomy and the efficiency of the fund, further to the strict instructions of the agencies, irrespective of the priorities of the Board's policies. This is one of the reasons for the lack of visibility of this equity and its overlapping with other initiatives.</p> <p>■ <i>Sharing of experience</i>: FAFPA regularly organises the benchmarking activities, in particular with non-RAFPRO funds.</p>
Developments in the short term (1 year)	<p>■ Negotiate the direct and full allocation of the tax</p> <p>■ Introduce a system for managing funds which gives priority to CVT and pre-employment training</p>	<p>■ Strengthen the fund's autonomy</p> <p>■ Diagnostic, analysis and monitoring of training measures financed are underway</p>	<p>■ Adapt the FDFP's organisation to its new environment</p> <p>■ Build the FDFP's capacities</p> <p>■ to provide the apprenticeship tax's promoters and beneficiaries with easier and simpler access</p> <p>■ Develop information and advisory support</p> <p>■ Meet financing objectives for customers.</p>	<p>■ Promote autonomous management of resources via PPPs, and by involving professional organisations in the management of the Fund's budget.</p>
Developments in the medium term (3 years)	<p>■ Make the management of the Fund more autonomous and partnership based</p> <p>■ Encourage the inter-fund pool-</p>	<p>■ Conclusion of discussions with the Burkina Faso National Board of Employers and the Directorate-General of Taxation with a view to having the whole of the em-</p>	<p>■ Ensure apprenticeship becomes more common</p> <p>■ Develop a range of products (training plans and joint pro-</p>	<p>■ Promote local economy in partnership with TFPs getting involved locally</p>

	<p>ing of efforts on information, training development, implementation and evaluation</p> <ul style="list-style-type: none"> ■ Support the development of analysis and monitoring of the activities financed 	<p>ployers' apprenticeship tax transferred, over a period corresponding to the withdrawal of the TFPs</p>	<p>jects) and services for customers</p> <ul style="list-style-type: none"> ■ Establish a high-quality system for managing training provision, make systems for providing training and reimbursing training costs more flexible, and modernise and improve the information system. 	
Developments in the long term (5 years)	<ul style="list-style-type: none"> ■ Intervene extensively to ensure that the Fund becomes a key actor in CVT and apprenticeship schemes 	<ul style="list-style-type: none"> ■ Obtain employers apprenticeship tax and use it for the financing of training schemes → period of stability and sustainability of the FAFPA's resources 	<ul style="list-style-type: none"> ■ Improve quality of service to the customers ■ Certify training organisations ■ Develop training products and the technical and financial partnership. 	<ul style="list-style-type: none"> ■ Work in concert with regionalisation process and widespread support for local and regional development
Consequences for the fund's development plan	<ul style="list-style-type: none"> ■ A strategic development plan is being drawn up 	<ul style="list-style-type: none"> ■ FAFPA has drawn up an institutional development plan (for the 2014-2018 period). This provides for measures which should enable the fund to play a key role in the vocational training sector). 	<ul style="list-style-type: none"> ■ Optimal and efficient organisation ■ Products and services adapted to customer requirements ■ Achievement of funding objectives. 	<ul style="list-style-type: none"> ■ Ensure success of decentralised management with employers' bodies ■ Strengthen teams at territorial level and successfully coordinate the TFP and diaspora contributions to support and structure local development in the framework of regional and local service platforms
Sequence of priority measures to be taken	/	<ol style="list-style-type: none"> 1. Strengthening of strategic partnerships 2. Institutional visibility 3. Improvement of internal governance 4. Development of human resources management 	/	<ul style="list-style-type: none"> ■ Firstly successfully manage decentralised PPPs with professional organisations and then focus on local and regional development schemes.

		<p>5. Support for the identification and formalisation of training needs at territorial level</p> <p>6. Support for the implementation of capacity building plans for stakeholders</p>		
Support expected from public authorities	<ul style="list-style-type: none"> ■ Very strong display of political commitment 	<ul style="list-style-type: none"> ■ Cover FAFPA's running expenses ■ Gradual cover expenditure of regional offices ■ Implement reform of FAFPA and authorise additional regular expenditure necessary for its development ■ make TVET management bodies operational/effective ■ design and develop incentive measures to promote companies making commitments in the TVET field. 	<ul style="list-style-type: none"> ■ Safeguard of FDFP's achievements as far as financial autonomy is concerned 	<ul style="list-style-type: none"> ■ Acknowledge autonomous management and attributes of Managing Board with regard to priorities and guidelines ■ Comply with Dakar Declaration on service platforms to focus and coordinate the TFPs' intervention
Support expected from TFPs	<ul style="list-style-type: none"> ■ Technical and financial support devised and managed on the basis of joint and flexible planning 	<ul style="list-style-type: none"> ■ Gradually decreasing support for additional personnel ■ Gradually decreasing support for regional offices ■ Purchase of mobile and logistic equipment 	<ul style="list-style-type: none"> ■ Share experience with the technical partners ■ Provision of additional funds from TFPs primarily going to non-contributors 	<ul style="list-style-type: none"> ■ Coordination between funding agencies and Fund ■ Ensure their intervention is in line with regional and local economic development regarding service platforms and with the priorities of managing boards. ■ Match their support with needs expressed by the Fund (strengthening of regional and local authority teams involved in organising vocational training; financial support where the Fund cannot act and efforts to avoid double funding)
Support ex-	<ul style="list-style-type: none"> ■ Concerted strategic support 	<ul style="list-style-type: none"> ■ Advisory support 	<ul style="list-style-type: none"> ■ Sharing of experience and 	<ul style="list-style-type: none"> ■ Technical assistance, sharing of

pected from RAFPRO		■ Sharing a experience	exploitation of good practices	technical information and successful experiences.
<p>Could the tools developed by your fund be shared with others?</p>	<p>■ <i>Training diagnostic, analysis and monitoring/evaluation tools</i></p> <p>* <u>the company presentation sheet</u>, which provides information on companies, their activities, organisational structure, assets, and human and financial resources. This is vital for the identification of training needs at company level</p> <p>* <u>the co-financing application</u>, for formulating training proposals</p> <p>* <u>the funding application</u>, which makes it possible to assess the training proposal and the opinion of those concerned at FODEFCA's level</p> <p>* <u>the proposal form</u>, made up of terms of reference and obligatory details; it makes possible to use proposals to recruitment training provide are players capable of running training sessions effectively</p> <p>* <u>tools for evaluating proposals</u>, which can be used to select training providers fairly while complying with Benin's procurement regulations</p> <p>* <u>tools for evaluating and acquiring knowledge during the training process</u>, including pre-tests, halfway tests and final tests</p> <p>* <u>audit tools</u>, for checking that terms of reference are complied</p>	<p>■ Action plan</p> <p>■ Scoreboard</p> <p>■ Logframe matrix</p>	<p>■ Full diagnostic</p> <p>■ Promoters' needs identification sheet</p> <p>■ Beneficiaries' needs identification sheet</p> <p>■ Auditing tools for training schemes</p> <p>■ Technical dossier for monitoring and evaluation</p> <p>■ Training needs analysis tool</p>	<p>■ Tools for designing and developing training</p> <p>■ Tools for the participatory planning of training projects, in particular for training in rural areas</p>

