



VOCATIONAL TRAINING

DEVELOPMENT PUBLIC-PRIVATE PARTNERSHIPS IN TECHNICAL VOCATIONAL EDUCATION AND TRAINING



LIST OF ACRONYMS

ACEFOP	Fair Access to Vocational Training
AFD	Agence française de développement
BTEC	Business and Technology Education Council
CEFAM	Training and Support to Crafts Centre
CERMI	Centre for Renewable Energy and Industrial Maintenance
CoC	Centre of Competence
DPPP	Development of a Public-Private Partnership
ECOWAS	Economic Community of West African States
ENABEL	Belgian Development Agency
EU	European Union
GIE	Groupement d'intérêt économique
GIZ	Gesellschaft für Internationale Zusammenarbeit
GTB	Génie technique du Bâtiment
IFEF	Francophonie Institute for Education and Training
LKDF	Learning and Knowledge Development Facility
MEST	Ministry of Education, Science and Technology of Kosovo
NQS	National Qualification System
PALOP	Portuguese-speaking African Countries
PEFOP	Platform of Expertise in Vocational Training
PPP	Public-Private Partnership
TVET	Technical Vocational Education and Training
VET	Vocational Education and Training
VTC	Vocational Training Centres
SNQ	<i>Système national de qualifications</i>

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INTRODUCTION

With the worldwide objective to scale up the offer on TVET programs responding to the needs of the labour market, based on quality and equity, the national governments are seeking for close alliances of collaboration with the private sector, on macro and micro level, where possible. This should lead to existing public vocational training centres with improved labour market oriented actualized training programs, competing soundly with private Vocational Training Centres (VTC) on a national level. All for the sake of the ultimate target group, which is the student. VTC awareness and reputation will improve because of more effective and relevant training programs leading to a quicker job insertion for youngsters.

On the same moment, national governments are witnessing declining national and regional public funding for education, including TVET on macro level for policy/strategy purposes and on micro level for public VTC management and TVET programs.

On the macro level, multiple source and alternative financing including national or sector training levies (and other incentives) is to be mobilized for proper functioning of TVET systems; on the micro level of the public VTC, income generating activities are needed leading to a diversity of funds, based on different degrees of financial, administrative and pedagogical autonomy of those same VTC. It does include the payment of the fees by the student.

The collaboration with the local private sector is needed both on macro and micro level; see added annex on the conclusions of first regional workshop organised by the Platform of Expertise in Vocational Training (PEFOP), the Francophonie Institute for Education and Training (IFEF) and LuxDev on Public-Private Partnerships (PPP), dated 03.2018 in Dakar. It is known that partnerships between business and government create sustainable development, based on sustainable economic development. This leads to a win-win situation for both parties based on

more mutual trust, profit and less risk for the private sector. This can be done through grants or loans by the national government towards the private sector.

To do so, there is a need of understanding the main differences between the public and private sector, in order to strike partnerships, whether it is in developed or developing countries.

There is a need for additional private capital and private sector know how for the existing public vocational training centres if jobs are to be created and training opportunities to be provided. Where the state's scope for action is limited, businesses can bridge gaps and make a targeted contribution on inadequate existing public TVET programs.

Although apparently first of all focused on economic collaboration and partnership, at the same time, basic principles like liberty of individuals, democracy and the rule of law is ensured between all involved parties. Good governance, developing and protecting the private sector, supporting microfinance systems are therefore other key elements if PPP are to be established for a *"bonne entente"*. This public and private collaboration is not easy to be established. Partnership for success aiming at sustainable development requires entrepreneurial commitment. Companies create jobs, secure incomes, transfer technical knowledge and introduce forward-looking technologies.

All the same, companies face specific challenges in developing countries: promising business prospects might be upset by a lack of legal certainty, scarce training facilities, ineffective administrative structures and poor infrastructures. This leads to the need of understanding and knowing the main differences between both worlds, being quite opposite.

In the next box, main differences/drivers are highlighted between the rationale/key elements of the private sector compared to the public sector on TVET.

(Regional Seminar PPP, PEFOP-IFEF-LuxDev, Dakar 03.2018, M. Ziegler)

Interest private business	Interest public sector
Main focus on turn-over and profit: commercial	Education is a public service (for all): non – profit
Time span: short (to medium) term	Time span: medium to long term
Training on the basis of company job (profiles)	Broad occupational profiles as basis
Training is costing money: return on investment	Education will always cost money: public funds
Fast results: tomorrow rather than next week	Good results take time
Desire for high flexibility: no red tape (bureaucratic procedures)	Regulations and procedures to guarantee fair access, and opportunities for all (education is a right)
Benchmarking against other businesses	Benchmarking against other countries, international bodies (e.g. European Union - EU)
Very selective in admission and enrolment	Rules and regulations guarantee quality and continuity

To overcome these differences in private and public interests, establishing PPP between the two parties can be an excellent tool to learn to understand each other while working together. A private business could be a private international/national vocational training centre.

The coming together must be able to tackle and achieve a common goal and mission. It must look at bringing together different set of values and norms. It must overcome different cultures, different ways of working and work ethos.

KEY CONSIDERATIONS FOR FINANCIAL SUSTAINABILITY IN TVET THRU PPP ON THE LEVEL OF VTC

A PPP is an arrangement between the private and the public sector, which aims to deliver public services in a more efficient/effective manner and to generate public sector asset by making use of the private sector's resources and expertise.

It is a way of delivering and funding public services with wider development impact. The investment, risks, responsibilities and rewards are shared between the public and the private sector.

PPP is not an objective unto itself, but a possible additional tool to be used for the objectives of a results-based project on job insertion or TVET strengthening.

For the sake of this note, only PPP on the level of public VTC are focused, meaning the micro level.

On-going exclusive public operating VTC and exclusive private operating VTC can be part of a local TVET providers market (without any PPP connection) and part of any TVET programme.

In a PPP, the investment, risks, responsibilities and rewards are shared between the public sector and the private sector.

One can make a difference between operational PPP and educational PPP. (ref, Training seminar on management VTC: ITCILO-ENABEL-VDAB-SYNTRA West, 05/2016, Fort Portal-Uganda J.VDHooogen).

An operational PPP are private parties involved in running a public TVET service like a joint venture, under different forms of legal contracts with the national/local government, with different degrees of responsibility for the private sector operator and remittances to be paid to the public sector. The PPP is to be found in the Board of Administration and/or at the operational level in the management position. There are six different legal contracts with different rights and obligations for the private sector vis-à-vis the public sector.

- simple contractualization;
- public authority;
- public service leasing;
- public service concession;
- administrative long-term lease;
- build, operate and transfer.

These specific and detailed legal differences between the six contracts can be inquired/obtained from the author (see Training Seminar on financing TVET, ITCILO-Turin, 2015 and 2016).

An educational PPP happens when private professional services upgrade and innovate TVET centres through advisory services, training of trainers, training and learning materials (publishers), quality assurance and accreditation where collaboration between the two sectors happens on an ad hoc base. The private sector is not the final responsible for running a public service.

A PPP is not:

- a contract between public and private sector without any investment of the private sector based on an exclusive budget from the public sector (or donor);
- a mechanism of information exchange;
- a corporate social responsibility or philanthropic rationale of the private sector in the execution of a public service;
- the developing of the private sector through public funds.

