



Bibliography

The right to education and decent work : implementing post-primary vocational education and training policies for a skills society

Regional seminar on post-primary vocational and training, Ile de La réunion, 26-27 May 2010

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Bibliography

**The right to education and decent work:
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and training policies for a skills society**

*Regional seminar on post-primary vocational education and
training, Ile de La Réunion, 26-28 May 2010*

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Contents

Introduction	3
Events (symposia, seminars, lectures)	4
Publications	6
General data	6
Publications	6
Case studies	16
South Africa.....	16
Burundi	17
Kenya	19
Madagascar	20
Mauritius	23
Mozambique	24
Namibia	25
Union of the Comoros	26
Seychelles	26
Tanzania	27
Selection of web sites	29
Index	34

Introduction

This bibliography was compiled within the framework of the seminar on Post-primary Vocational Education and Training in sub-Saharan Africa (La Réunion, 26-28 May 2010). It is divided into three sections. The first lists the events (symposia, seminars, lectures) in chronological order. The second contains topic-based publications, listed by author in alphabetical order. The third gathers documents (bibliographical references and selection of web sites) concerning the countries discussed: South Africa, Burundi, the Union of the Comoros, Kenya, Madagascar, Mauritius, Namibia, the Seychelles and Tanzania. All these documents are available online. The bibliography concludes with a selection of web sites from organizations and institutions referred to and conference partners.

Bibliography finalized in May 2010.

CIEP Resource and Documentation Centre

A number of documentary resources can be found on the CIEP site.

- A bibliographical database with 15,100 entries: www.ciep.fr/bdd/bdd.php
- A Q&A section: crd@ciep.fr
- A list of “new acquisitions” containing the latest documents referenced by the CRID: www.ciep.fr/selection
- Topic-based bibliographies: www.ciep.fr/bibliographie
- Selections of web sites: www.ciep.fr/sitographie

Events (symposia, seminars, lectures)

Technical education, vocational training and sustainable development: Libreville international conference, 22-25 March, 2005

Advanced Technical Teacher Training College, Casablanca, African Network of Technical Trainer Training Institutes (RAIFFET), Libreville, Aix-Marseille University Teacher Training Institute, Aix-Marseille.

[Proceedings of the Libreville international conference, 22-25 March 2005. Technical education, vocational training and sustainable development](#)

(2005), AUF: Agence universitaire de la francophonie, Montréal, UNESCO/Paris, 312 p.

The organisation and structuring of technical and vocational training (delivered by educational institutions or vocational training centres), is an issue of concern to many African countries. This international conference, the first of its kind in Francophone Africa, focused on teacher training for technical and vocational education. The proceedings offer a critical analysis of the situation of vocational training in Francophone Africa, based on four areas: training goals and curricula (trainer training in sub-Saharan Africa, curriculum reform in technical and vocational training in Gabon, the vocationalisation of professions in the informal sector); qualifications and skills; social and educational organisations; a description of the practices and organisation of training.

ADEA: 3rd ADEA Regional Conference, SEIA, Accra, 1-4 April 2007

ADEA: Association for the Development of Education in Africa, Paris

[Secondary Education in Africa \(SEIA Initiative\).- 3rd Regional SEIA conference](#)

ADEA: Association for the Development of Education in Africa, Paris, April 2007, 3 p.

The conference, held under the aegis of the Ministry of Education, Science and Sports of Ghana, was organised by the ADEA Human Development for Africa department and the World Bank Institute. One of its objectives was to achieve consensus among the main stakeholders on possible strategies for ensuring the sustainable development of the post-primary education and training system in sub-Saharan African countries.

2008 ADEA Biennial, Maputo (Mozambique), 5-9 May 2008. Beyond primary education: challenges and approaches to extending learning opportunities in Africa

Post-primary education and training is one of the major challenges facing African education systems. After a presentation of developments in the post-primary sector, the first round table focused on policy and governance, and on the costs and funding of such education; the second looked at access and equity (gender and non-formal education issues); the third dealt with the quality of post-primary education (teachers, the development of a curriculum and competencies in technical and vocational education); the fourth addressed the role of national qualification frameworks and the final two examined the main conclusions from the Biennial, and future perspectives. The [site](#) is also available in English. The speakers' PowerPoint presentations are available online.

1st AFD-GTZ/GEFOP Beyond Primary Education Conference. “The Relevance of TVET in Providing Post-Primary Education for all.” Berlin, 23 October 2008

The first AFD-GTZ Conference addressed technical and vocational education and training (TVET), in national post-primary education strategies; its role in terms of German cooperation; its relevance as a post-primary education system; the funding of vocational training in Africa; French cooperation in the face of educational challenges in Africa; management, labour and vocational training; the urgency of integrated sectoral policies; TVET in the Congo and the contribution of agricultural and rural training to sustainable economic and social development. The workshops focused on the vocationalisation of post-primary education, careers guidance and funding for TVET in the context of post-primary education. Some of the [contributions](#) are available online.

1st GEFOP Africa Seminar in Bamako (Mali), 4-5 May 2009

During this [seminar](#) on TVET in certain African countries and youth labour market

integration, experts from the countries concerned were asked to address three issues: the main economic and social challenges and their effects on training and qualification policies; priority action in responding to the qualitative and quantitative issues of TVET; significant changes to be built on and likely to become GEFOP working topics. Contributions focused on labour market integration (Ghana, Côte d’Ivoire); the status of vocational training in many countries (Ghana, Benin, Laos, Mali, Togo, Niger, Central African Republic, Spain, Democratic Republic of the Congo (DRC), Algeria, Morocco, Chad, Guinea); post-primary in the DRC; the UNESCO-Breda Framework of Action for TVET. Three parallel workshops were held on labour market integration, key sectors and priority themes in vocationalisation.

Kampala (Uganda), Conference, 21-22 October 2009 / AFD-GTZ / GEFOP

Contributions from the conference are available on the [website](#): post-primary in Uganda; quality assurance in South Africa or the development of TVET policy in Burkina Faso.

Publications

General data

AFDB (African Development Bank Group), Tunis; African Union, Addis Ababa; Economic Commission for Africa, Addis Ababa (2009)

African Statistical Yearbook 2009

AFDB (African Development Bank Group), Tunis; African Union, Addis Ababa; Economic Commission for Africa, Addis Ababa, 389 p.

The capacity to measure progress and respond to the new needs for statistical data essential for the promotion of economic and social development in Africa is one of the main challenges to be faced when implementing development programmes on the continent. This yearbook, drafted under the aegis of the African Statistical Coordination Committee as part of the *Regional Strategic Reference Framework for Strengthening Statistical Skills in Africa*, has been adopted by the main African organisations concerned with developing statistics. The first section deals with demographic, social and economic indicators, monetary and financial statistics, economic infrastructures and the Millennium Development Goals. The second section contains country-specific summary tables.

OECD: Organisation for Economic Co-operation and Development, Paris. African Development Bank, Paris (2008)

African economic perspectives Perspectives économiques en Afrique (PEA), 2007-2008

OECD: Organisation for Economic Co-operation and Development, Paris, 728 p., annexes. The theme of this issue of *Perspectives économiques en Afrique* is *Developing technical and professional competencies*. It contains an analysis of recent economic, social and political developments on the African continent as well as a snapshot of the development of technical and vocation skills in 34 African countries. The analysis outlines the challenges, best practice in the sector and the priorities for future research. The publication also deals with socioeconomic factors such as youth unemployment or an update on technical and vocational competency development strategies in fragile states.

Publications

AFD: Agence française de développement, Paris (2007)

Cadre d'intervention sectoriel 2007 – 2009/Éducation et formation professionnelle

AFD: Agence française de développement, Paris, 53 p.

An examination of issues and problems in education and vocational training: changes in education sector aid (changes in international commitments, other donor strategies, French aid priorities); 2007-2009 sectoral intervention strategy (aim and objectives, capacity development and technical assistance, priority themes and geographical areas); financial and human resources (partnerships) to be mobilised.

Akoojee, S., A. Gewer, and S. McGrath, (eds) (2005)

[**Vocational education and training in southern Africa: a comparative study**](#)

Human Sciences Research Council (HSRC Press), Cape Town, South Africa, 174 p.

