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Effective Literacy Programs

Parallel Session A-2

**Effective and Promising
Programs**

**The PAFPNA Project in Senegal:
An efficient and promising literacy project**

by the Paul Gérin-Lajoie Foundation

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ACRONYMS AND ABBREVIATIONS

CBA	Competency-based approach
CAL	<i>Centre d'apprentissage et de lecture</i> : a learning and reading centre
EFA	Education for All
TVET	Technical and vocational education and training
MEN	<i>Ministère de l'Éducation Nationale</i>
NGO	Non-governmental organization
PAFPNA	<i>Projet d'appui à la formation professionnelle des néo-alphabétisés</i> : a project to support vocational training for the newly literate
UNESCO	United Nations Educational, Scientific, and Cultural Organization

1. SUMMARY

1. The goal of the PAFPNA project (*Projet d'appui à la formation professionnelle des néo-alphabétisés*) is to support vocational training for the newly literate, helping them to learn a trade that can provide employment and is adapted to those youths left on the margins of the formal education system. In Senegal, the project aims to contribute to the development of vocational training by providing support for the implementation of a training model offered in the non-formal environment of master artisan workshops. The model also aims to strengthen the capacities of master artisans as trainers.

2. To tailor itself to the needs of a clientele made up of newly literate and out-of-school youths in the Saint-Louis and Louga regions of Senegal, the project has opted for low-technological complexity paths selected by crossing the results of various studies on gender issues and supply and demand in vocational training with the major economic development options in the regions concerned. This is how such paths as maintenance mechanics for farming motors, mechanical construction geared to farming machinery, domestic refrigeration, sewing/dyeing, and farm product processing (in its broadest sense) were selected.

3. Using a competency-based approach, the project first defined the competencies that needed to be acquired, and developed a learning guide for each trade, based on a work situation analysis for each of the selected paths.

4. Aware of the many difficulties young people face in integrating the labour market, an important part of the project is devoted to integration, with the development of a tool kit and guides to facilitate integration to the labour market, as well as adding training in entrepreneurship to the program.

2. EXECUTIVE SUMMARY

5. The goal of the PAFPNA project (*Projet d'appui à la formation professionnelle des néo-alphabétisés*) is to support vocational training for the newly literate, helping them to learn a trade that can provide employment and is adapted to those youths left on the margins of the formal education system. In Senegal, the project aims to contribute to the development of vocational training by providing support for the implementation of a training model offered in the non-formal environment of master artisan workshops. The model also aims to strengthen the capacities of master artisans as trainers.

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7. Using a competency-based approach, the project first defined the competencies that needed to be acquired, and developed a learning guide for each trade, based on a work situation analysis for each of the selected paths.

8. Aware of the many difficulties young people face in integrating the labour market, an important part of the project is devoted to integration, with the development of a tool kit and guides to facilitate integration to the labour market, as well as adding training in entrepreneurship to the program.

9. The PAFPNA is an economic and social development project that aims to integrate newly literate Senegalese to the productive structures through the learning of solid professional skills. The project is based on the neglected resources of the informal sector. There is no doubt that the coaching provided by experts, while bringing undeniable added value to the project, cannot in itself ensure its success in the face of the many challenges presented by the context, namely: credibility, mobilization and innovation.

10. Those first few challenges also translate to difficulties concerning access to basic vocational training at lower cost, the improvement of the quality of vocational training by apprenticeship, its sustainability, the local management of the apprenticeship, the gender dimension, and, finally, localisation issues, among them that of enhancing the status of national languages.

11. The first few stages of experimenting with a type of vocational training that combines the benefits of the formal learning system with those of an informal learning setting has brought to light a certain number of issues as lessons to be learned:

➤ Awareness-raising is an important factor for mobilizing community leaders and representatives as well as community members;

- Using the resources of the informal sector provides a closer link to the relevant needs of the population;
- A well thought-out support program can ensure the massive participation of girls;
- The work that was undertaken to consolidate and capitalize on the master artisans' know-how has allowed the project to gather a critical mass of information on the competencies to be acquired;
- The introduction of modules on additional themes and skills deemed relevant, such as sustainable development, HIV-AIDS prevention, or small business management, has been greatly beneficial.

