

# The Education-Training Continuum Schemes

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

ICQN/TVSD Expert's Seminar  
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# The Education and Training Continuum Schemes

## Summary

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

## Conclusions

# What is the Education-Training Continuum?

“ The ETC concerns:

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

ICQN/TVSD, Côte d'Ivoire Report 2017

# What is an education/training scheme?

- A coherent set composed of:
  - Resources (human and financial)
  - Strategies (global and specific results oriented objectives)
  - Methods (occupation framework, learning engineering)
  - Stakeholders (public/private, national, local, institutional, professional..)
- Interacting in a set action (youth training..)
- Aiming at a specific outcome

The scheme is part of a system (education, training, qualification...) and is composed of specific measures identifying actions to be taken to reach specific results

# La situation actuelle de la continuité/discontinuité

## Current situation of continuity/discontinuity

Pays Country	Taux d'achèvement primaire % Completion rate primary %	Taux de transition du primaire vers le secondaire 1 <sup>er</sup> cycle Transition from primary to lower secondary general education	Taux d'achèvement éducation de base % Completion rate lower secondary %	Taux d'inscription dans l'EFTP % Share of TVET in total enrolment %
Bénin	55	85	29	3
Burkina Faso	30	69	8	3
Cameroun	66	65		22
Côte d'Ivoire	50	88	32	7
Ghana	51	98	53	2
Liberia	51		38	
Madagascar		76		2
Mali	42	85		13

# La situation actuelle de la continuité/discontinuité

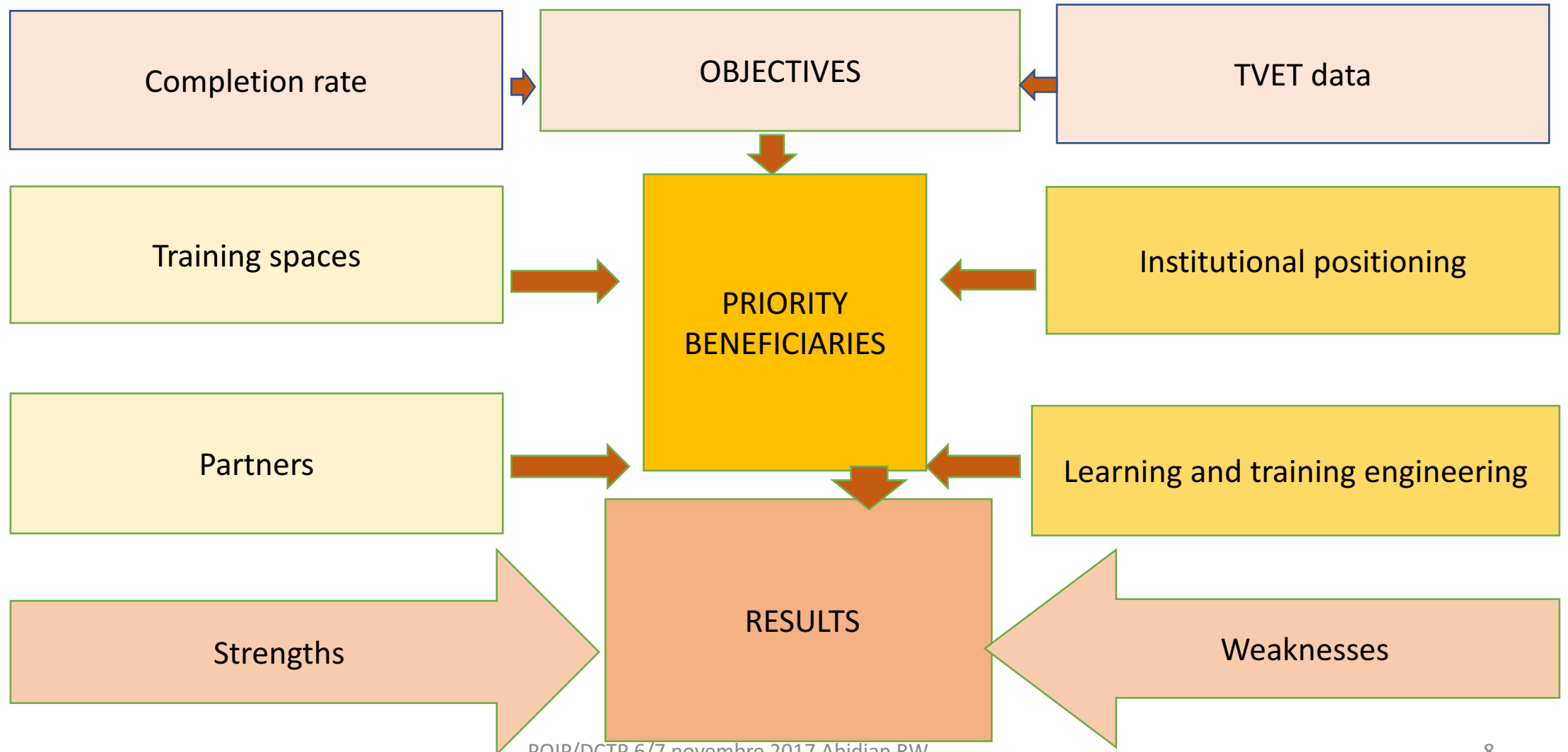
## Current situation of continuity/discontinuity