THE DEVELOPMENT PARTNERS OR DONORS ROLE IN PPP

The PPP approach, which is based on the assumption that certain public goods can be delivered by the private sector, is not new. This said, adding a third party like a donor based on the Sustainable Development Goal 17 is new. Foreseen the difficulties in understanding and overcoming the main obstacles between the public sector and national/international private sector, a PPP can become a Development of Public Private Partnerships (DPPP).

Cooperation agencies and development partners like LuxDev, Gesellschaft für Internationale Zusammenarbeit (GIZ), the Agence française de développement (AFD), etc. consider it an urgent matter to develop the capacity and to enable the use of private sector's capital and management capabilities to eventually enhance the delivery of public services in the partner countries. This is always on request for support of the local national or regional partner towards the donor. Equity reasons are always defended through the intervention of donors, applying the principle of "leaving no one behind" guaranteeing equity.

DPPP can be used in the context of skills development through the strengthened vocational training centres.

Typically, the private sector brings in equipment and know how; the public sector contributes buildings and staff time and the development partners provide funding for the development objectives and linkages to the local government. Moreover, the development partners act as a neutral body bringing the different parties together. The donor financing the part of the private sector is not establishing a PPP.

As the examples show, LuxDev has both educational (Senegal, Kosovo) and operational PPP (Cape Verde, Senegal). In all cases, the private sector tops up budgets and support in-kind to the existing public and donor support.

The common goal in TVET projects is to create a highly skilled workforce that matches market demand, because this improves opportunities for businesses on one hand, and reduces unemployment and poverty on the other hand. Seen the low levels of education of both trainers and trainees as one of the shortcomings of traditional TVET, it is a duty to overcome these problems by giving a new weight by establishing competent and delivering Vocational Training Centres in response to the industry's demands and needs.

It is of crucial importance to strike a good balance between the rights and obligations, including budgetary support

from all parties (public, private sector, donor) as from the beginning of the PPP. Wrong arrangements like a financial sustainability, being guaranteed by the donor can lead to non-sustainable interventions. Frequently financial planning for the period after the intended project completion often remains an afterthought. Shortly before the project formally comes to an end and is handed over to a local authority, the question of how to fund the training sessions and other operational expenses of the VTC comes up. Sometimes, it is implicitly assumed that the host government will pay for the VTC, but this is often not the case due to budgetary or other pressures.

Therefore, the need that public and private contributions should complement each other for achieving common objectives. A public contribution will only be provided if the private partner would not carry out the measure without the public partner. Some donors like GIZ demands the companies to make a considerable financial contribution and/or provide staff to the project, leading to a private sector contribution of at least 50% of overall costs. The interventions therefore must continue beyond the duration of the project. The enterprise must have a clear commercial discernible interest in the project, exceeding the project life circle.

Reasons for constraints for financial sustainability of the PPP are:

- lack of proper business plan development of the VTC at the beginning of the intervention, including revenues and costs. The business plan goals need permanent monitoring;
- lack of diversification of income streams at an early stage, through a weak administrative, financial and pedagogical autonomy of the VTC;
- lack of local ownership or responsibility;
- lack of local experience with generating revenue, based on a non-existing financial and administrative autonomy of the VTC;
- legal complications;
- misunderstanding of the rationale of PPP;
- etc.

POSSIBLE KEY STEPS FOR SETTING UP A DPPP ON THE LEVEL OF A VTC

As there is no fixed roadmap or “golden bullet” to set up a PPP, what follows is one common practice which proved successfully for different donors.

Step 1

One should identify the context, scope and purpose of the PPP. An active private sector approach is crucial. Quality TVET is expensive as it needs workshops of reputable standards and also requires regular investment in equipment, maintenance and repair of existing equipment, as well as continuous training of trainers and other pedagogical staff. In many countries, the government barely pays the salaries of the training centre staff.

A neat permanent awareness for additional TVET funds is therefore needed both at macro (multiple source financing) and micro level (fees generated at the school level).

Choosing the right VTC with the appropriate legal structure and legal possibility to generate revenue should be part of the selection criteria. Another part is the continued support and exchanges with the private sector. Finally, a thorough local market assessment is needed concerning the allocated resources (time and money).

Step 2

A draft business plan must be developed for the VTC based on revenues and costs. There is no single blueprint business plan for all situations, training types and countries. See <https://www.lkdfacility.org/resources/step-8-develop-a-business-plan/>

Step 3

For the sake of self-sustainability, additional revenues streams are needed, by reducing costs (for instance outsourcing some operational tasks to private companies) and income generating activities. Some operational tasks can be taken on board by VTC staff and students, like heavy equipment maintenance etc. Non-financial contributions by project partners need to be evaluated.

New revenues could come from additional training to new clients: short term courses, evening courses, guest speaker courses etc. Another option can be through offering maintenance services by the VTC, without disturbing the local market (ex. service workshop with attention to insurance and liability issues)

Step 4

One should monitor and measure the progress of the PPP, as live as possible. A close eye on the business plan remains crucial through a dedicated person to the PPP. The legal structure of the VTC plays again a crucial role: clear bookkeeping and a division between the host VTC and the DPPP. When there is an unbalance, one should remedy as soon as possible. Was there an over-estimation of local purchasing power or underestimation? Was the right audience targeted?

This 4 step-approach was successfully implemented worldwide through the Learning and Knowledge Development Facility (LKDF) of the United Nations Industrial Development Organisation.

BASIC PRINCIPLES UNDERPINNING PPP BETWEEN ALL INVOLVED PARTIES

- mutual respect between all parties;
- transparency of undertaken actions;
- competitive bidding between companies and non discrimination in the participation in the set-up of the PPP;
- non-retroactivity of budgets of all parties;
- accountability and predictability of all parties;
- legitimacy to set up the PPP;
- flexibility in the collaboration and execution of PPP;
- continuous learning, monitoring and performance including job insertion of the PPP;
- equity, inclusiveness and empowerment in benefit of the youngsters-students of the VTC, targeted in the PPP.

IN A NUTSHELL ON (D)PPP ON THE LEVEL OF A VOCATIONAL TRAINING CENTER

The crucial actors for a DPPP are the private company; a host country government; a development agency; a vocational training centre.

A DPPP looks to promote economic development and employment opportunities; to reduce poverty, to promote sustainable development and change the TVET system; upgrade training materials and provide post-graduation work opportunities for students; enter into new markets and have a pool of skilled workers in these markets.

The main characteristics of a DPPP are that a public and a private partner and a development partner enter into a partnership in order to provide a public service with a wider development impact; with investment, risks, responsibilities and rewards to be shared between all partners; the private sector has not the most important role of all three actors around the table but all is consensus based with a common goal and benefits for all parties. The partnership adds value in that way that through the collaboration, partners can achieve more than what could have been achieved if each partner had worked alone.

Setting up a DPPP takes time and cannot be launched fast and implemented quickly.

DPPP often require new internal and collective processes between and among partners, who are often working together for the first time; the partners can have very different organizational and sector cultures; DPPP are learning processes, meaning everyone is an expert in its field but the external collaboration and coordination will take more time.