3. INTRODUCTION TO THE PAFPN'S IMPLEMENTATION CONTEXT IN SENEGAL

12. During the 1990-2000 decade, Senegal has made significant progress in basic education. Indeed, during this period, Senegal's gross enrolment rate rose from 53% to 69%. However, in 2000, UNESCO estimated the illiteracy rate in that country at 64%.

13. During the last five years, the country's literacy centres received an average of 184,505 learners a year, 71% of them girls and women. During that same period, basic community schools dedicated to taking charge of children 9 to 14 that had not yet been schooled received 9,933 pupils, 77.3% of them girls. (Source: MEN)

14. However, the weakness of the capacities for integrating the newly literate to economic life is one of the major problems this country faces. Indeed, while learning to read, write and count provides an undeniable edge for personal development, these non-qualifying skills are insufficient to facilitate access to the labour market.

15. Faced with a pronounced deficit of infrastructures, with economic demands, and with selective access to the structured training provided by public and private institutions, the only existing alternatives left to the most disadvantaged revolve around traditional apprenticeship.

16. According to employment statistics in Senegal, about 54,000 young school dropouts integrate the artisanal sector each year through traditional apprenticeship in order to learn a trade and be able to integrate the economic and social fabric. These sources estimate at 300,000 the number of young Senegalese of both sexes in traditional apprenticeship, especially in the sectors of automotive mechanics and maintenance, artisanal trades, weaving and garment-making, as well as civil and metal works.

17. The country has also launched an ambitious project designed to bring electricity to rural zones. This project has given rise to new needs for related technical expertise such as the repair and maintenance of electrical machinery. Therefore, electricity brings new job opportunities that are in line with the profiles of youths enrolled in vocational training projects.

4. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING IN DEVELOPING COUNTRIES

18. Nowadays, children in less developed countries have little opportunity to follow a curriculum in vocational training and of finding work afterwards. Difficulties at this level are even greater for the most vulnerable among them: girls, the underprivileged, those living in rural zones, and those who are abandoned. This is why UNESCO's Secondary, Technical and Vocational Training Division advocates a new vision of vocational training, one that would emphasize practical qualifications or "life skills" and, above all, one that would be in step with the countries' needs and resources.

19. Historically, the education system in the less developed countries have been set up with an ambitious vision to training offerings development. Paradoxically, this option has created serious problems for these countries, which have invested heavily in importing foreign education models. Following this same logic, they have set up highly-specialized vocational training centres that are ill-suited to the needs of the local work market, the sustainability of which they failed to be able to ensure. This direction has also fueled exaggerated hope for white collar work and is at the source of the present production of cohorts of unemployed graduates.

4.1. A new avenue for exploration

20. Today, the direction of education policies in this area has changed. The objective is rather to try to provide qualifying training and to teach learners to adapt to changing work conditions, instead of locking them in profiles that are stale, or overly specific, or disconnected from the realities of the working world. This context-sensitive approach requires a diversification of the response to training demand, as well as innovative approaches. Unfortunately, this process does not come with a ready-made roadmap. But that can also be an asset for success since it opens the way to the exploration of new approaches, taking charge of new targets, new actors and new partners that have long been left on the margins of the vocational training system.

21. In fact, according to UNESCO, some 80% of jobs in the poorest countries will require some kind of professional qualification one way or the other. Therefore, the most pressing challenge for less developed countries is for an adequate link between employment demand and the real needs of their societies. Thus, the countries concerned cannot choose not to invest in the renewal of qualification modes for the future generations, or in the search for innovative and sustainable solutions to the problems they face in this area.

22. In this context, the PAFPNA project launched in August 2004 in Senegal's Louga and Saint-Louis regions meets the triple contextual challenge of credibility, mobilization and innovation. In the implementation of the project, this challenge was further subdivided into several others regarding:

- Lower-cost access to vocational training;
- Appropriateness to the local context such as language issues;
- Quality, so that vocational training is more in keeping with the requirements of local development and labour market;

- The management of the apprenticeship system as a component of the vocational training sector;
- The gender approach in the supply and demand regarding vocational training;
- Linkage of the proposed apprenticeship training with strategies for combating poverty, which brings up the question of strategies for integration in vocational training programs.