	with and that training objectives achieved * <u>monitoring/evaluation tools</u> , for evaluating the medium-term impact of training on the beneficiaries.			
Tools that are lacking or that should be developed as soon as possible?	/	/	/	/
What role should an inter-fund network to share priority actions play?	<ol style="list-style-type: none"> 1. Common TVET training systems engineering 2. Share experience and good practice 3. Set up an information system that would be common to all funds' activities 4. Develop common tools for monitoring and evaluating the actions financed 5. Pilot a study on the economics of training economy (cost efficiency ratio) 6. Create common regulations applicable at intercountry level 7. Development of terms of reference for the position of training advisor, with information on different levels. This will make it possible to identify skills required for this occupation and possible career developments 8. Improve the organisation of continuing training of technical 	<p>■ Sharing of experience within RAFPRO is not systematic, but FAFPA has drawn much inspiration from other funds within RAFPRO concerning model financing agreements for training measures</p> <p>■ Priority measures for RAFPRO</p> <ol style="list-style-type: none"> 1. Share experience and good practice between funds 2. Set up an information system that would be common to all funds' activities 3. Develop common tools for monitoring and evaluating the actions financed 4. Common TVET training systems engineering 5. Pilot a study on the economics of training economy (cost efficiency ratio) 6. Create common regulations applicable at intercountry level 		<p>■ Priority measures for RAFPRO:</p> <p>→ <i>To consolidate the Fund, the priority should be to:</i></p> <ol style="list-style-type: none"> 1. Share experience and good practice between funds 2. Set up an information system that would be common to all funds' activities <p>engineering</p> <ol style="list-style-type: none"> 3. Develop common tools for monitoring and evaluating the actions financed <p>→ <i>In the longer term:</i></p> <ol style="list-style-type: none"> 5. Pilot a study on the economics of training economy (cost efficiency ratio) 6. Create common regulations applicable at intercountry level

	players in the training development field to ensure that the funds have expert technical staff who can support and accompany continuing vocational training development policies for workers			
What would you recommend and what role would your fund be prepared to play to promote inter-fund cooperation?	<p>→ The role FODEFCA is prepared to play:</p> <ul style="list-style-type: none"> ■ Gradually help step up exchanges on how to develop more coordinated action during the different RAFPRO encounters 	<p>→ Recommendations:</p> <ul style="list-style-type: none"> ■ Put each RAFPRO member fund's activities on the agenda ■ Organise roundtable discussions on these activities in order to encourage sharing and convergence of practices <p>→ the role FAFPA is prepared to play</p> <ul style="list-style-type: none"> ■ Bring information on these practices together with a view to organising roundtable discussions, provided it is given this role. 	<p>→ the role the FDFP is prepared to play</p> <ul style="list-style-type: none"> ■ take part in different RAFPRO activities (workshops, seminars, training sessions) and provide an annual financial contribution the FDFP makes to support RAFPRO activities. 	/
What should be RAFPRO's development plan for the next five years?	/	<ol style="list-style-type: none"> 1. In-depth analysis of all of the funds in order to identify the strengths, weaknesses, opportunities and threats of each 2. Sharing of experience taking account of the progress and disparities identified in order to reduce the existing divide between the least and the most advanced countries as far as the financing of vocational training is concerned. 	<ul style="list-style-type: none"> ■ Share experiences ■ Disseminate good practice among funds ■ Set up a standard information system on the funds' activities ■ Mobilise additional resources 	/
Is cooperation with English speaking funds possible/useful?	<ul style="list-style-type: none"> ■ Yes, as in institutions such as ECOWAS 	<ul style="list-style-type: none"> ■ Cooperation is possible as long as countries do not make language a barrier ■ Cooperation is desirable bear- 	<ul style="list-style-type: none"> ■ Cooperation is useful because it helps mutually enrich good practice between English and French-speaking funds 	/

		<p>ing in mind the significant progress English-speaking countries have made in the vocational training field</p> <p>■ This would make it possible to extend the field of experiences in order to share and to strengthen links between countries.</p>	<p>■ Language may be a barrier to cooperation, although it is not insurmountable</p> <p>■ Concretely, it will be necessary to promote the network among the English-speaking funds and to involve them in occasional gatherings (workshops, seminars comma training sessions, etc.). Simultaneous interpretation would help everyone to understand. All documents should henceforth be translated into the two languages.</p>	
--	--	--	---	--

Items analysed	ONFPP (Guinea)	FAFPCA (Niger)	FFFPT (Senegal)	FONAP (Chad)	FNAFPP (Togo)
Name of fund	National Office for Training and Development	Continuing Vocational Training and Apprenticeship Support Fund	Vocational and Technical Training Fund	National Vocational Training Support Fund	National Apprenticeship, Vocational Training and Continuing Training Fund
Impact of the recommendations of the 2014 study on the funds	<p>→ <i>Measures taken:</i></p> <ul style="list-style-type: none"> ■ Application of existing legislation ■ Overhaul of existing legislation ■ Negotiation with tax administration about transferring contributions 	<ul style="list-style-type: none"> ■ Lobbying of decision makers has resulted in the full transfer of the apprenticeship tax as from 2016 ■ FAFPCA is the key player of the national vocational training system ■ Opening of new branches in order to absorb the support provided by partners. 	<p>■ <i>Sustainability of funding:</i></p> <p>Changes in the old FONDEF statutes: the new fund (FFFPT) has a legal personality and financial autonomy: this status guarantees the stability and sustainability of funding. With this in mind, the President of the Republic has committed to fully transfer the fixed employers' contribution (CFCE) to the Fund by 2018.</p> <p>■ <i>Partnership-based management:</i> the employer organisations and trade unions have each lost a seat on the Managing Board, although the employers do occupy the chair</p> <p>■ <i>Management of the financing</i></p> <p>10 to 15% of the Fund's budget is spent on to management (decided by the Managing Board and accepted by the TFPs in order to optimise financing of continuing training and pre-</p>	<p>■ <i>Sustainability of funding:</i> The stability and sustainability of the financing are irreversibly assured for FONAP because the tax has been transferred since to the 1993 Budget Act 026/PR/92.</p> <p>■ <i>Management of the financing:</i> Priority is given to continuing training and pre-employment training. Running costs are less than 30% of the budget.</p> <p>■ <i>Key players in continuing training and apprenticeship system:</i> emerging as a result of the AFPACET/AFD project for training providers and professional organisations.</p>	<p>■ <i>Sustainability of funding:</i> negotiations are underway for the direct and full transfer of the tax to the fund.</p> <p>■ <i>Partnership-based management:</i> legislation states that the fund should be managed autonomously and in partnership (tripartite management at management committee level). A public private partnership charter has consolidated this process.</p> <p>■ <i>Management of the financing:</i> about 80% of funds are used for continuing vocational training schemes.</p> <p>■ <i>Equity function:</i> Equity is financed by continuing vocational training and appren-</p>

			<p>employment training)</p> <p>■ <i>Key player in continuing training and apprenticeship system</i></p> <p>Enlargement of responsibilities to financing of pre-employment training and public TVET establishments; setting up of quality assurance office, also covering standards; accreditation of courses of public and private training providers; quality audits; publishing of reports on institutions.</p> <p>■ <i>Equity function</i>: financing projects led by professional organisations and concerned with informal sector craft production units; developing procedures to meet their needs.</p>	<p>■ <i>Equity function</i>:</p> <p>The urban and rural informal sector is given support for the development of horticulture and poultry and small ruminant farms.</p> <p>■ <i>Diagnostic, analysis and monitoring activities</i>:</p> <p>These are done for the Fund by the OBSEFE Observatory, a technical arm of CONEFE. However, an evaluation department has just been set up at FONAP.</p> <p>■ <i>Sharing of experience</i>: through RAFPRO, the ILO, UNESCO and other internal and external partners.</p>	<p>ticeship schemes, which are primarily targeted at urban and rural informal sector.</p> <p>■ <i>Diagnostic, analysis and monitoring activities</i>: these are carried out by training advisors.</p> <p>■ <i>Sharing of experience</i>: the impact measurement methodology adopted by RAFPRO in 2007 enabled the FNAFPP to do an impact study. The results have led to the organisation of workshop with other member funds in the network.</p>
Developments in the short term (1 year)	<p>■ Better use of funding with the drafting of better legislation</p> <p>■ Better management of training</p> <p>■ Improvement of relations with TFPs</p>	<p>■ Significant increase in funds with full transfer of the tax.</p> <p>■ Priority to funding of training measures to the detriment running costs.</p>	/	<p>■ Improve apprenticeship and schemes to promote social and professional integration of young people and women</p>	<p>■ Creation of three branches in inland areas of the country.</p>
Developments in the medium term (3 years)	<p>■ Wider presence of ONFPP across the country</p>	<p>■ Enlargement of FAFPCA's missions to include, among other</p>	/	<p>■ Open regional branches to spread the activities of the</p>	<p>■ Opening of the branches across the whole country</p>