The donors operate in line with the national development policies of the partner country. They want national policy makers (government partners at the local, regional and national level) in the host countries to be engaged with the DPPP to ensure the alignment. They also try to make sure that the local work at the VTC is anchored and focused on systemic change at the national level. The donor can help establish contact with national level policy makers, and open doors that can help promote the learning from the DPPP to higher levels of government, so that they might influence policy and practice even more broadly than that within the DPPP.

Concrete support through DPPP can lead to increased capability to manage larger budgets; support for the development of a new department or new courses; mechanisms in place for Training of Trainers on new equipment; availability of management training for continual improvement of VTC managers.

Identifying the right VTC is paramount. Should it be a new VTC or an existing one? Practice shows that it is preferred to choose the existing one, even when it means developing a new department or workshop or hiring new staff for reasons like costs optimization, sustainability and continuity reasons.

On the DPPP supported TVET programme, a good combination of theory/practice is needed. The aim to build new industrial skills for students, and also in many cases provide them with internships/apprenticeships to practice while they learn, is important. The companies want students to have good practical skills after graduating from the VTC to become immediately operational. The challenge lies in good technical staff at the VTC and have a staff retention. This staff retention can come through incentives (good salary, bonus, health insurance and pension, transport to work, extra training, extra holiday time, etc.). Having an attractive employer through state-of-the-art equipment, modern facility, recreation areas, canteen etc.: Besides on HR, having opportunities for international certification, career opportunities within the VTC, etc.

Which elements can benefit the cost effectiveness of DPPP? A VTC can offer skills upgrading trainings to local companies and the public sector within the VTC; offer recruitment services for companies, helping them identify and recruit the best new graduates; use visual simulators/e-learning in addition to face-to-face to reduce the costs of training; share non-core staff across several institutions, etc.

This leads back to the need of reflection of sustainability of post DPPP from day one. The VTC management must have a long-term vision (business plan) including income-generating activities for the VTC, including advocate for support from the government for transition to independent offer in the VTC. One should encourage the professional commitment of VTC management and trainees. The DPPP department must be seen as the future broker of knowledge skills and new technologies for all stakeholders after project end. It can become a stakeholder and knowledge hub in the country.

Including the gender topic on a transversal base leads to more courses where female graduates are likely to find jobs; it takes advantage of a role model when mobilizing applicants; it invites and encourage mothers/parents to participate in the course orientation meetings; it will have more female representation at the management level (example director VTC) ; it will give special recognition and rewards to female trainees; it will offer orientation seminars to prospective employers that sensitizes them to hiring female candidates.

7.PROJECT FICHES DPPP BY LUXDEV ON THE LEVEL OF VTC

What follows are key examples for LuxDev projects on DPPP to be considered as work in progress.

It concerns educational DPPP in Kosovo where all invited private international companies like Pearson, Basis Check AG, ESSILOR, etc do support financially and technically to the intervention, next to the government of Kosovo and LuxDev. In other words, a keen investment of the private sector is at hand in the PPP as needed and the impact goes beyond the duration of the donor project.

These commitments between the private international companies and the public VTC in Kosovo can alter/grow over time, from a prudent initial minimalistic approach to a strong long-term engagement on PPP. LuxDev has the classic intermediating role including additional funding for the development objectives of the project, also focussing “equity” in the large sense. In all cases, the agreed PPP go beyond the scope of the LuxDev supported project. The same counts for the CFM –Louga in Senegal with exclusively local enterprises from the formal-informal sector.

In Cape Verde (CERMI) and Senegal (ACEFOP), operational DPPP's are put in place. As stated, the execution of the public service is outsourced to the private (international/national) sector by paying remittances to the local government. These are the first experiences on operational DPPP where a neat monitoring needs to be done to follow up on results.

In the case of Cape Verde, a Luxembourg company, i.e. CDC- Génie technique du Bâtiment (GTB), is involved in executing the DPPP. LuxDev had once again an interme-

diating role excluding additional funding for the development objectives of the project. For ACEFOP-Senegal, the DPPP is still in the pipeline of being set-up.

The strong points on all DPPP of LuxDev include the strong awareness and capacity of the Technical Advisors on TVET to deal with the private sector on the same base/knowledge as with the public sector, by bridging the divide between the two parties and to reach out to the private sector beyond the national borders of the involved country.

A first step for a PPP could be supporting “renewed informal apprenticeship”, very common in Sahelian Countries where a local public VTC works together with a local craftsman, opening up his workshop for pupils from the VTC. This informal collaboration can become formal after a try out period. A donor can intervene through supporting the training of the master craftsman, providing materials or equipment to the VTC, etc, once the collaboration continues between private and public actor and becomes a DPPP.

All major donors are engaging on DPPP, like GIZ, AFD, ENABEL, the International Labour Organisation, LKDF/ United Nations Industrial Development Organisation, etc. An exchange of good practices is therefore essential between donors to take stock and improve on-going DPPP.

In all added examples, all parties do provide budgets to the undertaking of the DPPP.

A NEW ERA OF CAREER GUIDANCE PIONEERED IN THE PRE-UNIVERSITY EDUCATION SYSTEM IN KOSOVO: BASIC CHECK AG

Ministry of Education, Science and Technology of Kosovo (MEST) through the support of project KSV/015 implementing a National Career Guidance Model based on a state-of-the-art Information System.

THE CHALLENGE

The MEST is facing with the challenge of establishing career guidance capacities for its pre-university system as a means of guiding the new generations towards an early selection of career paths and aligning the future workforce with the needs of the labour market. Finding a resolution to this challenge becomes even more difficult when considering the recommendations of the International Monetary Fund (IMF) towards the Government of Kosovo to instil a hiring freeze in order to maintain stability in public funds.

Taking into account the previous experience of project KSV/015 in the implementation of business models in its Centres of Competence, which also include the component of Career Guidance, it was approached by the national counterpart to design and implement a long-term model and required infrastructure for a modern career guidance component on the national level.

THE SOLUTION

After a joint research and analysis process of the project and the national counterpart, it was decided to base the future career guidance component of Kosovo on a virtual model taking into consideration the above-mentioned challenges. This model would allow for the offering of various career guidance services (i.e. school finding, career examination, descriptions of occupations, finding internships and employment, etc.) through an information system and would make possible live career guidance sessions for all pre-university students in Kosovo through digital communication. While keeping in mind the necessity for a long-term sustainability of the public career guidance services, the development of an in-house system was seen as non-viable considering the constant needs for maintenance and for hiring of additional expert-level staff who are usually more prone to joining the private sector considering the offered level of incomes.

As a result of the presented facts, the counterpart in collaboration with the project identified a Swiss-based company named Basic Check AG, which is specialised in the development of Career Guidance Information Systems and is implementing similar systems in Switzerland, Austria and Luxembourg – all on the national level of education. Furthermore, the system is based on the Basic Check component (after which the company was named), which provides scientifically tested questionnaires for students in order to match them with the most compatible fields of study.