4.2. Justification of the PAFPNA project in Senegal: vocational training and Education for All (EFA)

23. The PAFPNA project draws its justification from the ambitious project launched by the United Nations for global achievement of education for all (EFA).

24. Gathered in Dakar, Senegal, in April 2000, participants in the World Education Forum—the most important conference of the early century on that subject—agreed on six main objectives to be reached to bring about education for all. These objectives were written down in what was to be called the Dakar Framework for Action: Education for All. One of those objectives was: “Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.”(Objective 3)

25. It became evident at this meeting that technical and vocational education and training (TVET), an essential component of such programs, had to be made accessible to all of the world’s countries. However, in many countries, and most especially in developing countries, individuals looking to acquire skills and qualifications find themselves excluded from formal education and technical and professional training for various reasons such as:

- The teaching language, often that of the old colonial power, effectively excludes those who did not have the opportunity to attend school. These make up a significant fringe of young people in underprivileged zones;
- The inaccessibility of TVET paths to women for cultural reasons, which confines them to domestic work and subsistence agriculture;
- The high cost of training, which excludes learners from low-income families;
- Limited training opportunities in rural zones, the best vocational training schools and programs being concentrated in the capital and in major cities;
- Age selection, which makes it difficult for anyone over a certain age to access technical and vocational paths;
- The weakness of both the private and public offering regarding vocational training;
- The relatively high cost of setting up technical and vocational education and training establishments and centers (infrastructures and equipment);
- The relative inappropriateness of vocational training to the labour market, which brings up the problem of quality in the vocational training system.

26. Finally, even in cases where the individuals concerned face none of the above-mentioned problems, in many countries, vocational training suffers from strong negative stereotypes. Because it is poorly valued, vocational training is often considered as a means of last resort, to be used only when nothing else is available.

27. It is from these findings that was born the idea of developing a project that would make it possible to side-step all or part of these conjunctural difficulties. In this light, the PAFPNA project appears as a new avenue for training to reach Objective 3 of EFA.

4.2.1. Project description

28. Born from bilateral cooperation between the governments of Canada and Senegal, the PAFPNA project was officially launched in March 2004 by the Minister for Technical and Vocational Education and Training (TVET) and Canada's Ambassador to Senegal.

29. The Paul Gérin-Lajoie Foundation, a Canadian NGO based in Montreal, is the executing agency. The project is managed from the Foundation's Saint-Louis Office. The Foundation works in partnership with the regional councils, the chambers of trades, the academic boards, the artisan trade associations, and the resources of technical and vocational education and training establishments, officers of decentralized State technical services, artisans, literacy operators, and local communities.

30. The PAFPNA project experiments with apprenticeship training in six low-technological complexity professional paths in a contractual approach that consists in encouraging hands-on experience with master artisans in artisanal businesses over a concentrated 14-month period.

4.2.2. Objectives and expected results

31. The overall objective of the PAFPNA project is to contribute to Senegal's social and economic development by helping to improve unstructured vocational training. The project is more specifically concerned with helping newly literate and out-of-school young people left on the margins of existing structured vocational training learn, through apprenticeship, a trade that can provide them with employment and is adapted to their profile.

32. The overall objective of the project further breaks down into the following specific objectives:

- Organizing and enhancing the status of traditional apprenticeship by exploiting the possibilities provided by functional literacy in national and work languages;
- Giving girls and women access to trades traditionally reserved to men in order to achieve gender parity in these areas;
- Setting up a participative and responsible system for managing a type of vocational training that is adapted to the needs of the communities, and involving the regional chambers of commerce, chambers of trades, artisan trade associations, a number of master artisans, and all the other relevant actors of the education communities at both the local and national level;
- Integrating the educational and awareness-raising dimension into the apprenticeship of trades in order to better meet the challenges of two major survival and development issues: the AIDS pandemic, and the sustainable management of an environment threatened by poorly appropriate professional practices.