	<ul style="list-style-type: none"> ■ Better support to help target groups become competitive 	<p>things: support for beneficiaries, support to help people into work, the fitting out of centres</p> <ul style="list-style-type: none"> ■ Training design and development 		<p>fund and involve as many beneficiaries as possible</p>	
Developments in the long term (5 years)	/	/	/	<ul style="list-style-type: none"> ■ Support the restructuring of rural organisations into “Centres d’Animation Rurale ou des Maisons Paysannes” 	<ul style="list-style-type: none"> ■ Direct and full allocation of the apprenticeship tax
Consequences for the fund’s development plan?	<ul style="list-style-type: none"> ■ The ONFPP will have its own head office (2020) ■ The ONFPP will be represented in the regions (2015-2016) ■ The ONFPP will have competent and motivated (permanent) staff ■ The ONFPP will evolve in a modern environment with modern equipment (2015-2020) ■ The ONFPP will enjoy the confidence of its partners (2016) ■ The ONFPP will mobilises necessary resources effectively (2016-2020) 	/	<p>Drafting of a strategic plan for the 2016/2020 period is underway, of which the objectives will be to:</p> <ul style="list-style-type: none"> * Analyse the needs of the TVET financing system * Analyse the strategic capacity, resources and skills of the Fund * Accompany the choice of priorities: strategic field of activity, objectives and expected results of the FFFPT in the next five years in-line with the policies of the PSE * Develop implementation strategies * Incorporate the cross-sectoral dimensions of equity, gender, environment and good governance 	<ul style="list-style-type: none"> ■ step up skills training schemes and organise beneficiaries as much as possible 	/

			* Develop a monitoring/evaluation system: framework for measuring efficiency (indicators measuring results, target values, etc.)		
Sequence of priority measures to be taken	<ul style="list-style-type: none"> ■ Revision of legislation ■ Mobilisation of (human, material and financial) resources ■ Implantation ■ Construction of head office 	<ol style="list-style-type: none"> 1. Enlargement of FAFPCA's missions 2. Priority to the financing of training measures 3. Training design and development 	■	■ Support and organise beneficiaries	/
Support expected from public authorities	<ul style="list-style-type: none"> ■ Political commitment and support through approval of legislative texts 	<ul style="list-style-type: none"> ■ Approval of texts reorganising FAFPCA ■ Ensure promise of full transfer of the tax is met 	<ul style="list-style-type: none"> ■ Make secure the government's contribution by liberalising the Fund's system of collection ■ Adapted regulatory system 	■ Support	<ul style="list-style-type: none"> ■ Government development programme ■ Financial support
Support expected from TFPs	<ul style="list-style-type: none"> ■ Institutional support (running costs, equipment, implementation of the apprenticeship projects) 	<ul style="list-style-type: none"> ■ Provision of new finance 	<ul style="list-style-type: none"> ■ Expertise and additional resources 	<ul style="list-style-type: none"> ■ Technical and financial support 	<ul style="list-style-type: none"> ■ Technical and financial support
Support expected from RAFPRO	<ul style="list-style-type: none"> ■ Strengthening of the capacities of ONFPP staff ■ Support for the organisation of workshops on vocational training 	<ul style="list-style-type: none"> ■ Support for the preparation of training standards and manuals 	<ul style="list-style-type: none"> ■ Sharing of skills and good practice, and development of an effective sub-regional system of training provision in line with local needs. 	<ul style="list-style-type: none"> ■ Share good practices 	<ul style="list-style-type: none"> ■ Capacity building ■ Share experience
Could the tools developed by your fund be shared with others?	/	/	/	/	<ul style="list-style-type: none"> ■ ILO methodology
Tools that are lacking all that	/	<ul style="list-style-type: none"> ■ Computerised management of the training fi- 	<ul style="list-style-type: none"> ■ Share tools for internal and external analysis of TVET 	<ul style="list-style-type: none"> ■ Procedural manual and score- 	<ul style="list-style-type: none"> ■ Impact measurement tools

should be developed as soon as possible?		nanced: this will ensure effective monitoring of the activities and provide reliable statistics.	funding and develop implementation and monitoring/evaluation strategies to help with the production of an FFFPT development plan (2016-2020)	boards	
What role should an inter-fund network to share priority actions play?	<ol style="list-style-type: none"> 1. Share experience and disseminate good practice 2. Develop common tools for monitoring and evaluating actions financed 3. Develop common engineering (methods of designing and developing training) 	<ol style="list-style-type: none"> 1. Draw up a set of occupational standards and career plan for training advisers who are the Fund's key players 2. Common TVET training systems engineering 3. Share experience and good practice between funds 4. Develop common tools for monitoring and evaluating the actions financed 5. Set up an information system that would be common to all funds' activities 6. Pilot a study on the economics of training economy (cost efficiency ratio). 	<ol style="list-style-type: none"> 1. Share experience and good practice between funds 2. Create common regulations applicable at intercountry level 3. Common TVET training systems engineering 4. Develop common tools for monitoring and evaluating the actions financed 5. Set up an information system that would be common to all funds' activities 6. Pilot a study on the economics of training economy (cost efficiency ratio) 	<ol style="list-style-type: none"> 1. Share experience and good practice between funds 2. Develop common tools for monitoring and evaluating the actions financed. 3. Set up an information system that would be common to all funds' activities 4. Common TVET training systems engineering. 5. Pilot a study on the economics of training economy (cost efficiency ratio). 6. Create common regulations applicable at intercountry level. 	<ol style="list-style-type: none"> 1. Share experience and good practice between funds 2. Set up an information system that would be common to all funds' activities 3. Develop common tools for monitoring and evaluating the actions financed 4. Common TVET training systems engineering 5. Pilot a study on the economics of training economy (cost efficiency ratio). 6. Create common regulations applicable at intercountry level
What would you recommend and what role would your fund be	/	/	→ <i>Role of the FFFPT</i> : invest in measures aimed at pooling national vocational training systems with a view to	■ Place specific emphasis on advocacy in order to make the network	

prepared play to promote inter-fund cooperation?			developing a sub-regional quality assurance system, including the establishment of quality standards and accreditation of training providers' programmes.	an effective tool for promoting TVSD.	
What should be RAFPRO's development plan for the next five years?	/	/	<ul style="list-style-type: none"> ■ Develop the network's expertise with regard to vocational training funding issues * innovative financing mechanisms * training design and development * partnership-based governance ■ share skills and good practice ■ develop common projects and systems aimed at facilitating the mobility of training professionals and providers in the area covered by the network. 	<ul style="list-style-type: none"> ■ Involve the technical and financial partners in an innovative project on the organisation of fairs and/or exhibitions on good practices and projects to be shared and replicated. 	
Is cooperation with English speaking funds possible/useful?	<ul style="list-style-type: none"> ■ Such corporation is necessary and could take place via exchanges of good practices, experiences and information, and then through study visits. 	/	<ul style="list-style-type: none"> ■ The French and English-speaking funds operate in the same economic and social area of integration, ECOWAS. Some common initiatives have been taken, and successfully implemented in other sectors activity such as transport. Therefore cooperation is possible and it would be beneficial bearing in mind the diversity of contexts. 	<ul style="list-style-type: none"> ■ Cooperation is possible but RAFPRO needs to be further consolidated with regard to the development gaps between the members funds in order to guarantee a common standard of action. 	<ul style="list-style-type: none"> ■ Establish an exchange partnership between English and French-speaking practices in the field of continuing vocational training.