Technical and vocational education and training (TVET), has been neglected in sub-Saharan Africa, although it is an essential prerequisite for youth access to the labour market. The study sets out to compare vocational education and training in Southern Africa (Mauritius, Mozambique, Namibia, South Africa, Botswana, Lesotho and Swaziland). It examines the economic and social role TVET can play and the main policy reforms in this field.

Barlet, S., C. Baron and D. Lagrande (2008)

[**Regard sur la coopération française en matière d'éducation et de formation professionnelle**](#)

Études et travaux en ligne, n° 20, 107 p.

An overview of the current state of French government cooperation and French NGO interventions in education, vocational training and labour market integration. Le Gret based this work on an analysis of the main strategy and expert analysis documents. These studies were conducted in tandem with the revision of French education cooperation strategy and the identification of initiatives to be pursued under the French presidency of the European Union in the second half of 2008.

Carton, M. (coordinator) (2007)

[**Le développement des compétences techniques et professionnelles**](#)

The NORRAG letter: Network for policy research review and advice on education and training, Special Edition, n° 38, 83 p.

This issue analyses the very wide range of geographical contexts in TVET (sub-Saharan Africa, East and Southeast Asia, Latin America). The first section provides an overview of the current state of technical and vocational competencies. The third section focuses on new policies in terms of competencies in sub-Saharan Africa (Nigeria and Ghana).

Another section deals with the role of agencies in the development of technical and vocational competencies (the example of the impact of the World Bank report on skills development in sub-Saharan Africa).

Castaner, E. (2009)

[**The next step: making post-primary education and training work for all**](#)

GTZ: Deutsche Gesellschaft für Technische Zusammenarbeit/Eschborn, 43 p.

An account of the lessons learnt from GTZ's experience of educational approaches, especially in Uganda and Mozambique – stressing the linkages between general education, technical and vocational education and professional skills training. It deals with a number of topics: the debate on post-primary education and training; the main challenges in developing post-primary education and training systems and GTZ's contributions to the development of TVET systems. It draws conclusions and makes recommendations. The annexes provide more detailed information about the education systems and ongoing reform processes in Uganda and Mozambique.

CONFEMEN: Conference of Education Ministers of French-speaking countries, Dakar (1999)

[**L'insertion des jeunes dans la vie active par la formation professionnelle et technique : document de réflexion et d'orientation**](#)

CONFEMEN: The Conference of Ministers of Education from French-speaking countries, Dakar, 82 p. The first section provides an overview of the current situation (failure to adapt of TVET schemes, gaps in understanding of socio-economic realities); the second section, "Towards technical and vocational training for improved youth labour market integration and sustainable development", deals with educational and economic goals in technical and vocational training (TVT), and the guiding principles for radical sector reform; the final section addresses recognition of TVT as an integral part of education systems, its linkages to the labour market and its optimisation. The annex contains the Conclusions of the Bamaka Conference (1998).

DGCID: Directorate General for International Cooperation and Development, Paris (May 2007)

[**La coopération française face aux défis de l'éducation en Afrique : l'urgence d'une nouvelle dynamique**](#)

The Ministry of Foreign and European Affairs/DGCID: Directorate General for International Cooperation and Development, Paris, 155 p.

Following an initiative of the Foreign Ministry, a strategic evaluation committee has been tasked with analysing French education cooperation in Africa, specifically in the sub-Saharan region. Following a reminder of the context of this cooperative intervention, the experts outline the elements of French education strategy. They offer an appraisal of progress towards universal primary schooling and analyse the challenges

facing post-primary and vocational education.

Gauron, A., Vernieres, M. (June 2007)

[**Partenaires sociaux et formation professionnelle : appui à l'implication des partenaires sociaux dans une perspective d'amélioration de la formation professionnelle et de l'enseignement technique**](#)

Ministry of Foreign Affairs, Paris, DGCID: Directorate General for International Cooperation and Development, Paris, 62 p.

Since the 1990s, French cooperation has partially refocused its operations in the field of technical and vocational education and training on continued professional development. An account of the implementation and evaluation of a project co-funded by the Ministry of Foreign and European Affairs, French employers' and union organisations and management and unions in eight African countries. The project was designed with three dimensions: the role of management and unions in funding training (Benin, Mali and Senegal); the negotiated development of technical and vocational education for the construction and public works sectors (Côte d'Ivoire, Guinea, Mali and Niger); the methodology of establishing schemes for accreditation and the formal recognition of competencies (Madagascar, Burkina Faso and Morocco).

Hoppers, W. (2006)

[**Non-formal education and basic education reform: a conceptual review**](#)

UNESCO – IIEP, 141 p.

This publication explores the various types of non-formal education: the dynamics of formal and non-formal education, the influence of non-formal on formal education, the dimensions of non-formal education in basic education; and the challenges faced by policymaking, planning and research.

Kingombe, C. (April 2008)

[Évaluer les effets des formations professionnelles en Afrique](#)

OECD: Organisation for Economic Co-operation and Development. Paris *Repères*, n° 61, 2 p.

Based on the *Perspectives économiques en Afrique 2008*, the article outlines three priorities: the improvements required in data collection to assess the impact of technical and vocational education on economic growth and poverty reduction, the role of labour market observatories in the adaptation of training systems to the needs of the labour market; an analysis of youth unemployment.

Meeting of the bureau of the Conference of Ministers of Education of the African Union (COMEDAF II+), 29-31 May 2007, Addis Ababa, Ethiopia. (2007)

[Strategy to revitalize technical and vocational education and training \(TVET\), in Africa - Final draft](#)

African Union/Addis Ababa, 54 p.

An examination of the status of TVET in Africa: best practices and international and African strategies; priority education zones; strategic questions, guiding principles and major objectives; from strategy to implementation (national vocational certification schemes); non-formal TVET strategy and pilot projects; evaluation and the challenge of globalisation.

Mingat, A., B. Ledoux. and R. Rakotomalala (2010)

[L'enseignement post-primaire en Afrique subsaharienne : viabilité financière des différentes options de développement](#)

World Bank, Washington, AFD: Agence française de développement, Paris, 224 p. Sub-Saharan African countries have made great progress towards universal primary school completion. Faced with growing

numbers of young people wishing to pursue secondary education, a sustainable expansion strategy must be outlined for post-primary education. This World Bank and AFD publication sets out to provide an analysis tool for the benefit of national policymakers, development partners and the community of education researchers and consultants. The simulations presented are designed to draw attention to the levers of education policy requiring attention, such as the reform of education department organisation, diversification of student flows after the first phase of secondary schooling, increasing private funding and greater mobilisation of budgetary resources for education. The study outlines different methods for evaluating the capacities of countries to fund them. The flexibility of the model means these methods can be adapted to a wide range of national contexts. Detailed results are given for 33 countries. The document will soon be available online.

Ministry of Education of Quebec, Quebec (2004)

[L'ingénierie de la formation professionnelle et technique](#)

Ministry of Education of Quebec, Quebec, 211 p.

Quebec shares its expertise with this reference framework, made available to UNESCO-UNEVOC, thus contributing to the improvement of technical and vocational training systems in a number of countries. The framework is divided into three sections: the first focuses on government goals, policies and structures; the second deals with the central management of training; the third addresses the development of research programmes (needs analysis, training project design, programme design, development of teaching materials) and the third addresses local training delivery.

OIF: Organisation internationale de la francophonie, Paris (2009)

[Améliorer l'efficacité de la formation professionnelle et technique par l'approche programme](#)

OIF: Organisation internationale de la francophonie, Paris, 80 p.

Technical and vocational education and training (TVET), occupy a central role in the new vision of international government aid. The OIF has strengthened the funding dimension of its support programme for TVET policy. This document makes a contribution to the thinking on improved access to education and training funding. It outlines a programmatic approach, makes recommendations for its implementation and analyses its use in the technical and vocational training systems of four countries (Madagascar, Niger, Mauritania and Cameroon).

OIF: Organisation internationale de la francophonie, Paris (2009)

[Quelle formation professionnelle pour les déscolarisés ?](#)

OIF: Organisation internationale de la francophonie, Paris, 137 p.