After thorough negotiations Basic Check AG and its local partner Smart Bits L.L.C reached an agreement for the detailed design of the National Career Guidance Model and of an Information System. The project committed funds and technical support for the initial development and implementation of the component while the private counterpart agreed to provide long-term support in housing, maintaining and further-developing the system per the requests of the Ministry of Education, Science and Technology, at a symbolic annual fee which would be attributed either to the municipalities, the schools themselves or to other relevant governing institutions. The system itself would virtually remain in the premises of the private counterpart and be offered through the Software-as-a-Service (SaaS) model. Ultimately, after the displayed persistence of the project, the private partner agreed to develop additional modules of the Career Guidance Information System which would offer services to students in identifying potential schools, tests for interests, values, aptitudes and personality, exploring occupations, identifying relevant internship and job positions and most importantly facilitating live communication between dedicated career guidance counsellors and students. The private partner also recognised this as a long-term benefit as the developed modules can be replicated in other potential countries in the future.

OUR SERVICES

The project is providing financial and technical support for the initial development and implementation of the model and the information system in all public pre-university education institutions in Kosovo. The technical support is being offered through the available in-house expertise in collaboration with the national counterpart and the technical staff of the private partner. Furthermore, the project is supporting and facilitating the formalisation of the Memorandums of Understanding with municipalities of Kosovo for the endorsement of the model and the system in all 900-pre-university public educational institutions. These MoUs will establish the base for ensuring the long-term sustainability of the system. Furthermore, the formalisation of the long-term collaboration between the MEST, the Ministry of Labour and Social Welfare, the Employment Agency of Kosovo and the private partner has also been facilitated by the project as a necessity for ensuring the development of the Career Guidance component in line with labour market indicators.

Furthermore, as career guidance is a relatively new concept in Kosovo and professionals of the field are currently lacking,

In the framework of the National Career Guidance Model, a competent workforce is one of the main requirements in order to ensure the sustainability of the component and the offered services through the information system. Considering the holistic approach of the project, it is also supporting the development of the workforce through an amendment of another PPP with Pearson Education from the United Kingdom. This step will make possible the development a Level 5 qualification in the field of Career Guidance Counselling allowing for the qualification and certification of future Career Guidance Counsellors based on internationally recognised programmes and their preparation to assume responsibilities of the newly-developed component.

After the completion of the development phase, the implementation and long-term supervision of the partnership will be supported by the successor of project KSV/015 in order to ensure the completion of objectives per the agreement.

The long-term sustainability of this intervention is based on the utilisation of the system by the students of the public pre-university education system and on the development of additional services, which can generate income for the private partner as well as for the schools.

IMPACTS AND RESULTS

- development of the Career Guidance Component in the public pre-university system in Kosovo;
- digitalisation of Career Guidance services including occupation-neutral and occupation-specific questionnaires, identification of occupations and relevant schools, exposure towards internships and jobs and the utilisation of live career guidance counselling sessions;
- implementation of digital career guidance services in 900 elementary, high and Vocational Education and Training (VET) schools in Kosovo;
- offering career guidance for around 400 000 students via a digitalised system;
- an ensured long-term sustainability of the system through a SaaS (Software-as-a-Service) model in which the municipalities or the schools are charged a symbolic annual fee;
- boosting the level of enrolment in TVET institutions and improving the perception of their offer through the re-orientation of the students' career path towards most adequate professions in line with their potential and aptitudes as well as to the most requested profiles in the local labour market.

EXPOSING YOUNG OPTICAL TECHNICIANS TO GLOBAL INDUSTRIAL TRENDS: ESSILOR

A multilateral PPP between Essilor International, Essilor Foundation, Ministry of Education, Science and Technology and the Centre of Competence (CoC) in Ferizaj aims to promote the newly graduated Optical Technicians of Kosovo.

THE CHALLENGE

While the students of the Optical Technician profile in the CoC in Ferizaj are receiving lessons based on updated curricula and teaching and learning materials and are able to conduct their practical training through state-of-the-art equipment, the industry partnerships were limited to local businesses that are usually small in size as a result of the limited demand. For this reason, project KSV/015 conducted an in-depth research on potential international partners that may be interested to establish a long-term PPP with the CoC in Ferizaj through which the students and graduates would be exposed to an international leader in the field of optics, while the private partner would obtain a hub through which it could develop its activities for Kosovo and for the South-Eastern Europe. As a final result, Essilor International and its foundation were identified as a suitable partner as they conduct programmes that are in line with the objectives of the CoC (i.e. strategic giving, inclusive business, etc.).

THE SOLUTION

After a long negotiation period with the potential private partner, it was agreed between the parties that there would be a number of activities implemented with the CoC in Ferizaj including the following:

- adjustment of the curricula and the teaching and learning materials to latest global industry trends and practices applied in Essilor International;
- provision of additional equipment to the CoC in order to implement the practical part of the adjusted curricula;
- exploring the necessity and opportunities for developing new profiles and qualification: i.e. joint development of a new Level 5 qualification in Optometry;
- a start-up programme which will support the graduates of the Optical Technician profile in the generation of self-employment opportunities: i.e. opening new Optical Shops in Ferizaj and throughout Kosovo;
- establishment of Essilor Foundation in Kosovo with its base within CoC in Ferizaj.

All of the above-mentioned activities will be conducted through a close collaboration between the CoC in Ferizaj, Essilor and the Ministry of Education, Science and Technology of Kosovo. As this partnership is also strategic for the private partner and its entry in the local and regional markets, it will not only ensure a long-term exposure of students and graduates to global trends in the field of optics, but they will also have the chance to be a part of processes which will give them a competitive edge also in the entrepreneurship part and its specifics in the optical market.

OUR SERVICES

It is the overall interest of project KSV/015 and of LuxDev to develop and maintain interventions that have a long-term sustainability. With this in mind, the partnership was established and jointly developed with the national counterpart as an emerging necessity which would ensure the long-term sustainability of the Optical Technician profile in the CoC in Ferizaj. The project provided its assistance in the identification of the private partner and in successfully negotiating an agreement, which effectively resulted in the commencement of the partnership. Furthermore, in the case of the provision of additional equipment, Essilor International covered half of the expenses while the other half was provided as a commitment of the project. It is foreseen for the successor of project KSV/015 to continue providing its support (when and if required by the national counterpart) in order to ensure the qualitative implementation of the partnership objectives.

IMPACTS AND RESULTS

- a long-term partnership established benefiting 120 students and graduates;
- a strong tie of the CoC in Ferizaj with a world-renown leader in the field of Optics;
- support to graduates of the Optical Technician profile in launching their own optical shops as a means of supporting self-employment and the economy of Kosovo;
- a massively increased presence of an international leader in the field of Optics in Kosovo and in the South-East European Market through the CoC in Ferizaj;
- EUR 30,000 of additional equipment already donated jointly to the CoC through co-financing of Essilor International and project KSV/015.



ENSURING A CONSTANT ALIGNMENT OF THE COC WITH LABOUR MARKET NEEDS: PEARSON

An international PPP opens the roads for an international recognition of student skills.

THE CHALLENGE

Kosovo gained its independence in February of 2008. As a new-born country it deals with a number of challenges in the education sector, one of them being the limited participation of the private sector in the long-term development of the VET sector. As an effect, this makes the constant alignment of curricula and teaching and learning materials with the needs of the labour market more difficult and requires creative solutions, which conduct this process in qualitative and a sustainable manner. On the other hand, a solution to the challenge is urgent as the purpose of VET education hinders if it does not serve the present needs of the local and international labour markets.