APPENDIX 3. PRESENTATION OF THE FUNDS OF THE ENGLISH-SPEAKING COUNTRIES⁵

1. Presentation of Kenya's National Industrial Training Authority (NITA)

NITA is a State Corporation which falls under the South African Ministry of Labour and East Africa Community Affairs. It is therefore a Semi-Autonomous Government Agency (SAGA) whose functions are to:

- regulate and administer the National Industrial Training schemes and programs including Apprenticeship, Skills Upgrading programs, Industrial Attachment and Indentured learnership
- assess and collect industrial training levy and fees
- accredit Industrial training providers and placement agencies registered under the Act
- develop industrial training curricula
- assess and award craft proficiency certificates and government trade test certificates
- integrate labor market information into skills development
- associate or collaborate with any other body or organization within or outside Kenya as may be considered desirable or appropriate and in furtherance of the purposes for which the Authority is established.

❖ NITA governance and organisation

NITA has an oversight board called the National Industrial Training Board (NITB) comprising 11 members including a Chairperson, representatives of Principal Secretary – Ministry of Labour, the Principal Secretary - Ministry of Education, Science and Technology, the Principal Secretary – National Treasury. The social partners in the board are represented by 3 directors nominated by the Federation of Kenya Employers (FKE), 3 directors nominated by the Central Organization of Trade Unions (COTU) and 1 director representing other interest groups.

NITA has reconstituted nine Sector Training Committees (STCs) whose terms of reference are not limited to:

- collecting and providing of up-to-date-labour market information
- identifying and generating relevant occupational competence standards to inform industrial training and guidance for employees, trainers, assessors and employers
- validating curricula, training and assessment guidelines for industrial training aligned to occupational competence standards
- recommending training providers and assessors for registration.

The nine economic sectors are as follows:

1. Agriculture, Livestock, Forestry, Fishing & Allied Agencies
2. Mining, Oil, Quarrying & Allied Agencies
3. Manufacturing & Allied Agencies
4. Energy – Electricity, Gas and Water & Allied Agencies
5. Infrastructure & Allied Agencies
6. Commercial, Distributive, Wholesale, Retail Trade & Allied Agencies

⁵ Information is only provided here for the English-speaking country funds. A technical description was produced for 11 RAFPRO funds and Mauritania's FAF-FTP for the 2014 AFD/ADEA study.

7. Transport, Storage, Communication & Allied Agencies
8. Finance, Insurance, Real Estate, Business Services & Allied Agencies
9. Government Ministries, Counties, Parastatals, Education and Research Institutions, Commissions, Community & Allied Agencies

❖ Resources

The Industrial Training Levy Order, 2007 empowers NITA to collect from registered employers in all sectors, a levy of fifty (50) shillings (0.45€)⁶ per employee per month. It further allows for a recovery of 5% penalty imposed on unpaid dues as civil debt. This fund is used to re-imburse approved trainings with a cap of up to 200 % of the employer contributions.

❖ Summary of replies to the preliminary survey

Item description	NITA (Kenya)
Name of fund	• National Industrial Training Authority
Size of enterprise (number of employees trained)	• Employers in Public and private organization with at least 10 employees benefit when levy compliant and strategize to train on approved programs
Sectors of activity (number of employees trained)	<ul style="list-style-type: none"> • Agriculture, Livestock, Forestry, Fishing & Allied Agencies • Mining, Oil, Quarrying & Allied Agencies • Manufacturing & Allied Agencies • Energy - Electricity, Gas and Water & Allied Agencies • Infrastructure & Allied Agencies • Commercial, Distributive, Wholesale, Retail Trade & Allied Agencies • Transport, Storage, Communication & Allied Agencies • Finance, Insurance, Real Estate, Business Services & Allied Agencies • Government Ministries, Counties, Parastatals, Education and Research Institutions, Commissions, Community & Allied Agencies •
Training providers	<ul style="list-style-type: none"> • NITA Industrial Training Centers • Public Institutions • Registered consultancies, • Vocational Training Centers (Youth Polytechnics) • Technical Training Institutes • Private enterprises training centres • Current database of 362 registered training providers in various expert areas

⁶ Exchange rate 7 January 2016.

Goals of the training courses	<ul style="list-style-type: none"> • Improve skills of workers through short duration skills upgrading programs • Provide dual competence development through apprenticeship balanced between workplace and institutional training • Improve experiential learning by providing industrial attachments • Enable workers get certification leading to professional licences •
Pre-employment training schemes	<ul style="list-style-type: none"> • Skill upgrading programs leading to Basic, Intermediate and Advanced certification • Dual apprenticeship with proficiency certification and craft or Diploma qualifications
Outcomes achieved (<i>continuing and initial training</i>)	<ul style="list-style-type: none"> • Trained 28,074 persons in the year 2014/15 • Assessed and certified 50,015 persons on skill competences in the year 2014/15 in 35 skill areas • Coordinated the placement of 15,023 trainees on industrial attachment in various occupations in the 2014/15 FY
Target categories	<ul style="list-style-type: none"> • Employees in public and private organizations • School leavers • Vulnerable females for engineering programs
Types of training courses	<ul style="list-style-type: none"> • Skill upgrading programs-short term from 80-120 hours • Apprenticeships from 1-3 years
How is better needs analysis encouraged?	<ul style="list-style-type: none"> • Participation of Sector Training Committees in the chain of identifying demands, and validating developed validating programs
How is better identification of priority objectives and target groups encouraged?	<ul style="list-style-type: none"> • Annual performance targets pegged on well objected Strategic plan • Financial and political support from National and County Governments •
How is greater efficiency/equity of application procedures encouraged?	<ul style="list-style-type: none"> • Application forms availed on web site and all regional centers. • Corporate investment strategy to support vulnerable Female Engineering programs
How is better monitoring and evaluation of training encouraged?	<ul style="list-style-type: none"> • Tracer studies on all program beneficiaries
Where does the fund's budget come from?	<ul style="list-style-type: none"> • Levies collected from contributing employers • Government grants • Appropriation in Aid

	<ul style="list-style-type: none"> • stakeholders on the benefits of industrial training levy payments. • Intensified registration of employers especially in new sectors; Medical, Research and Education and County Governments in order to raise the numbers of levy payers from the current 14,000 to over 70,000 (sharing data with other government agencies with established databases like the National Social Security Fund (NSSF). • Intensified follow-ups of all defaulters by improving capacity of Levy Inspectorate by recruiting more Levy Inspectors and retraining. • Automating levy collection and prompt reimbursement of training expenses to employers through IMIS
How is the anticipation of budget needs and the programming of measures encouraged?	<ul style="list-style-type: none"> • Performance contract signing and evaluation • Performance appraisals • Approved work plans
How is greater transparency in the way funds are allocated encouraged?	<ul style="list-style-type: none"> • 65 % allocated to Industrial training and 35% to administration
How is better traceability of the tax encouraged?	<ul style="list-style-type: none"> • Database of compliance maintained • Monthly update of compliance records
How is better identification of the priority needs of the economy encouraged?	<ul style="list-style-type: none"> • Scheduled reviews of training programs informed by Training Needs Analysis • Collaborating with relevant TVET partners locally and regionally
How is better cost efficiency of the training achieved?	<ul style="list-style-type: none"> • Regulations, standards developed to be operationalized by well-trained managers and instructors • Automation of sourcing, utilization, reporting and evaluation systems
How is better co-ordination between vocational training policies encouraged?	<ul style="list-style-type: none"> • Stakeholder meetings scheduled to validate all key policy documents
How is better co-operation with the economic and social partners encouraged?	<ul style="list-style-type: none"> • Oversight Board comprising social partners participate in scheduled Board committee meeting to validate and approve policy guidelines
How can the fund participate in further developing vocational training systems?	<ul style="list-style-type: none"> • Fund should support capacity building of implementers (Managers and Instructors) through benchmarking with best practice Regional funds could be pooled for economies of scale to support regional mobility of skilled workers