Since the *Bamako French-speaking Conference on Technical and Vocational Training* in 1998, member states and governments have mandated the OIF to consolidate ongoing reforms in the TVET sector. Since 2007, the OIF has set up, as part of its support programme for national VET policies, a section dealing with the vocational training of apprentices and school drop-outs. While many countries of the South have worked hard on this phenomenon, the number of young people not completing basic education is still high. Countries and their technical and financial partners are reflecting on how to find the resources and identify training content

which will facilitate their integration into the labour market. A description follows of the vocational training systems of several countries (Madagascar, Benin, Mauritania, Guinea).

OIF: Organisation internationale de la francophonie, Paris (2009)

[Guide pour une meilleure gestion entrepreneuriale des centres de formation professionnels](#)

OIF: Organisation internationale de la francophonie, Paris, 80 p.

Many countries are reforming their vocational and technical training system in order to better adapt them to the needs of the labour market. To meet this challenge, OIF makes French-speaking experts available to countries with a view to improving the business management of the training centres.

Dakar Centre, Dakar, BREDA: Regional Office for Education in Africa, Dakar (2007)

[Éducation pour tous en Afrique 2007: Dakar + 7 - L'urgence de politiques sectorielles intégrées](#)

Dakar Centre, Dakar, UNESCO/Dakar, 366 p., biblio.

Three chapters address post-primary issues: Chapter 2 deals with changes in school enrolment at primary level; Chapter 3 looks at post-primary levels and the dynamics of school enrolment; Chapter 7 focuses on the social and economic sustainability of the development of post-primary education. [Summary statistics tables](#) (demographic and macro-economic contexts, duration of education stages, EFA indicators, financial indicators and the parameters of primary education), are included in the annex.

UNESCO – Executive Council, Paris (2009)

[*Rapport du directeur général sur l'exécution du programme adopté par la conférence générale : progrès accomplis dans la mise en œuvre de la stratégie pour l'enseignement et la formation techniques et professionnels \(EFTP\) et version révisée de cette stratégie*](#)

UNESCO: United Nations Educational, Scientific and Cultural Organisation, Paris, 5 p.

A revised version of the strategy to support TVET during the next three biennial exercises (2010-2015).

UNESCO – BREDIA, Dakar (2009)

[*Cadre d'action pour l'EFTP : un cadre d'action pour promouvoir la réforme de l'enseignement et de la formation techniques et professionnels \(EFTP\) en Afrique subsaharienne à l'appui du Plan d'action de l'Union Africaine pour la Deuxième décennie de l'éducation \(2006-2015\)*](#)

UNESCO – BREDIA, Dakar, 55 p., biblio., annexes.

The first chapter recalls the context in which the Framework of Action for TVET was designed, outlining its aims and scope for sub-Saharan African countries. The second chapter outlines some of the socio-economic and educational realities and challenges specific to Africa (the role of TVET is to facilitate the transition from school to the labour market). The third chapter examines the solutions African countries have adopted in order to meet these challenges. The fourth chapter outlines suggested areas of action for TVET in Africa.

UNESCO – UNEVOC, Bonn (2009),

[*International handbook of education for the changing world of work: International handbook of education for the changing world of work: bridging academic and vocational learning*](#)

Maclean, R. and N. David, Wilson/Springer, 6 volumes

Rapid changes in the globalised economy render the lifelong acquisition of skills required for the labour market imperative. This six-volume manual provides information on TVET models throughout the world. It contains reflections on best practices, innovative practices and case studies. Some 200 experts explore the perspectives and challenges facing TVET, concentrating on specific topics: TVET policies and reform; funding for systems; teacher training; evaluation; curriculum development; formal curricula; the informal sector; regional profiles, ICT, post-conflict countries. The third section of the third volume deals with the reform of skills development, taking the education and vocational training reforms in South Africa as an example. The preface, introduction, table of contents and list of contributors to the Manual are available online in PDF format.

UNESCO – UNEVOC, Bonn (2007)

[*Education for livelihoods and civic participation in post-conflict countries conceptualizing a holistic approach to TVET planning and programming in Sub-saharan Africa*](#)

UNESCO – UNEVOC, Bonn, 30 p.

These case studies examine ways of developing TVET curricula in sub-Saharan countries emerging from conflicts.

UNESCO – UNEVOC, Bonn (2009)
[**Participation aux programmes formels d'enseignement et de formation techniques et professionnels au niveau mondial. Preliminary statistical study**](#)

UNESCO – UNEVOC, Bonn, 116 p.
Jointly prepared by the UNESCO Institute for Statistics and the UNESCO - UNEVOC international centre, this report is primarily designed for education policy makers, researchers, professionals, managers and planners. It asks two main questions about statistical data currently available on formal TVET throughout the world: what are the advantages and constraints of statistical analyses of these data and what are the next steps towards improved gathering and analysis of TVET data?

UNESCO – UNEVOC, Bonn (2006)
[**Participation in formal and vocational education and training programmes worldwide – An initial study**](#)

UNESCO – UNEVOC, Bonn, 105 p.
English version of the above report

UNESCO: United Nations Educational, Scientific and Cultural Organisation, Paris (2010)

[**Rapport mondial de suivi sur l'EPT 2010 : atteindre les marginalisés**](#)

UNESCO: United Nations Educational, Scientific and Cultural Organisation, Paris, 553pp. (EFA Global Monitoring Report).

This *Report* is a call to action. Only inclusive education systems have the potential to mobilise the competencies required to build 21st century knowledge societies. The international community has a determining role to play in supporting national efforts to protect and develop their education systems. Four challenges must

be faced: minimising the impact of the financial crisis on education; achieving the goals of EFA; reaching the marginalised and facing the costs of EFA.

UNESCO: United Nations Educational, Scientific and Cultural Organisation, Paris (2010)

[**Rapport mondial de suivi sur l'EPT 2010 : aperçu régional Afrique subsaharienne**](#)

UNESCO: United Nations Educational, Scientific and Cultural Organisation, Paris, 24 p. (EFA Global Monitoring Report)

An account of the progress made and the challenges EFA must face (universal primary education, youth and adult competencies, literacy programmes for young people and adults, quality education); the EFA development index; education and marginalisation; funding for education.

UNESCO: United Nations Educational, Scientific and Cultural Organisation, Paris (2009)

[**Rapport mondial de suivi sur l'EPT 2009 : aperçu régional: Afrique subsaharienne**](#)

UNESCO: United Nations Educational, Scientific and Cultural Organisation, Paris, 20 p. (EFA Global Monitoring Report)

This regional survey of sub-Saharan Africa reveals that while the region continues to make overall progress in terms of EFA objectives, important disparities within countries are slowing progress. Several issues are examined: progress and challenges for EFA; post-primary education and the educational needs of young people and adults, and quality education.

UNESCO: United Nations Educational, Scientific and Cultural Organisation, Paris (2008)

[**Rapport mondial de suivi sur l'EPT 2009 : vaincre l'inégalité : l'importance de la gouvernance**](#)

UNESCO: United Nations Educational, Scientific and Cultural Organisation, Paris, 505 p., biblio. (EFA Global Monitoring Report)

This report gives a detailed overview of the current state of education worldwide. It offers national and international policy makers an analysis of the lessons learned and makes recommendations for the provision of equal learning opportunities for children, young people and adults alike. Through this report, UNESCO, which is charged with coordinating efforts to achieve EFA, aims to explain and influence policy, offering a roadmap between now and the 2015 deadline.

UNESCO: United Nations Educational, Scientific and Cultural Organisation, Paris (2008)

[**EFA global monitoring report 2009: overcoming inequality: why governance matters**](#)

UNESCO: United Nations Educational, Scientific and Cultural Organisation, Paris, 464 p. biblio. (EFA Global Monitoring Report)

The English version of the 2009 EFA report.

Verspoor, A. (ed.), (April 2005)

[**Le défi de l'apprentissage : améliorer la qualité de l'éducation de base en Afrique subsaharienne**](#)

ADEA: Association for the Development of Education in Africa, Paris, 419 p., biblio.

This work gives an overview of programmes designed to improve basic education in Africa. It contains 22 national case studies, 40 support documents and a documentary study of non-published African works. It offers an overview of research on quality, equity and gender equality and outlines the progress made towards meeting EFA goals. It then appraises sub-Saharan African experience in terms of reforming the school curriculum, changes in teaching method and teacher training to improve school performance. It also focuses on education system funding and management issues as well as on the evaluation and testing of student learning.