Pays Country	Taux d'achèvement primaire Completion rate primary	Taux de transition du primaire vers le secondaire 1 <sup>er</sup> cycle Transition from primary to lower secondary general education	Taux d'achèvement éducation de base Completion rate lower secondary	Taux d'inscription dans l'EFTP Share of TVET in total enrolment
Maurice		90		14
Niger	28		6	8
RDC	71	72	57	19
Rwanda	38	75	16	15
Sénégal				
Tchad	32	95	17	1
Togo	55	80	25	
Tunisia	94	67	91	6

# Analysis and modelling criteria for ETC scheme, by country

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

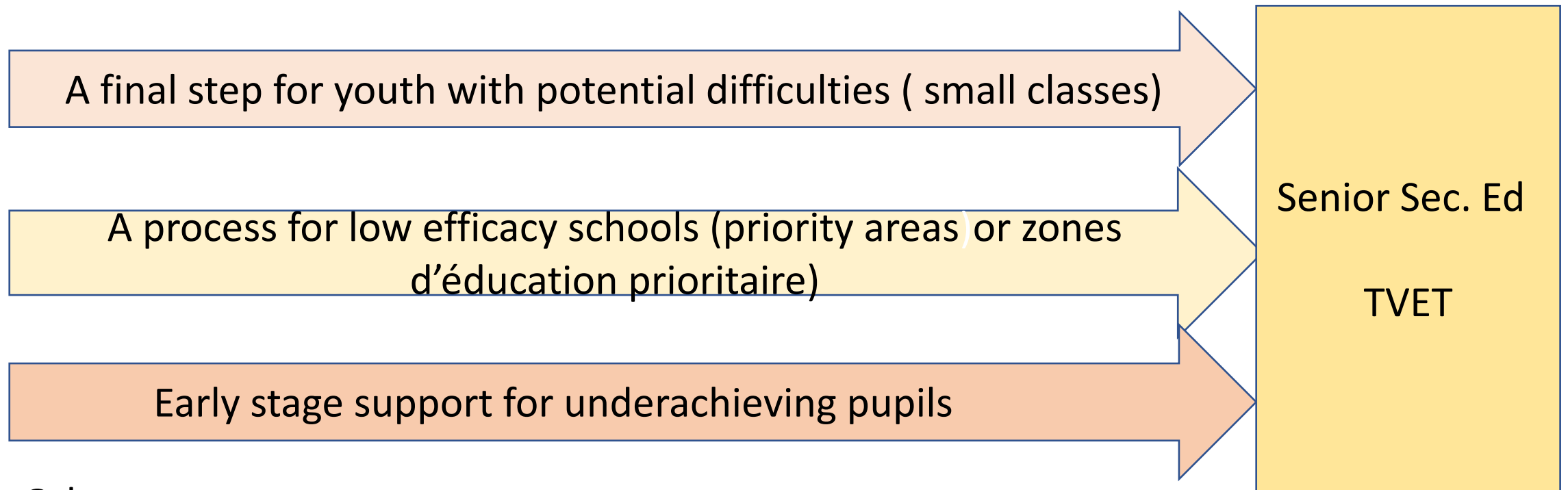
# Modelling of presented ETC schemes





# 1<sup>st</sup> type of scheme: intra-basic education remediation in Mauritius

# Intra-basic education remediation in Mauritius



Other measures:

