
Study of dual vocational education and training (VET) in Burkina Faso

Translation of the final report

Commissioned by:

Austrian Development Agency
Cooperation Office
Burkina Faso

Authors:

Franz Kehl
kehl@kek.ch

Roman Troxler
troxler@kek.ch

Rachel Ye-Sawadogo
yerach_fr@yahoo.fr

Ouagadougou and Zürich
15.06.2018

Table of contents

1	Introduction	1
1.1	Initial situation and objective of the study	1
1.2	Approach and Methodology	2
2	Dual vocational education and training	3
2.1	The organisational-institutional dimension: the dual VET system	3
2.2	The pedagogic dimension: the dual <i>principle</i>	3
2.3	The socio-political dimension: the professional concept	4
2.4	Implications for the promotion of dual VET in developing countries	5
2.5	Success factors for dual VET	6
3	Context analysis	8
3.1	Socio-political and economic situation	8
3.2	Political and legal context of education and VET	12
3.3	The formal VET system: strategies, actors, situation	13
3.4	Non-formal learning and apprenticeship in the informal economy: concept and situation	16
3.5	Findings for dual VET in Burkina Faso	18
4	Approaches, experiences and lessons learned	21
4.1	ADA's approach and experience in Burkina Faso	22
4.2	Approaches of other donors in Burkina Faso 2000-2017	23
4.3	Lessons learned from other countries in the sub-region	29
4.4	Interim assessment	32
5	Leads for the development of dual VET in Burkina Faso	34
5.1	Evaluation Methodology and Criteria	34
5.2	Lead 1: Upgrading informal and traditional apprenticeship	35
5.3	Lead 2: Dualising the training offer in the Agro-Sylvo-Pastoral sector	38
5.4	Lead 3: Involvement of successful national companies	41
5.5	Lead 4: Creation of innovative training centres in emerging sectors	43
5.6	Lead 5: Governance and dual cooperative system	46

Annex 1: Relevant Resources

Annex 2: Calendar

Annex 3: List of people met

List of figures

Figure 1: The dual principle and its application in different modes of VET	4
Figure 2: Governance structures of VET systems	5
Figure 3: Labour market segments in different phases of development	11
Figure 4: Diagram of the structure of the reformed education system	14
Figure 5: Labour market status of youth	20
Figure 6: Reference framework for engaging the business sector in developments towards dual VET	22
Figure 7: Ongoing programmes and projects contributing to improved VET	28
Figure 8: Upgrading informal apprenticeship in Africa	31
Figure 9: Mapping of innovative projects	32
Figure 10: Potential of lead 1: Upgrading informal and traditional apprenticeship	38
Figure 11: Potential of lead 2: Dualising the training offer in the Agro-Sylvo-Pastoral sector	40
Figure 12: Potential of lead 3: Involvement of successful national companies	43
Figure 13: Potential of lead 4: Creation of innovative training centres in emerging sectors	45

Abbreviations

ADA	Austrian Development Agency
ADC	Austrian Development Cooperation
AFD	Agence Française de Développement
AfDB	African Development Bank
ANPE	Agence Nationale Pour l'Emploi
AO-BTP	Association des Ouvriers du Bâtiment et des Travaux Publics
ASP	Agro-Sylvo-Pastoral
BQP	Brevet de Qualification Professionnel
BPT	Brevet Professionnel de Technicien
BPTS	Brevet Professionnel de Technique Spécialisé
CA	Chambre d'Agriculture
CAFP	Cellule d'Appui à la Formation professionnelle
CBA	Competency Based Approach
CEBNF	Centres d'Education de Base Non-Formelle
CFPNF	Centres de Formation Professionnelle Non-Formelle
CIA	Central Intelligence Agency, United States of America
CIRD-ICF	Centre Innovation et Recherche Développement en Ingénierie, Conseil de la Formation
CMA-BF	Chambre des Métiers de l'Artisanat du Burkina Faso
CNC	Commission Nationale de la Certification
CNPB	Conseil National du Patronat
CQP	Certificat de Qualification Professionnelle
DC dVET	Donor Committee for Dual Vocational Education and Training
DED	Deutscher Entwicklungsdienst
DGA	Direction Générale de l'Artisanat

DGFP	Direction Générale de la Formation Professionnelle
EFORD	Education et Formation pour un Développement Endogène
ENESI	Enquête nationale sur l'emploi et le secteur informel
FAFPA	Fonds d'appui à la formation professionnelle et à l'apprentissage
FENABF	Fédération nationale des Artisans du Burkina Faso
GDP	Gross Domestic Product
GNP	Gross National Product
GTZ/GIZ	Gesellschaft für technische Zusammenarbeit / Gesellschaft für Internationale Zusammenarbeit
IIEP	Institut international de planification de l'éducation
ILO	International Labour Organisation
IRSAT	Institut de recherche scientifique sur les technologies appropriées
KFW	Kreditanstalt für Wiederaufbau
LPBB	Lycée Professionnel Bruno Buchwieser
MENA	Ministère de l'Education Nationale et de l'Alphabétisation
MSE	Micro and Small Enterprises
METSS	Ministère de l'emploi du travail et de la sécurité sociale
MICA	Ministère de l'Industrie, du Commerce et de l'Artisanat
MJFIP	Ministère de la Jeunesse, de la Formation et de l'Insertion Professionnelle
NGO	Non-Governmental Organisation
ÖJAB	Österreichische JungArbeiterBewegung
ONEF	Observatoire nationale de l'emploi et de la formation professionnelle
ONPE	Office National pour la Promotion de l'Emploi
OPA	Organisation professionnelle d'Artisans
PAPS-EFTP	Programme d'appui à la Politique sectorielle d'Enseignement et de Formation techniques et professionnels
PASP/FPD	Projet d'Appui au Secteur Privé pour la Formation Professionnelle Duale
PAT	Plan d'Action Triennal
PDAFA	Programme de Développement de l'Apprentissage et de Formation des Artisans
PEFOP	Plateforme d'expertise pour la formation professionnelle de l'UNESCO
PEJDC	Projet Emplois des Jeunes et Développement des Compétences
PNDES	Plan Nationale du Développement Economique et Sociale
PN-EFTP	Politique Nationale Enseignement et Formation Techniques et Professionnels
PPP	Purchasing power parity
PPP	Public-Private Partnership
PP-ETP	Projet de Professionnalisation des Enseignements Technique et professionnel
PSEF	Plan Sectoriel de l'Education et la Formation
PTF	Partenaire Technique et Financier
SDC	Swiss Agency for Development and Cooperation
SDG	Sustainable Development Goals
SIFA	<i>Sites Intégrés de Formation Agricole</i>
SPONG	Secrétariat permanent des ONG
TPA	Taxe patronale d'apprentissage
TVET	Technical and Vocational Education and Training
UEMOA	Union monétaire Ouest-Africaine
UNAS	Union d'action Syndicale
UNDP	United Nations Development Programme
VET	Vocational Education and Training

This study was written in French and subsequently translated into English. If there are any ambiguities, please always refer to the original French study.

1 Introduction

1.1 Initial situation and objective of the study

The Austrian Development Cooperation (ADC) is a long-standing partner of the Government of Burkina Faso in the field of vocational education and training (VET). Vocational training has the potential to serve as an essential factor for poverty reduction and sustainable development, but also for the social, economic, political and cultural development of individuals and society. VET aims to create opportunities for productive employment and to provide access to decent work. Consequently, VET is explicitly targeted through goal 4 of the global agenda for sustainable development (Sustainable Development Goals: SDG).

In the UNDP's Human Development Report published in 2015, Burkina Faso ranks 183rd out of 188 countries. The country is characterized by massive poverty and unemployment. This is also the result of structural deficiencies such as the lack of human resources adapted to the needs of an economy that is not sufficiently competitive with poorly paid and precarious jobs. VET is poorly developed and largely disconnected from the labour market. Indeed, Burkina Faso's education system remains generalist, with few job prospects and young people who are not in school or who have dropped out of school do not have many learning opportunities leading to labour market integration.

However, Burkina Faso has enormous production and processing potential, which could function as a job generator for many. Well-developed VET, adapted to the local needs and potentialities, is one of the key factors to realise this potential. Burkina Faso has recognized the challenge of the qualification of its people and has identified VET as a main axis for future development in its national development policy, the *Plan Nationale du Développement Economique et Sociale (PNDES) 2016-2020*. This strategic direction is supported by the specific strategies recently developed in the field, notably the new *Plan d'Action Triennal (PAT)*. This political shift also comes in the context of the 2008 economic crisis and the challenges of unemployment in general and youth unemployment in particular.

Recently, the dual VET option has also received more attention from the social partners, as mentioned in the PAT and the *Projet d'Appui au Secteur Privé pour la Formation Professionnelle Duale (PASP/FPD)*. Dual VET is a specific option for the organisation of the VET system and could be an alternative to 'classic' VET, contributing to successful integration of young people in the labour market and involving business partners more closely in the organisation and implementation of VET. Dual VET is defined as vocational training which takes place at the same time in at least two different (and therefore dual) places of education, i.e. at the workplace (mostly in an enterprise) and somewhere else (in school for example). Central European countries such as Austria have a long and successful tradition in dual training, which is one of the main axes of the VET offer - but not the only one. These countries see dual VET as an opportunity for partners in international cooperation to support individual, economic and social development.

Austria, because of its strong experience in VET and the strengths of its own system, highlighted the importance of VET in its development cooperation. An excellent cooperation between the Burkinabe government and Austria in the field of VET has been established for many years. To support Burkinabe partners in the development of VET provision for young people in Burkina Faso, this study analyses the state of dual VET in Burkina Faso and evaluates the possibility of strengthening such an approach. Consequently, the study provides an analysis of the dual training context in Burkina Faso and formulates possible leads to follow for the development of dual VET in Burkina Faso. Through this, it allows a deeper engagement

of the Burkinabe government and other interested stakeholders in Burkina Faso on the issue of dual VET or similar approaches.

1.2 Approach and Methodology

The ADA Cooperation Office in Burkina Faso engaged KEK-CDC Consultants to conduct this study. KEK-CDC has been involved for over 30 years in the research and development of VET in Switzerland, neighbouring countries and partner countries in the South and East. Franz Kehl, managing director of KEK-CDC and specialist in VET, and Roman Troxler, specialist in labour market integration and private sector development issues, carried out this research. They collaborated with Ms Rachel Ye-Sawadogo, an independent consultant in Burkina Faso, who has extensive institutional expertise and experience in the VET sector and in the subject of labour market integration in Burkina Faso.

To carry out this study, we worked on four main axes:

1. **Framework definition:** based on the *Donor Committee for Dual Vocational Education and Training (DC dVET)*'s understanding of dual VET.
2. **Document analysis:** analysis of secondary data (such as national and international strategies, country and regional studies, national and international research reports and statistics), existing reports and evaluations of past and current (dual) VET projects in Burkina Faso and neighbouring countries.
3. **Interviews:** with a range of stakeholders in Burkina Faso and internationally (see list in annex) based on a semi-structured interview guide.
4. **Validation:** validation of preliminary results in a technical workshop on 7 March 2018, and discussion and final validation in an extended technical workshop on 16 May 2018. The method developed for the evaluation of future leads (for the promotion of dual VET in Burkina Faso) is explained in detail in Chapter 5 of this report.

2 Dual vocational education and training

Dual vocational education and training (VET) is a well-known concept in German-speaking countries, in addition to Austria especially in Germany, Liechtenstein and Switzerland. In these countries, the dual system has developed over centuries with different characteristics from one country to another and even between economic sectors. There is therefore not *one* dual VET system, but rather a large number of dual systems and approaches, which nevertheless share some key characteristics.

In recent years, international interest in dual VET has increased significantly. The *Donor Committee for dual Vocational Education and Training (DC dVET)* was founded in 2015/2016 with the aim of supporting the integration of dual VET approaches into development cooperation - without systematically transferring the dual system. To strengthen this debate, the committee has developed a common concept and principles for dual VET in development cooperation. The following section explains what the committee means by dual VET. In principle, three dimensions of dual VET can be distinguished: organisational-institutional, pedagogic and socio-political¹. It should be noted that this understanding starts from member countries and their systems and not from the realities of developing countries.

2.1 The organisational-institutional dimension: the dual VET system

The central elements of the dual system (in its countries of origin) are:

- **Learning venues:** the training takes place at least in two learning places, school and company. Theoretical knowledge and general education are taught in the academic part of the curriculum. In the company, practical knowledge and skills are learned. If necessary, other learning places can be added.
- **Ownership:** Dual training is jointly supported by public and private partners or schools and business partners (mutual responsibility). The organized private sector (professional associations, chambers of commerce, etc.) is indispensable for this purpose.
- **Status of trainees:** Apprentices are recruited by companies. They are then employees with an employment or training contract.
- **Duration of training:** In dual VET countries, initial vocational training lasts 2 to 4 years.
- **Ration of learning at the workplace to learning in the classroom:** In countries with a dual VET system, the ratio of business-based training to classroom education is between 80:20 and 60:40.

2.2 The pedagogic dimension: the dual *principle*

Alternation between learning in practice and in the classroom, is at the heart of the dual principle. Depending on the context, practical learning can also be organised in training workshops, training laboratories, training companies or as part of projects.

The following figure² shows the different learning models according to the dual principle (pedagogic dimension). Even if we can observe that formal learning is the only modality that

¹ Cf. DC dVET, 2016: „Duale Berufsbildung in der Entwicklungszusammenarbeit. Verständnis und Grundsätze des Geberkomitee für duale Berufsbildung“. [https://www.dcdualvet.org/wp-content/uploads/DCdVET_Verstaendnis_und_Grundsaeetze_final.pdf]

² Cf. Presentation of Franz Kehl at the regional DC dVET event in Ouagadougou, 30 November 2017 [in French: https://www.dcdualvet.org/wp-content/uploads/02_DC-dVET-Formation-Professionnelle-duale.pdf]

satisfies all the conditions of a dual training system (dual principle + apprenticeship in the workplace + employee/apprentice status), it is obvious that other learning modalities according to the dual principle exist too.

Duality as a pedagogic *principle* can also be important in labour market integration programmes or special programmes for disadvantaged target groups.

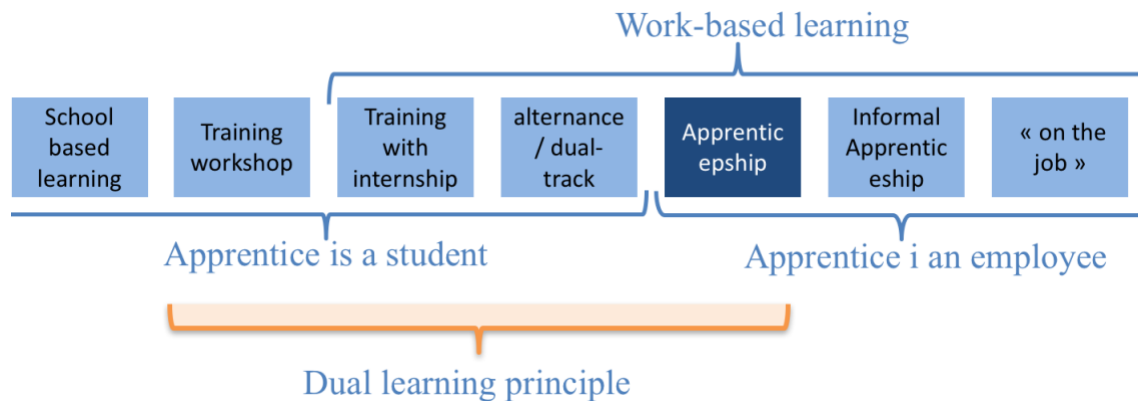


Figure 1: The dual principle and its application in different modes of VET

Source: Presentation at the DC dVET regional workshop in Ouagadougou, 30 November 2017

Box 1: Dual VET and *alternance* training

The EU³ defines alternating training as "Education or training combining periods spent in an educational establishment or training centre and at the workplace. The alternation can be done on a weekly, monthly or annual basis" (translation by the authors). Alternating training as a principle can therefore meet all the criteria of the dual principle. On the other hand, the organisational-institutional dimension and in particular the role of the private sector in the management of the training system is often less developed in *alternance* systems than in a dual system. Apprentices spend more time in school and normally have a student status.

2.3 The socio-political dimension: the professional concept

In its countries of origin, dual VET is closely linked to the concept of the profession and the pride therein. This means that the training leads to a complete qualification and does not refer only to a job or a partial qualification. In addition, dual VET is associated with the notions of quality, skilled work and the objective of becoming a "master craftsman".

Another element to consider is that dual VET systems in Germany, Austria and Switzerland are well anchored society and serve a large part of the population (almost two thirds of young Swiss opt for dual apprenticeship). Apprenticeships are therefore not seen as a second choice for those who are not in a position to follow academic training - but as a normal or even equivalent approach to general education.

³ CEDEFOP: Terminology of European education and training policy [<http://www.cedefop.europa.eu/fr/publications-and-resources/publications/4117>]

2.4 Implications for the promotion of dual VET in developing countries

A DC dVET study⁴ emphasises the importance of differentiating between the three dimensions of dual VET. It highlights the position that a direct "sale" of the dual VET system with all these elements is not promising. The dual systems have indeed developed gradually over several centuries. They are based on the idea of a collective approach in training with a state and a private sector that engage collectively (see figure 2 below). For countries with systems traditionally centred on the state (as is the case in the former French colonies and therefore also Burkina Faso), moving towards a system of collective organisation requires an enormous change of conception regarding the roles of the public and the private. Transferring an entire dual system as part of a development cooperation project is therefore almost impossible; if such development is possible on a systemic level, the process will certainly take longer than the normal duration of a project.