Walther, R. and E. Filipiak (April 2008)

[**Nouvelles formes d'apprentissage en Afrique de l'Ouest : vers une meilleure insertion professionnelle des jeunes**](#)

ADEA: Association for the Development of Education in Africa, Paris, 191 p., biblio.

Traditional or informal learning is highly developed in West Africa, where it serves to train the vast majority of young people seeking to enter the labour market. In certain countries (Benin, Togo, Mali, Senegal), it is moving towards becoming a dual or alternate system. This new type of learning, implemented in close partnership between government authorities, professional organisations and donors, trains young apprentices, who are consequently often better prepared than VET students for the roles and competencies required in the formal and informal economies of developing countries.

Walther, R. (2009)

[Les nouveaux dispositifs de formation professionnelle post-primaire : les résultats d'une enquête terrain au Cameroun, Mali et Maroc – document de travail](#)

AFD: Agence française de développement/Paris, n° 80, 112 p., biblio. This publication focuses on the debate on post-primary vocational training and post-primary training policies and practices in Mali, Cameroon and Morocco. It examines the way in which these countries, equipped with TVET systems, enable their young people to acquire the competencies required by the labour market through the implementation of new post-primary vocationalisation pathways (formal, non-formal or informal). An understanding of the changes at work in these education and training systems is necessary in order to meet the challenges these countries have set themselves: to qualify as many young people as possible by 2010 or 2015.

Walther, R. (March 2006)

[La formation en secteur informel : note de problématique](#)

AFD: Agence française de développement, Paris, working document, n° 15, 20 p.

An examination of the informal sector, the strength of the informal economy in developing countries and its relationship to vocational training. The work is part of the study of “vocational training in the informal

sector” begun in 2006 by the research unit at AFD. The study will involve field research in several African countries, including South Africa, Morocco, Senegal, Benin and Cameroon. This issue paper outlines the methodology to be used.

Walther, R. and A. Gauron (February 2006)

[Le financement de la formation professionnelle en Afrique : étude de cas sur cinq fonds de la formation](#)

Ministry of Foreign Affairs, Paris, DGCID: Directorate General for International Cooperation and Development, Paris, 86 p.

This study, conducted in five African countries (Benin, Burkina Faso, Mali, South Africa and Tunisia), resulted in meetings with key players in vocational training as well as managers and users of funding. The first section describes the funding using a common grid for all countries concerned. The second examines what unites and distinguishes the countries in terms of objectives, implementation, funding and results. The third section sets out a typology, based on the key aspects of skills acquisition and qualifications, of the roles played by various economic players in the formal and informal sectors. The authors call for a network of African funds to be established, enabling stakeholders to compare experiences, mobilise forces and promote continent-wide social dialogue. (Editor's synopsis).

Walther, R. (March 2006)

[Apprendre pour vivre et travailler : contribution du GEFOP au rapport sur le développement dans le monde 2007 de la Banque mondiale](#)

AFD: Agence française de développement, Paris, working document, n° 14, 19 p.

Youth education and training is a vital investment for all countries. There are seven challenges facing GEFOP: acquiring a professional identity; acquiring a minimum knowledge and skills capital; considering vocational training as a primary opportunity for education and labour market integration; reconsidering the training scheme aims and options in developing countries; offering formal recognition to and capitalising on vocational knowledge and skills; involving

stakeholders in the piloting of vocational training schemes; implementing funding measures appropriate to the realities and issues of vocational training.

World Bank, Washington (2009)

[Africa development indicators 2008-2009: youth and employment in Africa: the potential, the problem, the promise](#)

World Bank, Washington, 34 p.

This account of 2008-2009 development indicators for youth and employment in Africa (the potential, the problem, the promises), is divided into four sections: baseline indicators; millennium development goals; the outcomes of development (trade, infrastructure, agriculture and rural development), and the wellbeing of households.

Case studies

▪ South Africa

ADEA: 2008 Biennial on Education in Africa, 5-9 May 2008, Maputo (Mozambique)

Dhersigny, A. (October 2008)

[Le financement de la formation professionnelle en Afrique : étude de cas sur cinq fonds de la formation](#)

ADEA: Association for the Development of Education in Africa, Paris

The study concerns five countries: Benin, Burkina Faso, Mali, South Africa and Tunisia. PowerPoint presentation.

Isaacs, S. (October 2008)

South African Qualifications Authority (SAQA), Pretoria

[A critical reflection on qualifications frameworks and possible future directions](#)

ADEA: Association for the Development of Education in Africa, Paris.

Critical reflection on the South African national qualification framework and its potential future directions. PowerPoint presentation.

Watters, K. (October 2008)

[Non-formal education and training opportunities for youth living in the rural areas of South Africa](#)

ADEA: Association for the Development of Education in Africa, Paris

Non-formal education and training opportunities for rural youth in South Africa. PowerPoint presentation.

Yeld, N. and I. Scott (October 2008)

[The interface between further and higher education in South Africa: factors affecting the higher education sector's capacity to meet national needs](#)

ADEA: Association for the Development of Education in Africa, Paris.

The bridges between post-primary education and higher education in South Africa. factors limiting the capacity to respond to national needs. PowerPoint presentation

Agence française de développement

Walther, R. (October 2006)

[La formation professionnelle en secteur informel - Rapport sur l'enquête terrain en Afrique du Sud](#)

AFD: Agence française de développement, Paris, working document, no.30, 49pp.

This report focuses attention on the training and skills development measures implemented, situating them in their political, economic and financial context.

The author addresses economic and social issues, the long-underestimated informal sector, skills development strategies, innovations and best practice in the field of informal training, the strengths and weaknesses of the South African situation and the reforms which remain to be implemented.

African Development Bank Group (AFDB)

AFDB: African Development Bank Group, Tunis (2010)

[**Perspectives économiques en Afrique : Afrique du Sud**](#)

AFDB: African Development Bank Group, Tunis.

Available on the website: overview, recent economic developments, macro-economic policies, the development of technical and vocational competencies, structural questions, innovations and new technologies, the political context, the social context and statistics.

Dakar Centre

[**Education pyramid 2003/2004**](#)

Republic of South Africa, Department of education

Republic of South Africa, Department of Education, Pretoria

[**Strategic plan 2007-2011**](#)

Republic of South Africa, Department of Education, Pretoria, 190 p.

One of the objectives of the Department of Education is to ensure that the ministry contributes to the socio-economic development of the country by combating poverty and creating employment through skills development and strengthening capacity. *The 2007-2011 National strategic plan outlines the priorities: poverty eradication; skills development; improving the quality of education; health and education; institutional development.*

United Nations Educational, Scientific and Cultural Organisation (UNESCO)

UNESCO – Institute for Statistics

Education statistics

UNESCO – Institute for Statistics

General information: numbers of students enrolled (pre-primary, primary, secondary, higher); completion rates in education; education resources; literacy rates.

▪ [**Burundi**](#)

ADEA: 2008 Biennial on Education in Africa, 5-9 May 2008, Maputo (Mozambique)

Diaw, C. (October 2008)

[**Economic empowerment of girls living in post-conflict situations through vocational education: Burundi, Liberia and Sierra Leone**](#)

ADEA: Association for the Development of Education in Africa, Paris.

Vocational training for unschooled girls living in countries in conflict. PowerPoint presentation.

African Development Bank Group (AFDB)

AFDB: African Development Bank Group, Tunis

[**Perspectives économiques en Afrique : Burundi**](#)

AFDB: African Development Bank Group, Tunis.

Available on the website: overview, recent economic developments, macro-economic policies, the development of technical and vocational competencies, structural questions, innovations and new technologies, the political context, social context and statistics.

Ministry of Education and of Scientific Research

Ministry of Education and of Scientific Research, Bujumbura

[Le développement de l'éducation : rapport national du Burundi](#)

Ministry of Education and of Scientific Research, Bujumbura, 30 p.

Following an overview of the roles of the Ministry of Education and Scientific Research and the main problems of the education system, this paper addresses the development of education in Burundi, the education system in the face of 21st century challenges, inclusive education and education funding.