2<sup>nd</sup> chance education programmes for NEETs

Functional adult literacy

RPL

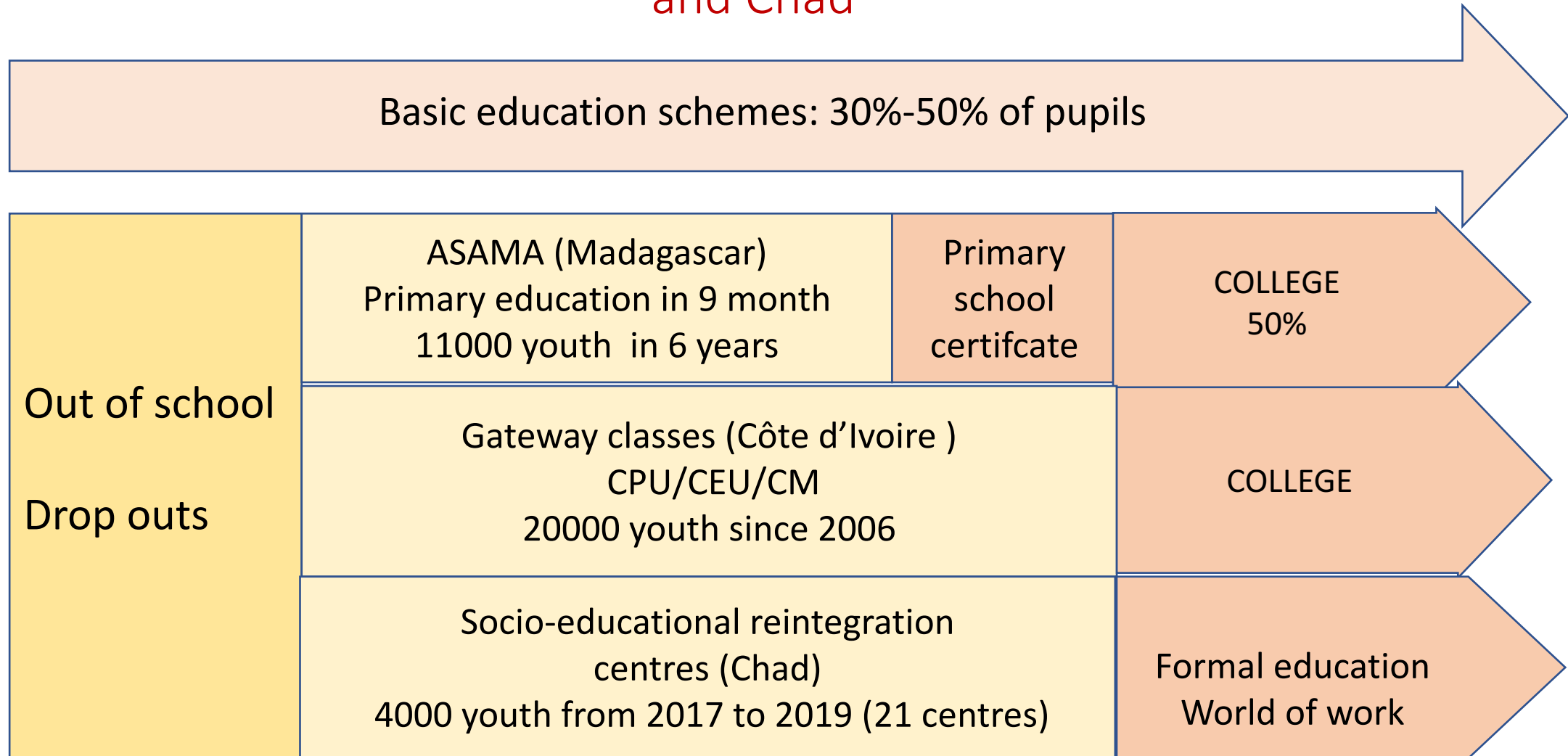
# 1<sup>st</sup> type of scheme: intra-basic education remediation in Mauritius – Issues for discussion

- Why having closed down the pre-professional stream as it could allow some youth to better achieve basic education?
- How to identify pupils in need of coaching or more learning time?
- Which training for teachers/coaches involved in the scheme?
- How to reach 100% success rate in basic education? If not, is 2<sup>nd</sup> chance education still in the MoEd perspectives?

