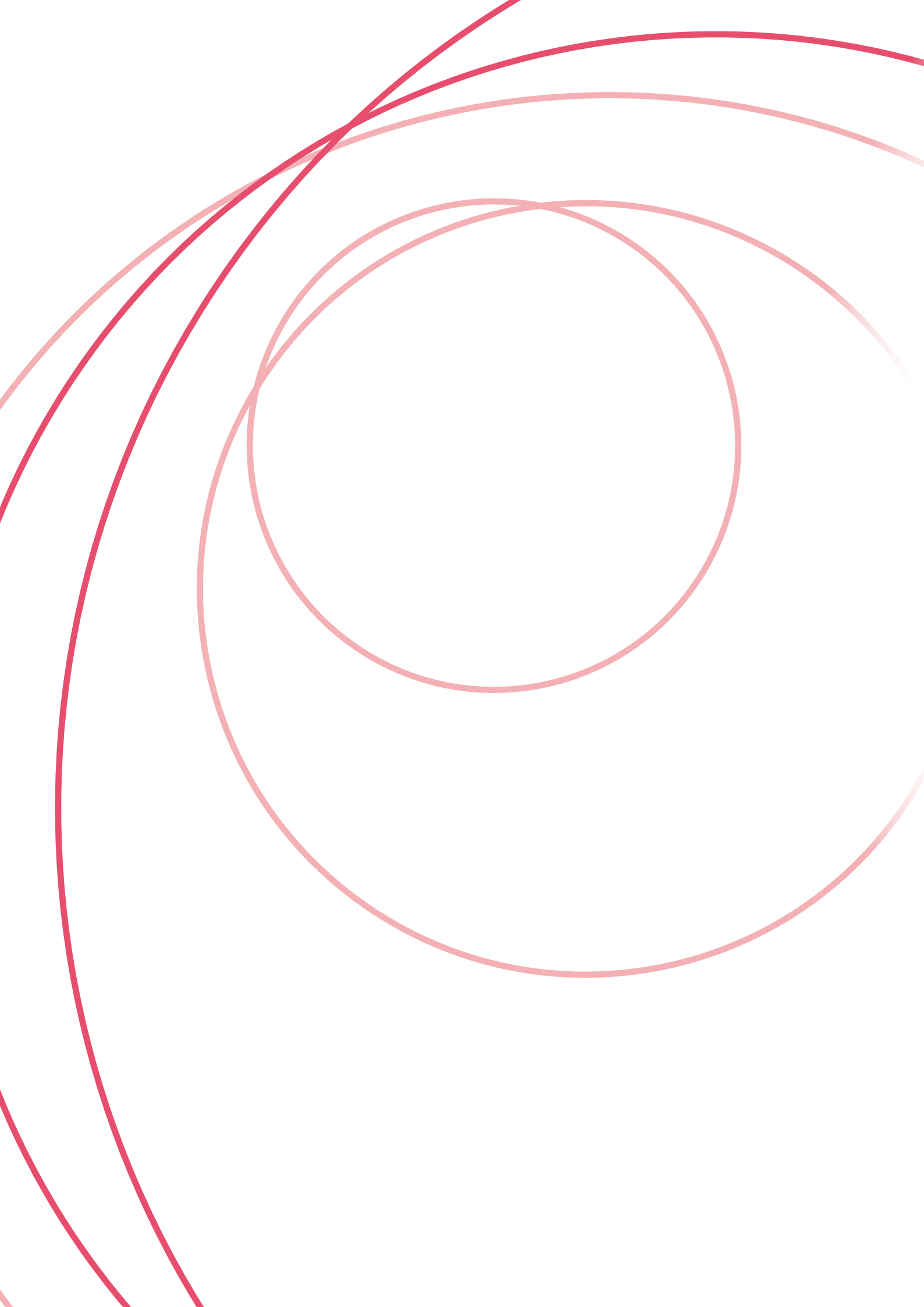


Strategy

— Education, training, employment 2016-2020



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1.

**VISION: “Education,
training, employment:
for a common future”**

A new cycle of international mobilization is opening in 2016. However, the world is changing, and newscasts remind us that the persistent imbalances in various regions of the planet have no borders. Widespread tensions now interact at a global level.

Our greatest challenge is to build **a common future** together, at the level of each society and at the worldwide level. That is essential **to ensuring sustainable development for all, to accompany the profound changes our societies are experiencing and to confront the crises shaking the planet.**

AFD acts in the field beside its partners as much as it contributes to the conceptual modeling of development. To this end, AFD must **promote the essential role of human development within sustainable development.**

Act for a common future

The world is interdependent and complex: financialized economy, globalized labor market, digital revolution, migration, all have strong impacts on social cohesion, employment, the climate, biodiversity. More than seven billion people now inhabit the planet, with some regions experiencing a demographic explosion, whereas other regions have aging populations. Over the course of recent decades, global wealth has grown phenomenally, middle classes have expanded and poverty has shrunk markedly.

In this context, the gains of the past fifteen years have paradoxically contributed to **greater aspirations as well as new frustrations** in the working and middle classes, **especially among youth, and many feel excluded.** Throughout the world, people are clamoring for **greater social norms (jobs and social protection)** and for **a more balanced globalization.**

While such a situation **might well be a cause for concern, the current period is also rich in opportunities:** knowledge is widely shared and accessible, the call for greater citizen involvement is heard everywhere, civil society is expanding its presence in the public arena, initiatives abound, new types of work are being created, new models are being tested, creativity has no limits. **The momentum of all these movements and transitions must be supported and encouraged.** Many challenges remain in the struggle to continue to score wins over precarious living conditions, to limit increases in inequality and to reduce vulnerability.

The public sector is responsible for **proposing sustainable development models, decent living conditions and quality jobs to populations.** For each and every citizen, States must guarantee access to basic goods and services, security, cohesion and social justice in order to fight against the erosion of national social compacts and to strengthen the sense of belonging to society.

This goal requires **upholding the initiatives of all stakeholders and the establishment of participative governance, the only way to reinforce the legitimacy of public action.** It is everyone's responsibility and AFD must help. The concerted action of all actors (the State, local authorities, private sector, teachers, families, civil society...), the glue of social cohesion, is the precondition for a peaceful world.

“

The main objective of human development is to expand the range of choices available to people, helping development become more democratic and more participative. These choices must include the opportunities to gain access to income and jobs, to education and health care, and to an environment free of danger.