Public investment in VET	<i>high</i>	State-centred skill formation systems e.g. Sweden, France	Collective skill formation systems e.g. Austria, Germany, Switzerland
	<i>low</i>	Liberal skill formation systems e.g. Great Britain, United States	Segmentalist skill formation systems Japan
		<i>low</i>	<i>high</i>
Private investment in VET			

Figure 2: Governance structures of VET systems

Graph based on Busemeyer/Trampusch (2011), p. 12

On the other hand, according to the DC dVET⁵, adapted versions of the dual principle and the professional concept can certainly be applied in development cooperation, particularly if 'profession' is understood as a broad qualification instead of a narrow focus on specific jobs and as a qualification that includes vocational socialisation and also promotes personal development and social skills.

All elements of the organisational-institutional dimension of dual VET are in principle also valid for development cooperation. However, adjustments are necessary as not all of them can be implemented on the spot. It therefore seems clear that the approach chosen in a developing country needs to be adapted to local needs and framework conditions so that the benefits of dual VET are accessible.

According to the Committee⁶, it was especially at the beginning of cooperation in the field of VET that training centres gearing towards the dual principle were set up in various countries. In these centres, skilled workers have been trained and practical training has taken place in

⁴ Cf. Jaeger et al., 2016: „Duale Berufsbildung als Option in der Entwicklungszusammenarbeit. Befragung von Expertinnen und Experten im Auftrag des Geberkomitees für duale Berufsbildung“. [https://www.dcdualvet.org/wp-content/uploads/DCdVET_Duale_Berufsbildung_als_Option_in_der_Entwicklungszusammenarbeit_Studie_Matthias_Jaeger.pdf]

⁵ Cf. DC dVET, 2016: „Duale Berufsbildung in der Entwicklungszusammenarbeit. Verständnis und Grundsätze des Geberkomitee für duale Berufsbildung“. [https://www.dcdualvet.org/wp-content/uploads/DCdVET_Verstaendnis_und_Grundsaeetze_final.pdf]

⁶ *ibid.*

internal workshops. Many of these centres still operate successfully under this training concept. However, because of the relatively high costs involved, this approach is less and less suitable for large-scale implementation, but rather for the promotion of strategically important professional areas or the training of multipliers such as trainers or those responsible for the VET system.

In addition, it is necessary to recall the importance of the socio-political dimension of dual VET (as elaborated above). In its countries of origin, VET is not considered primarily as an element of social policy or a measure for integrating disadvantaged groups, but rather as the main component for the competitiveness of enterprises contributing to economic growth. This also has crucial implications for the promotion of dual VET in development cooperation. The objective - and therefore also the target group - of dual training activities must be determined with the utmost care. Too often the aim was to create dual systems exclusively for the poor and school drop-outs, which is not in line with the basic idea of dual VET as it has evolved over time in Europe. Normally, these arrangements cease to exist once external funding ends as they do not reflect and are not based on the interests of powerful private actors who could promote a systems approach.

2.5 Success factors for dual VET

In developing new VET projects and programmes (with dual elements) the DC dVET therefore proposes the following success factors⁷, which are slightly adapted here:

Learning in alternation: By learning in school and in the real work process, trainees not only acquire professional and social skills, but also the skills necessary to implement them. This makes it easier to place them in the labour market once their training is completed. Through a system of alternation, it is also possible to involve the private sector in VET and to orient training centres (private or public) towards the world of work.

Role of the private sector: Joint responsibility between public and private partners ensures systematic involvement of the private sector. The most promising and important way is to involve the private sector in identifying its needs and defining the training offer, as well as in examinations and certification. In this way, it is guaranteed that the professional qualifications and skills acquired correspond to the needs of the economy. Involvement in the development of curricula and training materials as well as in the implementation of training, in the management and financing are more demanding options that also require a greater effort from private actors.

Social recognition of standards: The social recognition of dual VET and its qualifications is an important element for its attractiveness and success. It is closely linked to quality and opportunities for further education.

Qualification of training institutions and staff: Competent and efficient training institutions and well-trained in-house training staff form the basis for high-quality VET.

Joint financing: Compared to school forms of VET, a dual system is relatively inexpensive for the state, as businesses bear a substantial part of the training costs. At the same time, many companies also benefit financially from the training. In a pure “*alternance*” system this interesting effect for the State is not realized.

Broad objectives: An effective VET system can cover the following objectives:

⁷ *ibid.*

- Economic objectives: Productivity, competitiveness and quality.
- Social objectives: Education and social inclusion.
- Individual objectives: Employment and income, mobility, personal development and career.

Not all training content can and should achieve all objectives in the same way. And as mentioned above, a too unilateral focus on social objectives can hinder the quality and especially the sustainability of such a project. However, the system as a whole should ensure a good balance between all objectives mentioned.

3 Context analysis

In this chapter, we analyse the context for dual VET in Burkina Faso. We first address the socio-political and economic context as well as the demand for skilled labour, then the formal VET system, and finally the non-formal and informal training system. We conclude with some key findings for dual VET in Burkina Faso.

3.1 Socio-political and economic situation

Political and social context of Burkina Faso

Burkina Faso, which was a French colony, gained its independence in 1960. After a civilian regime that lasted 3 years, it experienced three exceptional military regimes that led it towards a democratic and popular revolution. It ended in a coup d'état and was succeeded by a regime that lasted 27 years by putting in place a democratic process and a new constitution, but this was overthrown by a popular insurrection in October 2014. The country continues to be characterized by political instability. The Burkinabe army is increasingly involved in the fight against terrorism as part of the G5 Sahel. At the same time, there has been an increase in jihadist attacks in the region and even in the capital Ouagadougou since 2015. This also contributes to general uncertainty.

In Transparency International's Corruption Perceptions Index 2017, Burkina Faso scores 42 points and is ranked 74th in the world⁸. It is ranked 11th in the sub-Saharan region (which has an average score of 32).

At the strategic level, after this last popular insurrection and a political transition, Burkina Faso has defined a new political and economic frame of reference which is the *Plan National de Développement Economique et Social (PNDES) 2016-2020*. As with previous programmes, the PNDES and other public strategies are oriented towards a more liberal-cooperative approach by including private actors and giving them a pivotal role in the country's development, particularly regarding the development of human capital and thus VET. However, the state remains the central actor and the closer involvement of the private sector has yet to take place.

Burkina Faso faces enormous challenges in social development. In the UNDP Human Development Index, Burkina Faso ranks 185th out of 188 countries studied with an index of 0.402⁹. Most the population lives from subsistence agriculture. The vulnerability is enormous, a bad harvest is enough to plunge a good part of the population into absolute poverty. Life expectancy at birth is 59 years. More than half of the population is under 18 years of age. According to the CIA Factbook, the birth rate per woman is 5.7 and has been falling slightly for 30 years¹⁰. Annual population growth is estimated at 3%, with a slight downward trend. Endemic poverty and the high proportion of children and young people in the total population pose enormous challenges for the education system and for job creation. How can we properly train this youth bulge and get them into decent work?

⁸ <http://www.transparency.org>.

⁹ http://hdr.undp.org/sites/default/files/hdr_2016_report_french_web.pdf

¹⁰ <https://www.cia.gov/library/publications/the-world-factbook/geos/uv.html>

Burkina Faso's economic context

In economic terms, it should be noted that Burkina Faso is a low-income country characterized by high vulnerability. GDP per capita, (constant 2011 international PPP \$) is \$1642 in 2016¹¹. The real GDP growth rate has been sustained at around 6% since 2011 with a decline in 2014 and 2015 in view of the tumultuous political situation in the country. According to the AfDB, in its African Economic Outlook, the 5.9% rate in 2016 is justified by two main factors which are the implementation of the PNDES and the vitality of the mining sector¹². Due to high population growth, this GDP growth translates into only moderate per capita growth of 2.8 per cent (in 2016). Moreover, these low incomes are distributed very unevenly. The poverty rate (% of the population with less than \$1.90 (of 2011) per day) is therefore still very high at 43.7%. The situation has improved considerably in recent years, however, on a level that remains very delicate and problematic.

The national economy is characterized and dominated by a primary (agricultural) sector that is not very productive and vulnerable. Over 80% of the population earns their income from agriculture, most of them in informal employment situation and subsistence family farming.

The secondary sector is weakened by the decline of industries and by a business environment that is insufficiently attractive and not conducive to increased private investment. All hope in the secondary sector is focused on mining. This mining sub-sector is experiencing a small boom which, however, is not accompanied by a significant creation of decent jobs given the level and quality of the available workforce. The qualification of the workforce is inadequate to meet the skills needs of the workforce. Nevertheless, the mining sector is a significant provider of jobs and a potential private partner for VET for young people.¹³

In addition, the accumulation of resources and capital in the hands of a small number of people (mainly from mining and, to a lesser extent, cotton production) poses major challenges for the economic and social development of the country. Regarding the mining sector, Burkina Faso also suffers from the fact that the creation of added value does not take place in the country but abroad. The little value that is realized in the country remains with a very limited number of people. The absence of an efficient segment of small and medium-sized enterprises is also an important challenge about the promotion of dual VET.

The tertiary sector is characterized by a large informal sector, and micro and small individual trading enterprises (MSE). There are very few formalized, salaried jobs. Indeed, according to the most recent national survey on employment and the informal sector (ENESI-2015) 95.5% of employed workers exercise their main activity in the informal sector. This is more pronounced in rural areas (99.3%) than in urban areas (81.2%).¹⁴ The ENESI also notes, that just over half of the employed workers (50.7%) do not receive any remuneration while 21.1% are paid in kind. Only 8.4% of the employed have a salary at a certain frequency. In addition, only 2.1% (sic!) of workers have declared being affiliated to a social security system.

The analysis of the economic and social situation in the PNDES highlighted three major shortcomings in the national economy: (i) the vulnerability of the national productive system, which is not very inclusive and creates few decent jobs, (ii) the underdevelopment and mismatch of human capital with the needs of the economy, and (iii) poor political,

¹¹ <https://donnees.banquemondiale.org/> (for all data of this paragraph)

¹² https://www.afdb.org/fileadmin/uploads/afdb/Documents/Publications/African_Economic_Outlook_2018_-_FR.pdf

¹³ Authors' own assessment. Rachel Yé is strongly committed to human resource development for the mining sector in Burkina Faso.

¹⁴ http://www.insd.bf/n/contenu/enquetes_recensements/ENESI/Conditions_De_Travail_et_Dialogue_Social.pdf

administrative, economic and local governance, which hampers economic and social development efforts.¹⁵

According to the AfDB¹⁶, Burkina Faso disposes of several factors for structural transformation of its economy, including agro-ecological opportunities that can accelerate rural sector growth, particularly the 4.9 million hectares of unused arable land. The industrial processing potential of the cotton sector is considered significant. Indeed, according to the AfDB, despite its position as Africa's leading cotton producer, Burkina Faso processes less than 1% of its production. It also has a vast untapped solar resource, capable of making the transition to renewable energies.

Skills-demanding segments of the labour market

The underdevelopment and mismatch of human capital with the needs of the economy (see PNDES above) obviously is the point that challenges VET actors. Regarding the economic sectors mentioned above, the following needs can be identified:

The agricultural sector (agriculture, livestock, forestry and fishing) which contributes on average 32% to GDP (agriculture 17%, livestock 12% and 3% for forestry and fishing) employs 85% of the active population.¹⁷ Many challenges remain to be met by the education system and specifically the VET sub-sector in this agro-sylvo-pastoral field. Clearly, this sector will continue to constitute a large pool of largely unskilled or semi-skilled employment. However, with the vision of making agriculture more productive and market-oriented, the need for a workforce that is well trained in agricultural production and processing is also increasing.

The other traditionally growing sector is MSEs and the craft sector¹⁸. According to the *Direction Générale de l'Artisanat*, 960,000 people have a craft activity as their main activity. Traditional handicrafts (production and services) require practical training, ideally with more theoretical additions. Nowadays, most of these skills are acquired through informal on-the-job learning.

Practically as well as theoretically trained specialists are indispensable for increasingly complex tasks in some trades (vehicle repair, computer technology, etc.) as well as for the development of a processing industry. This skilled work in the industrial sector is currently very marginal in Burkina Faso. The mining industries seem to be an exit route, although there is a strong mismatch between the skills of those leaving the training system and the specific needs of its large mining companies.

The formal tertiary sector is also a source of employment but remains fragile as it represents only a tiny part of Burkina Faso's employment basin. The main branches constituting the formal tertiary sector are - in addition to public administration - transport, commerce, post and telecommunications, financial services and business services. As noted above, the tertiary sector has a very high proportion of informal enterprises with a low commitment to quality training. A better organisation and structuring could have an impact on the absorption of young people through the creation of decent and sustainable jobs.

The diagram below shows, in prototype form, the qualification needs of differently developed economic sectors. With regard to the Burkinabe context, it can be said that the private sector

¹⁵ Plan national de développement économique et social (PNDES) 2016-2020, p. 34

¹⁶ https://www.afdb.org/fileadmin/uploads/afdb/Documents/Publications/African_Economic_Outlook_2018_-_FR.pdf

¹⁷ PA-EFTP, 2010-2015, p.24

¹⁸ The Crafts sector in Burkina-Faso is composed of 9 guilds of trades which regroup approximately 110 trades. They are the following corporations: Construction and earth; forging; services, maintenance and repair; textiles and clothing; hides and skins; food and hygiene; precious metals; wood and straw; arts and crafts.

currently consists mainly of workers in the two left-wing quadrants (unskilled workers and traditional craftsmen). However, successful economic transformation requires a more skilled workforce, both in agriculture and agro-processing (improved agricultural productivity, diversification and processing) and in the secondary (qualified skilled labour) and tertiary (demanding services) sectors. Already, we can see that companies active in sectors in high demand for skilled labour seem more likely to commit to VET (and often train their employees in-house) than those who mainly manage their production and services with a semi or unskilled workforce. These sectors (such as mining or the few industrial companies) therefore remain an important opportunity for VET.



Diagram: Labour market segments in different development phases (based on Jäger et al. 2016, 58)

Figure 3: Labour market segments in different phases of development ¹⁹

Box 2: Qualification and recruitment in mining companies

The mining subsector is the largest employer in the industrial sector. In this regard, the chamber in its statistics reports 7032 employees whereof 6546 nationals and 486 expatriates. Even if the workforce is not as large as in trade and services, this sector remains promising for the future. Some mines are working to reduce expatriate positions by implementing training programs to bring nationals into so-called high expertise positions.

These companies in partnership with training structures such as the ANPE centres and private VET structures develop training for the benefit of young people from surrounding localities on jobs available on the spot. Waves of young people from the localities are recruited and trained over 1 to 6 months on specific trades at the mine to facilitate their recruitment. These trades are machine operators (all types), welders, mechanics and carpenters, electricians, ore processing operators, blasters, drillers, etc. Even if we note trades not specific to the mine, graduates of ordinary TVET must contextualize their skills before entering the mine.

¹⁹ Source : Prof. D. Euler for the DC dVET: "Engaging the Business Sector in Vocational Education and Training (VET) – Working Tool for the Political Dialogue and Project Design in Development Cooperation." October 2017

To make their training more professional and adapted to the needs of the sector, some training structures request internships for their learners. At this level, it should be noted that according to the study on training needs in the mining sector in Burkina Faso conducted by the ONEF, a majority (65.2%) of mining companies report receiving trainees from national training structures.²⁰

3.2 Political and legal context of education and VET

Education in Burkina Faso is regulated by the *Loi d'orientation de l'éducation de Burkina Faso* adopted in 2007 replacing the one of 1996. In its article 14, it mentions that the Burkinabe education system aims to « *dispenser une formation adaptée dans son contenu et ses méthodes aux exigences de l'évolution économique, technologique, sociale et culturelle qui tient compte des aspirations et des systèmes de valeurs au Burkina Faso, en Afrique et dans le monde.* »²¹

In the PNDES as a political and economic framework, VET is anchored in two strategic axes:
22

- Axis 2: **development of human capital**, and specifically 2.2: increase the supply and improve the quality of basic education, higher education and training in line with the needs of the economy;
- Axis 3: **boosting growth sectors for the economy and for jobs**, and specifically in 3.2: developing a competitive industrial and craft sector with high added value and creating decent jobs.

These axes address the employability of those graduating from VET and the inadequacy of their profile in relation to the needs of the economy and the provision of decent jobs. In reality, the Burkinabe education system has structural flaws inherited from the colonial school that it has difficulty getting rid of. The match between training and employment remains unsatisfactory despite all the systems and programmes implemented so far.

In general, we can see that the current Burkinabe education system is made up of two subsystems:

- **Formal education:** primary and post-primary basic education, secondary and higher education, including TVET at post-primary and secondary level;
- **And the non-formal:** Non-formal education and literacy, including non-formal vocational training in public and private centres.

In addition, with regard to VET, it should be noted that most young people develop their vocational skills in unregulated arrangements, including informal on-the-job learning. Formal TVET is covered in section 3.3 of this report, while non-formal and informal vocational training is discussed in the subsequent section (3.4).