33. In a more concrete way, expected short-term results (outputs) by the end of the project in June 2007 are:

Output 1: At least 6 low-technological complexity vocational paths documented and used for training programs.

Output 2: At least 12 supervising trainers capable of providing vocational training for the newly literate.

Output 3: 600 newly literate, 50% of them women, trained through apprenticeship with master artisans.

Output 4: 100 master artisans qualified in vocational training for the newly literate.

Output 5: Institutional and organizational partners have been made aware of the importance of gender equity.

Output 6: The newly literate have acquired basic knowledge in health and safety on the job, environment protection and entrepreneurship.

Output 7: A personal plan for integrating the labour market has been developed for each of the graduating students.

Output 8: A committee to manage and support apprenticeship has been set up in each region.

Output 9: An association of graduate apprentices has been set up in each region to provide mutual aid with integration to the labour market.

4.2.3. Beneficiaries

34. The direct beneficiaries are the newly literate graduating from functional literacy programs (i.e. students from basic community schools) and out-of-school children from the primary education cycle. The project will also benefit to all actors and partners involved:

- The Ministry of Education, which will see its capacities for intervention strengthened by the project as regards structuring apprenticeship in the vocational training system;
- Master artisans, who will be initiated to a more efficient training method while strengthening their equipment and supplies;
- Local communities and administrative authorities;
- Decentralized technical services and chambers of trades that experiment with and capitalize on a type of decentralized vocational training by being actively involved in all stages of the project;
- Populations from the intervention regions. In Senegal, the project, in its experimental stage, is currently underway in the various departments of the Louga and Saint-Louis regions.

5. IMPLEMENTATION OF EXPERIMENTATION

Principle and development

35. The training proposed is essentially practical. It will be provided by master artisans in their workshops, with the support of supervising technicians, as needed. Half of these technicians are instructors from formal sector training centres, and half are selected artisans. The project thus combine the contribution of academic training from the former with the practical mastery of the latter. Supervisors have received capacity-building training from Canadian experts. They are responsible for supervising master artisans and help them improve their practices for training young people in neighbourhood workshops and garages.

36. The new approach is based on training plans with specific progress scales that enrich the training with complementary modules on financial management, entrepreneurship and marketing, as well as environmental issues, AIDS prevention and gender equality.

5.1.1. Path selection

37. The basic principle of this approach lies in selecting paths linked to the regions major local economic development options and for which there is:

- Existing training opportunities through competent and well-equipped artisan workshops;
- Existing real and coherent demand for services to guarantee employment opportunities.

38. This option must be seen in light of the concern to train youths in vocational avenues capable of revitalizing economic development options for which there would be no great difficulty in identifying artisanal businesses for the provision of training and internal markets ready to absorb the production of goods and/or services. The resulting paths were submitted to the assessment of the local community partners (regional councils) and chambers of trades.

39. For its first training programs, the project selected 6 low-technological complexity vocational paths that were promising in terms of job creation: maintenance mechanics for farm machinery, metal construction geared to farm machinery, domestic refrigeration, sewing/dyeing, animal husbandry, and farm products processing.

5.1.2. Developing and testing training contents

40. The project relies on the competency-based approach (CBA) with a view to improving the contents of the traditional apprenticeship offered in master artisan workshops. It benefits from Canadian expertise through the executing agency and the contribution of consultants, but also from the expertise of Senegalese people.

41. The CBA is a method developed in Québec and inspired by the various research and experiences in education. This approach uses the learners' actions as the main learning tool. The approach centers on an integrated set of knowledges, abilities and attitudes that enables the learner to succeed in carrying out a task or a work activity.

42. The curriculum structured according to the competency-based approach has been developed based on work situation analysis (WSA) and in a participative way involving supervising trainers, master artisans and the resources of technical and vocational education and training establishments. It was then validated at regional meetings with the master artisans of the two regions.

43. Teaching tools have been developed to support the training mechanism, such as various guides for the learners, the master artisans, the supervising trainers, as well as teaching media.

After a 14-month test period, these guides and tools were reviewed in light of the observations noted by the master artisans and the supervising trainers in the course of the training.