2<sup>nd</sup> type of scheme:

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

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



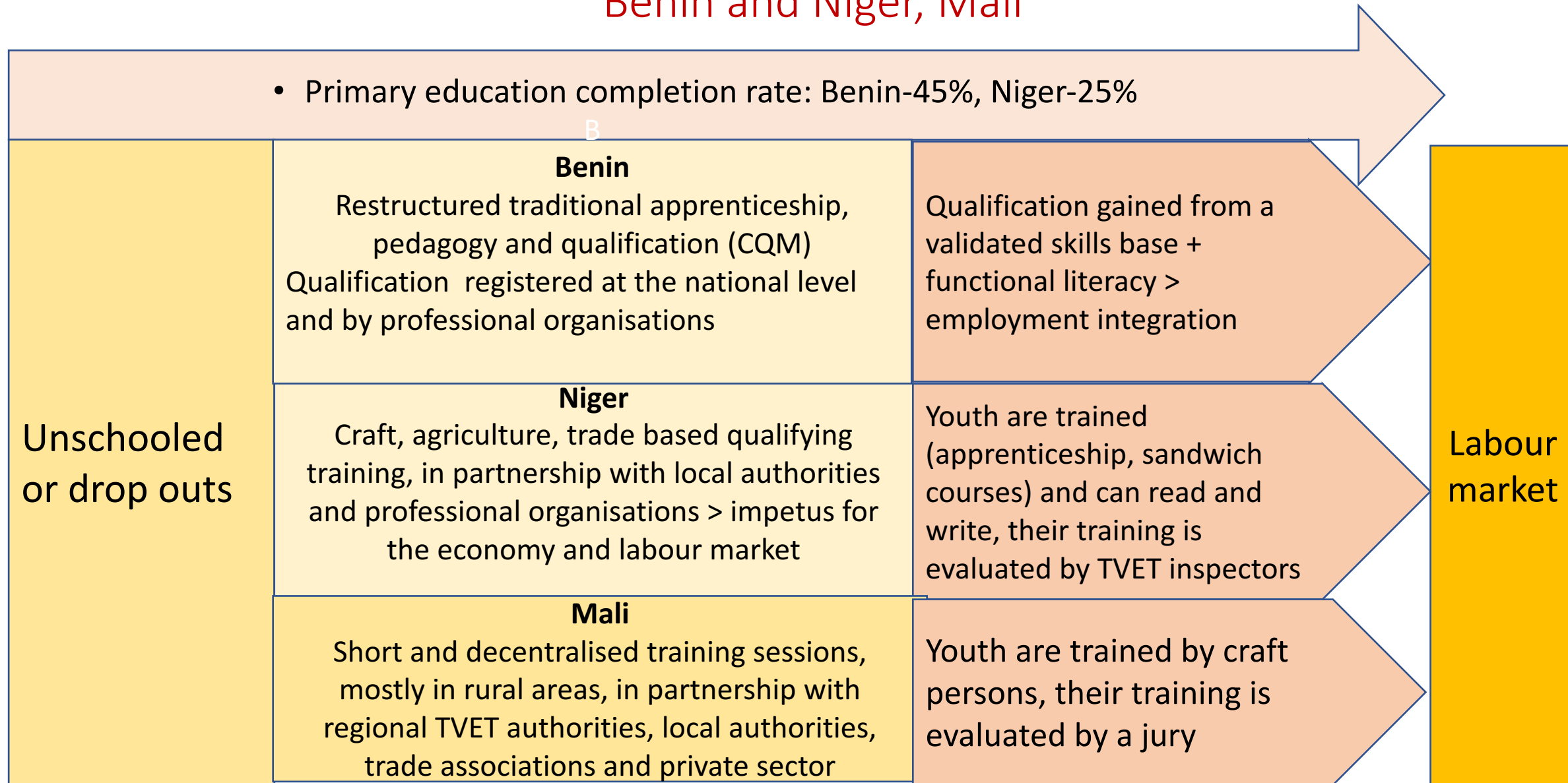
## Integration/re-integration in basic education: issues for discussion