Given the above, **human development cannot be justified solely from the perspective of productivity.** As noted by the UNDP (United Nations Development Programme): *“The main objective of human development is to expand the range of choices available to people, helping development become more democratic and more participative. These choices must include the opportunities to gain access to income and jobs, to education and health care, and to an environment free of danger. Individuals must also be able to participate fully in community decisions and to enjoy human, economic and political freedom.”*

Along with health and social protection, education, training and employment are the social foundation for sustainable development policies, and are tremendous levers in ensuring people's implication and buy-in during their implementation.

Education-Training-Employment: foundations and levers to seize development opportunities and make transitions possible

Education, training and employment alone cannot meet all development challenges. They are nonetheless vital for greater social justice and development models which are more sustainable and better shared, all the more in a world undergoing profound change. These are the conditions which will allow all of us to seize development opportunities, participate in building tomorrow's world and shape it to meet individual and collective ambitions.

For individuals, education, training and access to employment are rights first of all. They are part of the Sustainable Development Goals (SDGs) as such (SDGs n°4 and 8), as **ultimate goals of a sustainable development which places humans at the heart of societal projects.**

Education, training and employment are decisive in allowing everyone to exercise their freedom (cf. Amartya Sen's work on the notion of capability). These are tremendous levers in that they **promote the emancipation of people, their social mobility and the reduction of vulnerabilities.**

Education and training thus contribute to **building social capital, the basis of ties between individuals, through the production of common references and values**, like a *“crucible of a common project”*¹. They enable individuals to participate in public life

¹ Learning: *The Treasure Within*, report to UNESCO 1998.

and to mobilize their energy in a collective political and social project. This results from a **feeling of shared destiny**, and people therefore work toward **fostering citizenship and peace**.

Economically, no progress will be possible without recognizing what each person brings with their knowledge, vitality, commitment. Education and training are investments in building **green economies, prosperous because they are inclusive, diversified, innovative, supporting individuals** confronted with changes in the working world and facilitating professional mobility.

Environmentally, the transition toward **models requiring less energy and other natural resources, and the preservation of biodiversity**, will be impossible without the development of new knowledge and skills, without thoroughly changing mindsets, behaviors, consumption and production modes, or without strengthening capacities to adapt to climate change.

Committing to education, training and employment also means supporting a **powerful tool for adaptation, transformation and resilience**. Such a tool would allow individuals and societies to understand and adapt to a changing and hectic world, to respond to crises and anticipate them, and, more generally, to shape, **imagine and build new models of sustainable development**.

Young people are a great asset. Never before have they been so educated, connected, active, mobile. With their energy, creativity, adaptability, they are an opportunity, a promise, **the vital driving force in any transformation**.

Educating and training people, particularly the new generations, and supporting their access to decent jobs is urgent. This allows everyone to become an actor in a common project of society, **support greater youth participation in choices of society, and energize the requisite societal change processes for more harmonious and peaceful development**.

Investing in education, training and employment is a testimony expressing our confidence in youth. A sign of hope. A priority in this beginning of 21st century to build a common future.

“

Education, training and employment are tremendous levers in that they promote the emancipation of people, their social mobility and the reduction of vulnerabilities.

“

Educating and training people, particularly the new generations, and supporting their access to decent jobs is urgent. This allows everyone to become an actor in a common project of society.



2.

**PRESENTATION OF
THE DOCUMENT**

Based on the vision presented in the preamble, the 2016-2020 strategy lies in the continuity of AFD's previous actions. But the world is changing. Our way of perceiving and supporting the sectors of education, training and employment must evolve accordingly. **With the end result being improved social cohesion, strengthening resilience and stimulating economic development.**

The document begins with an analysis of **AFD's results in the sector**. AFD has gradually widened its scope of action through a process of continual **adaptation and innovation**. The analysis continues with that of the **issues characterizing the sector**, notably in terms of quality, equity and sustainability.

In response to these challenges, AFD's strategy is guided by a **renewed international agenda**, grounded in the Sustainable Development Goals in 2015 and the 2030 Education Agenda. This strategy is at the heart of the **French cooperation system**, a bilateral instrument serving the purposes of development and influence.

From **2016 to 2020, AFD aims to operate in the sectors of education, training, higher education and employment policies, targeting issues of quality, relevance and equity.**

AFD recognizes that the **pathways of education and training toward citizenship and quality employment** are diverse and non-linear. It endorses support for development policies which facilitate and structure the periods between the key moments along these pathways. Concretely AFD seeks to:

- Build **basic skills**, critical for autonomy, through support for basic education (primary and lower secondary), with two priorities: equity and quality
- Develop **professional and transferable skills** (teamwork, soft skills, ...), through training and job policies and mechanisms: professionalization and integration
- Foster **research and innovation skills (higher education-research)**: competitiveness and innovation.

These sectoral actions are adapted to the contexts and the requests of counterparts. In function of needs, they blend key **cross-cutting aspects somewhat to make policies effective and to consolidate systems**:

- **The quality of governance** strengthening the legitimacy of public (or institutional) action and the support of populations or beneficiaries through renewed, multi-actor governance frameworks, built on a markedly participative, transparent and effective process;
- **The mitigation of vulnerabilities and inequalities** – grounds for feelings of exclusion and factors of crises and instability – to strengthen social cohesion and improve resilience at all levels;
- **The support for demographic, social, ecological and digital transitions** which condition change in development models and the support of populations.

“

AFD will mobilize a diverse expertise and partnerships (public, private, international, non-governmental)

This vision has two bases: **differentiated partnerships** and geographical priorities. These priorities are set through the **analysis of both the country situation where action will occur as well as AFD's added value** as an institution.

For “Neighborhood Countries”, AFD will act in all sectoral domains, notably stressing governance and vulnerabilities. It will pay a close attention to education, training and labor force integration in particularly the **French-speaking areas, priority countries and crisis contexts**. In the other countries, it will direct its operations on training, employment and higher education, stressing support for transitions and favoring strategic partnerships, notably to help raise social norms.

Implementation of the strategy will optimize use of the entire range of AFD Group means (including PROPARCO). It will draw on internal AFD synergies in order to promote **cross-operation approaches for human development** (education and health, employment and social protection ...) **and sustainable development** (transformation of economies and technologies, adaptation to climate change). It will mobilize expertise, co-financing and partner delegations while favoring coalitions of actors (NGOs, companies, local authorities...). It will capitalize on French strengths (synergies with the CDC, expertise networks, university cooperation, school system) and knowledge production. Finally, it will endeavor to ensure the follow-up, accountability and visibility of its actions.