5.1.3. Recruiting and selecting learners, master artisans and supervising trainers

44. The recruitment of learners, master artisans and supervising trainers was conducted following the same principle. Information meetings were held with those concerned, applications were collected, selection committees were set up (with the participation of the technical service responsible for that field and the academic boards, selection criteria were developed and validated by the committees. Finally, a selection was made among the candidates.

45. Local services in charge of literacy and literacy operators were actively involved in recruiting the newly literate while the chambers of trades and artisan trade associations took part in the recruitment of master artisans. These were selected for recognized expertise and according to the demand for training expressed by the learners registered with the various departments of the intervention regions. The selection of supervising trainers, one for each selected path and region, was done by a committee made up of the Academic Board, the Chamber of Trades and the project after a call for applications was made to chambers of trades, technical and vocational education and training establishments and/or specialized technical services.

46. In proceeding with the selection, the emphasis was placed on ensuring various profiles, both in terms of curricula (50% of master artisans are experienced business owners and 50% are specialized teachers and civil servants) and gender (because our newly literate target was essentially made up of women).

5.1.4. Training supervising trainers and master artisans

47. With the support of a Canadian consultant, supervising trainers were trained in the competency-based approach and in building a training curriculum for apprenticeship in the selected paths. They were active in the development of the various training tools and led the sessions designed to validate the apprenticeship guides. They also took part in both the initial and continuous training of the master artisans responsible for training the newly literate recruits. Present throughout the process (work situation analysis, development, validation and reviewing of the guides and teaching materials, training of master artisans in charge of

training the learners, etc.), the supervising trainers were the best qualified candidates to supervise the provision of training in the workshops.

48. For such specific questions as environment protection issues, education on the AIDS pandemic, and management and entrepreneurship, the project had to call upon resource-persons for the initial and continuous training of the master artisans. It should be noted that the project has endeavoured to use local expertise to associate the largest number of resource-persons to the life of the project.

49. At various times, sharing sessions and pedagogical development days have brought together supervising trainers and master artisans to discuss specific issues. Exchange visits between learners and workshops of a same path but from different communities were also organized quite frequently so that learners could benefit from the best approaches identified. These visits were highly appreciated by both the learners and master artisans.

5.1.5. The apprenticeship monitoring mechanism

50. For evaluating the training learners received through the PAFPNA project, a three-tier assessment mechanism was set up:

- First, learners assessed their progress regularly by checking off in their learner's guide the elements of competencies they deemed they had mastered; they then signed their assessment;
- Second, master artisans confirmed that each element of competency had indeed been mastered by signing and dating the learners' self-assessment in each of the learners' guides.
- Finally, at their weekly visits, the supervising trainers confirmed the competencies validated by the master artisans by observing the learners in normal or created work situations.

6. THE GREAT CHALLENGES OF EXPERIMENTATION

51. The PAFPNA project is an economic and social development project that aims to ensure the successful integration of the newly literate to the productive structures of Senegalese society through the learning of good professional skills. The project is based on the often-neglected resources of the informal sector. Here, supervision by experts both upstream and downstream brings strong added value, namely through codification of the acts and competencies required. But, in itself, this is not sufficient to ensure success considering the many challenges the project faces. More specifically, the project must address three contextual challenges:

➤ **The credibility challenge:** The project's approach consists in rooting itself in the informal community of master artisans, which is very often poorly considered by formal training structures. The PAFPNA addresses this particular challenge by raising the awareness of those responsible for providing structured vocational training and by giving them an active role in the training mechanism of the PAFPNA.

➤ **The mobilization challenge:** In the context of progressive decentralization, involving and mobilizing the central and decentralized services of the Ministry as well as local communities, and more particularly regional councils, is essential for ensuring the project's appropriation and sustainability. The PAFPNA addresses this concern by setting up regional management committees in the project's two target regions as mechanisms for true participative management. Including two civil servants from the Ministry in the project's structure strengthens the will for mobilization.