2. Presentation of Ghana's Skills Development Fund (SDF)

The Government of Ghana set up the Council For Technical and Vocational Education and Training (COTVET) in 2006. Its objective is "to coordinate and oversee all aspects of technical and vocational education and training in the country". One of the Council's functions is to 'source funding to support technical and vocational education and training (TVET) activities.

The establishment of the Skills Development Fund (SDF) – which is still in the pilot phase – is one of a series of new mechanisms to improve efficiency and effectiveness of the TVET system and ensure sustainable sources of funding for TVET. The SDF is currently managed by the Secretariat of COTVET with funding from Government and development partners (the World Bank and the Danish development agency DANIDA).

❖ The SDF's missions

The SDF's mission is to improve the productivity and competitiveness of the skilled workforce and raise the income-earning capacities of people, especially women and low-income groups, through the provision of quality-oriented, industry-focused, and competency-based training programmes and complementary services"

The SDF aims in particular to::

- upgrade the skills of employees for productivity improvement and to enable employees adopt emerging new technologies
- enable current employees to earn higher technical and vocational skills qualifications and incomes
- upgrade the skills of master crafts-persons and self-employed graduate apprentices
- industrial attachment for students in training, and
- retrain workers displaced by economic and organisational restructuring.

❖ Priority sectors

The SDF finances grant applications from several target sectors, identified further to an assessment of employment and income prospects, and which have to be revised regularly as the economy. At present the SDF has five priority sectors: construction & housing, ICT, tourism & hospitality, livestock and horticulture. The beneficiaries of the SDF will include micro, small, medium and large industries and businesses.

Grant applications are selected using criteria of the relevance, realism and the lasting impact of the expected results. Public and private training providers are selected further to competitive tendering processes.

❖ Some significant achievements to date

- Training of employees at Precious Minerals Marketing Company – diamond polishing and cutting staff have moved from 4 pieces of diamond/person to 50/person as a result of the skills training received
- Training of employees at KNUST Jewellery Design Centre – trainees can now design jewellery in 2 hours down from 2 days previously recorded
- Training of employees at Gold Coast Fruits – yields have improved from 20 tons/ha to 80 tons/ha
- Training of employees at Ainoo Ansah Farms – with the same level of input, productivity has increased from 200,000 fingerlings/ month to 600,000 per month

❖ **Implementation challenges**

- **Grant Applications:**

- Low quality of grant applications over the past three calls has meant that a lot of work has had to be done by the SDF Division before grant contracts are signed, and then disbursement for project execution;
- Difficulty in getting priority sectors to send in applications;

- **Monitoring project execution**

- Projects tend to be completed later than scheduled and hence require more monitoring time from the PSU;
- Quality of training delivery has in a few cases been below expectation;

- **Post approval hand-holding support**

- Most of the grantees require significant support post disbursement. This weighs significantly on the human resources of the PSU. Discussions are underway to determine aspects of the work that could be outsourced;

- **Speed of disbursement**

- This is now a function of the volume/value of approvals. Those initial delays in disbursement have been overcome. The disbursement scheduled shared with WB/DANIDA at MTR is being followed.

❖ **Work done to improve performance**

- Strengthening of communication strategy to achieve broad-scale awareness
- Refinement of SDF grant processes for enhanced efficiency
- Engagement of more hands at the PSU to help maintain the Call Cycle at six months
- Good leadership at the PSU; adoption of task-force approach
- Training and retraining of Evaluators
- Engagement and deployment of Project Monitors
- Significant support from SDF Committee

3. Presentation of South Africa's National Skills Fund (NSF)⁷

The National Skills Fund (NSF) was created by the 1998 Skills Development Act, which established a broad institutional and financial framework whose main features are:

- the **National Skills Authority (NSA)**: its main responsibility is to advise the Minister for Labour in the field of skills development strategy and policy and in the field regulation and allocation of resources. Furthermore, it is in charge of relations with the SETAs as regards their way of implementing the national teaching plan from a sectoral point of view. Finally, it is responsible for assessing the implementation of national strategic plan to debrief the Minister;
- the **National Skills Fund (NSF)**: it receives 20% of the 1% payroll levy which employers, trade unions, local authority representatives and central government adopted in February 1998. These funds are topped up by employer contributions falling outside the remit of the SETAs (see below), the proportion of the national budget allocated to the NSF by Parliament, and grants provided by international donor agencies. All of these funds are collected in order to meet cross-sectional training needs, in particular to meet the needs of those regions which have insufficient resources to develop the skills of their workforce.
- a **skills development levy-grant scheme**: the 1% levy on private firms' payroll (public organisations are asked to budget for at least an equivalent amount) are divided as follows : 0,20% goes to the NSF and 0,80% is pooled for training in the contributing companies. The 0,20% is targeted at the informal sector, jobseekers and start-up businesses. It is channelled through the Department of Labour (at national or regional level) and by SETAs. The 0,80% is redistributed by the SETAs in accordance with company requests. These can focus on Workplace Skills Plans or learnership contracts;
- **Sector Education and Training Authorities (SETAs)**: these bodies were set up in 1998 and now exist in 21 sectors (finance, banks, textiles, chemicals, agriculture etc.). Their management boards involve professional organisations representing large and small businesses as well as representatives of the ministerial departments concerned. Their key functions are to develop sectoral skills plans, in order to develop learnerships and workplace train, ensure the quality of all measures and work in coordination with the NSA and the Department of Labour;
- **Labour Centres**: these centres have been set up in indifferent regions. They finance and train jobseekers and participate in special training and job creation programmes;
- **Skills Development Planning Units**: these units are responsible for research and analysis on skills needs at national and central level and assist in the formulation of strategic and operational plans.

The NSF is thus one feature within an overall policy framework. Since 2011, it comes under the responsibility of the Department of Higher Education and Training. Having been managed as a ministry programme, its status changed in October 2012, when it became an autonomous public body.

❖ Missions of the National Skills Fund

The NSF's missions are listed in the general objectives of the Act. They are:

- develop the skills of the South African workforce;
- increase investment in education and training;
- encourage employers to use the workplace as a place for active learning;

⁷ Information drawn from the "Expenditure performance review : National Skills Fund", 2014 and Walther, R., Gauron, A., (2006), Finance Mechanisms in 5 Sub-Saharan African Countries. DgCiD. Paris.