- What allows primary education curriculum in 9 months (Madagascar), primary education in 3 years (Côte d'Ivoire) and re-integration in formal education (Chad):
  - A limited number of pupils by class?
  - Better trained and motivated teachers?
  - Support partnerships for youth?
  - A potential reintegration in school and society?
- Why are these features limited to “special “ actions and are not part of a larger reflexion about a restructuring of the entire education and training system?
- Why not thinking of alternative education schemes within the formal education system, aiming at facilitating success for the majority instead of targeting a minority?

## 3<sup>rd</sup> type of scheme

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

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





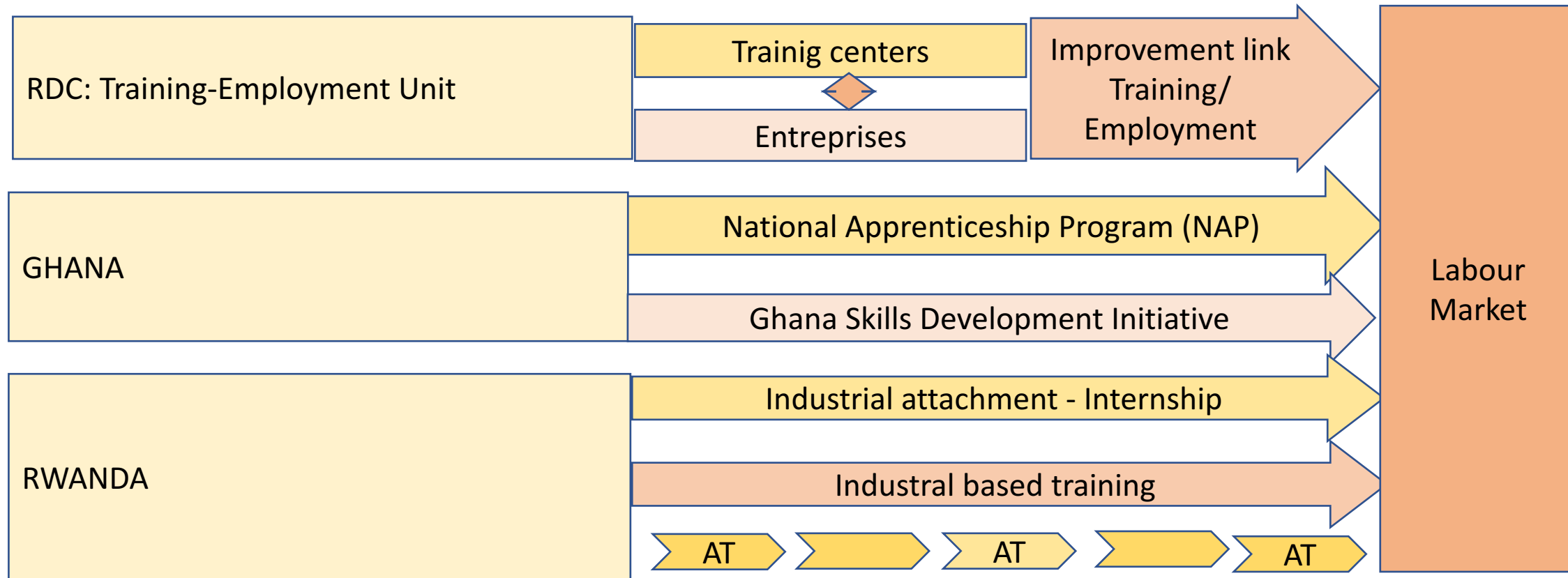
## Qualifying and integrating schemes instead of a basic education continuum-issues