➤ **The innovation challenge:** The informal vocational training that the PAFPNA proposes is innovative, and as with all innovation, resistance to change is to be expected. In seeing the actors of structured vocational training appropriating the project, there is a certain amount of risk that its initial specificity could be compromised. To limit this risk, the contents of the training will not be based on existing vocational training contents. Instead, the contents of each of the selected paths will be specific and will result from a work situation analysis. In addition, the selection of supervisors will not limit itself to vocational training instructors but will also include master artisans and technicians. To these contextual challenges we must add such implementation challenges as:

- The challenge of providing access to basic vocational training at lower cost

52. In many developing countries, technical and vocational education and training is the poor relation of the education system. This situation results from a combination of factors, the main ones being:

➤ The relatively high cost of technical and vocational education and training infrastructures and equipment, which, in a context of generally scarce resources, limits the capacities of both the private and public vocational training offering;

➤ The relatively poor status of vocational training and the negative stereotypes that often present it as a last resort, to be considered only when all other avenues of general education are closed. As a matter of fact, pupils who are doing poorly in school are told that: "*Bo janjul, atelier bi mugilay xaar*", which, in Wolof, means that if they don't study well, they'll end up in a workshop.

- The high cost of private vocational training at a time when public training centres are very few;
- The lack of importance given to technical and vocational education and training in the target countries' education budgets, even in countries that give high priority to this type of education in their 10-year education and training programs.

53. This explains why a significant fringe of the population in underprivileged communities has found no other resources for their children than entering them in apprenticeship in artisanal businesses so they can learn a trade and earn a living. Thus, in Senegal, while absorbing nearly 60% of out-of-school youths and a good part of children who never went to school, this sector excludes all children from rural communities at a time when both the private and public formal education offering excludes anyone who does not speak French.

54. It is to address this challenge of providing access to as many people as possible that have been marginalized by the formal vocational training system that the PAFPNA project has committed to:

- Target the newly literate, thus prolonging and giving a more concrete and motivating meaning to the literacy process, while by the same token it broadens the choice of targets taken in charge by the vocational training system;
- Turn the workshops of artisans and master artisans, where 60% of children go as apprentices, into structures providing qualifying basic vocational training that will make it possible for the children to integrate the labour market;
- Contribute to the reflection on the restructuring of apprenticeship as a sub-sector of vocational training linked and/or integrated to other sub-sectors.

- The challenge of improving the level of quality of vocational training through apprenticeship

55. Quality is at the centre of concerns of ten-year education and vocational training programs in Sub-Saharan African countries. However, analysis of the vocational training sector over the past several decades has brought to light a great weakness in making qualified resources available to the labour market. This results in problems between the appropriateness of the product and the requirements of businesses and the labour market.

56. In Senegal, with the adoption of a new policy concerning technical and vocational education and training, a general reflection on the redefining of TVET programs has been launched. This work is even more necessary since the country has already opted for a competency-based approach (CBA) and its corollary, mastery learning. Thus, the pressing concern of integrating apprenticeship to the vocational training system puts the question of developing and testing its curriculum on the agenda.

57. In this sense, the PAFPNA experience opens up original avenues in the methodology to be used to define the training curricula (programs, teaching media, monitoring/assessment tools, certification mechanisms, etc.).

- The challenge of sustainability and of the local management of apprenticeship

58. Since it was first launched, the PAFPNA project has initiated, through the regional management committees, a model of local management of apprenticeship by the administrative authorities (governors, prefects), the communities (regional, municipal and rural councils), decentralized State services (in charge of education, rural development, fisheries, animal husbandry, agriculture, women and family, etc.), trade associations (artisans and literacy operators) and such institutions as chambers of trades, chambers of commerce and chambers of agriculture, alongside local resources from technical and vocational education and training establishments and regional development agencies.

59. This tool for the local management of the project is the main crucible where the commitment of all stakeholders to support the project was forged. It has made it possible to strengthen the ownership of the project by all stakeholders in this highly promising initiative.

60. The reflection initiated on certification and possible bridges between non-formal apprenticeship and the formal vocational training system is an urgent issue in the context of ensuring sustainability.

61. The PAFPNA project has trained more than 100 master artisans who have appropriated this training approach, to the point that they have decided to use it from now on to train their future apprentices. This has allowed the project to make available an expertise in practical training in the workshops.