²⁰ Etude sur les besoins de formations dans le secteur minier au Burkina Faso conduite par l'Observatoire National de l'Emploi et de la Formation professionnelle (ONEF), 2012 p. 34

²¹ Loi d'orientation de l'éducation au Burkina Faso adoptée par l'AN 2007, p. 8

²² Plan national de développement économique et social (PNDES) 2016-2020, p. vii-viii

3.3 The formal VET system: strategies, actors, situation

VET strategies and stakeholders

To make its interventions operational and targeted, the government has put in place a *Plan Sectoriel de l'Education et la Formation (PSEF) 2017-2030* which specifies the priority areas of intervention. The PSEF mentions that « *Malgré des progrès significatifs enregistrés ces dix dernières années dans le secteur, le système éducatif burkinabè demeure généraliste, peu professionnalisant et peu adapté aux besoins du marché de l'emploi. En dépit des différentes réformes entreprises, l'éducation de base est en perte de qualité, l'EFTP reste qualitativement et quantitativement faible et désorganisé, avec des disparités régionales et de genres accentués. Les ordres d'enseignement post-primaire, secondaire et supérieur sont principalement basés sur un système généraliste peu tourné vers l'apprentissage d'un métier avec 3,4% des effectifs scolarisés dans l'EFTP sur les effectifs totaux dans l'enseignement général.* »²³

Box 3: What is EFTP (TVET)?

According to the PN-EFTP, TVET refers to all vocational pathways leading to the acquisition of a first qualification leading to a job (pre-vocational, basic or vocational training and post-primary initial VET) as well as those which enable the qualification to be maintained or improved (continuing VET and further training).²⁴

As such, it concerns the following vocational training:

1. technical and vocational secondary education, provided in technical and vocational high schools and colleges;
2. higher technical and vocational education, provided in universities, colleges and institutes of higher education;
3. vocational training, provided in private and public schools and specialised centres, in particular those set up by technical ministries to meet their own staffing needs;
4. pre-vocational, basic vocational and post-primary vocational training, of a non-formal nature, provided in vocational training centres, public and private learning centres and non-formal basic education structures;
5. continuous training of current workers with a view to their promotion, requalification and also to improving their productivity.

This fairly broad definition of TVET takes into account all forms of qualification offered to young people and adults in school, out of school, trained or not. However, in reality, there is not a clear enough distinction between formal TVET (managed by MENA) and non-formal skills development (under the responsibility of MJFIP).

Thus, according to this reference document for the development of education and training, the major challenges to be met by 2030 are multiple and can be found at all levels. For the VET system, this includes developing VET and adapting it to the needs of the economy and strengthening governance in managing and steering the transformation of resources into

²³ Plan Sectoriel de l'Education et la Formation, 2017, p.15

²⁴ Politique Nationale EFTP, 2007, p. 6

results.²⁵ Nowhere is there any mention of the type of training system to be set up and dual VET does not appear to be an alternative or a possibility to meet this challenge.

The PSEF structures the Burkinabe education system according to the diagram presented in figure 4 (below). With regard to VET, it is noted (as mentioned above) that the system consists of two separate sub-systems, notably formal TVET at post-primary and secondary level on the one hand and non-formal vocational training on the other hand, which is found in vocational training centres (CPF) of the *Agence Nationale Pour l'Emploi (ANPE)*, non-formal *Centres d'Education de Base Non Formelle (CEBNF)*, *Centres de Formation Professionnelle Non-Formelle (CFPNF)* and other private centres that prepare young people to be certified with a *Certificat de Qualification Professionnel (CQP)* or a *Brevet de Qualification Professionnel (BQP)*.

Although the scheme provides for permeability between the various training arrangements between formal and non-formal education and between general and/or technical education, we note that, in practice, the arrangements and conditions for moving from one system to another are not defined. This gives rather parallel and compartmentalized training systems, contrary to the diagram below.

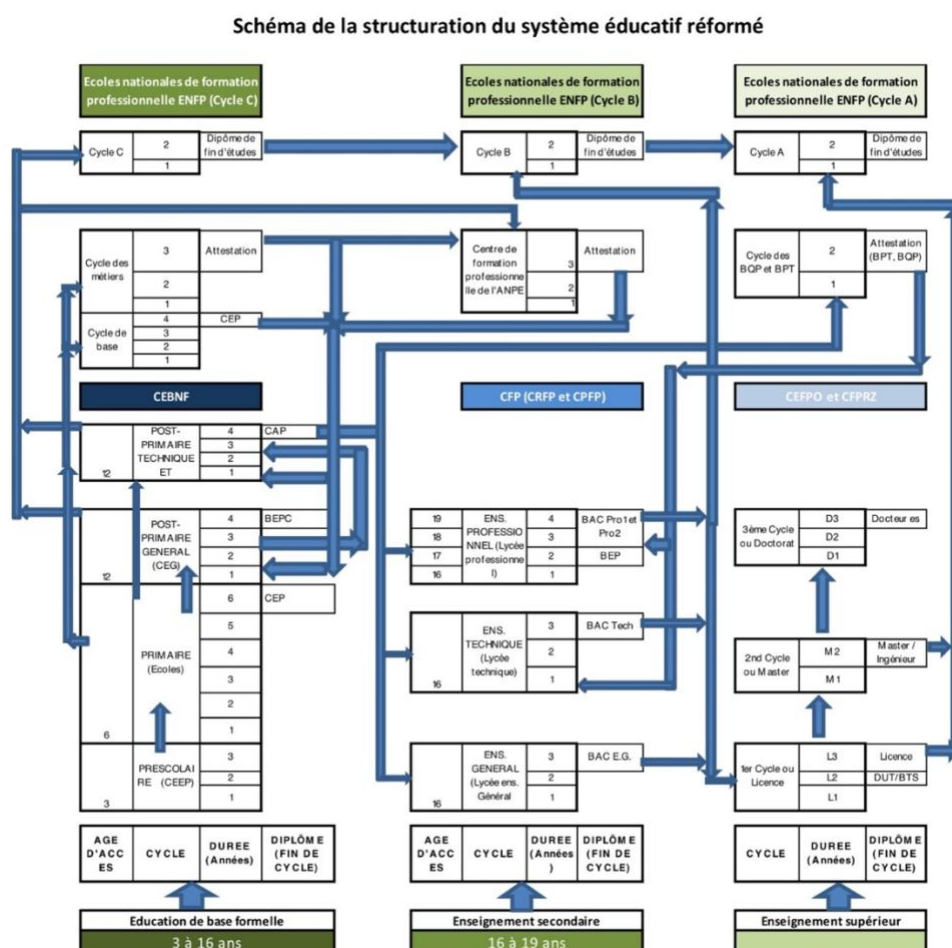


Figure 4: Diagram of the structure of the reformed education system

Source: Plan Sectoriel de l'Education et de la Formation (PSEF), 2017-2030, p. 22

²⁵ *ibid.*

Analysis and identification of favourable conditions for VET

The reference document for VET in Burkina Faso remains the 2008 *Politique Nationale - Enseignement et Formation Techniques et Professionnels (PN-EFTP)* and the PAPS-EFTP which is the implementation programme financed by the financial partners for the VET sector, i.e. Austria, France, Luxembourg, Switzerland and Taiwan.

The most recent document is the *Plan d'Action Triennal (PAT) 2018-2020*, which is closely linked to the new Swiss Cooperation programme (see Chapter 4). The PAT provides for the development of dual VET programmes for 145 enterprises and the training of 2,400 adolescents through dual apprenticeship training in agro-sylvo-pastoral training courses. This new PAT covers the entire training engineering process and systems, from the identification and analysis of the potential trades, covering implementation systems up to training certification. It's important to understand that the recognition of attestations and certificates is often undermined by the bad reputation that professional actors have on the skills of VET graduates.

If we analyse the different policies and strategies for the development of education and VET, we detect ensuing deficiencies with regards to the key concerns of vocational training and its adequacy with the needs of the economy. The private sector does not appear to be the main actor and cornerstone of the training arrangements. The state continues to position itself as the main actor.

Concerning the key stakeholders, we note:

- Although there is a strong commitment to better supervision and organisation of training in general and VET in particular, an unfavourable structure continues to exist with two ministries in charge having significant intersections. In addition to this difficulty, the fact that other relevant ministries are engaging in training in their area of competence further complicates good governance and coherence in VET in the country.
- The consular chambers participate in the implementation of the national VET policy as well as all professional umbrella organizations such as the *Fédération nationale des Artisans du Burkina Faso (FENABF)*. The most active chambers are the *Chambre de Commerce et d'Industrie (CCI-BF)*, which has a network of vocational training centres, the *Chambre d'Agriculture (CA)* and the *Chambre des Métiers et de l'Artisanat (CMA-BF)*.
- The employer federation *Conseil National du Patronat (CNPB)* has also become a key player in the implementation of the PN-EFTP. Within the framework of the implementation of the PAT, the CNPB plays a rather important role. A charter signed between the MJPIF, the CNPB, the SPONG and the UNAS defines the roles of these VET actors, with state actors in the steering role in all dimensions of VET delivery.

With these new developments, we believe that it is indeed an opportunity for private actors, led by employers, to demonstrate their ability to provide training that enables graduates' skills to truly match their needs. It is also a hope for dual VET for which suitable conditions will be created.

Major challenges for VET in Burkina Faso

Nevertheless, the involvement or even the appropriation of training systems by the professional environment now remains a challenge for VET. Public private partnerships (PPP)

are not yet operational in the VET sector. According to the study « *Diagnostic des freins à la mise en œuvre des réformes de la formation professionnelle au Burkina Faso* » of 2016, conducted by UNESCO, IIEP and PEFOP, VET in Burkina Faso is characterized by:

- Unsuitable concertation frameworks;
- The absence of sensitisation of the actors;
- An inadequate legal and regulatory framework;
- Insufficient financial resources;
- Insufficient funding for capacity building;
- A weakness in the VET steering system;
- Insufficient skills to meet PPP requirements.

The low level of involvement is also noted in the validation and certification of trainees' skills. The professional actors who are the users of the VET systems' outputs do not participate sufficiently in the process. Their representativity remains low. Matching "training-employment" or "training-economic demand" remains the cornerstone in terms of challenges. This matching must lead to a new approach that starts from the company towards school.

On closer examination, the steering and coordination of VET policies remains quite conflictual. The PSEF, like the other VET policies, does not clearly define an operational anchoring for VET, so it finds itself tossed around between several ministries. Even if we recognise that VET in its holistic vision is transversal, it needs a point of attachment recognised and accepted by all with. Obviously with synergies and mutualisation for a better coherence and appropriation by all the actors. It would therefore be necessary to rethink the steering and coordination of the VET policies and implementation mechanisms.

Another important challenge is the development of training engineering and the strengthening of the training of trainers. The design and development of operational tools for VET (standards, programs, materials, certification) is carried by the MJFIP, through its directorate responsible for pedagogical aspects. Nevertheless, there are major challenges at this level, which will be discussed in more detail in section 3.4 of this report.

3.4 Non-formal learning and apprenticeship in the informal economy: concept and situation

The concept of non-formal learning

The Burkinabe education system, as it stands today, derives from the *Loi d'orientation de l'éducation de Burkina Faso* adopted in July 2007 as part of the reform of the education sector. According to this law, the education system includes formal education, non-formal education, informal education and special education. Article 2 of the law tells us that non-formal learning consists of « *toutes les activités d'éducation et de formation structurées et organisées dans un cadre non scolaire. Elle comprend notamment l'alphabétisation, les formations et le développement de l'environnement lettré* ».

This article implies that this training is non-formal only in that it takes place in a non-school setting. Thus, most training provided by vocational training centres, professional organisations and consular chambers would belong to this type. These training schemes, often accompanied by literacy training, give a second chance to those who could not attend school.

This shows very well that the target group currently involved in dual VET is mostly in this part of non-formal education and weakly in formal VET as described in Chapter 3.3. of this report. But what is planned to meet the employability needs of these target groups?

Apprenticeships through craftsmen's organisations (OPA) and ANPE training

For more than two decades, the technical partners have experimented with training schemes to benefit the craft sector, which remains predominantly informal in Burkina Faso. These experimental phases (see Chapter 4) were tacitly recognised as relevant. The dual approach has made it possible to train people who are able to integrate the professional environment in a harmonious way. Despite this unprecedented success, whose merits continue to be recognized by those involved, dual VET has never been regulated or instituted as the training approach par excellence. The state continues to promote a formal VET system that does not consider the principles of dual training.

At the time of the implementation of the national certification of professional titles (CQP, BQP, BPT, BPTS), the dual approach had been adopted as an encouraged training approach and the *Direction Générale de la Formation Professionnelle (DGFP)* was responsible for its implementation and for coordinating the promotion of this approach in collaboration with ANPE. However, the approach was quickly abandoned to the detriment of residential and short modular training courses that do not require the young person in training to already be attached to a company. And it is there that the constraints linked to the placement of young people in companies have become blatant because they are recruited from outside the companies and steps are then taken to get them admitted to the workshops. Which is pretty hard to realise.

Informal apprenticeships

Informal apprenticeships are widespread in Burkina Faso as in most African countries. According to the ILO²⁶, *“informal apprenticeship is widespread in most African countries. It is entrenched in local traditions and culture and follows a large number of diverse informal rules that are based on reputation, social sanctions, or reciprocity. Informal apprenticeship is considered by far the most important source of skills training in Africa”*.

At this level, it should be noted that the number of young apprentices in micro and small enterprises (MSEs), mainly in the craft sector, is estimated at around 2 500 000 on the basis of three apprentices per workshop.²⁷

VET engineering

The *Direction Générale de la Formation Professionnelle (DGFP)* in its regalian missions is responsible for the development and management of VET engineering. It is intended to work with the training and professional communities to develop all the references, programmes, pedagogical and didactic materials necessary for the implementation of VET.

The DGFP has inherited the achievements of the *Cellule d'Appui à la Formation Professionnelle (CAFP)* which from 1996 to 2008 worked on a dozen trades but the complete reference documents (training and certification curricula) affect just 5 crafts. It has also developed a training process for centre trainers, apprenticeship teachers and endogenous trainers (artisan trainers). Today, it is important to reinforce the knowledge acquired in pedagogical engineering and the skills of trainers in dual training.

In terms of VET engineering, the results of the various projects, mainly the PAPS-EFTP, are not brilliant. Only 20 core competency references were realised for handicrafts which was the

²⁶ Upgrading informal apprenticeship - A resource guide for Africa. Geneva: ILO. 2012, p.11

²⁷ Plan d'action pour la mise en œuvre de la stratégie de promotion de l'artisanat du Burkina Faso, 2005

principal sector of experimentation of dual training. It appears that the didactic and pedagogical programmes and supports that can be found today in public and private training centres are copies of those elaborated more than 10 years ago by the CAFP and Swisscontact. In some training centres, content has been designed and adapted by trainers to fill the gap. But these contents did not receive any validation of the MJFIP.

3.5 Findings for dual VET in Burkina Faso

Legal conditions

Article 2 of Act No. 013-2007/AN on the orientation of education defines VET as « *l'ensemble des activités visant à assurer l'acquisition des connaissances, de qualification et d'aptitudes nécessaires pour exercer une profession ou une fonction avec compétences et efficacité.* » Clearly, the objective of training is to enable an occupation or function to be carried out effectively, which implies employability right from the end of training. However, even if formal VET is implemented by recognised public and private structures, the law does not set the conditions of organisation and the training modalities (dual, residential, alternating).

Thus, we note that dual-type training is not governed by an official text in Burkina Faso. PN-EFTP and the PSEF, which are the most recent reference frameworks for VET, do not mention "dual VET" specifically. Only the new TAP mentions some expected results from dual training. The dual principle is not particularly mentioned in the various policies, even if the involvement and empowerment of private and professional actors appears to be essential for the implementation of training schemes in line with the needs of the economy.

Institutional conditions

The *Ministère de la Jeunesse, de la Formation et de l'Insertion Professionnelle (MJFIP)* is the central actor in (non-formal) vocational training. The *Ministère de l'Education Nationale et de l'Alphabétisation (MENA)*, which has a large network of vocational and technical colleges, is competent in the fields of formal VET as well as non-formal education (i.e. basic literacy trainings).

Technical ministries dispose of several training centres to meet internal or sectoral training needs (agriculture, livestock, trade and industry, health, etc.). In most cases, these centres are state-run and some of the graduates are ploughed in their own systems, even if slowly a few private actors are becoming involved. The largest part of the public training offered is provided by the ANPE, which has 20 public VET centres (13 regional and 7 provincial) accommodating about 1500 to 1800 learners. These centres quickly abandoned the dual approach to the detriment of short modular training courses.

Thus, despite this multiplicity of state structures, the gold medal in the field of dual VET goes to professional organizations and private VET promoters. Dual training is mainly financed by donors through cooperation projects (see chapter 4). The quality control of these trainings is not ensured by the ministries in charge or the *Commission Nationale de la Certification (CNC)*.

Financing VET, including continuing VET and apprenticeships, therefore remains a major challenge in Burkina Faso. A state budget allocation is only made to the *Fonds d'Appui à la Formation Professionnelle et à l'Apprentissage (FAFPA)*. The repayment of the TPA remains a major concern for private actors and employers who find that their contribution to VET is diverted to other purposes. This does not allow them to benefit from real and consistent support in the training of young people which they could employ in their workshops.

Pedagogical conditions

Dual VET, as soon as support from financial partners discontinues, loses its quality and suffers from performance problems that accentuate the inadequacy of its graduates with the expectations of the professional environment and the needs of the labour market.