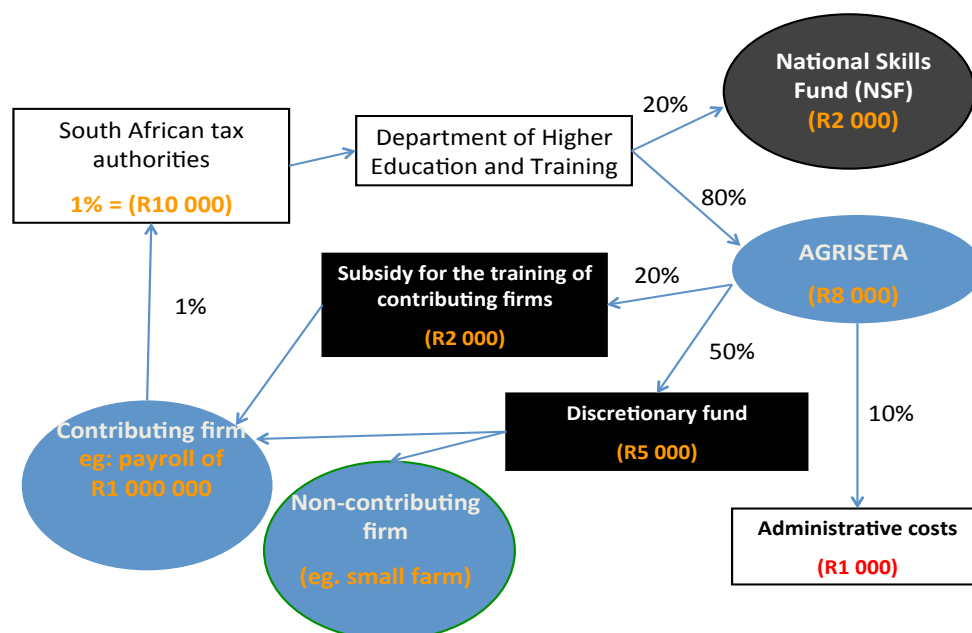
- encourage employees to participate in specific training programmes and in particular in learnerships and to improve job opportunities for all disadvantaged people and jobseekers;
- increase the job prospects of people who are victims of unjust discrimination;
- help jobseekers to return to the labour market;
- help employers find skilled staff.

The sectors in which the fund invests are decided upon in the framework of the National Skills Development Strategy.

❖ Breakdown of resources in the South African system

In these South African system, all companies which have an annual payroll over 500,000 Rands (€34,000) are subject to the levy, which is equivalent to 1% of their payroll. 80% of these contributions raised is automatically paid over to the 21 SETAs, and the remaining 20% is paid over to the NSF, which pools the resources in order to focus on cross-sectoral priorities which have been agreed upon national level.

Illustration of the use of the levy paid by a contributing company with a payroll of 1,000,000 Rands



❖ Evolution of the breakdown of resources

An NSF evaluation report in 2014 noted poor financial management and a lack of capacity at the NSF between 2001 and 2010, which resulted in significant under-disbursement of its funds. Since 2010/11, the fund's performance has improved considerably. In 2012/13, the fund disbursed R2.6 billion (€149 million), up from R 476.4 million (€27.3 million) in 2009/2010. This rapid increase in expenditure reflects an improvement in the grant application and adjudication processes, financial management and monitoring capability of the National Skills Fund.

The National Skills Fund's expenditure for 2012/13 can be broken down as follows:

Description	Amount (R'000)	Amount (€m)	Percentage
Training	R2 345 687	134 666€	89.5%
Of which:			
<i>Technical and vocational programmes (FET Colleges)</i>	<i>R 1 131 066</i>	<i>64 934€</i>	<i>43.2%</i>
<i>Graduate and post graduate programmes (NSFAS*)</i>	<i>R 744 573</i>	<i>42 746€</i>	<i>28.4%</i>
Total FET and NSFAS	R 1 875 639	107 680€	71.6%
<i>Short skills programmes</i>	<i>R 470 048</i>	<i>26 985€</i>	<i>17.9%</i>
Capacity building	R 266 441	15 296€	8.6%
Research	R 39 980	2 295€	1.5%
Administrative and operational costs	R 5 012	288€	0.3%

Despite this rapid rise in expenditure, the National Skills Fund had accumulated reserves of R 7.7 billion (about €442 million) because of underspending in previous years by the end of 2012/13. As part of its strategy to improve its expenditure efficiency, the National Skills Fund had committed R 6.1 billion (about €350 million) of its reserves to projects approved for funding.

❖ Potential ways to improve the NSF's efficiency

The effectiveness of the NSF depends on three crucial factors:

- the availability of information on the demand and supply of skills in the labour market.
- the quality of the proposals received from education institutions.
- the ability of the technical evaluation system to shift out proposals that are not aligned with the NSF's intended outcomes and those do not meet minimum criteria.

Therefore, this review proposes that the NSF issues a Statement of Intent that identifies the programmes and disciplines it intends to fund over the medium term.

- prescribing the minimum information that must be submitted by all applicants;
- issuing guidance around common costs and overheads claimed by education institutions;
- prioritising proposals in line with pre-determined criteria to fast track the work of the grant adjudication committee;
- comparing the cost effectiveness of the expenditure on similar training programmes across education institutions.

However, for the fund to play a key role in the post school education and training system, it needs to measure and monitor the overall effectiveness of its considerable investment in training and capacity building.

APPENDIX 4. LIST OF SEMINAR PARTICIPANTS

❖ List of international participants and country experts

Organisation/Pays	Nom et prénom	Titre	Contact
Bénin : FODEFCA (Fonds d'appui à la Formation Professionnelle et à l'Apprentissage)	Moussa Yacoubou	Secrétaire exécutif	mbaro2001@gmail.com
Burkina Faso : FAFPA (Fonds d'Appui à la Formation Professionnelle et à l'Apprentissage)	M^{me} Pulchérie TAPSOBA/LAGWARE	Directrice Générale	pultapsoba@yahoo.fr
Centrafrique : ACFPE (Agence Centrafricaine pour la Formation Professionnelle et l'Emploi)	M. Jean Pierre DOUZIMA	Directeur Général	jpdouz@hotmail.com Tél.: (236) 21 61 38 46
Côte d'Ivoire : FDFP (Fonds de Développement de la Formation Professionnelle)	M. Kassoum KONATE	Secrétaire Général	kfkonate@yahoo.fr
	Mme Rachel LIABRA	Directrice des grandes entreprises	rachel_liabra@yahoo.fr
	M Antoine TAHO	Directeur du développement externe	Taho_ant@yahoo.fr
	M. Goua Lacina SILUE	Chef de projet	siluegoua@yahoo.fr
Ghana : COTVET (Council for Technical & Vocational Education & Training)	M. Sebastian DEH	Executive Director	sdeh@cotvet.org
Kenya : National Industrial Training Authority (NITA)	M. Stephen OGENGA	Director	omondiso@gmail.com
Madagascar : UNESCO	Mme Raymondine RAKOTONDRAZAKA	Responsable de Projet	r.rakotondrazaka@unesco.org
Madagascar : Présidente du Groupement des Entreprises de Madagascar (GEM)	Mme Josephine Soanondriaka RAKOTOARUAONA épouse ANDRIAMAMONJIARISON	Présidente	gem@iris.mg
Madagascar : Fédération des Chambres de commerce et de	M. BARTHELEMY Malagasy	Vice-président de la FCCI	sofiamedia@yahoo.fr federation@cci-