62. Also, the richness and the level of involvement of artisans from chambers of trades has made it possible for those chambers of trades to replicate the PAFPNA experience and ensure its sustainability with minimum support from the Ministry.

- The gender challenge

63. Literacy programs in African countries have focused on giving priority to women and rural zones to eliminate gender disparities and those between urban and rural communities.

64. Since the training paths were also selected according to priority options for the regions' economic development, the PAFPNA project had to propose to the newly literate—almost exclusively made up of women (over 80%)—paths traditionally reserved to boys (metal construction, engine mechanics, domestic refrigeration, agriculture and animal husbandry, etc.). Therefore, very early on, the PAFPNA had to develop a dynamic strategy to motivate girls to register for those paths. This was accomplished through a communication strategy articulated around the following elements:

- Organizing meetings on the training the PAFPNA offered to educate village populations on the capacity of girls to succeed in those paths, on integration opportunities, and on the challenges to be addressed;
- Organizing local radio programs on the PAFPNA project that provided opportunities for female learners, female master artisans and female supervisors to tell about their involvement in the project;
- Providing support to female learners to help them overcome difficulties that could keep them from pursuing their training such as transportation, location, food service, etc.;

➤ Implementing positive discrimination regarding registration for the project and the selection of master artisans and supervising trainers.

- The challenge of enhancing the status of national languages

65. The first literacy programs have provided learners with access to the written code (reading, writing and counting). At the end of those literacy programs, maintaining and strengthening learning retention becomes a very pressing issue.

66. The literacy projects and the learning and reading centres (CAL) have put forward various initiatives aimed at maintaining and strengthening learning retention, such as promoting the publishing of books and newspapers in the national languages.

67. By developing a training program in the national languages for the various paths, the PAFPNA project makes learning guides available to its beneficiaries. These guides provide learners with a tool for self-assessment regarding the acquisition of capacities and competencies and inform them of the evaluation made by the master artisans and the supervising trainers. The learner's guide also provide teaching tools in the national languages.

68. In other words, the PAFPNA project has made available, in the national languages, a vocational training curriculum for apprenticeship according to the competency-based approach, thus strengthening access capacities to training and knowledge.

7. CONCLUSION ON THE FIRST RESULTS AND LESSONS TO BE LEARNED

69. The PAFPNA project in Senegal experiments with a form of vocational training that combines the benefits of the formal system of vocational training, with its planned and documented structure, with the benefits of an informal apprenticeship environment based on the know-how of master artisans and a close link to the needs of communities.

70. After two years of implementation, the project shows the following achievements:

- 150 newly literate trained and 250 in training in the 2 regions and 6 vocational paths, 74% of them women;
- 12 supervisors recruited and trained in the PAFPNA approach, 4 of them women;
- 84 master artisans recruited and trained in the PAFPNA approach, 38 of them women;
- 56 workshops involved;
- Quality teaching tools for the various paths developed.

71. A number of points should be emphasized as lessons to be drawn from this experience:

- The project has earned the adhesion and support of the community, i.e. community leaders and representatives as well as individuals, thanks to the awareness-raising work undertaken in the preparation stage of the project;
- Using resources from the informal sector by involving master artisans guarantees that the project will be relevant to local needs;
- Today, all participants seem to recognize the shared benefits of the project;
- The massive participation of girls, who make up more than 70% of the enrolment, attests to the success of the support program that was implemented;
- Consolidating and capitalizing on the know-how of master artisans has made it possible to gather a critical mass of information on the competencies to be acquired, in other words, on the definition of the basic relevant profile of the technician to be trained in each of the trades;
- In addition to classic training as such, the project also includes modules on themes and skills deemed relevant such as sustainable development, HIV-AIDS prevention, and small business management. These were greatly appreciated.
- In its implementation strategy for the program, the project uses partnership, participation and animation, all highly interactive methods that deliver significant results.

8. BIBLIOGRAPHY

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9. APPENDIX

Diagram of the 2004-2006 cohort

2004-2007 PAFPN Cohorts