THE SOLUTION

In a close collaboration with the Ministry of Education, Science and Technology of Kosovo, project KSV/015 is supporting a PPP between the former and Pearson Education based in the United Kingdom. The main objective of this partnership is to ensure the constant update of profiles offered in the Centres of Competence in Ferizaj and Prizren with the latest revisions, adjustments and trends of the respective industry on the national and international scale as well as to guarantee a high level of VET provision and assessment as a means of long-term sustainability.

Furthermore, as a second objective of the partnership, the first two public Level 5 qualifications were developed in the fields of Special Education Needs and Career Guidance Counselling. This intervention was a major step undertaken by the national counterpart with the support of the project in developing high-quality programs which allow a faster and a more accurate supply of graduates in the labour market, as the programmes focus only on the development of professional skills needed by the respective sector.

While Pearson is responsible to implement its obligations in collaboration with the CoCs, it has also been provided with the opportunity to certify the knowledge of students at a fee in order to ensure the coverage of operational costs and stimulate income-generating activities for the CoCs. For the students on the other hand, this becomes an opportunity to obtain internationally recognised credentials, which makes them competitive not only with local businesses and organisations but also in international labour markets. Pearson, in collaboration with the national counterpart will also conduct periodical quality assurance processes to the teaching and assessment processes in both CoCs.

All implemented curricula and teaching, learning materials and certifications programs in the CoCs as a part of this PPP are accredited with the Business and Technology Education Council (BTEC) in the United Kingdom.

OUR SERVICES

Along with the initial financial support provided for the development of the partnership, the project simultaneously implemented a financial reform programme for both CoCs comprised of an in-depth analysis of current financial practices, capacity development activities, implementation of new processes and their digitalisation. The necessity for this process becomes evident in order to enable both institutions to properly manage and utilise the generated income coming from this partnership. This resulted in a financial reconfiguration, which is now becoming a candidate for replication in the entire VET system in Kosovo.

Furthermore, the staff of project KSV/015 received capacity development directly from Pearson in order to become equipped with additional knowledge required for the monitoring of the implementation of the new curricula and teaching and learning materials. This also allowed the project in collaboration with the Ministry of Education, Science and Technology and the teachers of the CoC to assist Pearson in adjusting all materials to local facts and context.

IMPACTS AND RESULTS

- nine profiles in both CoCs have been aligned with the labour market needs of the industries of pharmacy, economy, trade and tourism;
- two Centres of Competence accredited as official BTEC on the international level;
- two new pioneering public Level 5 qualifications in the field of Special Education Needs and Career Guidance Counselling;
- 206 students currently undergoing studies based on the newly developed programmes;
- first income generating activities conducted in the Centres of Competence;
- overall increase in quality of the CoCs and augmentation of possibilities for student enrolment through shifting the perception of the CoCs and of the VET system in general as a primary-choice education path;
- implementation of modern assessment methodologies and increase of transparency in student evaluation.



CREATION OF A SECTORIAL VOCATIONAL TRAINING CENTRE DEDICATED TO FORESTRY TRADES: ACEFOP

THE CHALLENGE

The project “Fair access to vocational training” (« *Accès équitable à la formation professionnelle* » - ACEFOP) is part of the programme “Developing employment in Senegal”, financed by the EU Emergency Trust Fund implemented by LuxDev. ACEFOP aims to widen equitable access to vocational training by acting on the continuum “Training - skills - employability of young people”. Within this framework, the project encourages the emergence of innovative initiatives in the field of training and professional integration.

The studies carried out on regional economic opportunities have shown that the wood and forestry trades constitute an important axis of development and employment in southern Senegal, making it possible, moreover, to strengthen sustainable and respectful forest management. Within this framework, the construction and start-up of a vocational training centre dedicated to forestry and wood trades in the Sédhiou region is planned, in full consultation with private, public and associative actors linked to the forestry sector.

THE SOLUTION

Set up a vocational training centre adapted to the context of competitiveness, open to other training institutions, capable of providing quality vocational training to actors in the sub-sector to increase performance and productivity by employing trained and competent young people. The aim is to contribute to increasing the level of qualification of those involved in the forestry sector, particularly young people, by emphasising vocational and technical training by improving skills, with a training curriculum according to dual modalities, thus providing for a significant participation of private and associative actors linked to forestry professions.

OUR PROPOSAL

The Ministry in charge of vocational training, with the support of the ACEFOP project, and in consultation with stakeholders in the forestry sector, has therefore planned the construction, equipment and establishment of a vocational training centre for forestry occupations in the Sédhiou region. It will be a sectorial centre, developed on the models already tested in Senegal of PPP, co-managed by the National Union of Foresters Cooperatives of Senegal, representatives of local forest management structures and the Ministry of Professional Training, Learning and Handicrafts, under a PPP modality. The trades envisaged are wood processing and sustainable management of the forest heritage, processing of forest products and mechanics applied to forestry equipment. The modalities of dual training, adopted in Senegal through the Charter of Dual Training, will apply within the centre.

IMPACT AND RESULTS

Integrated within the forestry sector and at the service of its actors, the Centre’s missions will be the following:

- train at least 300 young people annually in the forestry trades through short-term skills training and « Certificate of Competence »-level diploma training;
- strengthen the organizational and sustainable management capacities of the various forestry stakeholders;
- contribute to the professionalization of actors in the sector;
- provide continuing education or upgrading opportunities for forestry professionals;
- contribute to the existence of a network of technical and management expertise in the field of forestry;
- participate in the training of trainers.

To achieve these results, the forestry sector centre will offer the following services:

- initial training for young people from school or out of school for forestry jobs;
- the continuing training function for professionals in the sector (short seminars or long courses, conferences);
- access to a forestry resource centre;
- contribute to the support of companies and local authorities in their recruitment policies and consequently participate in the fight against youth unemployment.



TRAINING AND INTEGRATION PROJECT: VTC/CEFAM OF LOUGA

THE CHALLENGE

Modern VET process management should consist of a value chain, which systematically takes into account the needs of the sector beforehand and continues all the way to the insertion of graduates and the management of follow-ups. In an inclusive sectorial approach to vocational training, where the latter is not the exclusive prerogative of the technical ministries but of all the actors involved (other sectorial ministries, Ministry of National Education, Ministry of Higher Education, economic partners/enterprises, local authorities, NGOs, etc.), the current framework for vocational integration needs to be reviewed.

In this new framework, the focus of the VET system should be shifted from the learner (as a goal) towards the professional integration of learners and the increase of competitiveness and sustainable development in the country's economic sector, as a goal.

THE SOLUTION

Aware of the importance of the socio-professional integration of its beneficiaries, the SEN/028 programme has brought a major innovation, at the initiative of vocational training institutions, whose aim is the development of a diversified and quality vocational training offer, in response to the socio-economic needs of each region and the sustainable integration of graduates. It is a technical and financial package of a training offer justified in relation to a previously identified professional integration objective; hence the name "vocational training and integration project".