Organisation/Pays	Nom et prénom	Titre	Contact
l'Industrie (FCCI)			madagascar.org
Madagascar : Ministère de l'Emploi, de l'Enseignement technique et de la Formation professionnelle	M. Jean-Roland RANDRIAMARO	Directeur général de l'Emploi	jrrandriamaro@yahoo.fr
Mali : FAFPA (Fonds d'Appui à la Formation Professionnelle et à l'Apprentissage)	M. Mohamed Albachar TOURE	Directeur general	Mohamed_ml@yahoo.fr
	M. Oumar MAIGA	Directeur general de l'Emploi	dgdnetpmali@gmail.com
	M. Soufiana A. MAIGA	Conseiller du DG	sofianamaiga@yahoo.fr
Maurice : MITD (Mauritius Institute of Training and Development)	Mr Joosery Pradeep KUMAR	Officer in charge MITD	pjoosery@mitd.mu
Mauritanie : Fonds Autonome de Promotion de la Formation Technique et Professionnelle (FAP-FTP)	M. Bowba MAHMOUD	Directeur Général	medboba@yahoo.fr
Niger : FAFPCA (Fonds d'Appui à la Formation Professionnelle Continue et à l'Apprentissage)	M. Lawal DJERMA	Directeur Général	djermalawal@yahoo.fr
Sénégal : FFFPT (Fonds de Financement de la Formation Professionnelle et Technique)	M. Dame DIOP	Directeur Général	Tél : 00 221 33 869 25 82 domedame@yahoo.fr 00 221 77 534 25 55
Sénégal : ONFP (Office National de Formation Professionnelle)	M. Badji SEKOU	Directeur de la planification et des projets	badji.sekou@gmail.com
Tchad : FONAP (Fonds National d'Appui à la Formation Professionnelle)	M. Nubadumbay DJY-DJIMOKO	Conseiller Technique Principal du FONAP	djydji@hotmail.com
Togo : FNAFPP (Fonds National d'Apprentissage, de Formation et de Perfectionnement Professionnels)	M. Badotéma ABLAKA Bertin	Responsable des études	Tchankoni@yahoo.fr

Organisation/Pays	Nom et prénom	Titre	Contact
ADEA	M Shem BODO	Représentant de la Secrétaire exécutive	s.bodo@afdb.org
	Mme Raky GAMASSA	Membre du secrétariat exécutif	r.gassamacoly@afdb.org
	Mme Ramata MBAYE	Membre du secrétariat exécutif	r.mbaye@afdb.org
AFD	Mme Virginie BLEITRACH	Responsable de la Division Education, Formation et Emploi	bleitrachv@afd.fr
	M. Christian FUSILLIER	Chef de projet	fusillierc@afd.fr
	Mme Véronique SAUVAT	Chef de projet	sauvatv@afd.fr
DDC/Coopération suisse	Mme Mary-Luce FIAUX-NIADA	Conseillère Education/Formation Afrique de l'Ouest	mary-luce.fiauxniada@eda.admin.ch
PEFOP	M. Naceur CHRAITI	Chef de la Plateforme d'Expertise en Formation Professionnelle	mn.chraiti-h-sini@iipe-poledakar.org
	M. Jérôme GERARD	Expert animation réseau	j.gerard@unesco.org
RAFPRO	M. Ahmed Al Khoudar ALI FADEL	Président du RAFPRO	fonap@hotmail.fr
	M. Jean TOSSAVI	Secrétaire Permanent du RAFPRO	jeantossavi@yahoo.fr
Consultants internationaux	M. Richard WALTHER	Personne ressource	Walther.richard@orange.fr
	M. Boubakar SAVADOGO	Personne ressource	bsavadogo@yahoo.fr
	Mme Christine UHDER	Personne ressource	uhder@gret.org

❖ List of participants from Côte d'Ivoire

Organisation/Pays	Nom et prénom	Titre	Contact
PQIP/DCTP	M. Amara KAMATE	Coordonnateur	amarakamate25@yahoo.fr Tél : (+225)02 00 43 59
IG FP	M. AZAGOH-KOUADIO Victorien Félix	Inspecteur Général Coordonnateur	azagohvicyahoo.fr Tél : (+225) 05 03 42 48
IGCA FP	Mme SIDIBE Epse N'DIAYE Khadidia	Inspecteur Général Coordonnateur Adjoint chargée de la Formation Professionnelle	khadidia-sidiben@yahoo.fr Tél : (+ 225) 20 22 61 43 05 99 23 11

Organisation/Pays	Nom et prénom	Titre	Contact
DGFP	M. GBATO Maninga	Directeur Général de la Formation Professionnelle	Gbato2006@yahoo.fr Tél : (+ 225) 22 44 18 67 07 81 68 95
	M. KOUADIO Essui Emmanuel	Inspecteur Pédagogique	essui_e@yahoo.fr
	M. KOUAKOU Kouamé Norbert	Inspecteur Pédagogique	Norbertkk3@yahoo.fr
AGEFOP	M. KAKOU Hippolyte	Chef de Service Etude Prospective	hippokod@yahoo.fr Tél : (+225) 02 25 25 20
IPNETP	M. KONE KOKO Siaka	Directeur du Centre de Recherche et de Production à l'IPNETP	kokosiaka@yahoo.fr Tél : (+225) 22 44 58 37 05 62 12 40
CIDFOR	Mme AGNISSAN Yoman Adjo Brigitte	Directeur du Centre Ivoirien pour le Développement de la Formation Professionnelle (CIDFOR)	bagnissan@yahoo.fr Tél : (+225) 05 94 66 89 08 73 88 69
CPNTIC	M. KRAGBE Yvan Serges	Directeur du Centre de Promotion des Nouvelles Technologies de l'Information et de la Communication (CPNTIC)	yvan.kragbe@egouv.ci Tél : (+225) 08 68 13 76
DDAI	M.KOSSONOU Atta Noël	Directeur de l'Apprentissage et de l'Insertion Professionnelle (DDAI)	aknkos2@yahoo.fr Tél : (+225) 07 52 25 58
DPDP	M. SEYDOU Bamba	Directeur de la Pédagogie et du Développement des Programmes (DPDP)	bambaseydou89@yahoo.fr Tél : (+225) 05 92 34 11
DPED	M. DOHO Landry	Directeur de la Planification, des Etudes et de la Documentation	landrydoho@yahoo.fr Tél : (+225) 22 48 72 76 Tél : (+225) 07 06 70 40
DFPIC	M. FOFIE Koffi	Directeur de la Formation Professionnelle initiale et Continue (DFPIC)	fofieabout@yahoo.fr Tél : (+225) 22 41 21 49 05 96 11 75
DPFP	Mme KOUAME Hugnette	Directrice de la Promotion de la Formation Privée (DPFP)	kouamehu-guette@gmail.com Tél : (+225) 22 41 21 49 07 46 94 83

Organisation/Pays	Nom et prénom	Titre	Contact
DOB	M.KOFFI Bertin	Directeur des Orientations et des Bourses (DOB)	bertinkoffi@yahoo.fr Tél : (+225) 05 05 12 85
DCEP	M. ASSI Achy Hervé	-Directeur de la Coordination de l'Exécution des Projets (DCEP)	hervum1@yahoo.fr Tél : (+225) 05 38 69 38
	M. KPAN Dro Michel	-Chef de Service Identification, Conception, Etudes et Planification des Projets (SICEPP)	kpandmichel@yahoo.fr Tél : (+225) 09 60 56 62
DRH	Mme SAKANOKO née CISSE Hawa	Directrice des Ressources Humaines (DRH)	sakanokobass@yahoo.fr Tél : (+225) 09 25 93 28
Task Force	M. KAMARA Bakary	Coordonnateur CDD Education-Formation	kambakary@yahoo.fr Tél : (+225) 22 41 87 26 07 62 50 32
CGECI	M. BODO Léopold	Assistant du Chef de Département à la Commission Formation Recherche	bodo@cgeci.org Tél : (+225) 07 61 77 34
CCI-CI	Mme Salimata ADIATOU	Directrice de la Formation	sadiatou@cci.ci Tél : (+ 225) 20 30 97 20/21
CNM	M. SERY DIGBEU	Chargé d'Etudes, de Projets et de la Formation	Tél : (+225) 57 95 89 85
GNA	M. TRAZIE Bi Vanié Evariste	Directeur Centrale chargé des Ressources Humaines et de l'Administration	trazie.evariste@yahoo.fr Tél : (+225) 08 08 97 41
FIPME	M. KOPOIN Sylvain	Secrétaire Exécutif	sylvainkopoin@yahoo.fr Tél : (+225) 07 64 91 38
MPME	M. LAUBHOUET Roger	Membre du Conseil Exécutif, chargé du Comité d'Orientation de Veille Stratégique	rogerlaubhouet@gmail.com Tél : (+225) 07 98 86 97
CDPE	Mme ATTIA Eugénie	Présidente de la Cellule de Développement Ecole/Entreprise	Tél : (+225) 20 30 08 21 08 21 92 93
	M. SILUE NAGNEPLE	Secrétaire Permanent de la	nagnepsil@gmail.com Tél : (+225) 07 03 91 16