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

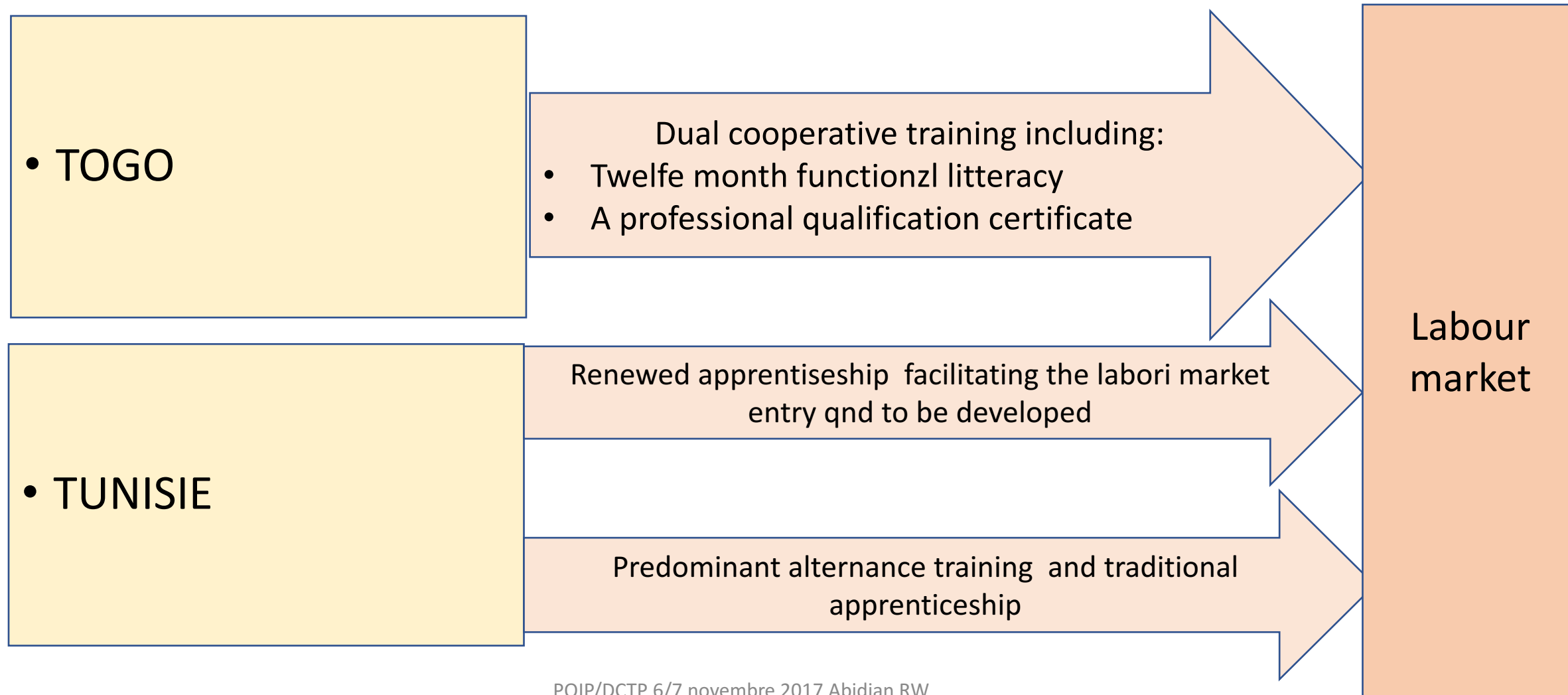
## 4<sup>th</sup> scheme

Heading to a reinforced continuum between the education system and the world of work (RDC, Ghana, Rwanda, Togo and Tunisia)