Despite the support of the various actors, the foreseen distribution of training time (75% in companies and 25% in training centres) remains utopian. We note that over time, the centres have adapted the proportions according to their reality and in such a way that the alternation between the two localities (company and training centre) is based more on opportunities. This also implies that 'dual' type VET becomes relatively expensive, which does not contribute to its attractiveness. The basic idea that dual VET is inexpensive for the state and trainees, since practical skills are acquired in day-to-day operations, is thus inverted to absurdity.

Continuity between the training centre and the workshop is not ensured in terms of pedagogical progress. Some centres - because no workshop is available - implement both, the theoretical and practical training in the classroom, others set up their centre as a workshop or their workshop as a centre to host the training. That leaves some doubt about the quality of the infrastructures and capacities for welcoming learners, the working and training conditions and finally the quality of the training provided. This insufficient collaboration between training structures and companies, which seems to be the characteristic of the current system, is therefore very worrying. For how can you imagine a successful dual training without this prerequisite?

Finally, it should be noted that the current dual approaches are out of step with the needs of the agricultural environment (agro-sylvo-pastoral), which groups nearly 80% of the Burkinabe population and in which there are the largest numbers of out-of-school children.

Young people's situation with regards to the labour market

In addition to the legal, institutional and educational requirements of the education system, the labour demand of the economy must also be taken into account. The MJFIP Statistical Yearbook 2015 describes a youth employment situation characterized by precarious employment and underemployment. 33.7% of young people are self-employed and 56.6% survive as family helpers (65.9% in rural areas and 73.2% of women). Only 6.5% of young people could find paid employment as their main occupation.²⁸

Consequently, the question arises as to what type of job VET should prepare young people for. Figure 5 (below) shows the speed at which young people leave the education system (in yellow), the low proportion of VET (in orange) and how this corresponds to the situation on the labour market (blue parts at the top).

Any leads proposed in this study should address these key issues, including: training in what system (formal, non-formal, informal learning), at what level and for which occupations?

²⁸ MJFIP, Annuaire statistique 2015, Table 13, p.22

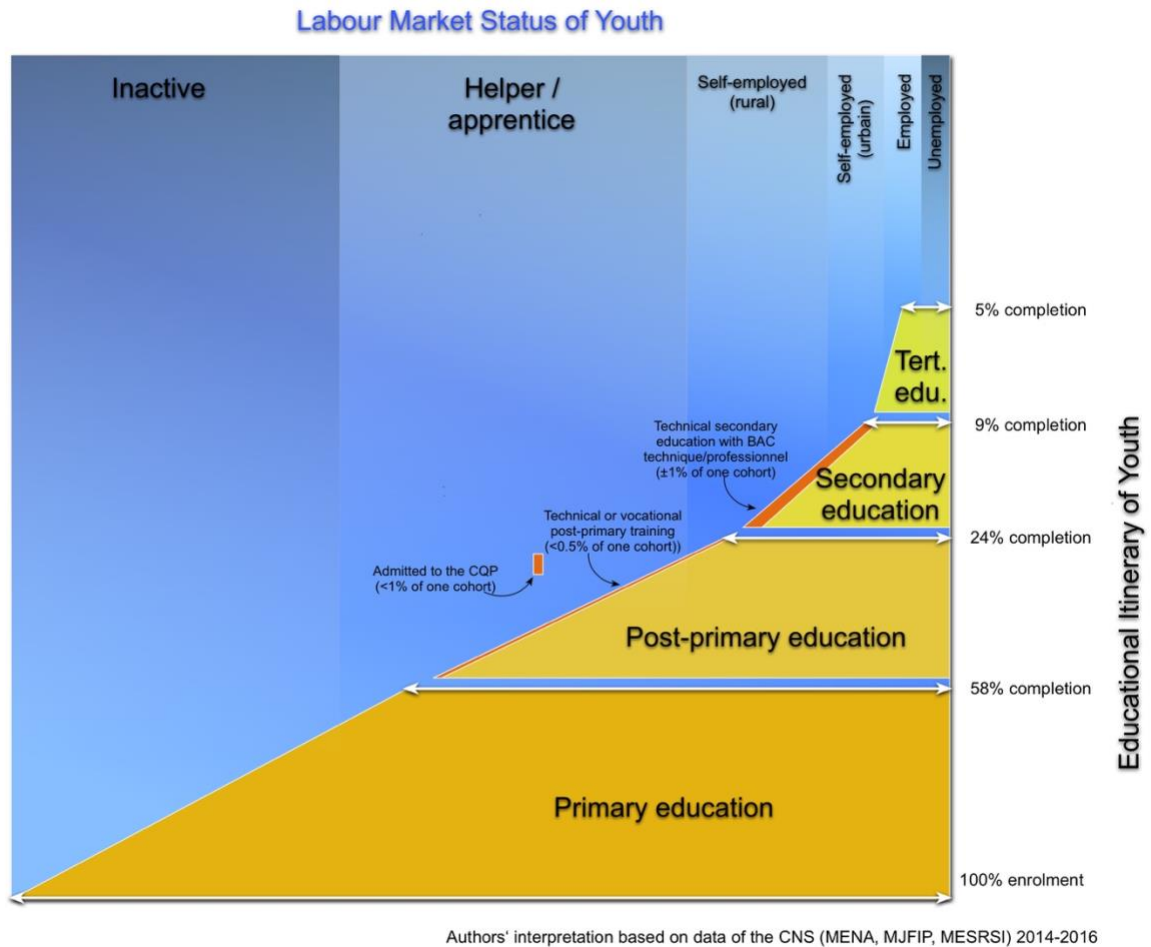


Figure 5: Labour market status of youth

Source: Authors' interpretation based on date of the CNS

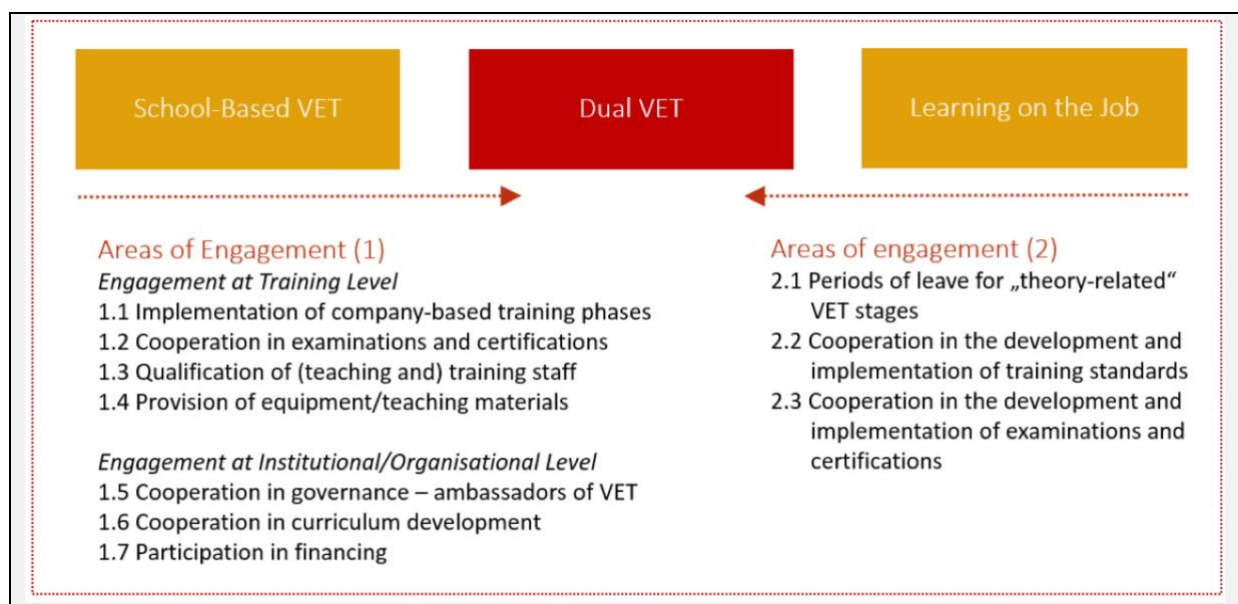
4 Approaches, experiences and lessons learned

This fourth chapter aims to identify and evaluate ongoing activities and previous experiences in promoting dual VET in Burkina Faso or elsewhere in the sub-region. This should allow us to better understand the challenges and issues related to this approach - and to draw lessons learned for future activities of the Austrian Cooperation or for any other actor/donor interested in the theme.

So, we ask ourselves: What are the ongoing activities (and past experiences) with the idea of giving Burkinabe VET a more dualistic character? Who are (and who were) the key actors in promoting dual VET in Burkina Faso? Who are (and who were) the drivers behind these approaches?

By identifying and evaluating specific activities and asking how a project attempted to *dualise* the existing system, we use a framework developed by Prof. Euler for the DC dVET, which demonstrates different areas of private sector involvement towards dual VET. This graph (below) explains which activities with private sector involvement are desirable in a predominantly school-based system (left to middle movements) or in a system where learning takes place exclusively in the workplace (right to middle). Due to the fact, that the private sector was not so much involved in all the experiences and projects discussed below, the analysis focuses on how the three dimensions of dual education (institutional, pedagogical and socio-political) were addressed.

This scheme and the reference framework developed could also be useful to clarify the roles of the actors involved in VET in Burkina Faso, since the current formal system is largely defined and implemented by the State without any involvement of the private sector, whereas the informal system (traditional-informal learning) is a private system. The role of the private sector always depends on the context. Each country must produce its own version, but Austria's system can serve as an example.²⁹



²⁹ To learn about the role of the private sector and other actors involved in Austria's vocational training system, please visit the DC dVET website www.dcdualvet.org => dual VET as an inspiration. See also the DCdVET study (2016): Dual VET in Austria, Germany, Liechtenstein and Switzerland. Comparative Study.

Figure 6: Reference framework for engaging the business sector in developments towards dual VET

Source: Prof. D. Euler for the DC dVET: "Engaging the Business Sector in Vocational Education and Training (VET) – Working Tool for the Political Dialogue and Project Design in Development Cooperation." October 2017

A table of ongoing projects and a visualisation of innovative approaches can be found below (at the end of chapters 4.2 and 4.4).

4.1 ADA's approach and experience in Burkina Faso

Austria has been present in Burkina Faso since the 1960s with a training programme for young men and women. In 1970, the Austrian Young Workers' Movement (ÖJAB) founded a technical high school in Ouagadougou. This establishment, which later was renamed "**Centre d'Enseignement Technique et de Formation Professionnelle Bruno Buchwieser**", was supported by ADA until 2007. Today it is home to nearly 1000 students and has currently become the *Lycée Professionnel Bruno Buchwieser (LPBB)*.

In the years 2000, the Austrian Cooperation supported several structures and VET centres through its activities, the *Programme de Professionnalisation de l'enseignement Technique et Professionnel PP/ETP, 2002-2007*, the *Programme d'Appui au Centre d'évaluation et de formation professionnelle CEF/Bo Bobo Dioulasso* and through grants of the *Projet Formation de 42 Enseignants techniques, 2004-2009*. Austria has also been engaged since 2012 with other partners in a *Programme d'appui à l'opérationnalisation du plan d'action de la PN/EFTP*. It seems to us that dual arrangements have not been explicitly promoted in these activities. A new *Projet de formation des enseignants (es) et conseillers (ères) pédagogiques de l'enseignement et la formation techniques et professionnels* with the MENA, financed by ADA and LuxDev, should start in early 2018.

A "**Cellule d'Appui à la Formation Professionnelle (CAFP)**" was created in 1996 by the Austrian Cooperation in collaboration with the Swiss, German and French cooperation with the idea of improving the basic conditions for dual VET. This structure has developed training standards and has been involved in the training of trainers and in the development of certification related to the formalization and improvement of informal apprenticeship in urban and semi-urban micro-workshops. Nevertheless, it should be noted that the cell worked autonomously and that the professional organizations were only partially involved in the development of curricula and teaching materials. The cell ceased to exist after the donor support stopped in 2008, only the certification activities were taken over by the ministry in charge and formed the basis of the *Commission Nationale de Certification (CNC)* still existing today. It should also be noted that the standards developed by the CAFP (8 standards in total developed with Austrian support in the fields of masonry, carpentry, welding / metal construction, automotive mechanics, etc.) continue to be used due to the lack of more recent educational materials.

The « **Education et Formation pour un Développement Endogène (EFORD)** » programme, initiated at the end of the 1990s, is the interface between non-formal primary education and the VET system in rural areas. Non-formal basic education takes place in Centres d'Education de Base Non-Formelle (CEBNF). In the third phase (2013-2018 with a budget of 3.3 m €, financed by Austria, Denmark and Switzerland) the programme mainly intervened in agricultural VET through the construction of two Centres de Formation Professionnelle Non-Formelle (CFPNF). The EFORD programme has gradually developed and implemented an innovation with non-formal modular training in the field of VET. These two centres, located in the Sahel and Cascades regions, provide agro-sylvo-pastoral training in local languages.

Even if the project document of the third EFORD phase makes no reference to dual VET, one can identify a dual pedagogy with theoretical training modules which are followed by practical phases. Learners in these two centres are speakers of local languages with a literacy level that allows them to transcribe, read, write and calculate easily in one of the languages of instruction. In the CFPNF centres a total of 430 young people have been trained until 2017, 126 young people complete their training in 2018. They are qualified producers or workers in the agro-sylvo-pastoral field, particularly in agriculture / agroforestry, livestock, traditional medicine and medicinal plants. The graduates were supported through modular entrepreneurship training to increase their self-employment capacity. It is estimated that a third of them have been able to start their own microenterprises, mostly in chicken farming and food processing. EFORD has adopted a modular training approach focused on skills and able to facilitate the individualisation of training pathways, fill any gaps, validate the knowledge acquired and progress according to the learners' pace.

It is noted that - especially in crafts activities - the improvement of traditional and informal learning in urban microenterprises and craft workshops as well as in agricultural training has been a strong point of Austrian support over the last twenty years. However, almost no reference has been made to the dual VET system as it is known in Austria and other German-speaking countries. In the 2007/2008 Evaluation Report on the *Programme partiel formation professionnelle*, for example, the term "dual VET" does not even appear.

4.2 Approaches of other donors in Burkina Faso 2000-2017

The largest bilateral donors in the field of VET in Burkina Faso in recent years have been Luxembourg, France, Switzerland, Canada, Denmark, and Austria. Luxembourg, France, Austria and - later - Switzerland and Taiwan joined the « **Programme d'appui à la politique sectorielle d'enseignement et de formation techniques et professionnelles au Burkina Faso (PAPS/EFTP)** ». The programme's approach is to support the implementation of the sectoral VET policy. The programme builds the capacity of national institutions related to VET through technical assistance. A basket fund finances many activities and mainly supports the « **Fonds d'Appui à la Formation Professionnelle et à l'Apprentissage (FAFPA)** ».

Among this group, only Austria and Switzerland (and Germany between 1998 and 2005) have as their strategic goal to promote dual VET activities.

Swiss Cooperation

Swiss cooperation (SDC) has been present in Burkina Faso since 1974 and has been involved in promoting crafts and VET for decades. It was the lead agency for technical and financial partners in basic education (2015-2016) and the non-formal/alternative education sub-sector.

In recent years, the SDC's support for VET specifically concerned the various projects contributing to the development of innovative schemes within the framework of a joint programme to improve the VET system (PC/ASFP), in particular the **Programme de Développement de l'Apprentissage et de Formation des Artisans (PDAFA)** with the effective involvement of business and the support of local players. This programme - in cooperation with the *Fédération Nationale des Artisans du Burkina Faso (FENABF)* - has between 2006 and 2012 enabled more than 25,000 craftswomen and -men to increase their income by nearly 40% thanks to the training and skills acquired. More than 1000 young people, a third of them girls, have learned a trade through non-formal training, mainly mechanics, carpentry, welding, sewing, hairdressing and weaving. Not only the implementation of the

training was guided by the dual pedagogy (the practice in the boss's workshop, the theory for a group of apprentices in another better equipped workshop) but professional organizations have also been involved in the management of the program.

Box 4: Concept of the « *formateur endogène* »

In the PDAFA model tested by FENABF, all trainers are endogenous, artisan trainers. But where does this concept come from? Faced with inadequate VET provision, craftsmen, with the support of projects and programmes, have developed the concept of endogenous trainer which was born around the implementation of experimental dual VET schemes. The term "endogenous" was used to emphasize that the endogenous trainer operated from within in opposition to the exogenous.

According to Zoungana (2012), the endogenous trainer is "first and foremost a craftsman, a competent professional in his field of work. He can be a mason, a couturier, a blacksmith, a mechanic, etc. Within the professional organisation, he is most often involved in apprenticeship training for apprentices in the same trade. In addition, he organizes technical training courses for members of the professional umbrella organisation of which he is a member."³⁰

After years of experimentation, the FAFPA, in a process of capitalisation and valorisation of the acquired knowledge, has engaged in a process of empowerment of craftsmen trainers to bring a concrete response to the increasingly important needs of strengthening the training offer. Following FAFPA investigations, 440 endogenous trainers have been identified. This will make it possible to set up a unique and sustainable training system for trainers from professional circles.

A study carried out in 2017 by the *Centre Innovation et Recherche Développement en Ingénierie, Conseil de la Formation (CIRD-ICF)* mentions among others the following leads to be invested for a better professionalisation of the function:

- Move towards new endogenous trainer characterization criteria and evaluate endogenous trainers already in the field according to these criteria;
- Operationalize the training and certification system for the benefit of endogenous trainers and move towards the creation of an endogenous trainer status;
- Set up a literacy system for endogenous trainers and/or translate training materials into national languages;
- Strengthen the equipment of training companies to enable trainers to keep up with the technology of the trades they teach.