3.

**ASSESSMENT OF AFD'S
STRATEGY: growing commitments
for a wider mandate based on
historical choices**

In the continuity of its previous mandates and interventions, AFD's strategy in the education-training and employment sectors is firstly based on the lessons learnt from the evaluation of more than 15 years of actions in the sector and on ongoing projects. An external evaluation of the Strategic Intervention Framework (SIF) Education – Training – Employment 2013-2015 informed this analysis, as did the project evaluations, studies and capitalization led during the period.

3.1 Evaluation 2013-2015: Growth and diversification of commitments in education, training and employment in South countries

Drafted during the Arab springs, AFD's **2013-2015 Strategic Intervention Framework (SIF) for "Education – Training – Employment: youth at the heart of development"** widened its scope of action from questions of education and training to the domain of employment.

Its aim was to intensify and diversify AFD's action in favor of this "continuum" to contribute to more equitable and more sustainable development models.

The goal was *"to foster the economic integration of young generations, thus contributing to sustainable and inclusive growth, to foster social cohesion and political stability."*

3.1.1 Operational assessment

This SIF was built on three strategic pillars as part of an educational continuum linking citizenship and employment:

→ **Pillar 1 - Education:** ensure that all children have access to quality basic education, from primary school through to lower secondary school, to guarantee long-term literacy and successful access to training and employment.

→ **Pillar 2 - Training:** equip young people with competencies and skills that meet the needs of social life and job market by developing a training offer (higher secondary, vocational training, higher education) which is designed to meet to current economic, social and environmental challenges.

→ **Pillar 3 - Employment and social protection:** Foster a successful transition to the labor market, and access for all young people to decent employment.

These 3 pillars are rounded out by a strong drive to improve the impact and effectiveness of these actions, notably in the domains of **gender equality and environmental protection**.

In education, the wide range of projects between 2013 and 2015 highlights the priority given to upgrading education through the lower secondary level. The goal was to ensure 9 to 10 years of instruction, contribute to a massification of equitable and inclusive education, and guarantee citizens' sustainable literacy and the success of their pathway toward training and/or work, especially in sub-Saharan Africa.

The overview of education projects financed between 2013 and 2015 highlights the given priority to the quality of education extended to middle school.

AFD thus pursued its **support for national education policies** aligned with the objectives of Education For All in 18 countries, notably in Benin, Burkina Faso, Chad, Djibouti, Gabon, Guinea,



Focus

Côte d'Ivoire

DEFI Youth project
(EUR 226M – Debt relief and development contract)

The project - named Development of Education, Training and Employment - covers the entire education continuum. It aims to guarantee equal access to **quality basic education: the construction of 200 lower secondary schools** in rural areas, the updating of programs, teacher training, printing of textbooks, orientation. It supports the **modernization of 5 sectoral training centers** (mechanics, transport-logistics, mining, food processing), the rehabilitation of 4 multi-sectoral centers and the school responsible for **training trainers**, and supports the structuring of the professional branches. It also supports **higher education and research reformed** around the bachelor's – master's – PhD model for expanded professionalization and adaptation to digital technology: support for the Digital University of Côte d'Ivoire, rehabilitation of the National Institute INPHB and its governance, modernization of 5 public universities. Lastly, in terms of labor market integration and youth employment, it supports **mechanisms helping 30,000 youths integrate the labor market** (definition and implementation of a range of services adapted to diverse publics), provide support for the new **Youth Employment Agency and associated organizations** (institutional support and structuring of an equitable and quality public employment service, and support for a unique **entrepreneurship ecosystem** through targeting, support, credit access and post start-up monitoring of companies).

Mali, Mauritania, Morocco, Niger, Democratic Republic of Congo, Senegal or Togo. This country-level support was coupled with strong and continual advocacy for greater **harmonization** of external aid and for the **capacity development of local partners**. Lastly, AFD continued its action supporting **regional initiatives** aimed at **improving the quality of education through teaching national languages and teacher training** (ELAN II – School and National Languages in Africa, OPERA – Observation of Teaching Practices, ICTE – Information and Communications Technologies for Education).



In education, the wide range of projects between 2013 and 2015 highlights the priority given to upgrading education through the lower secondary level.

During this period, AFD also emphasized its **support for the higher segment of the education system (higher education, vocational training)**. Demand-based public-private partnerships remained a key principle to fostering vocational training between 2013 and 2015, particularly in Congo, Côte d'Ivoire, Djibouti, Guinea, Madagascar, Mauritania and Senegal, as well as in Morocco, Tunisia, Cambodia and Haiti.

To **consolidate this approach at the public policy level and support the implementation of reforms**, AFD also supported **regional networks and expertise platforms** such as PEFOP (expertise platform for vocational training), part of the Dakar Pole of UNESCO's IIEP (International Institute for Educational Planning).

The years 2013-2015 were also marked by a territorial or national **deployment** of a professional training model in public-private partnership and the multiplication of **training projects adapted to the rural and informal sectors**, notably in Benin, Chad, the Democratic Republic of Congo and Guinea.

Finally, the extension of AFD activities to **higher learning** projects (in coordination with the Ministry of Foreign Affairs) was confirmed with operations in the Dominican Republic, Côte d'Ivoire and Senegal, pursuing **objectives of excellence, equity and partnerships with France**.

An operational focus still under development is **access to employment and mobility on the labor market**, foremost in people's preoccupations. AFD is devoting greater attention to this domain, principally through **support for integration mechanisms and for employment policies** including working toward providing decent work for all. Noteworthy commitments were made in Morocco, Mauritius, Côte d'Ivoire and Mauritania. These employment topics, linked to **social protection**, were also tackled through the perspective of knowledge production (studies, evaluation) and the hosting of **expertise networks**.

Lastly, the sectors of education, training and employment were at the forefront of AFD's work in promoting **gender equality**.