Dakar centre

[Education pyramid 2006/2007](#)

Republic of Burundi, the Executive Operational Secretariat (SEO)

The [SEO](#) is tasked with managing the deployment of donor funding. The Republic of Burundi has published its *Sectoral Plan for the Development of Education and Training* on its website. It describes the organisation of the Burundian education system (formal and non-formal education, types of institution, Burundian education in figures, net enrolment rates); the twelve strategic working projects; primary education;

secondary education; secondary technical and vocational education.

[Roles](#) of the Ministry of Primary and Secondary Education.

[Roles](#) of the Ministry of professional education, vocational training and literacy.

United Nations Educational, Scientific and Cultural Organisation (UNESCO), Paris

UNESCO – Institute for Statistics (2007)

[Education statistics](#)

UNESCO – Institute for Statistics.

General information: numbers of students enrolled (pre-primary, primary, secondary, higher); completion rates in education; education resources; literacy rates.

UNESCO–IBE Geneva (June 2006)

[World data on education](#)

UNESCO – IBE/Geneva, 36 p., biblio.

An exploration of several issues: general principles and aims of education: current priorities and concerns in education; laws and regulations; system administration and management; system structure and organisation; funding; the education process; higher education; private education; teaching resources, equipment and infrastructure; adult and non-formal education; teaching personnel; research and information relating to education.

▪ **Kenya**

African Development Bank Group (AFDB)

AFDB: African Development Bank Group, Tunis

[*Perspectives économiques en Afrique : Kenya*](#)

AFDB: African Development Bank Group, Tunis

Available on the website: overview, recent economic developments, macro-economic policies, the development of technical and vocational competencies, structural questions, innovations and new technologies, the political context, social context and statistics.

Ministry of education science and technology (MOEST)

Ministry of Education, Science and Technology (MOEST), Nairobi (2008)

[*Kenya national report. 48th session of the international conference on education, ICE: "Inclusive education: the way of the future", Geneva, 25-28 November 2008*](#)

Ministry of Education, Science and Technology (MOEST), Nairobi, 58 p.

This report focuses on inclusive education. Having defined the Kenyan concept of inclusive education, its aims and educational commitments in the introduction, the first section deals with the main reforms and innovations of the education system (including basic education, technical and professional education, non-formal education). The second section deals with policies implemented, their impact and the lessons learnt. The third section addresses the role of education in combating all forms of exclusion. The fourth section looks at interventions in the field of inclusive education, while the fifth section outlines the new challenges.

Ministry of Education, Science and Technology (MOEST), Nairobi, (2005)

[*Kenya sector support programme 2005-2010: delivering quality equitable education and training to all Kenyans*](#)

Ministry of Education, Science and Technology (MOEST), Nairobi, 288 p.

The main aim of MOEST is to develop and ensure funding for the Kenya Education Sector Support Programme. The document addresses the following topics: the organisation of primary education; non-formal education; educational needs; basic education; primary school teachers; the extension of educational opportunities into arid and semi-arid areas; capacity development; ICT; secondary education; quality assurance; technical and vocational education; the gender question and evaluation.

Dakar Centre

[*Education pyramid 2004/2005*](#)

United Nations Educational, Scientific and Cultural Organisation (UNESCO)

UNESCO – Institute for Statistics (2007)

[*Education statistics*](#)

UNESCO – Institute for Statistics

General information: numbers of students enrolled (pre-primary, primary, secondary, higher); school completion rates; education resources; literacy rates.

UNESCO–IBE Geneva (2006)

[*World data on education*](#)

UNESCO – IBE, Geneva, 35 p.

An exploration of several issues: general principles and aims of education: current priorities and concerns in education; laws and regulations; system administration and management; system structure and organisation; funding; the education process; higher education; private education; teaching resources, equipment and infrastructure; adult and non-formal education; teaching personnel; research and information relating to education.

- **Madagascar**

ADEA: 2008 Biennial on Education in Africa, 5-9 May 2008, Maputo (Mozambique)

Ramanantoanina, P. (October 2008)
[Les défis du développement de l'enseignement secondaire et de la formation à Madagascar](#)
ADEA: Association for the Development of Education in Africa, Paris
PowerPoint presentation.

African Development Bank Group (AFDB)

AFDB: African Development Bank Group, Tunis (2010)
[Perspectives économiques en Afrique : Madagascar](#)
AFDB: African Development Bank Group, Tunis
Available on the website: overview, recent economic developments, macro-economic policies, the development of technical and vocational competencies, structural questions, innovations and new

technologies, the political context, the social context and statistics.

World Bank

World Bank, Washington (September 2008)

[Madagascar: post primary education: developing the workforce, shaping the future: transformation of Madagascar's post-basic education](#)

Washington: World Bank, September, 134 p.

An examination of post-primary education (the calls for reform in this area: challenges to be met: poor quality, low levels and inequality of access to post-primary, financial inefficiency), and TVET (governance and certification). Several topics are examined: the linkages between education and the labour market; professional skills requiring development in order to improve the quality of basic education and training; access and equity in post-primary; partnerships for development and growth; reforms in management and governance; strategic framework for post-primary education in Madagascar.

World Bank, Washington, AFD (2008)
[Les défis du développement de l'enseignement secondaire et de la formation à Madagascar](#)

World Bank, Washington, 101pp.

This report is designed to make a contribution to ongoing discussions on education reform. It analyses barriers to the extension of the system and outlines the possible next steps in a programme to overcome them. Its objective is to encourage debate amongst policymakers, actors and donors; as such it does not advocate any particular approach over another. With a view to making Madagascar's economy more competitive in the 21st century, the government is considering increasing the median duration of schooling, from the current four and a half years to nine or ten years, by 2015. The report analyses the impact of ongoing reforms and makes suggestions for their implementation. It is designed for use as a discussion tool for dissemination to stakeholders in Madagascar's education system. (Editor's summary)

BASHIR S. (February 2009)

[Mieux former la population active pour préparer l'avenir : la transformation de l'enseignement post-fondamental à Madagascar](#)

World Bank, Washington, 164 p. (Human Development in Africa)

The transformation of education is one of the eight pillars of the Madagascar Action Plan for 2007-2011. In accordance with this, the government has finalised a basic

education reform plan covering the seven years of primary schooling and the three years of secondary, and is currently preparing a strategy for the reform of post-basic education and training. The main objective of this report is to contribute to post-basic education reforms.

Vocational Training Experts Group (GEFOP)

Operational plan for the national vocational training system.

Ministry of Education and of Scientific Research (MENRS)

Since 2004, MENRS has replaced the four former ministries of basic, secondary, vocational and higher education.

Government of Madagascar, Antananarivo (2006)

[Madagascar Action Plan \(MAP\), \(2007-2012\)](#)

Government of Madagascar, Antananarivo, 114 p.

In 2007, MAP took over the *Poverty Reduction Strategy Document* for 2007-2012. It aims to ensure a qualitative leap forward in the country's development process. The document gives an outline of the MAP: the national vision, major objectives, guiding principles, immediate priorities, implementation system, benefits, the eight commitments, governance, transformation of education and rural development.

Ministry of Education and of Scientific Research (MENRS), Antananarivo (February 2008)

[Éducation pour tous \(EPT\) – Madagascar – version finale](#)

Ministry of Education and Scientific Research (MENRS), Antananarivo, 264 p.

This publication provides an overview and an appraisal of EFA in Madagascar (outcomes, challenges, progress in implementing primary education initiatives, difficulties, priorities). It explores several issues: the question of primary education reform; improvements in learning (observations and context, general objectives; curriculum reform, monitoring and evaluation); first-phase secondary education reform; institutional performance (evaluation of the implementation of EFA, measures taken by MENRS, institutional strengthening); the costs and funding of the reform; the coordination of technical and funding partners and monitoring and evaluation.

[EFA : transformation de l'éducation fondamentale 2008-2011](#)

(2008), Ministry of Education, Antananarivo, 23 p.

A presentation of the vision and objectives of EFA; education today and tomorrow; a new study curriculum; school textbooks; teacher recruitment and training; decentralisation of funding; major phases in the education reform programme; redefining the roles and remits of the MENRS.