The Swiss *Programme de structuration de l'offre de formation professionnelle et d'apprentissage dans le secteur agroalimentaire (PSF/PA)* aimed at the implementation of training, evaluation and certification based on the competency-based approach (CBA). In this programme, Swiss Cooperation and IRSAT have supported the agro-sylvo-pastoral sector and this has enabled the gradual diversification of training courses in training centres (agricultural farmer, food-processing trades, modular training leading to qualifications, etc.).

Swiss support from 2018 onwards takes the form of a reinforced commitment via the PAPS and in a new « **Projet d'Appui au Secteur Privé pour la Formation Professionnelle Duale**

³⁰ Zoungana, 2012, Guide pratique du formateur endogène. Translated by the authors. [<https://lirenligne.net/oeuvre-a-decouvrir/LiM2n57Y0xq/c/Guide%20du%20Formateur%20Endogène%20Burkina%20Faso.pdf>], translated by the authors

(PASP/FPD) ». This project aims to improve access and the quality of the VET system by promoting an unprecedented public-private partnership between the ministries in charge of VET and the largest employers' organization, the *Conseil National du Patronat Burkinabé (CNPB)*. In this partnership, the private sector is expected to intervene in several fields of intervention according to Euler: on the one hand, there is direct involvement in training, on the other hand there will be contributions at the institutional-organizational level (governance, financing), working with both the formal and informal economy.

According to the SDC³¹, previous activities have led to the introduction of new training practices mainly in craftsmen's workshops and new systems for identifying training needs and financing training. The visit of Burkina Faso's education minister to Switzerland in June 2016 strengthened the will to develop a public-private partnership around VET, which the SDC intends to support. This is reflected in the public-private partnership charter on training and labour market integration signed in February 2018 by the CNPB alongside the *Ministère de la Jeunesse, de la Formation et de l'Insertion Professionnelle (MJFIP)*, the *Secrétariat Permanent des Organisations Non Gouvernementales (SPONG)* and the trade union centres. The aim of this charter is: « *préciser et conforter les rôles et responsabilités des acteurs de la formation professionnelle, notamment en matière de gestion du système de formation, de financement, du rapprochement durable de l'offre à la demande économique, d'insertion professionnelle des formés, de certification des compétences professionnelles* ».³²

German Cooperation

The German cooperation (GTZ and DED at the time) was engaged in Burkina Faso with a project « **Promotion de la Formation Professionnelle (PFP)** » in the craft industry from 1998 to 2005. Partners in this project were the *Ministère de l'emploi du travail et de la sécurité sociale (METSS)* and the *Office national de la promotion de l'emploi (ONPE)* with its branches in Bobo-Dioulasso, Ouagadougou and Fada N'Gourma.

It seems that this project was built around the involvement of small and micro workshops in training (fields 1.1 according to Euler) and especially in the qualification of teachers and trainers (field 1.3 according to Euler). The institutional-organisational involvement of the private sector at the governance level was rather weak (or unsuccessful).

An ex-post evaluation in 2010³³ found that the project approach did not sufficiently consider the traditional context of VET in Burkina Faso and overestimated the capacities of the actors involved (training centres and enterprises). The overall positive assessment of the quality of the training developed and the resulting benefits for companies did not automatically lead to acceptance of the proposed training system according to the German model. The training centres and companies participating in the project under evaluation have all ceased the reformed training.

The 2010 evaluation therefore recommended that training in the informal sector should be modular, should not exceed a medium-term period of 1 to 2 years and should be delivered in the local language. Regarding the configuration of a dual VET project, the evaluation recommended a project duration of not less than ten years. In order to facilitate cooperation

³¹ SDC project database [https://www.eda.admin.ch/deza/de/home/aktivitaeten_projekte/projekte-fokus/projektdatenbank.filterResults.html/content/dezaprospects/SDC/en/2005/7F04514/phase4.html?]

³² CNPB, 2018, <http://patronat.bf/2018/02/18/formation-professionnelle-acteurs-signent-charte-developper-partenariat-entre-public-prive/>

³³ Ex-post Evaluierung 2010 – Kurzbericht – Förderung der beruflichen Bildung, Burkina Faso [https://www.giz.de/de/downloads/gtz2010-de-burkina-faso-berufliche-bildung-ex-post-evaluierung.pdf]

with stronger enterprises, as well as career orientation, it would be necessary to examine whether measures could be associated with this objective in parallel with initial training in the informal sector.

GTZ/GIZ ceased its involvement in VET in Burkina Faso in 2005. Currently, it is mainly involved in agriculture and food security, with some agricultural training activities according to the competency-based approach and the dual principle (20% theory, 80% practice in training centres). KFW is also involved in agriculture, decentralisation and the promotion of children's rights (including funding for basic training).

World Bank

The World Bank's « ***Projet emplois des jeunes et développement des compétences (PEJDC)*** », particularly component 2 of the project, "skills development" aims at an improved version of the widespread informal apprenticeship, offering a mix of education to 4,000 young people. These courses have theoretical elements in ANPE training centres or private training centres and practical elements either in training centres or in companies. We can thus observe a dual pedagogy, without involvement of the private sector in the organization and financing of the system. However, master craftspeople as well as apprentices are both paid for their participation in training.

Ongoing programmes and projects (2017/18) contributing to improved vocational training provision	Austria	Denmark	France	Luxembourg	Taiwan	Switzerland	Multilaterals	Burkina Faso	Private sector
Programme d'appui à la Politique sectorielle d'Enseignement et de Formation techniques et professionnels au Burkina Faso, PAPS EFTP, 4/2012-2016/18 (basket fund, substantially feeds the FAFPA) 23.8 m €	1.8 m €		5 m €	10 m €	1 m €	0.2 m €		MJFIP : 7 m €	
Education et Formation pour un Développement endogène, EFORD III , 4/2013-3/2018 3.3 m € pour la phase 3 (It should be noted that previously UNICEF and other donors have massively financed CEBNFs, on which EFORD relied at the beginning).	1.8 m €	0.8 m €				0.2 m €		MENA : 0.5 m €,	
Projet de formation des enseignants (es) et conseillers (ères) pédagogiques de l'enseignement et la formation techniques et professionnels, FECOP EFTP, 2017-2019 3.5 m €	1.0 m €			2.0 m €				MENA : 0.5 m €	
Projet emplois des jeunes et développement des compétences, PEJDC, 2014-2018 (component 2, "skills development" aims at an improved version of widespread informal apprenticeship, offering a mix of education to 4,000 young people) 38 m €							World Bank: 38 m €	MJFIP	
Projet d'Appui au Secteur Privé pour la Formation Professionnelle Duale PASP/FPD, 2018-2021 5.2 m €						4.2 m €			CNPB : 0.04 m €
Programme conjoint amélioration du système de formation professionnelle (PC/ASFP), mainly:						4.5 m €			

Ongoing programmes and projects (2017/18) contributing to improved vocational training provision	Austria	Denmark	France	Luxembourg	Taiwan	Switzerland	Multilaterals	Burkina Faso	Private sector
Programme de Développement de l'Apprentissage et de Formation des Artisans (PDAFA) with the FENABF and Programme de structuration de l'offre de formation professionnelle et d'apprentissage dans le secteur agroalimentaire (PSF/PA) 2012-2016/18 4.5 m €									
Programme de Renforcement de la Formation Professionnelle, PRFP, 2006-2018 60 m €					60 m €				
Fonds d'Appui à la Formation Professionnelle et à l'Apprentissage, FAFPA, since 2003	via PAPS- EFTP		via PAPS- EFTP	via PAPS- EFTP	via PAPS- EFTP	via PAPS- EFTP		0.5 m € / annually	(via TPA)
Fonds National pour l'Alphabétisation et l'Education Non Formelle (FONAENF), since 1992									
Programme de Formation de 10.000 jeunes aux Métiers (PFM) (annually), since 2007								MJFIP : 6.9 m €	

Figure 7: Ongoing programmes and projects contributing to improved VET

Non-exhaustive table, produced by the authors using various statistics and information obtained during interviews on the spot.

4.3 Lessons learned from other countries in the sub-region

State structures and technical and financial partners in several countries of the sub-region, in particular UNESCO's Dakar Pole, have collected a fair amount of information concerning tests and pilot projects for the adaptation of the dual VET model in their contexts. In addition, the DC dVET organized a regional workshop on dual VET in Ouagadougou in November/December 2017 where experiences from various countries of the sub-region were shared. Some key elements of these discussions are shared below:

In Mali, Swisscontact has supported the development of dual VET since 1989 and has done so on behalf of the SDC since 1998. In doing so, Swisscontact worked closely with all relevant stakeholders and strengthened their capacities. These include professional associations in the craft sector, training centres and the management in charge of VET and of VET financing. This has led to dual training courses now being independently funded and officially certified by the state. An insertion rate of 98% is reported.

However, during the implementation of the project, various limitations of the dual model in the local context were also revealed. Of particular note are 1) the difficulty of reaching the vast majority of the population working in the agricultural sector, 2) the fact that relatively high minimum requirements for apprentices lead to a selection that does not correspond with the objectives of the project to work with the poorest target groups and also with regard to gender aspects and 3) the fact that only very minimal income improvements could be observed for those trained under the dual approach. A lesson to be learned from this project is the need for leadership by the private sector with strong professional organisations at all stages (as planned in Burkina Faso with the involvement of the CNPB), a pragmatic vision adapted to local realities and an appropriate (decentralised) public-private financing mechanism with appropriate regulations.

Another **Swisscontact project in Niger** presented an approach for VET according to dual pedagogy and alternating between the training centre and the apprentice's own operation: This project promotes *Sites Intégrés de Formation Agricole (SIFA)* which are areas of agricultural VET and production with the aim of developing the various agro-ecological potential specific to the locality in which they have established themselves. The idea of the SIFA approach is to contribute, « *par la formation professionnelle agricole, à l'émergence de jeunes entrepreneurs ruraux appelés à reprendre dans le futur la conduite de l'exploitation familiale [...]. Il s'agit de passer d'une vision négativiste et résignée de l'agriculture à une vision qui montre que l'agriculture est un "vrai métier" qui permet de gagner largement sa vie. Le site intégré contribue à renforcer le capital humain de l'exploitation familiale par la formation des nouvelles générations et offrir à ces dernières une alternative crédible à la migration.* » ³⁴

The SIFA sites offer 8-month training courses: 4 months of on-site training and 4 months of support on the young person's exploitation. We can therefore distinguish three parts with on-the-job learning as the central mode of training:

a. A theoretical phase that allows young people to learn about technical itineraries, the different measures and gaps as well as complementary management and entrepreneurship modules. During these theoretical phases, the trainers mobilize teaching materials adapted to

³⁴ SIFA, Un dispositif de formation agricole de proximité.
https://issuu.com/swisscontact5/docs/sc_sifa_brochure?e=19507908/58823449

the target groups (illustrations, videos, etc.) while minimizing the texts. Also, a link is made between theoretical courses and literacy.

b. The second part is devoted to the realization of the individual project of the young person. It consists in an individualized follow-up of the young person on his own exploitation to support him to concretize his project.

c. The support phase mobilises both the development of the young person's autonomy through a rich and constructive relationship and support directed towards successful integration.

Other conclusions can be drawn from the experiences of a **German Cooperation** project in **Togo** (*Programme Formation Professionnelle et Emploi des Jeunes au Togo*), which aims to bring VET provision closer to the expectations of the private sector. Resources for this purpose include sectoral dialogues, curriculum and certification development, the introduction of monitoring committees and collaboration with chambers. The first apprentices began their dual apprenticeships at the beginning of 2016 in the pilot trades of bicycle mechanics, sewing, automotive mechanics, carpentry and building electronics. Dialogue with the private sector will be sought to ensure employment opportunities after training. Continuing training courses in business creation and management will now form part of work-linked VET.

In the context of this project, the establishment of a regional platform that shall be attached to the West-African Monetary Union was supported. According to GIZ, this mechanism enables member countries to exchange curricula and teaching materials, thereby considerably reducing the costs of modernizing their training programmes. The regional experiences documented in this context should offer a wealth of experience not to be neglected for a possible new dual VET project in Burkina Faso.

In addition to these specific experiences in Mali and Togo, there have been general observations of an inadequate supply of public and private VET institutions in the region and the importance of the informal sector in African economies has been highlighted, which employs over 80% of the labour force in some countries. The insufficient consideration of these informal and non-formal learning systems in policies is considered problematic since this sector has considerable assets: a more familiar environment; the use of national languages for training; and a more accessible cost for families. The importance of these traditional and informal learning systems and their potential for introducing dual VET in Africa was also highlighted by the ILO in its resource guide "Upgrading informal apprenticeship" (2012). This publication has been designed as an tool to guide the design of informal learning interventions and decision-making. It aims to provide guidance in 4 sections (see graph below) on how to assess informal learning, identify the right way to improve the system and start - step by step - to link informal learning to the national training system.

Section 1: Defining apprenticeship			
	1.1 The elements of apprenticeship	1.2 Viewing apprenticeship as a training system	1.3 Formal and informal apprenticeship systems
Section 2: Understanding informal apprenticeship systems in Africa: rationale for interventions			
	2.1 The importance of rules in informal apprenticeship	2.2 Policy options: strengthen, modify, expand or replace rules	2.3 Changing apprenticeship systems – lessons from history
Section 3: Assessing informal apprenticeship systems			
	3.1 Do African statistical systems provide information about informal apprenticeship?		3.2 Does informal apprenticeship exist and what are its characteristics?
	3.3 Analyzing the policy context		3.4 Discussing and evaluating findings – Organizing a stakeholder workshop
Section 4: Relevant issues for upgrading informal apprenticeship			
	4.1 Strengthening the institutional framework for higher quality training		
	Issue 1: Share knowledge through business associations	Issue 2: Enhance access to new skills	Issue 3: Monitor and assure training quality
	4.2 Financing informal apprenticeship		
	Issue 4: Make existing financing mechanisms more effective: contracts and social enforcement		Issue 5: Improve access to additional and secure sources of funding
	4.3 Practices in informal apprenticeship: Modifying or replacing “bad” rules		
	Issue 6: Strengthen gender equality in informal apprenticeship		Issue 7: Improve decent work in informal apprenticeship
	4.4 Improving linkages between informal apprenticeship and formal systems		
	Issue 8: Promote linkages between formal education and informal apprenticeship	Issue 9: Promote inclusion in national training system	Issue 10: Institutionalize recognition of skills acquired in informal apprenticeship
			Issue 11: Develop micro- and small businesses and support formalization

Figure 8: Upgrading informal apprenticeship in Africa

Source: Upgrading informal apprenticeship - A resource guide for Africa. Geneva: ILO. 2012, p.4

4.4 Interim assessment

The mapping below shows innovative projects that have been identified in Burkina Faso. In medium grey are the projects of the donors, in light grey the own Burkinabe or NGO projects.

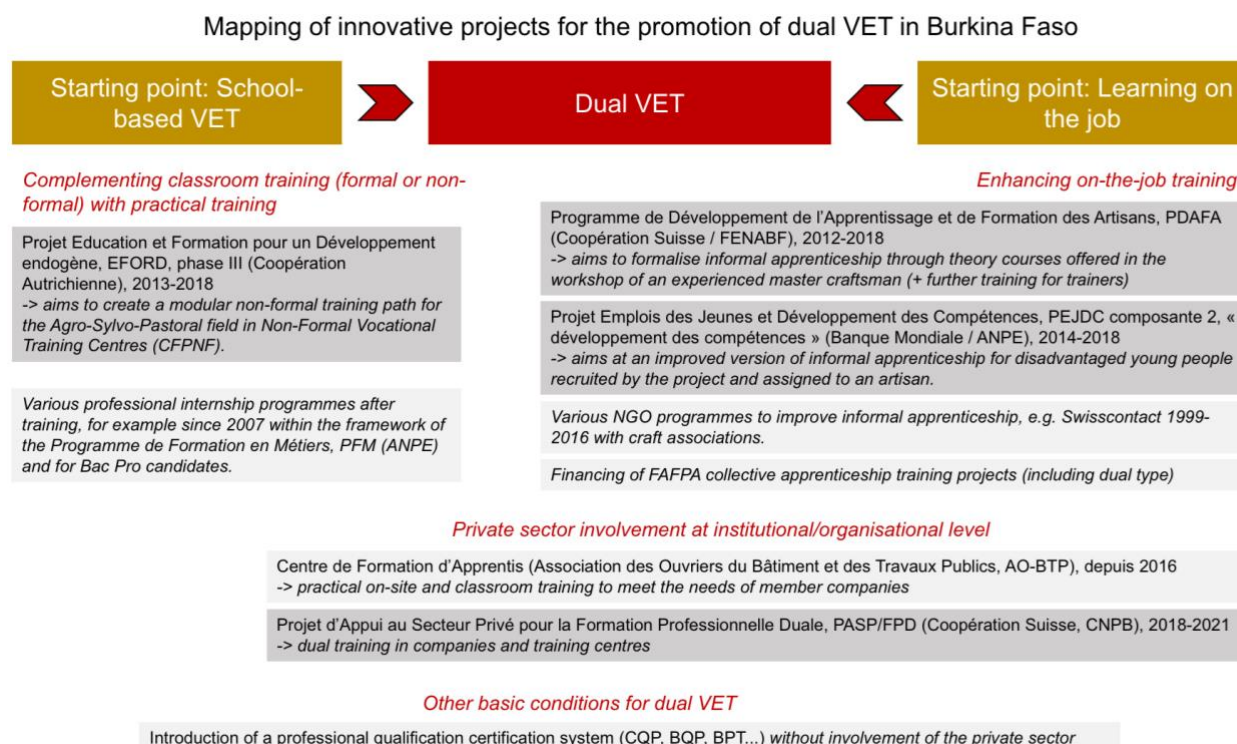


Figure 9: Mapping of innovative projects

It should be noted that a simplified logic is applied for this mapping. In reality, projects and innovations, as described above, often engage from both sides (from the left and the right of the figure) at the same time, or they approach the middle ground by creating a new offer. They have therefore been placed in this logic along their main activities.