Focus

Morocco Education

(€80M – budget support)

Training

(€20M AFD loan + EU grant)

Employment

(€50M – budget support)

AFD supports the entire National Strategy for skills development and youth employability. In the education sector, AFD especially supports the **reinforcement of primary and secondary education**, the **diversification of pathways** from secondary education toward international bilingual classes and toward professional pathways. In the vocational training sector, it supports the creation of **3 training centers focused on renewable energy and energy efficiency**. Management of the centers will be entrusted to **professionals**. Finally, AFD is supporting the development of **employment services and policies adapted to youth without diplomas** as well as the setup of **monitoring mechanisms** to measure the effectiveness and efficiency of training and labor force integration mechanisms.

90%

The ratio of AFD education projects taking into account the gender dimension (rated 1 or 2 by the CAD/OECD indicator).

1 Billion €

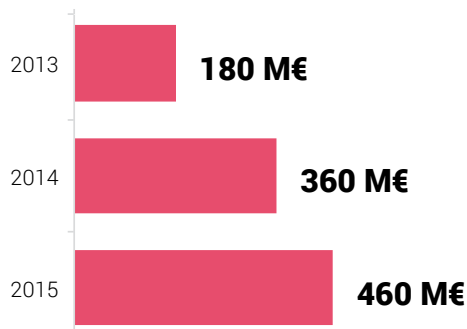
The volume of AFD's commitments in this sector over the 2013-2015 period.

3.1.2 Assessment of financial activity

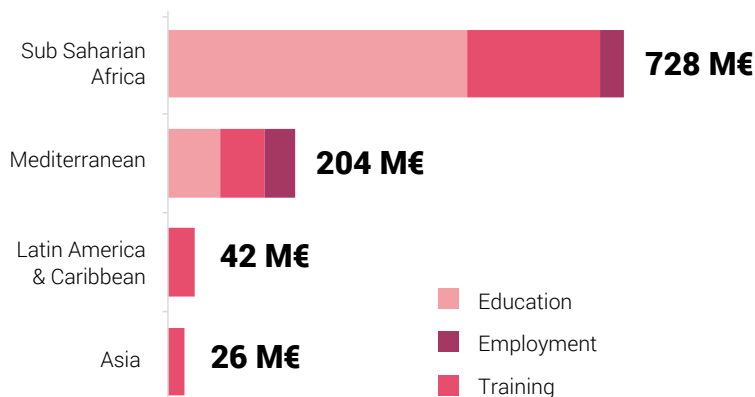
The 2013-2015 Strategic Intervention Framework set a sector activity objective of 800 million euros. In the end, AFD's total volume of commitments reached **1 billion euros** (not including NGO financing, credit lines and PROPARCO financing). More than half of this financing concerned **basic education** and

73% of financing was allocated to **sub-Saharan Africa**. **Loans (sovereign and non-sovereign)** accounted for close to half the activity and **delegations of funds** have increased significantly.

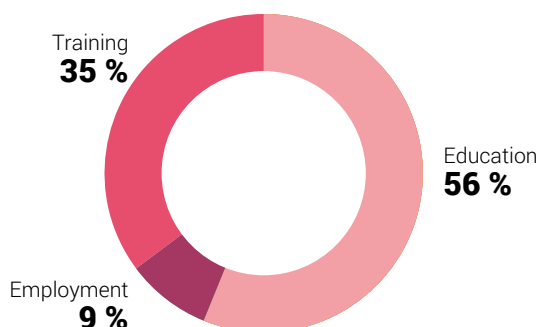
Volume of annual commitments



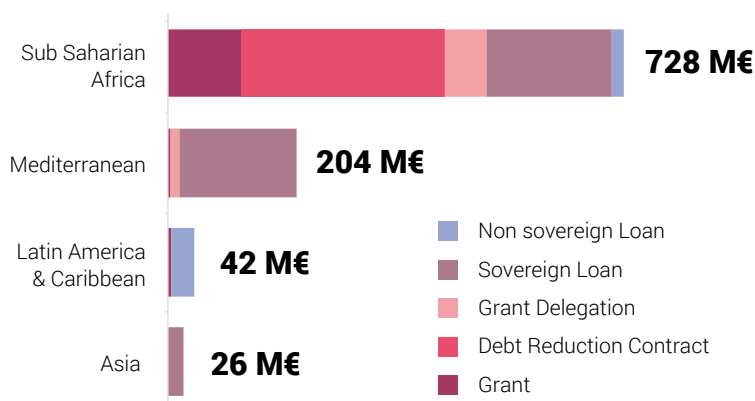
Share by sector and by geography



Share of commitments 2013-2015



Share by instrument and by geography



Focus PROPARCO Results

For the 2013-2015 period, PROPARCO focused on higher education. PROPARCO approved financing for top-ranking universities in Peru, the Dominican Republic, Tunisia and Egypt (USD 41M in loans and 17M in

equity participation). The approved funding aims to increase each university's capacity through improvements in the quality and accessibility of the proposed degree programs. At one institution, PROPARCO also arranged for technical assistance to support the creation of a business incubator in the aim of developing an entrepreneurial

culture and improving the employability of graduates. Finally, PROPARCO lent EUR 11M to a company offering educational materials for public primary school teachers in Mexico.

3.1.3 Assessment of knowledge production and partnerships

In the domain of **knowledge production**, AFD financed fifteen documents and studies (methodological guides, capitalization works, studies and research), in line with the strategic priorities guiding its operations. It also organized several meetings to **contribute to the debate of ideas and lead a network of partners** in a discussion of these priorities.

Furthermore, AFD developed **successful partnerships** in the fields of education, training and employment with a large number of actors at both French and international levels: NGOs, private sector, public and private expertise entities, research actors, francophone institutions (AUF², OIF³, CONFEMEN⁴), international institutions (ADEA, OECD) as well as multilateral ones (GPE – Global Partnership for Education, World Bank), United Nations agencies, (UNICEF, UNESCO, ILO, IIEP), European and regional donors (European Union, African Development Bank).

3.2 Key lessons

3.2.1 A wider field of action but persistent strategic choices

→ Structuring principles for AFD's action:

- Leadership from supported local partners,
- Support for national policies and priority recourse to sectoral approaches,
- Support for innovation and knowledge production and capacity development,

→ As well as thematic choices:

- The quality of learning and the management of systems,
- Shared governance of professional training between public and private sectors.

Outside evaluations of these programs identify **sustainable and structuring effects of regional operations in basic education**: these occur through the development of national capacities in evaluation, analysis and sectoral planning. IIEP's Dakar pole, whose definition of sustainable policies based on sectoral analyses (RESEN) and macroeconomic modeling, serves as the widespread reference today, demonstrates the above-mentioned structuring effects.