Organisation/Pays	Nom et prénom	Titre	Contact
		Cellule Ecole Entre-prise	
Pdt FDFP	M. TCHAGBA Bougui Laurent	Président du Comité de Gestion du FDFP	Tél : (+225) 21 75 05 03
ADEA	M. Bruno ALLOU	Point focal ADEA	+225 07 11 09 03
BAD	M. PORGO Etienne	Manager Education à la BAD	
BM	M. HAMOUD Abdel WEDOUD KAMIL	Spécialiste Principal de l'Education	hkamil@worldbank.org Tél : (+225) 22 400 413
AFD-CI	M. Laurent CORTESSE	Chargé de mission	cortese@afd.fr +225 58 70 15 97
UNESCO-CI	M. Louis Gervais ANOMA	Chargé de Programmes	Tél : (+225) 08 26 35 08 05 63 86 56

❖ Organisation Committee

Organisation/Pays	Nom et prénom	Titre	Contact
Cabinet MEMEASFP	Mme Marie-Gisèle YESSOH	Chargée d'études	marieu1yessoh@gmail.com
Inspection générale	M. Mamadou KOUYATE	Inspecteur pédagogique	madoukoy@gmail.com
Aéroport	M. Ousmane SANOGO	Service Accueil	Sanogo1511@gmail.com
GMF consulting	M. Guy MIGAN	Protocole	miguyfr1@yahoo.fr
GMF consulting	M. Boris MIGAN	Protocole	borismigan1@yahoo.fr
Cabinet MEMEASFP	Mme Amaman Martine SELLA	Secrétaire du Chef de cabinet	sammaxime74@yahoo.fr
Cabinet MEMEASFP	M. Georges MEA EKANZA	Informaticien	me-aekanzageorges@yahoo.fr
Cabinet MEMEASFP	M. Doho Patrick DEBLE	Adjoint administratif	

APPENDIX 5. SEMINAR AGENDA

Monday, 7 December 2015

Time	Content	Responsability	Expected results
8h30-09h00	Welcoming of participants	Hostesses	The preparatory documents are available, notably the conclusions of ADEA/AFD study on financing vocational training and the analysis of the participants' contribution to the seminar.
09h00- 9h30	Opening of the seminar	<p>. Representatives of the French and Swiss Cooperation</p> <p>.ADEA's Executive Secretary or his representative</p> <p>. The Minister of State, Minister of Employment, Social Affairs and Vocational Training of Côte d'Ivoire (MEMEASFP)</p>	<p>The seminar's objectives and issues are clearly defined, based on the recommendations of ADEA/AFD Study and the contributions sent by participating experts.</p> <p>The seminar is officially opened.</p>
9h30-10h00	<p>Round table discussion</p> <p>Appointing of a rapporteur-general and an assistant reporter</p>	Main moderator	<p>Each participant's responsibilities in vocational training financing are briefly presented.</p> <p>The reporters accept the role they have been entrusted with.</p>
10h00-10h30	Introductory presentation : main conclusions and recommendations of ADEA/AFD study	<p>Main moderator</p> <p>Christine Uhder</p>	The main conclusions and recommendations are clearly presented and reported, notably the training funds' typology that was defined in the study
10h30- 11h00	Introductory presentation (continuation) : main findings and proposals drawn from the experts' contributions sent prior to the seminar.	<p>Main moderator</p> <p>Richard Walther</p>	The experts' contributions that were sent prior to the seminar, notably their recommendations to improve training funds' performance, are analyzed : they are presented in the form of working issues that will be further analyzed during the seminar.
11h00-11h30	Coffee break		
11h30-12h15	Debates on introductory presentations	Main moderator	The participants express their views on the analysis / recommendations exposed in the two presen-

Time	Content	Responsability	Expected results
			tations. They identify working issues that deserve priority attention.
12h15-13h00	Presentation of the seminar's organization	Main moderator Amara Kamaté	The seminar is targeted on two priority objectives : <ul style="list-style-type: none"> - Reflect on the improvements needed within training funds, that will lead to a higher quality and effectiveness of their interventions. - Reflect on the actions that should be developed between training funds, to produce common methodologies and tools of information, follow-up/reporting, evaluation and valorization.
13h00-14h30	Lunch		
14h30- 15h00	Organizing of participants in working groups	Main moderator	The participants are divided into the following working groups: <ul style="list-style-type: none"> - A group working on improvements leading to higher quality and effectiveness of training funds' actions. - A group working on cooperation actions between training funds. - Possibly, a third English-speaking group working on both issues, if the first two groups do not manage to work in both languages.
15h00-16h15	Group work	A moderator and a reporter per working group	Each working group develops its reflection on the main issue that was assigned to him. It identifies concrete and operational results to be reached.
16h15-16h45	Coffee break		
16h45-18h30	Group work	A moderator and a reporter per working group	Same

Tuesday, 8th December 2015

Time	Content	Responsability	Expected results
8h15-9h45	Each working group finalizes a Power-Point presentation summarizing its conclusions and proposals (10 slides max.)	A moderator and a reporter per working group	Each group's presentation provides clear and motivated answers : <ul style="list-style-type: none"> - Either on improvements leading to higher quality and effectiveness of training funds' actions, based on the survey that was led prior to the seminar. - Or on cooperation actions be-

			tween training funds that take into account ADEA/AFD study's recommendations.
9h45-10h30	Presentation of the working groups' results	Each group's reporter	
10h30-11H00	Coffee break		
11h00-13h00	Debates on the working groups' conclusions	Two English- and French-speaking moderators	The conclusions and proposals are completed and if necessary adjusted based on the debate.
13h00-14h15	Lunch		
14h15-15h00	The technical and financial partners, the international experts and RAFPRO's leaders react to the working groups' conclusions	Main moderator	Based on the working groups' conclusions and proposals, the three parties propose priority actions that should improve the quality and effectiveness of training funds' interventions and strengthen cooperation between training funds.
15h00-16h00	Plenary debate on the priority actions to be implemented both at training fund level and at the level of a cooperation between training funds.	Main moderator	The debate forges a consensus amongst participants on : <ul style="list-style-type: none">- The priority actions that each training fund should implement to improve the quality and effectiveness of its interventions.- The cooperation actions needed between training funds to produce common tools of information, follow-up/reporting, evaluation and valorization.
16h00-16h20	Coffee break		
16h20-17h15	Drafting of the seminar's general conclusions with proposals for specific actions	Each working group's moderator and reporter	The conclusion statement defines : <ul style="list-style-type: none">- Priority actions that the training funds commit themselves to implement in the short and medium term, to best fulfill their mission.- The support needed from financial and technical partners to operationalize cooperation between training funds.
17h15-18h00	Reading and adoption of the general conclusion statement Conclusion of the seminar	Main moderator The Minister of State, Minister of Employment, Social Affairs and Vocational Training of Côte d'Ivoire (MEMEASFP)	The seminar results in a consensus among training funds leaders, experts and technical and financial partners on the priority actions that should be led in the short and medium term.