This training offer can be initial or continuing, qualifying or graduating. It can be durable or limited in time. Nonetheless, it is necessarily backed by a public-private partnership. As such, it can be developed in the training establishment or in a partner company of the establishment.

OUR PROPOSAL

"Project of training-insertion of computer graphics and multimedia operators of the VTC/Training and Support to Crafts Centre (CEFAM) of Louga".

This project enables young people from Louga, mostly from press companies, cable associations, website managers and institutions, to acquire technical skills in the audio-visual field and more particularly in computer graphics and multimedia. It has been implemented at the institutional level with the support of the partners involved since its development. Five cohorts are planned. The duration of a cohort is 7 months attested by a training certificate.

IMPACT AND RESULTS

- boost the VET system in Senegal;
- ensure the sustainability of the financing of vocational training;
- develop a diversified quality training offer adapted to the needs of the economy in the training institutions;
- promote the opening of training institutions to their environment through a public-private partnership and their autonomy;
- contribute to the support of companies and local authorities in their recruitment policies and consequently participate in the fight against youth unemployment.

PPP “CABO VERDE 3C” COMPETENCE CENTRE IN THE FIELD OF RENEWABLE ENERGIES, ENERGY EFFICIENCY AND INDUSTRIAL MAINTENANCE: CERMI

CONTEXT AND OBJECTIVES OF THE PPP

With the support of the Luxembourg Cooperation, the Cape Verdean government created the Centre for Renewable Energy and Industrial Maintenance (CERMI) by Decree-Law 29/2014 of 13 June. The objective of the Centre is to “promote the dissemination of knowledge and the development of skills for the exercise of professional activities in the field of renewable energies and industrial maintenance”.

In order to ensure the sustainability of CERMI, a management model based on a partnership with private Luxembourg actors, notably the CoC, the GTB, the Groupement d'intérêt économique (GIE), has been developed with the technical support of the Luxembourg Cooperation. This management model aims to:

- develop CERMI into a technology campus for the energy and industrial maintenance sector, including a Cape Verdean Competence Centre (3C) to provide training services (initial and continuing), support for the implementation of public energy policies and the sale of specialized services;
- facilitate the transfer and integration of technical and specialised know-how in the field of renewable energies, energy efficiency and industrial maintenance benefiting from the technical and management experience of the Luxembourg CoC;
- create the conditions for the regionalisation of CERMI's activities through a Cabo Verde Competence Centre.

The objective of the PPP is to set up a Cape Verdean Competence Centre in the field of renewable energies, energy efficiency and industrial maintenance, under the status of a commercial company with CERMI (Cape Verdean public partner) and CDC-GTB (Luxembourg private partner) as partners. To make the partnership a reality, it is planned to create a public limited company (Cape Verdean Competence Centre 3C) with CERMI and CDC-GTB as founding shareholders. Consequently, 3C will have its own legal status and management model, but will remain attached to CERMI.

The Luxembourg CoC contributes to the project by contributing its pedagogical expertise (description of professional profiles, competency repositories, curriculum development, needs analysis, training plans, computerised management, monitoring of the 3C Business Plan, etc.), as well as technical assistance.

For the government, this partnership ensures the economic sustainability of CERMI, in addition to being an essential instrument for the transfer of specialized knowledge to Cabo Verde. In addition, this PPP will help to strengthen commercial links between the Cabo Verde and Luxembourg players in a sustainable manner.

PARTNERS

National public partner: CERMI, entrepreneurial public company. Created by Decree-Law no. 29/2014 of 13 June, CERMI is a public entity enjoying administrative, financial and patrimonial autonomy. Its share capital is fully subscribed and paid up by the State.

Private partner: CDC-GTB GIE. As a GIE, the CDC-GTB is a commercial company whose shareholders are the following private bodies:

- la Fédération des installateurs en équipements sanitaires et climatiques ;
- l'Association des patrons électriciens du Grand-Duché de Luxembourg ;
- la Fédération des intégrateurs en télécommunication, informatique, multimédia et sécurité ;
- la Fédération luxembourgeoise des ascensoristes.

PROCESS

In September-October 2016 the Luxembourg and Cape Verdean governments validated the foundations of the partnership. The definition of the partnership project started at the end of 2016 with the participation of public and private actors in the workshops that facilitated the ownership of the innovative partnership model by the stakeholders. The feasibility study identified the key elements of the partnership and their evolution within the project. Obstacles have been identified and are being progressively solved by partners. It should be noted that the pre-feasibility phase of the project identified the following elements favourable to the partnership:

- stable political context and developing economic sectors (energy, tourism), with a strong government commitment to increase the use of renewable energies;
- favourable situation regarding the vocational training system, thanks to the legal and institutional reforms carried out by the government with the support of Luxembourg Cooperation;
- public-private dialogue established;
- low and limited funding mechanism for vocational training, but possibility of strengthening;
- structured actors in areas related to vocational training and employability (Ministry of Economy and Labour, National Qualification System (NQS), Employment and Vocational Training Institute / Employment and Vocational Training Centre);
- willingness of public and private partners to work together through a public-private partnership model and through the creation of a new entrepreneurial actor;
- agreement between stakeholders defining project objectives and partnership principles.

THE PARTNERSHIP MODEL FOR THE IMPLEMENTATION OF COC 3C

The partnership envisaged under this project is based on a model founded on the creation of a public limited company, to be called “Cape Verdean Competence Centre, Public Limited Company” (CC 3C, PLL). This partnership model is not regulated by Decree-Law No. 63/2015 of 13 November 2015, since that law does not provide for the association of a public partner with a private partner for the purpose of creating a company responsible for implementing the partnership project. However, this is not simply the creation of a private company with state participation. The aim of this partnership is to ensure the sustainability of CERMI and to play a major role in the implementation of public policies for the energy sector, particularly in the field of renewable energies. Therefore, the partnership model will be approved through a new decree law that will take into account the specificities of the project. This new law will complement Decree-Law no. 63/2015 of 13 November¹.

The 3C Competence Centre in Cabo Verde will eventually become a specialist centre in the field of renewable energies, energy efficiency and industrial maintenance. It is envisaged that 3C will progressively offer the following range of services: vocational training (initial and continuing), specialised educational services, specialised services in energy efficiency engineering and renewable energy, incubation and support for entrepreneurship, certification (materials, equipment, training), metrology. In addition to sectorial vocational training at national and regional level in the Economic Community of West African States (ECOWAS) (main activity), two service lines will complement 3C's activities: educational services and technical assistance services in the energy and renewable energy field. The business lines of: compliance, metrology, research and development, innovation, will gradually complete the range of services. The initial strategic framework of CERMI is thus maintained but its missions will be strengthened and its role extended.

¹ A similar situation occurred during the establishment of the partnership between the government and foreign investors for the renewable energy production project (wind turbines) that allowed the creation of the company Cabedóica. Decree-Law No. 7/2008 of 18 February 2008 was specially approved for this purpose.