In the **vocational training field**, the gradual adoption of the **PPP approach and the "model" of delegated management of sectoral centers** is a positive, visible result of AFD's operations which interests countries as well as technical and financial partners. The development of partnerships, credits delegation supporting this model, as well as its influence (as an orienting principle) in national sectoral strategic documents, demonstrate this result.

These dynamics, federating and effective, point up the strength of AFD's action. However, complex changes have also occurred in recent years.

3.2.2 Necessary reorientation

AFD had to adapt **its operations to sometimes sudden changes in local contexts** (cf. Arab Springs, crises and conflicts in Sahel countries and around Lake Chad), notably in geographies where the **weakness of States and the vulnerability of populations** raise questions about human development actions.

AFD has developed a more and more integrated approach to the education-training-employment continuum, given that issues are tightly linked and pathways are so diverse throughout life.

“

AFD has developed a more and more integrated approach to the education-training-employment continuum, given that issues are tightly linked and pathways are so diverse throughout life.

It has stressed partnership approaches internally (AFD cross-cutting approach to human development, skills development to support the ecological transition and sustainability of investments in key sectors ...) and externally (strengthening of dialogue and search for synergies and co-financing with technical and financial partners, research, civil society ...).

Lastly, AFD has sought to diversify financing instruments through the development of loans, the search for co-financing and the delegation of funds.

The assessment of the 2013-2015 SIF in numbers shows **a continued importance of grants (subsidies and debt relief and development contracts), although their decline is nonetheless foreseen**. This trend has cast doubt on France's capacity, through cooperation, to support priority countries where universal basic education has not yet been reached..

Similarly, the geographic extension outside sub-Saharan Africa, all while maintaining Africa as a priority, has enabled the exploration of new frontiers and **new development contexts, resulting in a diversified project portfolio**.

The increased AFD mobilization for youth in the last three years, which has blended the continuity of action with the integration of emerging issues, has opened the way for a strategy with new insights.

This strategy must account for ongoing challenges as well as new stakes for the sector and its inclusion in the sustainable development agenda as it has been defined by the international community and integrated by French cooperation.

² Agence universitaire de la francophonie.

³ International Organisation of la Francophonie.

⁴ Conference of State education ministers and governments of Francophonie.

⁵ Association for the Development of Education in Africa.



4.

MAIN ISSUES

**in the sectors of education,
training and employment
in developing countries:
between progress made and
challenges ahead**

Our time is one of **basic education for all and prolonged training for the largest number of citizens**. Never will a generation have been so educated, informed, connected.

However, the demographic growth and the increased demand for training is exponentially creating needs and expectations, and provoking intense competition between people and sectors. The effects of this competition vary in function of national budget constraints and social inequalities. The most vulnerable are the most exposed to the main effects of limited access to training and the labor force, while the middle classes suffer from sharpened competition and frustration in their quest for greater social mobility.

Lastly, the continual lengthening of training raises a **major question of sustainability and equity in policies**. At all levels, with geographical variations, the challenges remain enormous ...

4.1 Basic education: enrollment is improving but learning outcomes remain low

Massive efforts in developing countries and the international community have lifted the **net primary school enrollment rate from 84% to 91% between 1999 and 2014**⁶ worldwide.

Nonetheless, the second Millennium Development Goal, universal primary school enrollment, was not reached in 2015. This fact remains worrying: **more than 57 million children and 69 million teens, principally girls and rural inhabitants, still lack access to effective basic education**.

57 million

Number of children still lacking access to effective basic education.

Further, it is estimated that 774 million adults, one third of whom are women, were illiterate in 2011.

The rates hide both **significant inequalities of access**, linked to gender, age, territorial factors, ethnicities or handicaps, and substantial **learning inequalities**: the dropout rate and the low quality of education as well as situations of personal, economic and social vulnerability mean that too often, youth are unable to master basic skills. As a result, despite years spent in school, generations remain at risk of exclusion due to school dropout/failure and illiteracy. Moreover, low-quality teaching and the uneven access to quality teaching can lead to education's exacerbating inequalities and phenomena of exclusion, concentrating opportunities for quality education and training on the most privileged.

⁶ 2016 GEM report, UNESCO.



Focus Financing education:

globally, national budgets are mobilized, including in Africa, but families continue to shoulder the greatest share of the cost

UNESCO's Education 2030 Framework for Action recommends that governments spend 4 to 6% of their GDP on education and allocate 15 to 20% of total public spending to it. It should be noted that in 2012 **Africa was among the regions which devoted the greatest share of its budget to education policies**, with an average of 18.4% of public spending⁷, despite each country's low fiscal capacity.

There are numerous constraints, however: demographic pressure, lack of qualified teachers, particularly in the sciences, weak governance, unequal allocation of means and competition among priorities, with budgets sapped by the cost of higher education and which remain insufficient in the face of massification.

While the development of private offer makes it possible to fulfil part of the families' demands, weak state control and regulation capacities don't always help to avoid the drifts.

Considerations of the general interest should be reflected in public spending and the role of the state, responsible for ensuring equal access to education and quality training.

However, the direct or indirect costs of education-training remain high and very discriminatory for families, who are

under great financial pressure in developing countries.

The challenge, therefore, is to identify **room for maneuver in terms of public spending efficiency, to target financing for the neediest** and to strengthen partnerships providing access for all to essential social services (local authorities, civil society, diaspora, private sector, donors ...).

States' ability to federate these various actors, to regulate the distribution of a quality supply and to expand the mobilization of resources for education depends, finally, on improving the **quality of sectoral participatory governance, the efficiency and the transparency of public spending – key legitimacy factors for the long term**.

⁷ Education at a Glance 2015, OECD.

Buoyed by the international plea for basic education of 9 to 10 years, **enrollment in lower and higher secondary education has increased quickly on all continents**. Globally, in 2014, the net enrollment rates were at 84% in lower secondary education and at 63% in higher secondary education. In **sub-Saharan Africa, the majority of the population enrolled in school will have finished secondary education in 2030⁸**.