[EFA : transformation of basic education, 2008-2011](#)

(2008), Ministry of Education, Antananarivo, 24 p.

English version of the above document.

Dakar Centre

[Pyramide éducative 2006/2007](#)

United Nations Educational, Scientific and Cultural Organisation (UNESCO).

UNESCO – Institute for Statistics (2007)

[Education statistics](#)

UNESCO – Institute for Statistics
General information: numbers of students enrolled (pre-primary, primary, secondary, higher); completion rates in education; education resources; literacy rates.

UNESCO–IBE Geneva (June 2006)

[World data on education](#)

UNESCO – IBE/Geneva, 28 p., biblio.
An exploration of several issues: the general principles and aims of education: current priorities and concerns in education; laws and regulations; system administration and management; system structure and organisation; funding; the education process; higher education; private education; teaching resources, equipment and infrastructure; adult and non-formal education; teaching personnel; research and information relating to education.

There are two UNESCO-UNEVOC Centres for TVET in Madagascar [l'Institut supérieur de technologie d'Antsiranana](#) and the Institut national de formation du personnel des établissements d'enseignement technique et de formation professionnelle ([INFor](#)).

▪ **Mauritius**

ADEA: 2008 Biennial on Education in Africa, 5-9 May 2008, Maputo (Mozambique)

Samoff, J., K.S. Sukon and I. Bah-Lalya
[Transition et articulation entre les sous-secteurs et les types d'enseignement : leçons tirées des revues par les pairs du Gabon, de Maurice et du Nigeria](#)
PowerPoint presentation.

African Development Bank Group (AFDB)

AFDB: African Development Bank Group, Tunis (2010)

[Perspectives économiques en Afrique : Mauritius](#)

AFDB: African Development Bank Group, Tunis

Available on the website: overview, recent economic developments, macro-economic policies, the development of technical and vocational competencies, structural questions, innovations and new technologies, the political context, social context and statistics.

Ministry of Education, Culture and Human Resources

Ministry of Education, Culture and Human Resources (November 2008)

[Draft - education and human resources strategy plan 2008-2020](#)

163 p.

An examination of the socio-economic context, the inefficiency of the current education system (student failure, poor quality teaching and learning); the education system (primary, secondary, technical and vocational); implementation and monitoring.

Dakar Centre

[Education pyramid 2006/2007](#)

United Nations Educational, Scientific and Cultural Organisation (UNESCO)

UNESCO – Institute for Statistics (2007)

[Education statistics](#)

UNESCO – Institute for Statistics

General information: numbers of students enrolled (pre-primary, primary, secondary, higher); school completion rates; education resources; literacy rates.

UNESCO–IBE Geneva (June 2006)

[World data on education](#)

UNESCO – IBE, Geneva, 26 p.

An exploration of several issues: general principles and aims of education; current priorities and concerns in education; laws and regulations; system administration and management; system structure and organisation; funding; the education process; higher education; private education; teaching resources, equipment and infrastructure; adult and non-formal education; teaching personnel; research and information relating to education.

▪ Mozambique

ADEA: 2008 Biennial on Education in Africa, 5-9 May 2008, Maputo (Mozambique)

Ali. A.B.A. (October 2008)

[A situação do ensino pos-primário: a experiência de Moçambique](#)

Ministry of Education and Culture of Mozambique, Maputo
Post-primary education in Mozambique.
PowerPoint Presentation.

Botas, G. (October 2008)

[The challenge of TVET reform in Mozambique: goals, options and constraints](#)

ADEA: Association for the Development of Education in Africa, Paris
PowerPoint presentation on issues in reforming technical education and vocation training: objectives, options and constraints.

Chilundo, A. G. (October 2008)

[The articulation between upper secondary and higher education in a war-torn society: the Mozambican case study](#)

ADEA: Association for the Development of Education in Africa, Paris
Linkages between the second phase of secondary education and higher education in Mozambique. PowerPoint presentation.

African Development Bank Group (AFDB)

AFDB: African Development Bank Group, Tunis (2010)

[Perspectives économiques en Afrique : Mozambique](#)

AFDB: African Development Bank Group, Tunis

Available on the website: overview, recent economic developments, macro-economic policies, the development of technical and vocational competencies, structural

questions, innovations and new technologies, the political context, the social context and statistics.

Ministério da educação e cultura

Ministério da educação e cultura, Maputo (June 2006)

[Plano estratégico de educação e cultura 2006 – 2010/11](#)

Ministério da educação e cultura, Maputo, 149 p.

The *National Plan for education and culture* lists priorities in the field of education. Primary, non-formal, secondary, technical and vocational education and teacher training.

Dakar Centre

[Education pyramid 2006/2007](#)

United Nations Educational, Scientific and Cultural Organisation (UNESCO)

UNESCO – Institute for Statistics (2007)

[Education statistics](#)

UNESCO – Institute for Statistics
General information: numbers of students enrolled (pre-primary, primary, secondary, higher); completion rates in education; education resources; literacy rates.

UNESCO–IBE Geneva (June 2006)

[World data on education](#)

UNESCO – IBE/Geneva, 32 p., biblio.
An exploration of several issues: general principles and aims of education: current priorities and concerns in education; laws and regulations; system administration and management; system structure and organisation; funding; the education process; higher education; private education; teaching resources, equipment and infrastructure; adult and non-formal education; teaching personnel; research and information relating to education.

▪ **Namibia**

ADEA: 2008 Biennial on Education in Africa, 5-9 May 2008, Maputo (Mozambique)

Durango, L.

[The new system of training and qualifications: localisation of curricula and decentralisation of curriculum development](#)

Namibia Training Authority (NTA), Windhoek

Decentralised education and technical and vocational training: the case of Namibia. PowerPoint Presentation.

Ochse, K. (October 2008)

[Fit for Life? Non-formal post-primary initiatives in Yemen, Malawi and Namibia](#)

GTZ: Deutsche Gesellschaft für Technische Zusammenarbeit, Eschborn, 72 p.

An examination in preparation for the ADEA Biennial of formal, non-formal and post-primary education in three countries (Yemen, Malawi, Namibia), where the poor quality of post-primary education has led to a high number of school drop outs, which non-formal education is ill-equipped to handle.

African Development Bank Group (AFDB)

AFDB: African Development Bank Group, Tunis (2010)

[Perspectives économiques en Afrique : Namibia](#)

AFDB: African Development Bank Group, Tunis.

Available on the website: overview, recent economic developments, macro-economic policies, the development of technical and vocational competencies, structural questions, innovations and new technologies, the political context, the social context and statistics.

Ministry of Education

Ministry of Education, Windhoek (February 2007)

[Education and training sector improvement programme \(ETSIP\): planning for a learning nation: programme document: phase I \(2006 - 2011\)](#)

Ministry of Education, Windhoek, 161 p.

One section of the *National Education Plan* is devoted to technical and vocational education and training (TVET).

Namibia Training Authority (NTA)

[Website](#) of the Authority responsible for training in Namibia.

Dakar Centre

[Education pyramid 2005/2006](#)

United Nations Educational, Scientific and Cultural Organisation (UNESCO)

UNESCO – Institute for Statistics (2007)

[Education statistics](#)

UNESCO – Institute for Statistics
General information: numbers of students enrolled (pre-primary, primary, secondary, higher); completion rates in education; education resources; literacy rates.

UNESCO–IBE Geneva (June 2006)

[World data on education](#)

UNESCO – IBE/Geneva, 25 p., biblio.

An exploration of several issues: general principles and aims of education: current priorities and concerns in education; laws and regulations; system administration and management; system structure and organisation; funding; the education process; higher education; private education; teaching resources, equipment and infrastructure; adult and non-formal education; teaching personnel; research and information relating to education.

▪ [Union of the Comoros](#)

Dakar Centre

[Education pyramid 2005/2006](#)

Union of the Comoros

Page from the [website](#) of the Union of the Comoros on education issues: elementary, secondary, university and private education, VET.

United Nations Educational, Scientific and Cultural Organisation (UNESCO)

UNESCO – Institute for Statistics (2007)

[Education statistics](#)

UNESCO – Institute for Statistics

General information: numbers of students enrolled (pre-primary, primary, secondary, higher); completion rates in education; education resources; literacy rates.