COLLABORATION SYSTEM

It is hoped that the CoC 3C will be placed at the heart of a system integrating a range of public (Ministry of Finance, Ministry of Economy and Labour, Ministry of Education, NQS, Employment and Vocational Training Institute, Quality and Intellectual Property Management Institute of Cape Verde) and private (CoC shareholders, companies, national and regional private organisations, training centres ECOWAS and Portuguese-speaking African Countries (PALOP), in particular São Tomé e Príncipe and Guinea-Bissau), ECOWAS Centre for Renewable Energy and Energy Efficiency, organisations and actors that have competence or operate in these fields of intervention. Public actors will have to co-finance or subsidize initial vocational training (in a deficit situation), promote an economic and technical regulatory framework for the energy efficiency and renewable energy sector, regulate the innovation and entrepreneurship system, and contribute to the establishment of the Cabo Verde Competence Centre in the ECOWAS region. Private actors will need to define continuing vocational training and certification and innovation needs, as well as support the development of 3C services. The Centre's managers and professional organisations will cooperate with the NQS in the definition of professional families and competency frameworks, based on the training content provided by the Luxembourg partner.

POTENTIAL SOURCES OF INCOME

The economic model of the 3C Cabo Verde Competence Centre is based on three distinct sources of income:

- provision of paid services on the basis of contractually defined qualitative and quantitative criteria;
- commercial activities;
- donors (Luxembourg Cooperation, EU, African Development Bank, World Bank, other).

Progressively, it is expected that the 3C Cape Verdean Competence Centre will be able to provide the following paid services:

- training of trainers at regional ECOWAS and PALOP level;
- business training plans and modules;
- continuing vocational training for enterprises;
- energy efficiency pedagogical and engineering services;
- "Competence Centre" licenses for ECOWAS and PALOP regions;
- certification of training centres and equipment;
- energy efficiency audit;
- metrology.

This concept paper and examples must be seen together with the final report from the regional seminar on PPP in TVET, from PEFOP-IFEF-LuxDev, dd 03/2018 in Dakar – Senegal for 130 participants from 18 West-African Countries. The author co-organised this workshop through the VET-Toolbox, including a presentation on financing exhaustively TVET on macro and micro level, including PPP. The final and official document of the regional workshop as well as the technical note on financing TVET can be obtained through the author.

Including the brief overview of the workshop in French:

FAIRE DES PARTENARIATS PUBLICS-PRIVÉS DANS LA FORMATION PROFESSIONNELLE UN LEVIER FORT DE L'ÉMERGENCE ÉCONOMIQUE EN AFRIQUE

NOTE DE SYNTHÈSE DE L'ATELIER RÉGIONAL DE PARTAGE ET DE RENFORCEMENT MUTUEL SUR LES PARTENARIATS PUBLICS-PRIVÉS DANS LA FORMATION PROFESSIONNELLE EN AFRIQUE - DAKAR, MARS 2018

Face à un ensemble d'enjeux contextuels, démographiques, économiques, sociaux, techniques, politiques et administratifs, le développement économique de l'Afrique nécessite un renforcement de la FP, pour des compétences de qualité et des jeunes mieux qualifiés, en fonction des besoins des entreprises, de l'économie, et pour donner un essor à l'entrepreneuriat.

Les systèmes de formation qui offrent le plus d'opportunités d'emploi sont basés sur l'approche par les compétences et les PPP : l'implication du secteur privé dans le pilotage de la FP accroît sensiblement l'adéquation des compétences aux besoins de l'économie.

Cette démarche soulève des questions en relation à la distribution des rôles, aux contributions financières à la FP formelle, à l'importance de régulation de la FP informelle, à la place de l'apprentissage traditionnel ou rénové, à la valorisation de l'investissement immatériel du privé dans la FP, et à la pérennité des acquis.

Concepts et enjeux de PPP dans la FP dans le contexte africain

Si bien des définitions incorporent souvent la notion de délégation de service public et font référence à un cadre législatif et réglementaire, il existe une grande diversité de compréhensions des PPP en Afrique, reflétant une vision qui englobe les partenariats public-publics, et implique les partenaires techniques et financiers, et les familles.

Les approches se caractérisent selon les multiples niveaux possibles (institutionnel, sectoriel, territorial, des CFP), l'orientation sur les compétences, et la gouvernance (cadres de dialogue). Différentes typologies peuvent être dressées, selon les pouvoirs, rôles et responsabilités des acteurs, selon le responsable en charge du pilotage, ou selon les fonctions et processus.

Une culture partenariale multidimensionnelle prend forme, avec une dynamique de mutualisation des outils, ressources et expériences (plateforme du Cadre de concentration des ministres en charge de l'emploi et de la FP de l'Union économique et monétaire ouest africaine, PEFOP de l'IIPE-Pôle de Dakar); le renforcement du partenariat sud-sud; et la meilleure coordination entre les partenaires techniques et financiers, et alignement avec les pays, avec des outils comme la VET-Toolbox au niveau global, ou le Programme d'appui à la politique sectorielle d'EFTP du Burkina Faso, au niveau local.

Les enjeux contextuels (croissance, social, globalisation, formes de travail) et de la FP (compétences, certification, financement), déterminent ceux des PPP, dont les principaux sont la décentralisation et/ou régionalisation du pilotage, l'autonomie des CFP, la coordination effective des secteurs, et la pérennité.

Les PPP pour adapter l'offre de FP aux besoins de l'économie

Le besoin de compétitivité fait du développement des compétences un investissement stratégique des entreprises. L'identification des besoins en compétences et l'évaluation externe sont des démarches clé qui seront mise à profit de la formation formelle, alors que la rénovation de l'apprentissage constitue un vecteur de développement du large secteur informel.

Outils et approches d'identification des besoins de l'économie en compétences

Bien gérer la complexité et la modernité croissante des métiers et secteurs au niveau de l'offre de formation exige une adaptation informée et stratégique, selon des approches sectorielle et territoriale, pour mettre à niveau l'offre de services existante, et réviser les objectifs pour l'avenir. Mais les outils structurés manquent souvent, ou manquent de dynamisme pour assurer une réactivité adéquate de la FP face aux besoins.

Pourtant une bonne gamme d'études et enquêtes est répertoriée, dont : les diagnostics, de l'économie nationale, sectoriel, du dispositif de FP ; les analyses des situations de travail, répertoires emploi-métier, ou emploi-compétences ; les études d'opportunité de création d'un CFP ; l'analyse des données d'insertion professionnelle ; les analyses socioéconomiques régionales.

La valeur ajoutée consisterait à choisir de manière pertinente une combinaison de ces outils en fonction du contexte, mettre en place une instance partenariale appropriée pour les exploiter (observatoire national de l'emploi, comité de branche professionnelle, observatoire métier, comité régional), encadrée par des bases juridiques et réglementaires claires, et avec l'implication des entreprises.

Outils d'évaluation externe

Pour mesurer l'adéquation de la formation avec les besoins, ainsi que sa qualité, et guider les actions correctrices au niveau de l'établissement, de la région ou de la politique, les outils principaux recensés sont soit de suivi et d'accompagnement des sortants (base de données des élèves, cellules d'appui à l'insertion), ou d'évaluation (études prospectives, de satisfaction d'entreprise, enquêtes de taux d'insertion).

Souvent, ceux qui existent sont inadaptés, notamment pour assurer le suivi effectif des apprenants et renforcer le lien entre orientation et insertion ; renseigner les différents échelons local, sectoriel, et national ; déterminer le degré de satisfaction des entreprises (qualitatif) ; et surtout mesurer l'insertion dans l'économie informelle et évaluer les capacités à la création d'entreprise.