This lengthening of enrollment, associated in African contexts with high population growth, is everywhere putting stress on **conditions of enrollment (infrastructures and inputs) and of teaching-learning outcomes** (teacher-pupil ratio, teacher qualification, repetition of a school year and dropping out ...) for pupils and the equity of public systems which do not guarantee quality service to the most vulnerable. Furthermore, the lower secondary education still lacks a well-defined end goal, between orientation toward professional integration and the continuation of studies or training.

4.2 Vocational training and higher education: create training opportunities for the greatest number of people

Formal Technical and Vocational Education and Training (TVET) represent a key sector for the development of countries, as the rise of Asia shows: numerous students follow such programs. Nonetheless, **they suffer from a lack of attractiveness and remain the poor relation in the sectoral policies** of many countries, particularly in sub-Saharan Africa: shortage of equipment and qualified trainers, obsolescence of training programs and equipment, budget shortfalls ...

Furthermore, vocational training remains largely informal through traditional apprenticeship system of poor quality – notably in sub-Saharan Africa – which leaves little room for the development of expected professional and transferable skills, and does little to enable social mobility.

Contrary to TVET, higher education is valued by families and in sectoral policies but has consequently been suffering from a massive increase in enrollment for 15 years, while resources are shrinking/decreasing/lacking and the supply is widening without an efficient regulation. According to ISU data¹¹, the number of higher education students doubled in the period to reach some 200 million, 50% of whom are women. This growth is strong in all regions, including Africa, where only 8% of youth reached this level in 2014, while the global average was 34%.

Yet reaching a secondary and tertiary level and developing professional skills have become essential in order to definitively rise from poverty, gain access to quality employment and enjoy social and professional mobility. This trend has been reinforced by the polarization of the working world, between jobs requiring high skills and jobs requiring none. McKinsey Global Institute (2012) has found that by 2020, the poorest countries will have an excess of 58 million workers with no secondary school education and a lack of 45 million workers having completed at least that level.

Tertiary education¹³ is key to States' ability to develop resilience and adaptation within their citizens. This mission becomes more challenging since it must prepare both existing jobs whose required skill levels are higher and also for jobs-to-come, using technology under development.

Beyond the higher expected level of qualification, **it is also the quality of training (vocational and tertiary) and its capacity to meet the economy's needs and labor market changes that must be urgently reinforced so as not to increase the phenomenon of unemployed graduates and to provide lifelong training opportunities**. The challenge also lies in **adapting particular mechanisms to the specific needs of the informal economy, which is predominantly present in developing countries**. These mechanisms are little supported and quite unstructured. The representatives of the informal sector have difficulty identifying their respective sectoral needs and proposed training orientations, particularly in agriculture and rural development.

Finally, developing countries find themselves at a disadvantage. They lack infrastructure to build an industrialized economy, and have **difficulties appropriating technological progress and developing a high value-added, streamlined and productive economy. In a context of global economic development, they are lacking jobs** when the capacities for innovation and research are at least as important as natural resources, if not more.

⁸ Filmer, Deon and Louise Fox, 2014, Overview: Youth Employment in Sub-Saharan Africa, World Bank.

⁹ *Expanding TVET at the secondary education level*, UNESCO, 2013.

¹⁰ Differences in students' orientation explain nearly half of the difference in growth between East Asia and sub-Saharan Africa between 1965 and 2010, according to the Education for All Global Monitoring Report, 2014.

¹¹ UNESCO Institute for Statistics

¹² The global ratio of employed high-skilled workers has grown nearly 40% since 1990 and may represent nearly 20% of the workforce in 2015, whereas, in the same period, the global ratio of employed average-skilled workers dropped nearly 10% and that of low-skilled workers increased by the same amount, trends which are likely to continue. Jobs requiring average skills are particularly threatened by a sharp drop in the cost of automating jobs. See the 2016 Global Education Monitoring Report, UNESCO, p. 51sq.

¹³ Studies (Bloom et al., 2014) of 108 countries over the years 1975 to 2010 show that the increase of one year of higher education produced long-term growth of 16% in SSA countries and technological catching up of 0.06 points per year.

“

Vocational training remains the poor relation in the educational offer.

However, its development is key to giving young people an immediate access to valuable skills.

4.3 Youth unemployment and quality jobs: major issues in the coming years

Over the past 20 years, **the countries investing the most in quality employment/jobs (fight against poverty at work, reduction of vulnerable employment ...)** have seen their **standard of living rise** more quickly¹⁵.

But **high rates of unemployment and under-employment, precarious employment or low-quality employment and the rising numbers of NEETs**¹⁶ (people “Not in Education, Employment or Training”) strongly affect social equilibria and the labor market: globally, 201 million people were unemployed in 2014, with youth comprising more than a third of those seeking work.

Among non-agricultural workers, more than half are in the **informal sector**, typically low in productivity, generating little income and providing no social protection. That said, in most countries, job-holding has proven no guaranteed escape from poverty: indeed, employment can even compromise the quality of life due to a lack of decent working conditions, given the rise in **precarious work**.

Social inclusion is closely linked to resilience mechanisms or to the regulation of societies. Rendering people more autonomous implies **removing barriers to economic activity, encouraging worker mobility and entrepreneurship and adapting the organization and types of work** as well as social practices of economic operators. All of this must take place in a context of predominantly informal and changing economies.

Support for countries in including and integrating youth must account for the accelerating impacts of globalization on the labor market. There are widening gaps in equality, social affairs and income, traditional legitimacies are disappearing, and the mastery of technological evolution (digital economy, automation) is essential.

4.4 Wide disparities and inequalities with persistent challenges at all levels

Poverty was reduced by half between 1990 and 2010, but **inequalities remain great and their cumulative ill effects are increasing**.

That is the analysis from the Global Education Monitoring Report 2016²⁰, “inequality is the joint result of income disparities²¹ and marginalization of groups suffering from the cross effects of factors such as poverty, ethnicity, gender, handicap or territory.”

While **gender inequality in access to education** is gradually diminishing in primary education, progress in secondary education is slow in the reduction of socio-economic and geographical disparities. In vocational training, there are **fewer girls than boys in technical and vocational education**²², and **girls have less access to formal employment**.

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The challenge also lies in adapting particular mechanisms to the specific needs of the informal economy, which is predominantly present in developing countries.

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Poverty was reduced by half between 1990 and 2010, but inequalities remain great

In all developing regions (especially in the Mediterranean region), **unemployment is higher among women than among men in all age groups**. Women suffer from **horizontal** (jobs perceived as “feminine” which are relatively low-skilled, unproductive and low paying) and **vertical segregation** (under-representation of women in upper hierarchical echelons, unequal pay).