The mapping first shows us, as in the rest of this chapter, that there is a whole series of experiences with dual VET in Burkina Faso (and in the West African sub-region). So, we are not entering unknown territory, quite the contrary, there are experienced actors and tested resources and modalities.

The experience that could be identified in this study allows us to formulate some lessons learnt concerning the three dimensions of dual VET:

- For the **organizational-institutional dimension**: Despite all attempts and support for the creation of a framework promoting VET, it must be clearly understood that such a formal framework does not yet exist in Burkina Faso. The regularization of the formal VET system in Burkina Faso does not provide for dual training; it is based on a school-based approach (partly supplemented by internships) with very clear leadership from the State and its institutions (schools, training centres, etc.), with state governance, state funding, limited importance of practice and with a non-formalized relationship of students with companies that offer internship places.

The project activities usually did not really engage to develop the organisational-institutional dimension by promoting a dual approach. On the contrary, there tended to be a (holistic) project financing approach which, in the strict sense of duality, is rather counterproductive for the development of a dual system. This includes the assumption

of responsibilities that should rather be assigned to private and public structures, preventing therefore the development of these stakeholders' own capacities according to their role.

It was also noted that the selection of beneficiaries was and is mainly based on criteria that are not those of the participating companies. This practice is justified by short-term development cooperation objectives. However, it does not support the financial argument for dual VET, i.e. the joint financing of vocational training between the state and the private sector. Therefore, dual VET is widely seen as a costly option for the public - which is totally insane from a systemic point of view, and indicates that *the real dual* has not been implemented in Burkina Faso yet.

Another important aspect of this dimension of duality which represents a great challenge is the organisational weakness of the state and the very limited structuring of the private sector. The state is highly centralized and barely manages to offer even basic services to its population, and it suffers from a permanent funding crisis. The degree of organization of the private sector is low, especially outside the capital, although private partners have a different perception on this point.

- For the ***pedagogical dimension of the dual principle***: The dual principle is known and used in Burkina Faso. Approaches that start from a school-based training system apply it as well as projects that start from the dual starting point of learning by doing. The great challenge for the dual principle is that the actors in the formal VET system have strong doubts about the quality of practice in enterprises. It should be understood that there is an educational tradition that prefers to control the whole learning/training process, which is not possible with in-company training elements. In this sense, partners in the formal VET system shared concerns about the quality of the wide variety of practices in enterprises. It seems to us that there is still a long way to go until the actors in the world of education accept the work carried out in companies as educational and quality work, which is an important condition for achieving real duality.
- For the ***socio-political dimension***: General education is still the preferred educational path in Burkina Faso (see also Figure 5 concerning educational pathways). VET is almost non-existent in the formal system, indicating the public perception of this training option as a second choice. However, the existing profiles offer large / wide qualifications with skills that allow some variation in achievement in the labour market. There is also very little regulation of the labour market regarding hazardous work (e.g. electricity). Moreover, these regulations are not put into practice and the labour market does not generally function based on certified competences. It must therefore be noted that VET in general and dual VET in particular, do not have a good reputation or a good basis for development.

5 Leads for the development of dual VET in Burkina Faso

In this chapter, we identify possible leads to follow for the development of dual VET in Burkina Faso:

Lead 1: Upgrading informal and traditional apprenticeship

Lead 2: Dualising the training offer in the Agro-Sylvo-Pastoral sector

Lead 3: Involvement of successful national companies

Lead 4: Creation of innovative training centres in emerging sectors

Lead 5: Governance and dual cooperative system

In this chapter, we will describe the leads, develop key ideas and evaluate the leads according to specific criteria (except lead 5 for reasons of irrelevance of the evaluation criteria because of the character of the lead).

The leads discussed represent strategic options that should be developed in more detail before carrying them out in a project approach. They are not formulated and analysed according to project criteria, but according to thematic and strategic criteria. The leads should therefore not be understood as ideas for a future project. It should also be noted that the leads have certain interdependencies and intersections.

5.1 Evaluation Methodology and Criteria

The future and fundamental potential of the leads identified in the following paragraphs is assessed according to criteria from different perspectives. Each criterion offers a scale from 1 to 4 as described below. The potential of each lead is assessed independently of the other identified leads.

Evaluation represents expert opinion and should not be understood as an exact science. However, we justify the assessment for each criterion to ensure that our assessment is as understandable and transparent as possible. It should also be noted that leads are evaluated according to their specific description in this chapter.

Perspective	Evaluation criteria
Effects of VET	a) <i>Economic potential</i> in terms of improving the quality, productivity, innovation capacity and competitiveness of host firms
	b) <i>Equity potential</i> in the sense of labour market inclusion of groups with special needs and equal access of different user groups to VET programmes
	c) <i>Labour market potential</i> in the sense of a successful transition between school and the labour market and professional integration for school leavers
	d) <i>Career potential</i> in terms of higher income, career advancement, mobility in the labour market and access to continuing training

Political Adequacy	e) <i>Outreach potential</i> in the sense of reaching a large number of beneficiaries, related to the size of the system, including the potential for expansion and scaling up
	f) <i>Strategic alignment potential</i> in the sense that the lead responds to the strategic priorities of the Government of Burkina Faso
Duality	g) <i>Dual institutional-organisation potential</i> in the sense of cooperative (public-private) governance and the institutionalisation of a dual system according to the above-mentioned criteria
	h) <i>Dual principle potential</i> in the sense of applying the dual principle in the learning/educational process
	i) <i>Dual socio-political potential</i> in the sense of a development towards a broad definition of professions, a socio-political acceptance of professions, and the regularisation of the labour market

For all criteria, the following scale is used:

1 = no potential

2 = limited potential

3 = reasonable potential

4 = great potential

0 = rating not relevant

The evaluation of each of the five leads is illustrated with a summarizing network diagram.

5.2 Lead 1: Upgrading informal and traditional apprenticeship

Description of the approach

Improving informal or traditional learning arrangements presents an important option for the development of dual VET, building on an existing system of on-the-job learning. The main idea of the approach is to improve learning by supporting master craftsmen, organising the learning process, adding a vocational theory part, and offering an apprenticeship certificate that supports integration into the labour market and allows for continuous training.

The approach was and is still being tested as a priority by development actors. In Burkina Faso, a FENABF project has put in place a scheme that largely corresponds to the approach developed by the ILO (see above). Currently, another project based on the informal learning model is funded by the World Bank and implemented by the ANPE structures. The 20 ANPE training centres had tested a similar approach of their own which is now being reassessed (often cited as 20 dual training centres), and a certificate (CQP, see above) was created to cover these levels.

As all these approaches have been funded - and therefore also defined - by donors, they had significant weaknesses from a dual VET perspective, as already described in the summary of Chapter 4 of this study.

Therefore, this lead certainly exists, but it has its weaknesses. Significant changes are therefore proposed as follows:

- Select only better performing companies/workshops that can cover their part of the training activities with their own resources and that have an entrepreneurial perspective to hire the trained youth.
- Engage only with workshops that meet well-defined minimum standards regarding their training capacity, infrastructure, workplace safety and others. This means that the number of potential partner companies will be greatly reduced.
- The selection of participants remains entirely the responsibility of the participating companies and is not predefined by development or project criteria. It may be that existing employees / apprentices participate too. This nurtures the commitment of the companies and creates a favourable perception of the apprentices.
- The technical training of the trainers in the companies must be done by the organizations of the world of work (e.g. FENABF/CMA-BF for handicrafts which is the most important sector for this lead).
- The state finances the school part of the scheme, which is defined jointly with the private sector. The school part covers a professional theory part and a general culture part (notably language and mathematics).

Evaluation of the lead

<i>Effects of VET</i>	<i>mark</i>
<i>Economic potential</i>	2
There is potential for quality improvement and productivity if we follow the lead as described and work with better prepared companies (and therefore also better prepared beneficiaries). As for the current situation in Burkina Faso, the potential is limited and starts from a rather low level. The potential for innovation is severely limited at this level of training.	
<i>Equity potential</i>	4
Informal apprenticeship is an important option for target groups who could not finish compulsory school or did not have the option to continue their education. Even if the number of companies selected for the scheme is limited, the potential remains significant.	
<i>Labour market potential</i>	4
Informal apprenticeship is an option for training while working. This means that integration into the labour market has already been achieved. Apprentices not only learn the knowledge and technical skills, but also the life skills important to their trade and develop a professional identity.	

Career potential 2

The career potential and mobility is rather limited in this type of training. Mobility is, also due to the specific labour market, rather limited. As these courses normally end without certification, participants cannot continue their studies. This should improve with better recognition of the CQP. The effect on income is limited but little known.

Political Adequacy

Outreach potential 3

Compared to the vocational training available today, the scope of this lead is immense. Compared to broader approaches to improving informal apprenticeship, this lead is more limited in scope.

Strategic alignment potential 3

Until those days, the development of informal apprenticeships was not considered a priority of the Burkinabe government. A new dynamic can now be observed with the new PAT and a partnership charter signed by the state and private actors. However, they remain both rather vague, do not mention informal learning and do not define cooperative governance but rather very clear state leadership.

Duality

Dual institutional-organisation potential 4

This lead meets almost all the criteria of the institutional-organisational dimension: close cooperation between associations (and workshops/enterprises) and the state, an apprenticeship contract for learners and selection by employers, a very good ratio between school and practice, a suitable duration and joint funding.

Dual principle potential 4

The dual principle is realized entirely in this lead. Since the starting point is existing informal learning, the potential for the theoretical part to be well integrated is realistic.

Dual socio-political potential 3

Informal apprenticeship is known and respected as a training option for the country's youth, even if it is not considered a royal option. For the development of a dual VET system, this starting point in informality poses a certain risk for the future assessment of the system. On the other hand, the perception could be very positive via the assessment by the vast targets who already engage in this system.

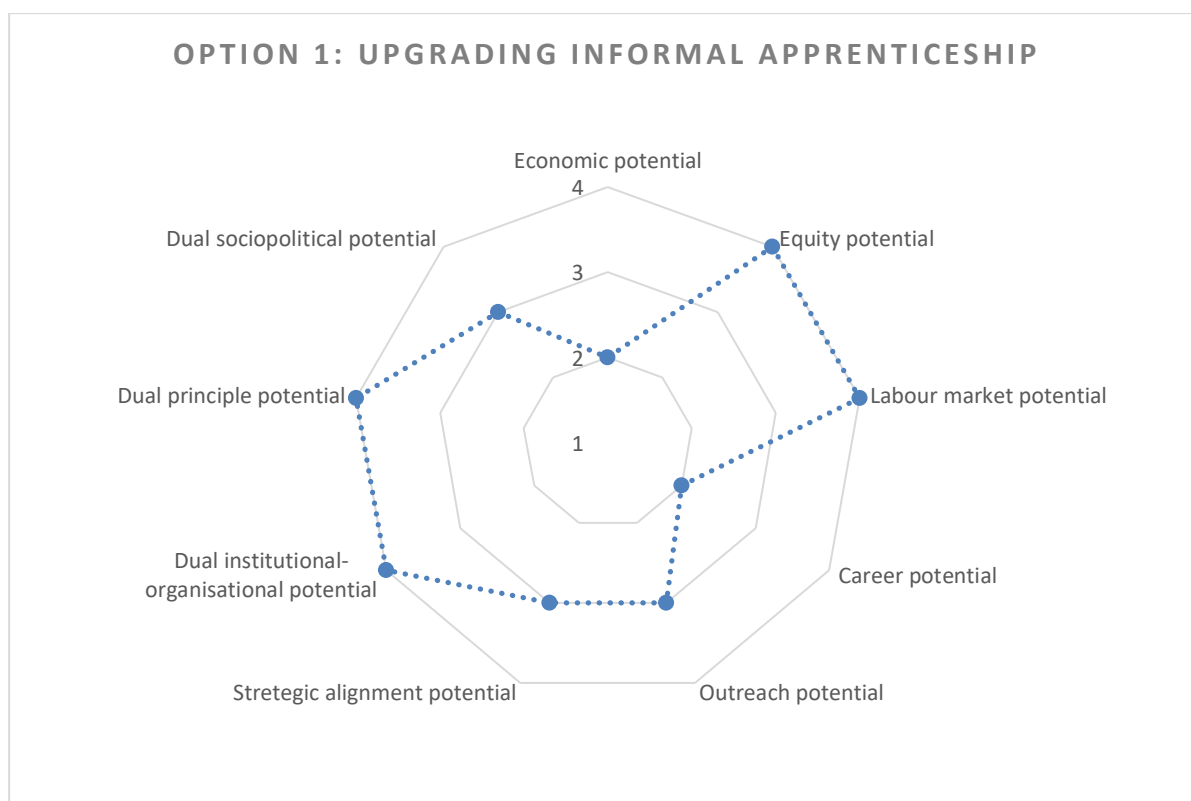


Figure 10: Potential of lead 1: Upgrading informal and traditional apprenticeship

Comment from the point of view of development cooperation

While the economic effect of this lead is considered limited, the direct effect for poverty reduction is significant as integration into the labour market is strongly supported.

The potential for sustainability of the given scheme is significant too, as the starting point is a system known in the country and in the region. However, all previous efforts to improve informal apprenticeships were not sustainable and the example of AO-BTP cited in Chapter 4 demonstrates that the economic and organisational weakness of private (and state) structures causes high risks. From the point of view of the formalisation / development of a VET system, our evaluation is mixed and depends on the perspectives: developing a dual system starting from the informal training delivery causes risks for acceptance in the formal education system and for public perception. However, starting with the private sector and with a well-established (traditional) system is a strong argument in favour of the lead.

5.3 Lead 2: Dualising the training offer in the Agro-Sylvo-Pastoral sector

Description of the approach

Learning by doing is the predominant reality in the vast rural areas of the country and the region. The Agro-Sylvo-Pastoral sector, which encompasses a whole series of professional activities around agriculture, is responsible for the employment and income of the clear majority of the Burkinabe people (more than 80%) while an important territory of the country is not yet exploited. It should also be noted that farmers' productivity is often very limited, which

means that the sector contributes only about 35% of the GNP (see above); this is partly also due to the lack of basic education and VET.

The situation is therefore comparable to lead 1 but specific to the ASP sector (as it is to crafts in lead 1). However, the most promising element of this lead is that the target groups already own the most important factor of production, the land, and also their own agricultural labour force. However, knowledge and resources for essential investments are often lacking.

It is therefore obvious that the sector must be considered as an opportunity. This lead is also based on experience and mechanisms set up in Burkina and in the region. The EFORD project financed by the Austrian cooperation applied a dual pedagogy and moved towards an even more developed duality by involving the work on the learners' own lands. This is also the approach of the SIFA agricultural training developed by the NGO Swisscontact and the Swiss cooperation in Niger. These sites are agricultural training centres that integrate practice on the participants' own land with theory and practice on school land. Basic training follows the agricultural season cycle. SIFA also offers training beyond just farming, covering related trades (e.g. water pumps) and the processing of agricultural products (for more details see Chapter 4 above).

Evaluation of the lead

<i>Effects of VET</i>	<i>mark</i>
<i>Economic potential</i>	3
Modern agricultural knowledge is an important resource that is lacking in rural Burkina Faso. By adding knowledge to existing practice, it is possible to increase production quality and resilience, and to promote innovation. This is how the competitiveness of farmers and other ASP trades can be strengthened. The potential is not considered great because the beneficiaries are often poorly educated and start from a very low level of training.	
<i>Equity potential</i>	3
Such an approach is committed to rural people who often lack access to important resources and who live in poverty and vulnerability. The fact that women's access to land is still restricted reduces the potential for equity.	
<i>Labour market potential</i>	4
The lead mainly targets those who have access to the land and, in that sense, are already working. A dual pedagogical approach involving practice on one's own fields strengthens the employment potential of this lead.	
<i>Career potential</i>	2
An increase in revenues is realistic and reported by the projects. However, this type of training does not normally offer access to the formal education system, nor does it support mobility because the market is not that developed and the skills acquired remain at still very basic.	

Political Adequacy

Outreach potential

2

The potential is reasonable but not great because the approach is based on training centres that need to be built with a certain capacity and are relatively expensive.

Strategic alignment potential

4

The lead is aligned to the public strategy which considers agro-processing and value creation in agriculture as a priority for the country's development. This perspective is supported, for example, by the African Development Bank.

Duality

Dual institutional-organisation potential

2

Since the approach is based on sites and training centres, it does not represent a great potential for developing dual VET in the institutional-organisational sense.

Dual principle potential

4

The pedagogical principle is applied with great potential, especially if the theoretical part is combined with the agricultural production cycle.

Dual socio-political potential

3

The lead is part of efforts to consider agriculture and trades in the ASP as professions with potential and to create some pride among professionals. The potential for change in perception is considered reasonable but not great. We are aware of the great challenges in this field.