Par ailleurs, les outils doivent être davantage suivis d'effet : l'analyse des résultats, transformer les observations en décisions publiques pour le pilotage, actions d'amélioration de la qualité et de la pertinence de la gamme des formations offertes, élaboration de plans d'actions correctives, création/suppression de filières, adaptation des contenus, ou projets d'établissement de CFP.

Outils de mise en place de l'apprentissage rénové

Un large consensus existe sur la nécessité de développer et de valoriser l'apprentissage rénové, soit par la normalisation et certification de l'apprentissage traditionnel, soit par l'apprentissage dual. Les outils sont les référentiels de formation et de certification, les normes d'organisation des formations, les normes de l'évaluation et de certification, les cadres partenariaux de pilotage, et le financement participatif.

La méthodologie doit être participative et inclusive prenant en compte le ministère de tutelle, les ministères sectoriels, les structures déconcentrées, les organisations professionnelles sectorielles, les chambres consulaires, et la société civile. Elle nécessite, en particulier, une implication effective des acteurs principaux que sont les artisans, ce qui, vu leur réticence, peut impliquer la mise en place des mesures incitatives.

Enfin, l'application de la démarche, relativement courante au niveau du secteur de l'artisanat en Afrique, est à promouvoir au niveau d'un ensemble de secteurs éligibles.

Perspectives et pistes envisagées

Pour que le dialogue public-privé puisse apporter une véritable valeur ajoutée pour adapter l'offre de FP aux besoins de l'économie, il faudra sans doute privilégier une approche tripartite, renforcer le leadership de groupements professionnels en matière d'outils d'évaluation et d'insertion, faire évoluer les PPP dans la gouvernance, et améliorer le couplage entre le pilotage, l'accompagnement et le suivi de l'insertion. Les expériences des pays soulignent l'importance de l'indépendance de l'organe d'évaluation, et la perspective de renforcer les compétences des CFP pour y contribuer.

Les PPP actifs et gagnants ne reposent pas uniquement sur la législation ou des politiques : un changement de paradigme et une culture organisationnelle de changement impliquent un investissement autant du privé que du public, sur le plan de l'amélioration de la qualité par la gestion des centres de formation, l'amélioration de la pertinence des compétences des formateurs, et sur le plan financier.

Modèles et outils de gestion partenariale des CFP

Plusieurs pays disposent déjà d'outils qui soutiennent la mise en place de PPP pour la gestion des CFP. Les plus répandus sont les cadres juridiques ou législatifs, les politiques organisationnelles, et les instances administratives, en particulier les conseils d'administration paritaires.

Certaines contraintes liées à la gestion partenariale des CFP expliquent que ces outils ne soient pas plus répandus en Afrique, dont la réticence du secteur public à déléguer. Ainsi, les modèles de gestion les plus répandus sont la consultation et la collaboration, au détriment de la cogestion ou la délégation. Si ces derniers sont pratiqués, des craintes de désengagement de l'État et d'orientation des services vers du ponctuel plus lucratif freinent leur déploiement.

L'enjeu principal, d'arriver à un engagement effectif du secteur privé dans la prise de décisions opérationnelles des CFP, dépend fortement de l'autonomie des CFP, qui à son tour souligne la nécessité de réglementer positivement la gestion financière, administrative et pédagogique des centres. L'avenir semble se focaliser sur le positionnement des CFP comme centre ressource des branches professionnelles.

Le PPP dans la formation et la gestion des formateurs

Les expériences de PPP pour le renforcement des compétences des formateurs en Afrique sont peu nombreuses, quoique variées et différenciées : formation de formateurs classique ou en entreprise, pour la formation initiale ou pour l'apprentissage. Les PPP dans la formation de formateurs impliquent la détermination de profils précis pour les formateurs.

Les PPP dans le pilotage et la gouvernance de la FP

Mais les formateurs sont rarement des professionnels, une situation dont le remède implique un rôle technique accru pour les entreprises. Elles peuvent donc contribuer à la validation des contenus de cours et des compétences pour la formation initiale, ou directement à la formation technique, tout comme participer aux évaluations de performance, des formateurs ou des enseignements.

Afin de s'assurer que les formations dispensées comportent l'équilibre souhaité de contenus techniques et d'approches pédagogiques adaptées, des approches modulaires, ou de formation appliquée, ont été évoquées comme solutions. En dernier recours, si la responsabilité de la gestion des ressources humaines incombe au CFP, l'État devra pourvoir aux capacités pédagogiques des experts métier, notamment pour l'apprentissage.

Modèles et outils de financement partenarial de la FP

Si l'État est le principal investisseur historique dans le développement des compétences, le manque de fonds pour l'EFP a mené les entreprises à s'impliquer. La taxe ou contribution à la FP est souvent utilisée, pour financer les CFP ou subventionner la formation par les entreprises, en interne ou à l'extérieur. Certains financements alternatifs proposent de nouvelles perspectives, impliquant notamment les apprenants, grâce à des prêts, des bons ou vouchers, congés pour formation et clauses de remboursement.

Le financement de la FP est donc un terrain favorable aux PPP, permettant une meilleure pérennité, qualité, et pertinence aux besoins nationaux, sociétaux et du marché de l'emploi. Cette réalité a des implications politiques, en matière de rationalisation des ministères de tutelle, d'équilibre entre les intérêts nationaux, privés et individuels, et en relation au rôle d'accompagnement de l'État dans le soutien des fournisseurs.

Par ailleurs, il faut tenir compte de la complexité du dialogue pour la mise en place de PPP de financement, de la préoccupation du privé en relation aux processus de collecte et transferts des produits de la taxe professionnelle, et du besoin d'établir des critères d'éligibilité clairs pour les allocations aux CFP.

Perspectives et pistes envisagées

Pour la gouvernance et le pilotage de la FP, il existe une réelle opportunité de PPP au niveau des centres de formation de la formation des formateurs, si bien l'administration accepte de partager sa chasse gardée. Alors il faudra réglementer positivement l'autonomie financière, administrative et pédagogique des centres. Une gestion tripartite, plus que paritaire, se profile, avec une participation qui reflète la réalité du pays, et inclut syndicats et associations professionnelles. La pérennité financière, quand à elle, implique une gestion sécurisée et transparente de la taxe professionnelle, et l'exploration de sources alternatives.

CONCLUSION

Le panorama actuel des partenariats public-privés dans le domaine de la formation professionnelle en Afrique laisse présager des évolutions porteuses de véritables valeurs ajoutées, comme la gouvernance inclusive, le développement des compétences et des *soft skills*, la gestion des CFP axée sur les résultats d'insertion, la formation initiale/continue intégrée, tout comme le financement diversifié stable et durable.

Si plusieurs points méritent une réflexion plus approfondie, dont les passerelles à établir entre la FP et l'éducation de base, et la place du secteur informel, les expériences de partenariats, public-privés, public-publics, privé-privés, public-civils, et même tripartites sont déjà nombreuses et riches. Il semble ne faire aucun doute que les cadres sont amenés à se diversifier et s'intensifier.



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