¹⁴ Studies by Felipe et al. in 2014 or Rodrick in 2015 analyze, on the contrary, a phenomenon of “premature deindustrialization”, developing service economies without prior constitution of an industrial sector.

¹⁵ World of Work Report 2014, ILO.

¹⁶ Not in Education, Employment or Training. According to the 2016 World Bank study, De Hoyos, Rogers, Székely, Out of School. and Out of Work. Risks and Opportunities for Latin America's Ninitis, there were 260 million NEETs among youth aged 15-24 in the world in 2015 (35% South Asia, 32.3% in MENA, 23.9% in SSA, 22.3% in LAC).

¹⁷ *Emploi et questions sociales, Emploi et questions sociales, 2016 Trends. Work and Social Issues, 2016 Trends.*

¹⁸ ILO 2015.

¹⁹ 2014 Oxfam International report, Working for the Few – Political capture and economic inequality, N° 178, Oxford, shows that these growing income disparities worsen social exclusion and undermine social cohesion. In all societies, extreme inequalities are sources of social tension and risk becoming catalysts of political instability and violent conflict.

et risquent d'agir comme catalyseur potentiel d'instabilité politique et de conflit violent.

²⁰ *Global Education Monitoring Report 2016*, p. 72.

The specific education-training inequalities are simultaneously related to job offers and job quality: most countries have discrepancies in education coverage and performance between schools, which lower the quality of learning and limits the success and integration of youth. The privatization of education, which helps expand and diversify offers, often does not benefit the least privileged who suffer negative effects (cost, social segregation, lack of regulation of quality)²³.

All countries confront difficulties in integrating the young, between feelings of exclusion and fear of losing status²⁴. Countries thus must take full advantage of opportunities arising from a better educated population²⁵ and growing middle classes, which generate greater capacities for adaptation, rebounding and innovation.

"Keeping the promise" of education and skills development are key in **ensuring an equitable distribution of quality offers in education and training.**

Inclusive and participative policies must correspondingly be set up, and the mobilization of resources must be increased to **gather a maximum of actors** (States, families, local authorities, private sector, civil society...) to invest in the quality and equity of policies and to regain citizens' confidence.

Faced with these stakes, how should the international community mobilize, and what role should France assume?

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In all developing regions (especially in the Mediterranean region), unemployment is higher among women than among men in all age groups.

260 million

The number of youth worldwide aged between 15 and 24 years old who are neither educated, nor employed nor in a training (NEET).

“

All countries confront difficulties in integrating the young, between feelings of exclusion and fear of losing status.

²¹ Poverty remains the greatest factor in the lack of education and in inequalities. According to GEM Report calculations, among 20- to 24-year-old youth of 101 middle- and low-income countries, those in the poorest quintile enjoy, on average, 5 fewer years of education than those in the most privileged quintile, whereas the difference between urban and rural youth is 2.6 years, and that between men and women is 1.1 years.

²² World Bank, 2014.

²³ *The Right to Education Project, 2014.*

²⁴ The UNESCO report, *Rethinking Education: Towards a global common good?*, 2015, analyzes the current risk (p. 59sq): "The fact that appropriate jobs are becoming scarcer is causing increasing frustration among families and young graduates around the world. Rising levels of educational attainment among youth, and workers more generally, are leading to increased competition for jobs. In many countries of the global South in particular, the entry into a constricted labour market of large numbers of young people, often the first in their communities to have benefited from expanded access to education, is exacerbating the gap between the aspirations created by formal education and the realities of scarce employment".

²⁵ According to the OECD, 2015, even high-income OECD countries would increase their GDP by 3.5% if all their pupils mastered a level of basic skills by 2030.

The background features several overlapping circles in shades of red and pink. A large, bold red number '5.' is positioned on the left side, partially enclosed by one of the circles.

5.

**INTERNATIONAL
MOBILIZATION
and France's
post-2015 role**

AFD's strategy is part of an updated and mobilizing international agenda, also at the heart of the French cooperation system, at once serving both development and influence.

5.1 A profoundly overhauled vision for development in 2015

Picking up where the Millennium Development Goals (MDGs) left off, the new **Sustainable Development Goals (SDGs)** were adopted by the United Nations.

Their financing benefits from a renewed financing framework resulting from the **Addis Ababa Declaration of July 2015**, which promotes the mobilization of partners and multi-actor approaches.

Lastly, the **Paris Agreement at the COP 21** adopted ambitious goals to confront the challenges posed by climate change. Science, education, training, social protection and work will be vital elements in the implementation of these different agendas²⁶.

5.2 Converging international agendas

5.2.1 The SDGs: an integrated vision of Sustainable Development in line with the 2030 education agenda

The SDGs have a different ambition from that of the MDGs: **universal reach, completeness, the integrated character** of economic, social, environmental and governance dimensions, and through the **legitimacy** resulting from the **process** which brought them into being. The systemic and universal nature of the SDGs demonstrates the need and urgency to share responsibilities for **a common future**.

The Incheon Declaration (2015) translates the education community's commitment into the coherent **Education 2030** with **SDG 4, "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."** The action framework²⁷ of this holistic agenda, including vocational training and higher education, consists of four approaches to strengthen: i) **policies** and systems, ii) **gender equity, inclusion and equality**, iii) **quality and learning outcomes**, and iv) education in **emergency** situations.

Linked to SDG 4, **decent work (SDG 8) and the reduction of inequalities (SDG 10)** are at the heart of objectives set by the international community. SDG 8, devoted to "economic growth, full employment and decent work" recalls the **four dimensions of the ILO's Decent Work Agenda** (productive jobs, social dialogue, right to work and social protection). It is reflected in the governing principles of the ILO for a "fair transition toward economies and societies which are ecologically sustainable for all"²⁸. These objectives underline **the need to link these actions in favor of human development**.

The emergence of **governance** on the international agenda, the mandate of which has been transferred to AFD, is a call to strengthen the leveraging effect of the **public policies and expenditures to develop the dimensions of inclusion and multi-actor participation in the targeting and quality of their management**.

Lastly, **SDG 12 (Responsible Consumption and Production)** cannot be reached solely through energy and technology adaptations. It requires changing everyone's habits and quickly developing methods of sustainable production. In fact, by 2030, it's estimated that the demand for food, water, and energy will grow by approximately 35, 40, and 50 percent respectively. Faced with such trends, only education and training can provide awareness, understanding of the stakes and modification of behaviors corresponding to the level of risks.