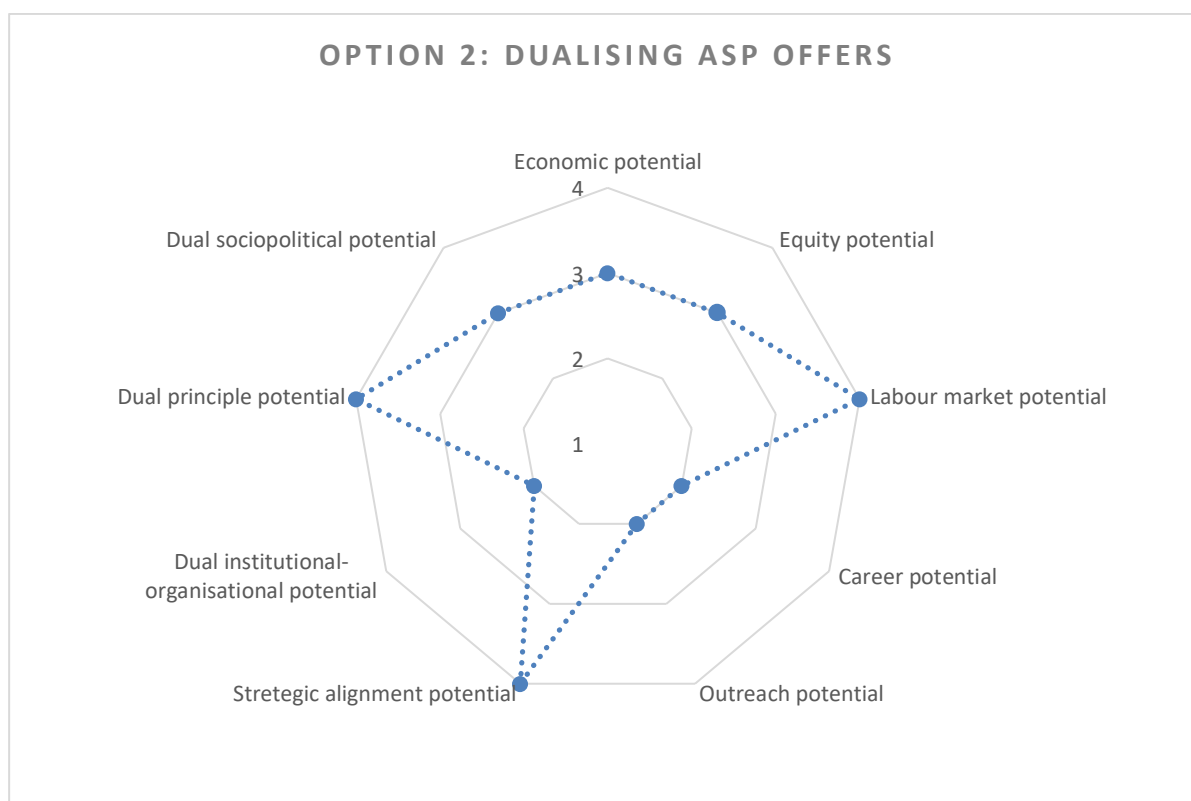


Figure 11: Potential of lead 2: Dualising the training offer in the Agro-Sylvo-Pastoral sector

Comment from the point of view of development cooperation

Agriculture and ASP professions are an important reality and a key resource for the country's development, as the government of Burkina Faso and the African Development Bank confirm. The vast underdeveloped rural areas marked by great poverty are obviously priority areas for any activity directed towards poverty alleviation. The situation of rural populations can be improved with limited inputs.

The sustainability of the approach depends on its anchoring in rural communities, particularly farmers' organizations, cooperatives of producers and competent state representatives, but also on its financing. Being based on training within agricultural training centres, this lead benefits only partially from the advantage of duality in the sense of cost-sharing.

5.4 Lead 3: Involvement of successful national companies

Description of the approach

Successful enterprises of a certain size are rare in Burkina Faso. We do not have exact figures, but according to our research, they exist in construction, mining, agro-processing, industry and services, including important public services such as water and electricity supply and others. However, they are largely not involved in formal VET (at the same time, they appear to offer in-house training). Development projects are primarily engaged with small and micro enterprises. According to information obtained in interviews and strategic analyses, enterprises consider the lack of skilled labour as a major challenge. Information obtained from the CNPB shows that the country's large state-owned companies, responsible for water and electricity supply, train their own staff as well as the key personnel of subcontractors internally, which is apparently also the case for the country's largest mines and other large companies. The construction workers' association (AO-BTP) has recently committed itself to the training of their workers. The AO-BTP brings together more than 30 construction companies in the capital.

Cooperation with these companies will be very interesting from the point of view of the development of dual VET. Some weakly developed paths exist:

- The FAFPA, based on its enterprise training plan, has the possibility of financing internal training projects for companies and societies (continuous training). Although these projects have not been implemented on a large scale yet, due to a lack of resources in the FAFPA, this policy option remains relevant.
- The *Centre de Formation Professionnelle de Référence de Ziniaré (CFPRZ)* reports having good relations with successful companies in the country.

Otherwise, no experience is known. This means that the lead proposed here is not based on concrete experiences, but on the idea, that for the development of dual VET a commitment of powerful private partners will be crucial. Ideally, they have a demand for qualified manpower on an average or even high level (e.g. technician), but not necessarily trained on the tertiary sector. Such profiles cannot be developed only in practice, but a theoretical complement is needed. Such a system should therefore connect companies with centres of reference or with technical and vocational high schools.

Evaluation of the lead

<i>Effects of VET</i>	<i>mark</i>
<p><i>Economic potential</i></p> <p>With a high level of training (technician), the potential to increase production quality but also productivity, innovation and competitiveness is great.</p>	4
<p><i>Equity potential</i></p> <p>This lead is an option for a rather limited number of people with good education. Nevertheless, also among those beneficiaries, there is a certain social demand and the labour market, employment and income situation is often volatile.</p>	2
<p><i>Labour market potential</i></p> <p>This potential must be considered high if companies are committed to train a skilled workforce and if participants receive employment contracts.</p>	4
<p><i>Career potential</i></p> <p>With quality training and a valuable certificate, offering the option of continuous education, the career potential is great for the beneficiaries. The potential labour market is not limited to Burkina Faso but extends to the entire region.</p>	4
<i>Political Adequacy</i>	
<p><i>Outreach potential</i></p> <p>This lead is not the primary option to accommodate a large number of participants. The potential is therefore limited, but as the approach is based on successful companies, an indirect or induced effect can be achieved.</p>	2
<p><i>Strategic alignment potential</i></p> <p>The lead is first and foremost part of the country's economic development strategy. However, until now the state and companies do not have a strategy to jointly develop VET at this level.</p>	3
<i>Duality</i>	
<p><i>Dual institutional-organisation potential</i></p> <p>A cooperative approach is possible and the lead meets all the criteria developed in Chapter 2.</p>	4
<p><i>Dual principle potential</i></p> <p>The lead is obviously based on the dual principle and its application in reality.</p>	4
<p><i>Dual socio-political potential</i></p> <p>The involvement of successful companies with a certain reputation in the country offers a great opportunity for the creation of a better perception of VET.</p>	4

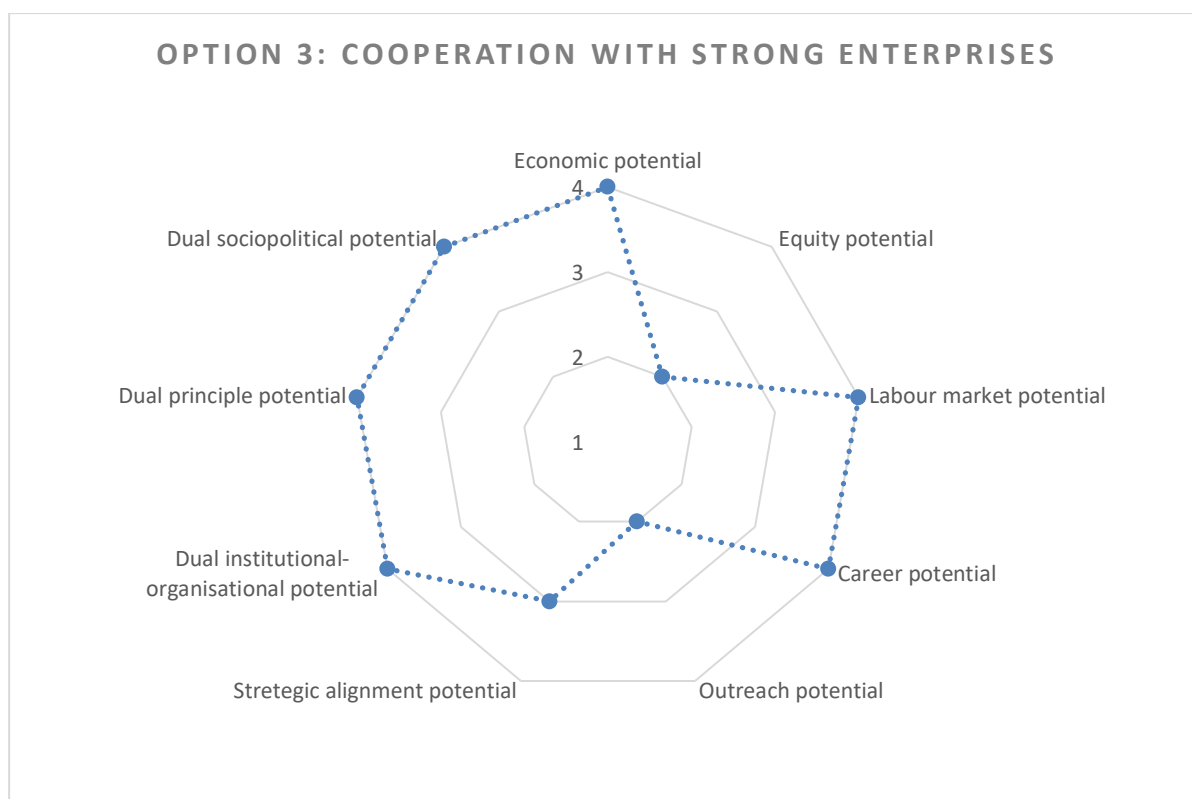


Figure 12: Potential of lead 3: Involvement of successful national companies

Comment from the point of view of development cooperation

The lead presented here follows the logic of the "trickle-down" effect and does not launch into the fight against unemployment and poverty alone. Rather, it is an economic development approach.

Sustainability strongly depends on the long-term commitment of the participating companies. The realization of the lead also strongly depends on the willingness of the state and the private sector to engage in a public-private partnership.

5.5 Lead 4: Creation of innovative training centres in emerging sectors

Description of the approach

The basic idea behind this approach is that certain innovations and sectors can only be developed with the support of the education sector. This is true for emerging and innovative professions such as solar energy or the transition to renewable energies in general. It is also an option for the development of certain sectors towards the creation of added value in the country such as in processing cotton or in agro-processing. Such training centres could also support the establishment of a cluster around gold refinery, stimulating local value creation.

Such a strategy is proposed by the African Development Bank, which also identifies the sectors mentioned above. In our study, we found no such innovative training centre. The reference centre in Ziniaré goes in this direction but focuses on already established professions and tries to increase the level of services in the sectors covered. However, the region of Vorarlberg

(Austria) currently plans to invest in the creation of a training centre for solar and renewable energy in order to promote these new technologies in the country.

Such an approach should aim at medium to high level skills and should be strongly committed to building relationships with pioneering companies in the chosen sectors. Regarding duality, close collaboration with companies in the sectors covered (and even international companies present in Burkina Faso) is needed to guarantee a suitable offer. Like the AO-BTP initiative, in-house training in energy supply and other examples demonstrate that a dual approach appears feasible.

Evaluation of the lead

<i>Effects of VET</i>	<i>mark</i>
<i>Economic potential</i>	4
This lead obviously has great economic potential. The idea of the approach is to develop innovative and promising sectors. However, it should be borne in mind that the economic potential can only be fully developed if the selected sectors actually achieve the expected growth path.	
<i>Equity potential</i>	2
The potential for equity depends strongly on the sector and the level of training chosen. Whatever the choices, the potential remains rather limited.	
<i>Labour market potential</i>	3
At first glance, this is a great potential for integration into the labour market. Doubts remain with the growth of the sectors supported by these centres (see economic potential). For this reason, the potential is considered reasonable.	
<i>Career potential</i>	4
With quality training on an average to high level, including a certificate that also offers the option of continuous education, the career potential is great. The potential labour market is not limited to Burkina Faso but extends to the entire region.	
<i>Political Adequacy</i>	
<i>Outreach potential</i>	2
The potential outreach depends strongly on the sectors covered and the development of these sectors. The direct potential is limited as these are innovative training centres. Scalability depends on the concept applied. It is therefore considered that this potential is limited.	
<i>Strategic alignment potential</i>	4
The suggested areas are government priorities according to the PNDES.	

Duality

Dual institutional-organisation potential

3

As the starting point here is the innovative training centre, the potential to develop duality in this dimension is reasonable but not great.

Dual principle potential

3

The application of the dual pedagogical principle is important for this lead. However, as the sectors are probably not yet well developed, it is probably necessary to launch an internal solution (workshop).

Dual socio-political potential

4

Some innovative trades have a high potential to restore the image of VET. As the level will be average or even high, it would also be a question of training of longer duration. In the energy sector as well as in the food processing sector market regulation is possible or already in place due to safety / health risks.

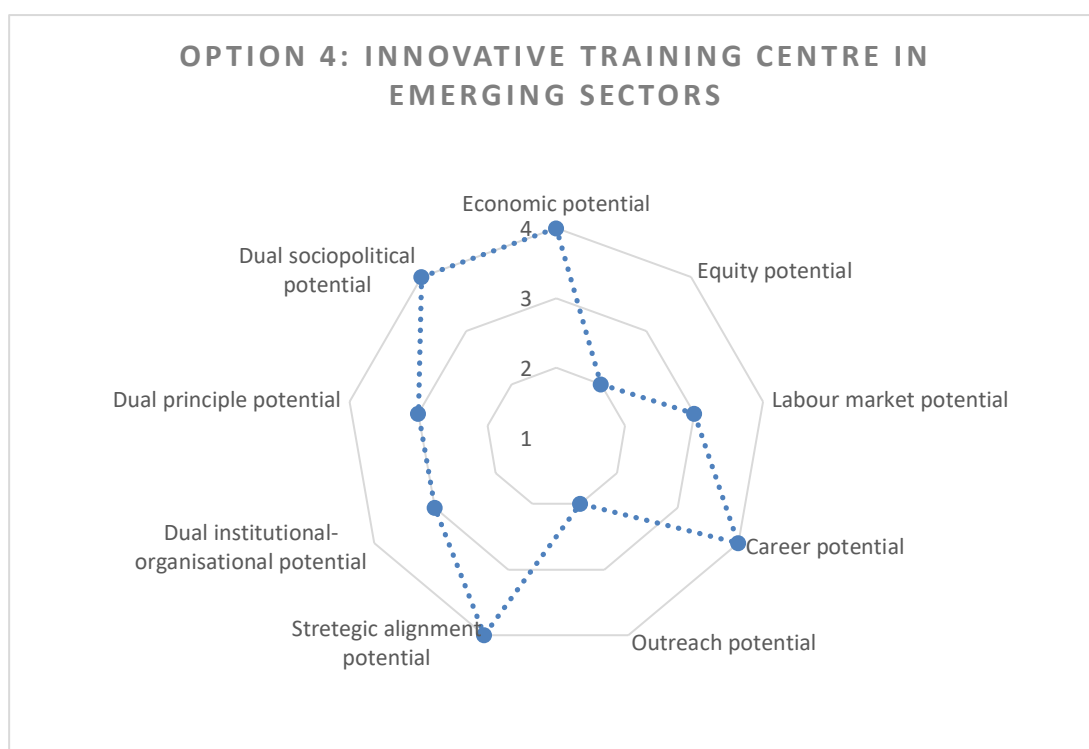


Figure 13: Potential of lead 4: Creation of innovative training centres in emerging sectors

Comment from the point of view of development cooperation

As already elaborated in the description of the lead, the development of promising sectors can be stimulated through training. But training is not enough. The development of a sector requires an enabling framework, private investment and favourable economic and social policies.

The sustainability of this lead, based on an innovative training centre, depends largely on the will of the actors involved, the financing state, but also private sector organisations which commit themselves to the centre.

5.6 Lead 5: Governance and dual cooperative system

Description of the approach

With this last lead, the framework conditions for dual VET are addressed. This lead therefore differs from the other leads; it is complementary and a sort of prerequisite for any other dual lead.

Duality is not embedded in Burkina Faso's comprehensive VET system, as described in Chapter 3 of the study. It can be noted that dual VET as defined by the DC dVET has been tested in Burkina Faso without being promoted in these days. That is one of the reasons why such a lead has been formulated. The other reason is the fact, that there is a political dynamic with a charter signed in February 2018 between the relevant ministries for VET, i.e. MENA and MJFIP, the employer's association CNPB, NGO representatives through SPONG and union representatives of UNAS.

With this charter, the signatory actors are launching for a more cooperative governance of the VET system, which represents an important opportunity for the promotion of dual VET, although dual VET is not explicitly part of the charter. The charter is the result of a political process that began with the new government after 2014 and aims to promote VET as a more important option in the educational pathways of the country's youth. The charter also calls for an improvement of the framework for a labour market demand-driven VET system.