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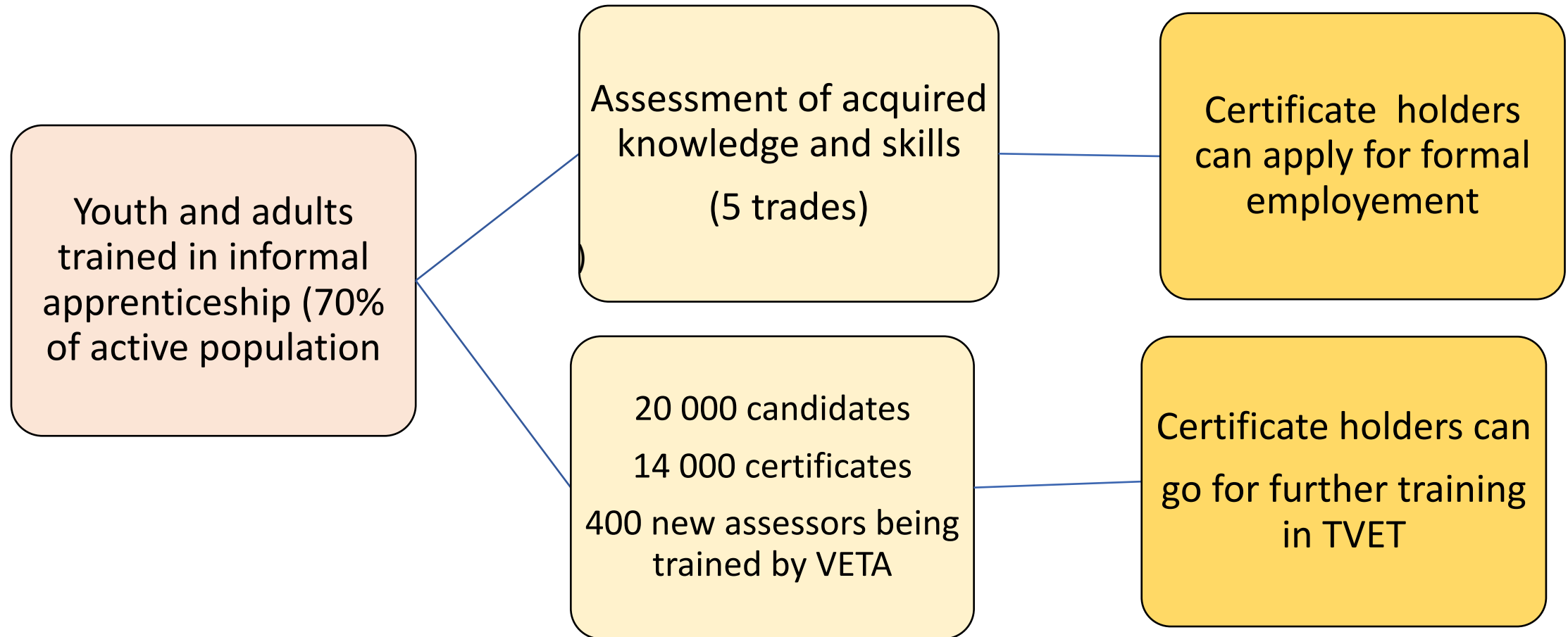


## Heading to a reinforced continuum between the education system and the world of work

- Is a better targeting of the E+T system to an effective integration in the labour market, a retention instrument of youth in basic education?
- Why is it so difficult to develop a renovated apprenticeship including functional literacy and a reinforcement of educational assets – hence ETC?
- Should the ETC concept not integrate the one of transition between the E+T system and the world of work?

5<sup>th</sup> and last scheme (Tanzania)  
Heading to an ETC via  
recognition/certification of prior learning and  
skilling

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



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

- Are recognition and validation of acquired knowledge and skills going along some additional training?
- Is there data on the number of certified apprentices who could have joined a formal TVET program?
- Has the certification of craft persons demonstrated an impact on the apprentices learning outputs?
- Is VETA aiming, beyond the extension of RPL to a larger number of youth and craftsmen, at a better structuring of traditional apprenticeship?



# Countries not having presented a specific ECT (Burkina Faso, Cameroon, Liberia)

## Burkina Faso

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

## Cameroon

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

## Liberia

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

# Conclusions: A diversity of ETC schemes

- Two schooling/basic education focused schemes:
  - an intra remediation one
  - an alternative means based remediation, for integration/reintegration in basic education
- A shift from a school based continuum to an out of school education and training one
  - towards a qualifying training leading to integration
  - towards a school/enterprise partnership
- A validation/qualification of any form of learning and skilling acquisition, opening a new dimension of the ETC

# Conclusions: A diversity of ETC schemes

- Each scheme implements a relevant ETC concept
  - Each country schooling as well as socio-eco situation indicates that:
  - The intra basic education continuum is far from being in place
  - The ET-work continuum is a key countries developmental component
  - Most of the cognitive, social and professional skills are gained outside of the ETC domain
- > Need to change the ways of conceptualising the discontinuities that the education, training and economic policies induce between formal, non formal and informal knowledge and skills asests