UNESCO–IBE Geneva (June 2006)

[World data on education](#)

UNESCO – IBE, Geneva, 20 p., biblio.

An exploration of several issues: general principles and aims of education: current priorities and concerns in education; laws and regulations; system administration and management; system structure and organisation; funding; the education process; higher education; private education; teaching resources, equipment and infrastructure; adult and non-formal education; teaching personnel; research and information relating to education.

▪ [Seychelles](#)

African Development Bank Group (AFDB)

AFDB: African Development Bank Group, Tunis (2010)

[Perspectives économiques en Afrique : Seychelles](#)

AFDB: African Development Bank Group, Tunis.

Available on the website: overview, recent economic developments, macro-economic policies, the development of technical and vocational competencies, structural questions, innovations and new technologies, the political context, the social context and statistics.

Ministry of Education of the Seychelles

The Ministry of Education is responsible for the planning, development and implementation of government education policy. Its [website](#) offers information on projects, programmes and the education environment at pre-primary, primary, secondary and higher levels.

Dakar Centre

[Education pyramid 2004/2005](#)

United Nations Educational, Scientific and Cultural Organisation (UNESCO)

UNESCO – Institute for Statistics (2007)

[Education statistics](#)

UNESCO – Institute for Statistics

General information: numbers of students enrolled (pre-primary, primary, secondary, higher); completion rates in education; education resources; literacy rates.

▪ [Tanzania](#)

ADEA: 2008 Biennial on Education in Africa, 5-9 May 2008, Maputo (Mozambique)

Bah-Lalya, I. and A.T. Diallo (October 2008)

[Les réformes post-Indépendance pour réaliser l'EPU au Bénin, au Cameroun, en Guinée et en Tanzanie](#)

ADEA: Association pour le développement de l'éducation en Afrique/Paris. An account of universal primary education reform in four countries, including Tanzania. PowerPoint Presentation.

Ministry of Education and Vocational Training of Tanzania (MoEVT)

Ministry of Education and Vocational Training [website](#).

Ministry of Education and Vocational Training of Tanzania (MoEVT), Dar es Salaam (June 2007)

[Education Situation Analysis](#)

Ministry of Education and Vocational Training of Tanzania (MoEVT), Dar es Salaam, Volume 1 Main Text, 123 p.

An exploration of several issues: the national context of education policy; the organisation and management of the education sector, learning and training; aid to the Government of Zanzibar, pre-primary, secondary, technical and vocational education.

The United Republic of Tanzania (2001)

[The education and training sector development programme document – final draft](#)

The United Republic of Tanzania, August, 71 p.

An examination of the policy framework in the education sector: the education sector and training development programme (objectives, priorities, strategies); funding; medium-term funding plans for the sector and its management programme.

Ministry of Education and Vocational Training of Tanzania (MoEVT) (2007)

[Plan \(ZEDP\), 2008-2015: from 12 technical working groups](#)

Ministry of Education and Vocational Training of Tanzania (MoEVT), ZEDCO: Zanzibar Education Development Consortium, 109 p.

Suggested programmes and activities for the *National Education Plan* in 12 areas: pre-primary education; primary; secondary (lower and higher); TVET; teachers; higher education; non-formal education; adult and alternative education; education management and decentralisation; ICT; health in education; the gender question and inclusive education.

Dakar Centre

[Education pyramid 2007/2008](#)

United Nations Educational, Scientific and Cultural Organisation (UNESCO)

UNESCO – Institute for Statistics (2007)

[Education statistics](#)

UNESCO – Institute for Statistics

General information: numbers of students enrolled (pre-primary, primary, secondary, higher); school completion rates; education resources; literacy rates.

UNESCO–IBE Geneva (2006)

[World data on education](#)

UNESCO – IBE/Geneva, 29 p., biblio.

The document explores several issues: general principles and aims of education; current priorities and concerns in education; laws and regulations; system administration and management; system structure and organisation; funding; the education process; higher education; private education; teaching resources, equipment and infrastructure; adult and non-formal education; teaching personnel;

research and information relating to education.

Vocational education and training authority (VETA)

[Website](#)

Dotto, L. (October 2009)

[Approach and experiences in the VET system in Tanzania](#)

AFD-GTZ – Regional Workshop, 39pp.

An overview of the vocational training system in Tanzania

Wedgwood, R. (July 2005)

[Post-Basic education and poverty in Tanzania](#)

Post-Basic Education and Training Working Paper Series - n° 1

Centre of African Studies, University of Edinburgh, Edinburgh, 56pp., biblio.

An account of basic and post-primary education and poverty in Tanzania.

Selection of web sites

Association for the Development of Education in Africa (ADEA)

A forum for exchange on education policy in Africa but also a network of decision makers, practitioners and researchers, [ADEA](#) offers support to countries reforming their education systems. One of its objectives is to strengthen links between African Ministers of Education and Training and cooperation and development organisations. It also aims to develop African institutional and technical capacity by setting up information exchange networks. Its programmes and activities (biennials, publications, databases, case studies) are available online (in French and English).

• ADEA – Post-primary education working group

Founded by ADEA in 2004, the main aim of the [Post-primary education working group](#) is to help sub-Saharan African countries to fully prioritise post-primary education so as to ensure sustainable economic and social development. There are three challenges: urging education ministries to attach more importance to post-primary education: working towards greater coherence in the forms and models of post-primary education through the development of public-private partnerships and achieving a closer link between formal and non-formal education.

AfricanEconomicOutlook.org

The [website](#) features the annual report on *African economic perspectives*.

Drawing on the combined expertise of the African Development Bank (ADB), the OECD Development Centre, the UN

Economic Commission for Africa and a network of African think tanks and research centres, it provides complete comparative data and analyses of 47 African economies, representing 99% of the continent's population and 97% of its wealth (measured in GNP). Country notes for 47 of the 53 African countries can be consulted. One section concerns [technical and vocational education in Africa](#): the development of technical and vocational competencies; lessons from the reforms in such development, funding of development and specific scenarios.

Agence française de développement (AFD)

[AFD](#) funds development programmes and plays a central role in French government assistance to countries of the South. In education, it funds bilateral French programmes for primary and secondary education and vocational training. Over 50% of its funding goes to Africa. The [projects](#) it supports are listed online (in French, English and Spanish), as are its studies and publications.

World Bank

The [World Bank](#), an international organisation, provides financial and technical support to developing countries. It supports a number of projects, particularly in education. Its website (in French, English and Spanish), lists the development projects and programmes it supports, its publications (regional and national reports), and contains statistical data. The "Country Profiles" section provides education data by country (syntheses, international indicators, statistics) and information on World Bank activity by region or country (projects, programmes, publications, reports).

Indian Ocean Commission (IOC)

The [IOC](#), an intergovernmental organisation founded in 1984, has five member states: the Union of the Comoros, Réunion, Madagascar, Mauritius and the Seychelles. It defines itself as a regional cooperation organisation designed to defend the interests and sustainable development of its members. There are ten ongoing projects on four strategic themes adopted during the 2005 summit: political and diplomatic cooperation in support of regional stability and good governance; economic and commercial cooperation designed to integrate island economies into the regional and global economy; sustainable regional development; strengthening regional identity and rapprochement between peoples.

European Commission

The European Commission embodies and defends the general interests of the European Union (EU). In 2009, the EU Member States and the European Commission strengthened their cooperation with the Strategic Framework for European cooperation in education and training ("Education and Training 2020"). The EU [strategic objectives](#) for education and training policies are as follows: ensuring that lifelong education and training and mobility become realities; improving the quality and effectiveness of education and training systems: promoting equality, social cohesion and active citizenship; promoting creativity and innovation at all educational levels, in particular for entrepreneurship. [EuropeAid](#), the directorate general of the European Commission charged with implementing external aid projects and programmes worldwide, provides support for development. It works in close collaboration with neighbouring EU

countries, Russia, the regions of Africa, the Caribbean and the Pacific (ACP), Latin America and Asia. The Directorate General for Development ([DGDEV](#)), tasked with the drafting of global and sectoral policy, outlines development policies applicable to developing countries and carries out prospective studies to this end. Its principal themes and activity sectors are the priorities of development policy. The DGDEV is directly responsible for community relations with sub-Saharan Africa and with the countries of the Caribbean, the Pacific and the Indian Ocean.