A lead in this direction should at least address the following topics:

- Governance: legislative framework that provides and promotes dual training as a significant option in a comprehensive and permeable VET system;
- Stable and permanent financing a) of the theoretical part in public training centres as well as in private centres, and b) also for the post-training stage;
- Promotion of important resources for the dual system (e.g. steering and engineering of the system, teacher and trainer training and management of VET centres);
- Development of professional branches: Structuring and regulation of the labour market to enhance VET certificates and diplomas.

Evaluation of the lead

As mentioned above, this lead is not evaluated according to the same criteria but recommended by the authors.

Comment from the point of view of development cooperation

Such a lead should be developed and fostered in the context of any intervention or initiative promoting dual VET in Burkina Faso. The four dimensions mentioned are essential for the success and sustainability of any dual VET initiative. However, it should be noted that in the case of Burkina Faso, a whole series of projects for the development and improvement of VET system's governance exist, while the implementation of offers on the ground and the consolidation and strengthening of these offers leaves much to be desired. A project approach should therefore not focus solely on governance dimensions, but put the emphasis on the realisation of offers on the ground and therefore the piloting of dual approaches in the sense of the concept.

Annex 1 Relevant resources

DC dVET key documents

- DC dVET, 2015; „Mutual Understanding and Principles“ [http://www.dcdualvet.org/wp-content/uploads/DCdVET_Mutual_Understanding_and_Principles_final.pdf].
- DC dVET, 2016: „Duale Berufsbildung in der Entwicklungszusammenarbeit. Verständnis und Grundsätze des Geberkomitee für duale Berufsbildung“. [https://www.dcdualvet.org/wp-content/uploads/DCdVET_Verstaendnis_und_Grundsaeetze_final.pdf].
- Euler, D., 2017: “Impliquer le secteur économique dans la formation professionnelle duale, Un outil de travail pour le dialogue politique et la conception de projets dans la coopération au développement.” Version courte, DC dVET.
- Jaeger, M. et al., 2016: „Duale Berufsbildung als Option in der Entwicklungszusammenarbeit. Befragung von Expertinnen und Experten im Auftrag des Geberkomitees für duale Berufsbildung“, DC dVET. [https://www.dcdualvet.org/wp-content/uploads/DCdVET_Duale_Berufsbildung_als_Option_in_der_Entwicklungszusammenarbeit_Studie_Matthias_Jaeger.pdf].
- Kehl, F., présentation à l'atelier régional du DC dVET à Ouagadougou, 30 novembre 2017 [https://www.dcdualvet.org/wp-content/uploads/02_DC-dVET-Formation-Professionnelle-duale.pdf].

Burkina Faso strategies

- Loi d'orientation de l'éducation au Burkina Faso, 1996
- Plan d'action pour la mise en œuvre de la stratégie de promotion de l'artisanat du Burkina Faso, 2005
- Politique Nationale d'Enseignement et de Formation Techniques et Professionnels (PN/EFTP), 2008
- Politique Nationale de l'Emploi (PNE), 2008
- Plan d'Action opérationnel de la PN/EFTP, 2011-2015
- Cartographie et diagnostic de l'emploi des jeunes au Burkina Faso, 2014
- Politique Sectorielle de l'Education du Burkina Faso (PSE/BF), 2014-2023
- Plan national de développement économique et social (PNDES) 2016-2020
- Nouveau Plan d'Action Opérationnel (PAO/EFTP) 2017-2020
- Plan sectoriel de l'éducation et de la formation (PSEF), 2017-2030
- Plan d'action triennal de la PN/EFTP (PAT), 2018-2020

Data sources

- <https://donnees.banquemondiale.org/>
- <https://www.cia.gov/library/publications/the-world-factbook/geos/uv.html>
- <http://www.insd.bf/n/index.php/publications?id=180>
- http://cns.bf/spip.php?id_rubrique=110&page=publdetails
- <http://www.transparency.org>

Other documents and reports

- ADC, « Stratégie pays » 2014–2016.
- ADC, « Three Year Programme on Austrian Development Policy » 2016-2018.

- BAD, 2018, « Perspectives économiques en Afrique » [https://www.afdb.org/fileadmin/uploads/afdb/Documents/Publications/African_Economic_Outlook_2018_-_FR.pdf].
- BIT, 2012, « L'amélioration de l'apprentissage informel en Afrique » [http://www.ilo.org/skills/pubs/WCMS_179660/lang--fr/index.htm].
- Bourdet, Y., 2014, « Employment policy implementation mechanisms in Burkina Faso », ILO Employment Working Paper 155.
- CEDEFOP, « Terminology of European education and training policy » [<http://www.cedefop.europa.eu/fr/publications-and-resources/publications/4117>].
- CNPB, 2018, « Formation professionnelle : les acteurs signent une charte pour développer le partenariat entre le public et le privé » [<http://patronat.bf/2018/02/18/formation-professionnelle-acteurs-signent-charte-developper-partenariat-entre-public-prive/>].
- Darankoum, L.C., 2014, « Emploi des jeunes au Burkina Faso : Etat des lieux et perspectives » MJFPE.
- DDC, 2017, Document du Programme d'Appui à la Structuration de la Formation Professionnelle par Apprentissage : Approche Duale Adaptée au Burkina Faso (PASFAD) 2017- 2020.
- GIZ, 2010, « Ex-post Evaluierung – Kurzbericht – Förderung der beruflichen Bildung, Burkina Faso » [<https://www.giz.de/de/downloads/gtz2010-de-burkina-faso-berufliche-bildung-ex-post-evaluierung.pdf>].
- IIEP, 2016, « Rapport de la Plateforme d'Expertise en Formation Professionnelle (PEFOP) sur le diagnostic des freins au sous-secteur formation professionnelle au Burkina Faso » UNICEF. [<https://pefop.iiep.unesco.org/fr>].
- IIEP, 2017, « Burkina Faso - Rapport d'état du système éducatif nationale » UNICEF.
- Kaboré, A. et M. Carton, 2017, « La place de l'évaluation des apprentissages dans les systèmes éducatifs d'Afrique subsaharienne : le cas du Burkina Faso ».
- ONEF, 2012, « Etude sur les besoins de formations dans le secteur minier au Burkina Faso ».
- PNUD, 2016, « Rapport sur le développement humain » [http://hdr.undp.org/sites/default/files/hdr_2016_report_french_web.pdf].
- SAEC, 2013, « Etude sur la formation professionnelle duale au Burkina Faso », SPONG-CREDO.
- SIFA, 2018 « Un dispositif de formation agricole de proximité » [https://issuu.com/swisscontact5/docs/sc_sifa_brochure?e=19507908/58823449].
- Walther, R. et B. Savadogo, 2010, « Les coûts de la formation et d'insertion professionnelles », AFD.
- Zoungana, 2012, « Guide pratique du formateur endogène » [<https://lirenligne.net/oeuvre-a-decouvrir/LiM2n57Y0xq/c/Guide%20du%20Formateur%20Endogène%20Burkina%20Faso.pdf>]

Annex 2 Calendar (in French)

Etape	Objet	Délai
1	Clarification du mandat et contractualisation : conférence téléphonique avec le bureau de l'ADA de Ouagadougou, identification/choix du consultant local, signature du contrat	Fin Novembre 2017 (dans le cadre du séminaire DCdVET à BF)
2	Conception en détail de la recherche / de l'étude <ul style="list-style-type: none"> - Approche et méthode - Structure du rapport final - Instruments et questions clés - Partenaires à consulter - Planification de la mission 	Fin 2017
3	Recherche et analyse de documents, développement des hypothèses à tester sur terrain, ajustement des instruments	Janvier 2018
4	Mission sur terrain (inclus la préparation) et atelier de validation sur place (Ouagadougou)	26.2.-7.3. 2018) 7 mars
5	Rapport préliminaire (français) et feedback par ADA	30 mars 2018 16 avril 2018
6	Présentation sur place (Ouagadougou) Rapport final (français) et traduction du rapport (anglais)	16 mai 2018 15 juin 2018

Pour plus de détails : voir plan de travail

Annex 3 List of people met

N°	Name	Structure (in French)
1.	Pierre YAMEOGO	Directeur d'un centre de formation à Koudougou Président de la circonscription territorial du Centre Ouest de la Chambre des Métiers de l'Artisanat
2.	Souleymane SEMDE	Formateur en Coupe et Couture à Koudougou
3.	Mamadou DIALLO	Coordonnateur programme Education et FORMation pour un Développement endogène (EFORD)
4.	Aboubacar ZOUNDI	Assistant Technique du programme EFORD
5.	Boureima OUEDRAOGO	Directeur du Centre de l'Association Nakolbzanga des Artisans du Sanmatenga (ANAS) à Kaya Président de la circonscription territorial du Centre Nord de la Chambre des Métiers de l'Artisanat
6.	Safiatou BOLY	Chargée de Programme de l'ANAS
7.	Léopold OUEDRAOGO	Formateur en mécanique deux-roues
8.	Boureima SAWADOGO	Maître artisan ANAS Kaya
9.	Asséta OUEDRAOGO	Entrepreneuse dans le secteur de la coupe couture à Kaya (ancienne apprentie)
10.	Youssef OUEDRAOGO	Entrepreneur dans le secteur de la menuiserie à Kaya (ancien apprenti)
11.	Yombo Paul DIABOUGA	Secrétaire Général du MENA
12.	Zourata YAMEOGO	Directrice Générale EFTP au MENA
13.	Christian Larba DARANKOUM	Secrétaire Général du MJFIP
14.	Eric YAMEOGO	Directeur Général FP au MJFIP et Coordonnateur du PAPS-EFTP
15.	Sara BOLLIRI	Première Secrétaire à l'ambassade du Luxembourg
16.	Josaphat MILLOGO	Assistant technique pour la formation professionnelle et l'éducation à LUXDEV
17.	Christian GEOSITS	Directeur pays de l'ADA
18.	Hafoussiatou SOUGUE,	Chargée de programme EFTP à l'ADA
19.	Leonard KUELA	Secrétaire Permanent de la FENABF
20.	Mamadou DIOP	Secrétaire général de la FENABF
21.	Sylvie H. MEDA SONTIE	Directrice générale de l'Artisanat
22.	Séraphin BADOLO	Directeur de l'Organisation et de la Réglementation de l'Artisanat (MICA)
23.	Célestin ZOUNGRANA	Directeur pour la Coordination et la Promotion de l'Artisanat (MICA)

24.	Dieudonné ZAONGO	Représentant Pays de Solidar Suisse
25.	Micheline OUAMEGA/NIKIEMA	Responsable Formation Professionnelle de Solidar Suisse
26.	Maxime COMPAORE	Atelier de recherche sur l'éducation au Burkina (AREB)
27.	Ali GANAME	Directeur du Fonds d'appui à la formation professionnelle et à l'apprentissage
28.	Albert OUOBA	Directeur du suivi de qualité et de l'évaluation
29.	Marie Assomption SANGARE	Chef de service aux structures
30.	Ousséini KONATE	Secrétaire Général de l'Agence nationale pour l'emploi (ANPE)
31.	Marie Odile COMPAORE	Conseillère technique du Directeur général
32.	Edwige BAKO	Directrice de la formation professionnelle (DFP)
33.	Jean Baptiste ZOUNGRANA	Secrétaire Permanent Commission nationale pour la certification
34.	Oumar NIKIEMA	Agent à la SP/CNC
35.	Boubacar BA	Directeur du Centre de formation professionnelle de référence de Ziniaré (CFPRZ)
36.	Issouf KIELLO	Directeur pédagogique
37.	Pierre OUEDRAOGO	Directeur de la scolarité et de la vie communautaire
38.	Isidore Bougouma	Chargé de programme de la Coopération Taïwanaise
39.	Fortunat DIENER	Directeur Pays Swisscontact
40.	Amsatou SALEMBERE	Chargé de programme Swisscontact
41.	Dominique CRIVELLI	Directrice de Coopération Suppléante
42.	Pamoussa COMPAORE	Chargé de Programme Education
43.	Souleymane DIPAMA	Vice-Président Association des Ouvriers du Bâtiment-Travaux publics (AO-BTP)
44.	Adama GAYAGA	Chargé des relations intérieures et extérieures de l'AO-BTP
45.	Boukary DIELO	Secrétaire Général AO-BTP
46.	Boubacar KANTE	Président de l'AO-BTP
47.	Dieudonné LIAGMA	Formateur AO-BTP
48.	Sylvestre YAMEOGO	Formateur
49.	Jean Martin COULIBALY	Personne ressource, Ancien Chargé de programme EFTP et Ancien Ministre au MENA
50.	Wenceslas BANCE	Conseil National du Patronat
51.	Seydou TRAORE	Conseil National du Patronat
52.	Philomène YAMEOGO	Conseil National du Patronat
53.	Christian ZARE	Conseil National du Patronat

54.	4 formateurs (mécanique deux-roues, Coupe-couture)	Centre de Koudougou
55.	Apprentis (une cinquantaine)	Centre de Koudougou
56.	Apprentis (environ 60)	Centre ANAS de Kaya

PARTICIPANTS at the VALIDATION WORKSHOP of the 7 March 2018 at ADA

N°	NOM ET PREMONS	STRUCTURE	FONCTION
1.	NAMOUNTOUGOU Yacouba	FENABF	Chargé du Social
2.	SEMDE Souleymane	FENABF	Chargé de formation et alphabétisation
3.	KABORE Ablassé	CMABF	Conseiller Formation et Apprentissage
4.	DIALLO Mamoudou	EFORD	Coordonnateur du Programme
5.	SALOUKA Moumouni	DGFP/MJFIP	Directeur de la FP continue, de la reconversion et de l'habilitation
6.	OUATTARA Adama	BuCo	Chargé de Programme
7.	SOUGUE Hafoussiatou	BuCo	Chargée de Programme
8.	YAMEOGO Zourata	DGEFTP/MENA	Directrice Générale
9.	GANDEMA W Issa	SG/MENA	Chargé d'Etudes
10.	BAKO ZAGHRE Edwige	ANPE	Directrice de la Formation professionnelle
11.	GEOSITS Christian	ADA	Chef de Bureau
12.	KEHL Franz	KEK-CDC	PDG
13.	TROXLER Roman	KEK-CDC	Consultant

PARTICIPANTS at the RESTITUTION WORKSHOP of the 16 May 2018 at the ARCHIVES NATIONALES

N°	NOM ET PRENOMS	STRUCTURE	FONCTION/TITRE
1.	TALL Moussa	Helvetas Swiss intercoopération	Assistant de projet
2.	DJIGUEMDE /KIEMTORE Nomie	DGA/MICA	Chef de Service
3.	SANKARA Assane D.	CCEB-BF	Coordonnateur de Programme
4.	DIPAMA Souleymane	AO-BTP	Vice-Président
5.	LIAGMA Dieudonné	AO-BTP	Formateur
6.	DIAWARA Brihima	CNRST IRSAT	Directeur de recherche
7.	OUATTARA Adama	Buco Autriche	Chargé de Programme
8.	BADOLO Séraphin	DGA/MICA	Directeur de l'Organisation et de la réglementation
9.	YAMEOGO Sylvestre	AO-BTP	Formateur

10.	KANTE Boubacar	AO-BTP	Président
11.	BAYALA Raoul	SP/CNC MJFIP	Chef de service
12.	BOLY Dramane	ISSP	Démographe
13.	BIYEN/BAMOGO Alizeta	CCEB	Gestionnaire comptable
14.	KONATE Alimata	GIZ/PDA	Conseillère Technique
15.	OUEDRAOGO Pierre	CFPR-Z	DSVC
16.	OUEDRAOGO/KABORE Alphonsine	DGCOOP	Assistante
17.	ILBOUDO Blaise Oscar	FAFPA	Directeur de la Formation
18.	BELLO Mairama Haman	EDRIC/APESS	Chargé du DCTP
19.	BALIMA Emilienne	FONAENF	Directrice Générale Adjointe
20.	KURAOGO Laurentine	IBMAR-Gosen	Directrice
21.	TRAORE Seydou	CNPB	Responsable Etude et Planification
22.	OUAMEGA/NIKIEMA Micheline	Solidar Suisse	Chargée de projet
23.	ZAONGO Dieudonné	Solidar Suisse	Représentant Pays
24.	DIELO Boubacar	AO-BTP	Secrétaire Général
25.	KABORE Ablassé	CMA-BF	Conseiller en FP
26.	GAYAGA Adama	AO-BTP	Chargé des relations extérieures
27.	NOULA Bindi	DFP/ANPE	Suivi-évaluation de la FP
28.	ROUAMBA Thierry Joél Pingdwendé	UNICEF	Administrateur de programme
29.	SISSAO Moussa	UNICEF	Administrateur Secretariat PTF Education et Formation
30.	SALEMBERE/GUIRO Amsatou	Swisscontact	Coordonnatrice de programme
31.	DIENER Fortunat	Swisscontact	Directeurs Pays
32.	ZOURE Dramane	Coopération Suisse	Chargé de programme
33.	CRIVELLI Dominique	Coopération Suisse	Directrice suppléante
34.	GEOSITS Christian	Buco Autriche	Chef de Bureau
35.	SALOUKA Moumouni	DGFP/MJFIP	Directeur de FP continue et reconversion professionnelle et habilitation
36.	ZONGO Dieudonné	DFCI/DGESTP	Directeur de la formation continue et de l'insertion
37.	SOUGUE Hafoussiatou	Buco Autriche	Chargée de Programme
38.	KEHL Franz	KEK-CDC	Directeur / Consultant
39.	YE/SAWADOGO Rachel	-	Consultante indépendante