



# TVET COUNTRY PROFILE SENEGAL



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## Introduction

TVET in Senegal is known as **la formation professionnelle et technique (FPT)** and its mission is to train qualified workers according to the needs of the labour market and the economy to contribute to (1) modernising the primary sector; (2) competitiveness of enterprises in the modern sector; (3) increasing the capacity of small businesses; and (4) improving the informal sector.

The government has opted for a diversified and integrated approach to supply by providing training in vocational and technical training establishments, upgrading traditional apprenticeships, training for job seekers, and on-the-job training. Its objectives include admitting at least 30% of those completing the basic education into vocational training by 2025 and strengthening access to and retention of women in industrial sectors.

TVET plays a highly valuable role by offering a wide variety of skills to improve employability thereby contributing to the productive capacity of business organisations and industries.

This paper highlights a county-level overview of the TVET system in Senegal, looking at its policy framework, governance, and the involvement of the private sector in TVET. The aim is to provide an overview of strategies for the implementation of TVET to improve TVET reform and quality.

## Policies

**The Emerging Senegal Plan (PSE)** is the reference document for economic and social policy. It sets out a long-term vision, over a **twenty-year horizon (2035)**, defines a ten-year strategy that sets the course for the year 2023, and adopts a Priority Action Plan (PAP) over five years, the first period of which – 2014-2018 – has ended. The second PSE phase is underway for the period 2019-2023, with an action plan estimated at 14,098 billion CFA francs. In the second phase (PSE II), Senegal aims to increase production and employment.

The following documents provide contextual information on the education system and economic indicators in Senegal as they relate to the TVET implementation and policy.

- **National Employment Policy 2015-2019** is focussed on promoting employment and remaining in line with growth and poverty reduction strategies, with the objective of facilitating access to decent jobs. An important pillar of this policy is being an agent of environmental protection and promoting sustainable development through the creation of green jobs.
- **Quality, Equity, and Transparency Improvement Program, Education/Training, 2018-2030** – PAQUET – EF aims to promote vocational training geared towards the labour market, through the development and decentralisation of opportunities for vocational and continuous training, the validation of work experience, diversification of training sectors, the construction, renovation, and equipping of high schools and vocational and technical training centres, regulating the flow of demand for vocational training, and adjusting the supply to match it.
- **Decree No 2014-1264** established the Training Financing Fund professional and technical.
- **Decree No 2014-435** provides for the organisation of the Ministry of Vocational Training of Apprenticeship and Crafts
- **Decree No 2012-1276** on the creation of academy inspections and education and training.
- **Law No 2004-37** revised the Education Orientation Law (1971 and 1991) and defined TVET as: vocational and technical courses taught at school and higher education institutions in order to acquire a certain level of theoretical knowledge and practical or technical and vocational skills, or on-the-job acquired knowledge by employees working in companies.



- **Law No 2004-24** ratifies the 2003 Economic Community of West African States Protocol on Education and Training. The protocol stresses the importance of education and TVET in improving socio-economic conditions and has established the Economic Community of West African States Fund for Education and Training.
- **Decree No 2002-652** addresses the organisation and functioning of the Ten-Year Education and Training Plan (Programme décennal de l'Education et de la formation) (PDEF), and established the management committees for technical education and vocational training.
- **Decree No 1996-1136** transfers TVET competencies to the regional and rural communities.
- **The National Vocational Training Office (ONFP)**, whose principal mandate is to supply a qualification or professional credential to workers or jobseekers (through continuous training), conduct studies on employment, job qualifications, quantitative and qualitative resources for initial vocational training, and continue to anticipate the skills needed to conduct and coordinate the vocational training activities of bilateral or multilateral aid organisations.
- **National Agency of the House of Tools (ANAMO)**, a public structure that currently runs nine 'houses of tools' in the country. Its mission is to increase levels of technical and professional skills and introduce qualified human resources into the labour market; it seeks to reduce poverty through youth training and integration in a variety of trades, particularly targeting young people from rural areas.

## Governance

The **Ministry of Employment, Vocational Training, and Crafts (MEFPA)** facilitates synergy between training and employment activities. In particular, the **Directorate of Vocational and Technical Training** is responsible for implementing government policies in the area of TVET and improving and developing TVET structures at the national level.

Development of the TVET programme at the national, regional, and local levels is the responsibility of the **Academic Inspectorate (IA)** (under the joint supervision of the Ministry of National Education, to which it is answerable, and the MEFPA) and the **Education and Training Inspectorate (IEF)** (under the supervision of the IA to which it belongs).