Conference of Ministers of Education from French-speaking countries (CONFEMEN)

[CONFEMEN](#), a French-speaking institution with 41 member states and governments, including several in Africa, works to promote technical and vocational education and training. The Programme to analyse the education systems of member states and governments ([PASEC](#)) evaluates education systems in order to improve access to quality education for all. PASEC reports and documents are available online.

Directorate General of Globalisation, Development and Partnership (DGMDP)

The [DGMDP](#) is an operational directorate of the Ministry of Foreign and European Affairs, which outlines and implements French activities in terms of international and intergovernmental organisations in economic and social areas. It contributes to the design and implementation of international cooperation in the governance sector; oversees the work of French international cooperation agencies and drafts the policies and strategies of government development agencies, in particular the AFD.

Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ)

Founded in 1975, the [GTZ](#) is a German Federal Government organisation working in the field of international cooperation for sustainable development. It has a presence in over 130 countries worldwide.

Vocational Training Experts Group (GEFOP)

Launched in 2005 on the initiative of the AFD to elucidate the activities of donors and various public and private actors in the field of vocational training in developing countries, the [GEFOP](#) is a network of international vocational training experts, designed to provide a forum for exchange and analysis of vocational training in development policy. In Africa, its expertise applies particularly to Algeria, Morocco, Senegal, South Africa and Tunisia. The website provides access to a certain number of documents relating to vocational training systems, and to GEFOP working documents.

Lux-Development

[Lux-Development](#), the Luxembourg agency for Development Cooperation, AFD and GTZ strengthened and formalised their partnership in the vocational training sector by signing a Declaration of Intent in Paris in 2009. Lux-Development manages practically all government funded development assistance in the bilateral context alongside programmes funded by other bilateral donors and the European Commission. The agency concentrates mainly on ten privileged partner countries of Luxembourg cooperation, as defined by the government (Burkina Faso, Mali, Niger, Senegal, Cape Verde, Namibia, Laos, Vietnam, Nicaragua and El Salvador) Education, including vocational training and labour market integration, is

one of the key sectors in Luxembourg cooperation.

Organisation internationale de la francophonie (OIF)

Education and training is a priority area for the [OIF](#). It is organised around three areas: improving the quality of basic education, strengthening youth labour market integration and promoting the teaching of French in multilingual contexts.

United Nations Educational, Scientific and Cultural Organisation (UNESCO)

• UNESCO Regional Office for Africa (BREDA)

Representing UNESCO in 6 countries (Cape Verde, Gambia, Guinea-Bissau, Liberia, Senegal and Sierra Leone), [BREDA](#) is tasked with planning education in sub-Saharan Africa and coordinating the implementation of regional education programmes. Its interventions are in basic education, secondary and technical education, higher education, education policies and preventive education. Documents concerning these topics are available online (French, English, Portuguese).

• International Institute for Educational Planning (IIEP)

[IIEP](#), a UNESCO research and training centre specialising in education planning and management, aims to help countries develop their education systems.

[Planipolis](#), the online portal for education plans and policies of IIEP member states, features documents from official sources (national education plans and policies, MDG reports). Search by geographic zone, key word or document type.

• Dakar Centre

The [Dakar Centre](#), a BREDA unit, provides expertise in education sector analysis for African countries and their partners, from development to implementation of education policy. Its publications – regional summary reports, updates on national education systems, country notes and topics – are available online (in French and English), as are its contributions to EFA, the *Fast Track* initiative and the improvement of education management in Africa. The [education pyramids](#) provide various indicators on African education systems (EFA, demographic and economic contexts, education outcomes and policies in primary education, financial indicators), primarily calculated based on data from the UNESCO Institute of Statistics and those gathered by the Dakar Centre, except for those countries for which more recent data are available.

2006-2007 Education Pyramids for [Africa](#), [sub-Saharan Africa](#), [Southern Africa](#), [Central Africa](#), [East Africa](#) and [West Africa](#).

• UNESCO – UNEVOC

UNESCO intervenes in technical and vocational education and training (TVET), amongst other areas. Its [publications](#) on the subject are available online.

Inaugurated in 2002, the aim of [UNESCO-UNEVOC](#), the international centre for technical and vocational education and training, is to help member states strengthen and improve their technical and vocational education and training systems. Its principal activities (a global network of over 230 centres in over 156 countries), focus on developing TVET systems, improving access for all to TVET and TVET quality assurance. The document UNESCO-UNEVOC in brief provides information about its role, its main activities, the instruments it uses to achieve its objectives and inter-institutional cooperation.

The online [TVETipedia](#) portal enables the exchange of information on TVET, the highlighting of examples of best practice and collaboration on projects.

Index

A

AFD: Agence française de développement, 5, 27
AFDB: African Development Bank Group, 4, 15, 17, 18, 21, 22, 23, 24
AfricanEconomicOutlook.org, 27
Ali. A.B.A., 22
Association for the Development of Education in Africa (ADEA), 27

B

Bah-Lalya, I., 21
Barlet, S., 5
Baron, C., 5
Bashir, S., 19
Botas, G., 22

C

Carton, M. (coordinator), 5
Castaner, E., 5
Chilundo, A.G., 22
Conference of Education Ministers from French-speaking countries (CONFEMEN), 6, 28

D

Dakar Centre, 8, 15, 16, 17, 20, 21, 22, 23, 24, 26, 29
Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ), 28
DGCID: Directorate General for International Cooperation and Development, 6.
Dhersigny, A., 14
Diaw, C., 15
Directorate General of Globalisation, Development and Partnership (DGMDP), 28
Dotto, L., 26
Durango, L., 23

E

European Commission, 30
Executive Operational Secretariat, 16

F

Filipiak, E., 11

G

Gauron, A., 6, 12
Government of Madagascar, 19

H

Hoppers, W., 6

I

Indian Ocean Commission (IOC), 27
International Institute for Educational Planning (IIEP), 29
Isaacs, S., 14

K

Kingombe, C., 7

L

Lagrandé, D., 5

Ledoux, B., 7

Lux-Development, 29

M

Mingat, A., 7
Ministry of Education of Quebec, 7
Ministry of Education and Scientific Research, 16
Ministry of Education and of Scientific Research (MENRS), 20
Ministério da educação e cultura 22
Ministry of Education, 23
Ministry of Education and Vocational Training of Tanzania (MoEVT), 25
Ministry of Education and Vocational Training of Tanzania (MoEVT), 25
Ministry of Education, Culture and Human Resources, 21
Ministry of Education, Science and Technology (MOEST), 17

N

Namibia Training Authority (NTA), 23

O

OECD: Organisation for Economic Co-operation and Development, 4
Ochse, K., 23
OIF: Organisation internationale de la francophonie (OIF), 8
Organisation internationale de la francophonie (OIF), 29

P

Post-primary education working group (GTEPP), 27
Presidency of the Union of the Comoros, 24

R

Rakotomalala, R., 7
Ramanantoanina, P., 18
Republic of South Africa, 15

S

Samoff, J., 21
Scott, I., 14
Sukon, K.S., 21

U

UNESCO – BRED A, 9
UNESCO – Executive Council, 9
UNESCO – IBE, 16, 18, 20, 21, 23, 24, 26
UNESCO – Institute for Statistics, 17, 21, 24
UNESCO – Institute for Statistics, 15, 16,
UNESCO – Institute for Statistics, 20
UNESCO – Institute for Statistics, 22
UNESCO – Institute for Statistics, 24
UNESCO – Institute for Statistics, 26
UNESCO – IIEP, 9, 10
UNESCO – Regional Office for Africa (BRED A), 29
UNESCO – United Nations Educational, Scientific and Cultural Organisation (UNESCO), 10,11
UNESCO – UNEVOC 9
UNESCO – UNEVOC, 30

V

Vernieres, M., 6
Verspoor, A. ed., 11
Vocational education and training authority (VETA), 26
Vocational Training Experts Group (GEFOP), 19, 28

W

Walther, R., 11, 12, 14
Watters, K., 14
Wedgwood, R., 26
World Bank, 18
World Bank, 19, 27
World Bank, Washington, 13

Y

Yeld, N., 14