## Implementing Structures

The Ministry of Employment, Vocational Training, and Crafts (MEFPA) with the responsibility for vocational training is assisted in its work by five state agencies:

- **The Fund for Vocational and Technical Training (3FPT)**, which, by disbursing training vouchers, has enabled more than 10,000 Senegalese youth to obtain vocational training, with a view to facilitating their economic inclusion.
- **The Agency for the Promotion and Development of Crafts (APDA)**, whose key operational objective is the qualitative and quantitative transformation of the craft sector. It seeks to promote craft-based enterprises and strengthen social protection for artisans.
- **The National Youth Employment Agency (ANPEJ)**, which works together with partner enterprises to offer internships and jobs for young people. It also provides funding for small-scale projects and has a database of employment-generating projects.

There is no unified National Qualifications Framework (NQF) structure in Senegal with a comprehensive scope encompassing qualifications from all sub-systems and levels. Senegal has two sub-system qualifications frameworks: the higher education qualifications framework associated with the system, Licence-Maitrise-Doctorat (LMD), and the National Vocational Qualifications Framework (NVQF). National education qualifications such as the Certificat de fin d'études élémentaires (CFEE), the Brevet de fin d'études moyennes (BFEM) and the baccalaureate are part of the

overall qualifications system, but do not integrate with a normative National Qualifications Framework (NQF).

The **Senegal National Vocational Qualifications Framework (NVQF)** comprises qualifications at five levels, governed by two different ministries: levels V to II (including BTS) by the ministry in charge of TVET, and the highest level by the Ministry of Higher Education. The qualifications cover industry and tertiary labour market work:

- CAP: skilled worker certificate;
- BEP: Certificate of vocational education;
- BT: Technician certificate;
- BTS/DUT: Higher technician certificate/University Technology Diploma; and
- Engineering Diploma.

## TVET Institutions

Schools for advanced vocational training are establishments to which entry is conditional on a high school diploma or other equivalent diploma, whose programmes enable the acquisition of skills and qualifications to exercise a trade or profession.

The initial vocational and technical training is organised in vocational and technical training establishments, as well as in business settings, and involves basic and general and specialised education.

Continuous training aims to promote the insertion or reinsertion of trainees into the labour market, encourage job retention and internal promotion, and support skills development and job mobility.

## TVET types

In the formal TVET system, programmes are offered at secondary and higher education levels. At the secondary level, TVET is provided in technical high schools and in centres for education and vocational training and prepares students for an occupation or a higher level of vocational training.

The private sector plays a significant role in TVET provision, with 284 establishments run by private

operators out of a total of 388 (or 73%), hosting 55% of trainees.

## Funding sources

TVET is financed by public funding from MEFPA and the Ministry of National Education (MEN), together with the Ministry of Economy and Finance (MEF) and from international donors.

In 2014, the government of Senegal, with support from development partners such as the World Bank and the French Development Agency, launched the Fund for Vocational and Technical Training (3FPT) to optimise the available resources and mobilise additional resources to address the growing demand for training. The 3FPT financial resources are made up of (i) resources allocated by the government; (ii) a flat-rate contribution from employers (CFCE); (iii) financing granted by development partners based on conventions and agreements with the government, (iv) resources generated by fund activities; (v) gifts and bequests; and (vi) all other sources authorised by laws and regulations.

In 2014, the 3FPT funded 166 training projects on behalf of enterprises. Some 12,628 workers received training, and 82 establishments were financed.

## Private sector engagement

The 2015 general law on vocational training confirmed the role of the private sector, assigning it responsibility, together with the state, for financing and identifying partners.

In order to improve governance of the vocational and technical training system, Senegal has opted for a vocational and technical training partnership arrangement, involving and giving greater responsibility to local authorities and the private sector by setting up boards of directors (CA) and boards of governors (CE) within the training structures.

The private sector presides over the board of directors for the 3FPT, a tripartite body made up of representatives from the public sector, the private sector, employers, and trade union organisations.



Public-private partnerships enable closer connections to be made between the economic actors and employers in the design, implementation, and realisation of training programmes that target the skills needed by the world of work. However, even if public-private partnerships are acknowledged as a key for improving skills development in the country, they are still at their nascent stages.

### Private sector authorities

- **Patronat (Employers)** - As an employers' association, the Patronat partners assist with the development of curriculum, conducting evaluation of education and training achievements on behalf of the private sector.
- **National Employers Council (CNP)** - A confederation of professional groups of employers, whose companies are present in all sectors of activity of the national economy.
- **National Employers' Association (CNES)** - Aims to defend the professional interests of its members before any national or international body where its interests may be exposed.

### Teacher training

**The School for Technical and Vocational Education (Ecole Normale Supérieure d'Enseignement Technique- Professionnel) (ENSEPT)** of Dakar is responsible for training TVET teachers of post primary and secondary levels of education. The school is part of Cheikh Anta Diop University in Dakar. Potential TVET teachers and trainers are required to have at least secondary education level qualifications and students are admitted following an entrance examination.

**The School for Home and Social Economics and Training (L'École Normale de Formation en Économie Familiale et Sociale) (ENFEFS)** of Dakar provides initial and continuing training in the field of home economics and social areas. It also conducts research on improving vocational training.

**The National Training Centre for Technical and Practical Teachers (Centre National de Formation des Maîtres d'Enseignement Technique Pratique) (CNFMETP)** of Kaffrine aims to train technical and vocational teachers in the field of rural crafts. Graduates from the CNFMETP generally go on to teach TVET to students and artisans, and manage artisanal development centres

### Informal TVET systems

There is a substantial volume of informal TVET activity in Senegal; most young people and adults without access to formal or non-formal teaching receive on-the-job training in workshops or from local artisans.

Despite the presence of a large informal sector in Senegal, information about the informal TVET system is very limited.

Non-formal TVET programmes are offered by different stakeholders. These include professional organisations in the private and public sectors, chambers of commerce, handicraft organisations, non-governmental organisations (NGOs), religious schools, etc.

Various ministries also provide apprenticeships and TVET programmes such as the Ministry of Commerce, the Informal Sector, Consumer Affairs, Promotion of Local Products and SMEs (Ministère du Commerce, du Secteur Informel, de la Consommation, de la Promotion des produits locaux) organises training programmes in Senegal and abroad.

The Policy on the Development of Education and Training (2003) states that youth and adults who do not have access to formal or non-formal education are to be trained on-the-job in factories or by local artisans.

### Statistics

This section presents an overview of key metrics in Senegal.

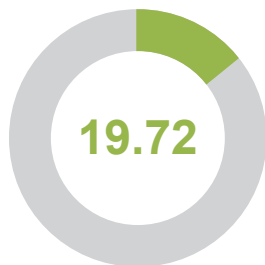


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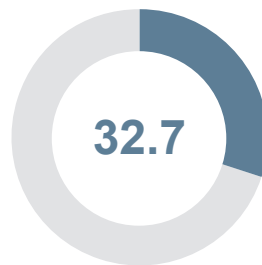


## TVET-COUNTRY LEVEL OVERVIEW SENEGAL

YOUTH POPULATION



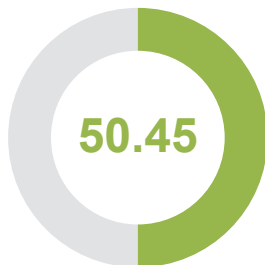
NEET



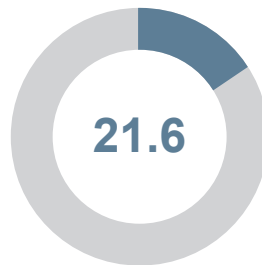
UNEMPLOYMENT  
RATE



YOUTH POPULATION  
MEN



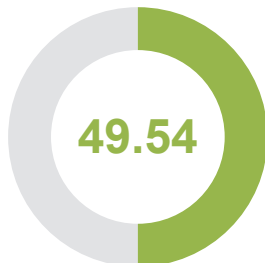
NEET  
MEN



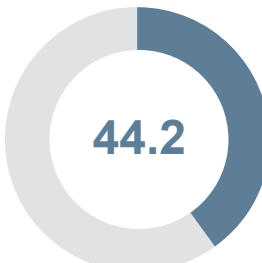
UNEMPLOYMENT  
RATE MEN



YOUTH POPULATION  
WOMEN



NEET  
WOMEN



UNEMPLOYMENT  
RATE WOMEN



### GOOD PRACTICES

Lessons learnt, resources and skills associations

<https://aspyee.org/page/good-practices>



## Sources

Plainipolis - Policies

General Policy Letter for Education Sector and Training

UNESCO-UNEVOC

System of Training Professional - ILO

Association for the Promotion of Education and Training in Foreigners

African Continental Qualifications Framework

World TVET Database

The National Council of Employers of Senegal

Global Change Data Lab

ILO Stat



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