5.2.2 The role of education in the humanitarian agenda

As stated in the 2016 Global Education Monitoring Report, 30 million school-age children are deprived of education due to crises and conflicts. Education is a historically weak sector in humanitarian and emergency operations. **For the first time, the international community is examining how education, training and employment can play a role in caring for victims.**

In this way, it structures **dedicated instruments such** as the European Union's Emergency Trust Fund, "Education Cannot Wait" fund, launched under the initiative of British former Prime Minister Gordon Brown.

Aiming to regionalize responses to global crises, these initiatives urge development actors, including AFD, to change their strategies and practices in linking emergency and development. **The identification and the mitigation of vulnerabilities**, whatever the level (regional, national, local, cross-sector, individual or systemic), **must strengthen resilience, anticipate risks and conflict development, and must mitigate their consequences.**

²⁶ See Article 12 of the Paris Agreement

²⁷ Framework for action towards inclusive and equitable quality education and lifelong learning for all, 2015

²⁸ *Guidelines for a just transition, ILO, 2015*

²⁹ Global Trends 2030: Alternative Worlds, National Intelligence Council, Washington, 2012. The study of Lee et al., 2015, analyzing Gallup surveys led in 2007-2008 in 119 countries, identifies the link between the awareness of climate change and its risks and education level.

5.3 A growing diversity of actors in education, training and employment, highlighting the need to increase harmonization initiatives and create multi-actor partnerships

5.3.1 Official Development Assistance: commitments not respected

In the period of MDGs and EFA (Education For All), developed countries on average applied **8.6% of their development aid to education**, well under the announced goal of 20%. Moreover, in the early 2000s, whereas 40 to 44% of education aid went to basic education, this was reduced to 37% in 2013. Least developed countries, whose needs are the greatest, are the main victims of this drop in external financing.

Now that a new accounting method for Official Development Assistance has been defined by the OECD, this mixed assessment is a call to remobilize countries while stressing the importance of **catalyzing** effects toward other possible financing sources: private sector, diaspora, innovative taxes ...

5.3.2 A fragmented aid landscape and a harmonization initiative requiring a second wind

The **Global Partnership for Education (GPE)** is the main actor structuring aid for basic education. It supports 59 developing country partnerships, of which the majority are fragile states and sub-Saharan Africa countries including many priority countries for French aid. Simultaneously, some donors have limited or abandoned their bilateral support for basic education (the Netherlands, Denmark). As a result, recipients have fewer partners, threatening the “bi-multi” linking approach encouraged by the GPE. This trend weakens national capacity development and ultimately limits the harmonization of aid, whereas new donors (Chinese cooperation, Arab country foundations, MCC) are not participating.

UNESCO is leading the dialogue on norms and monitoring the international agenda, supporting public policies and strengthening capacities. **UNICEF** contributes to the sectoral dialogue and to innovative development models on certain issues (gender, for example) while operating as a GPE grant agent in the most fragile countries or those in crisis.

Some donors and cooperation agencies focus only on specific issues, like **USAID**, which supports early learning, or **GIZ** which acts for capacity development and dual apprenticeship learning system, focusing on targeted impacts in the field.

The **World Bank**, a major actor through its financing as well as its policy and technical dialogue and exchanges of worldwide experiences, promotes policy alignment in human development, education-training, health, employment and social protection domains. Regional development banks (**AfDB, AsDB and IDB**) are essential actors in supporting public policies, focusing on youth issues, employment and social protection as well as on investments linked to transitions.

8.6 %

Aid from developed countries for education, well below the announced target to bring this effort to 20%.

“

The Global Partnership for Education (GPE) is the main multilateral actor structuring aid for basic education

Lastly, in its 2014-2020 Agenda for Change, the **European Union**, a major AFD partner, intends to commit 20% of its external assistance to human development, which gathers i) human rights as well as rights to democracy and good governance, and ii) education, employment, health and social protection.

5.3.3. Research, NGOs, foundations and private actors: a changing landscape

At a time when ODA resources are lacking, the international community has reaffirmed **the need to build coalitions of actors**. As initiated by FTI/GPE or under the aegis of UNESCO in the education sector, the multi-partner dynamic must be structured at the global and local levels through governance fostering participatory public policies at all levels of the system.

In the sectors of education, training and integration of the labor market, traditional non-state actors (**NGOs, philanthropic organizations** – Hewlett-Packard, Open Society Foundation, Qatar Foundation) and **non-profit private networks** (Aga Khan Development Network) are now looking to join **social business** and **private sector** actors associating social objectives and economic profitability. Not without some doubts, particularly over the **risk of commodification** of education and the issues of regulation by public authorities³⁰, **the development of a private supply at all levels compels donors to integrate this link into their operational strategies.**

5.4 Post-2015 vision and strengths of France

Supporting the principles of the sustainable development, France plays **a historic role in the international community** on questions of education, training and employment. As early as the 2000s, it promoted initiatives such as Fast Track/GPE and is a long-time donor to UN institutions (including UNESCO). France defends a **humanist vision of education, reaffirmed as a basic right, of which States are guarantors.**

France also participates in the **French-speaking community** where it shares education and training models, a language and a long history, structuring its international development strategy. **“Francophonie”** is a major factor in the quality of education, training and access to work in countries where French is an official language.

In order to exercise its **international solidarity mission**, French cooperation can count on rich **expertise networks** (public operators, NGOs, local authorities, social partners and professional organizations, universities and research institutes ...), on **original and recognized mechanisms** (pre-school, training in partnership with professionals, agricultural education, migrant children care and integration, primary school science classes, higher education studies, ...), on capacity for influence in sciences and technology among **French actors in higher education, and on its school system abroad ...**

The priority objectives of France at the multilateral and bilateral levels are found in the 2017-2020 strategic orientation document of the Secretary of State of Development and Francophonie³¹:

- For education: contribute to increasing access to lower secondary education, improving the quality of learning for the 21st century and strengthening governance in education;
- For training and integration: support the operationalization of vocational training policies oriented toward demand-based management, promote higher education oriented toward the training-research-innovation continuum and improve the employability of youth.

Financially, **France is the world's number two contributor to ODA flows** in the sector with nearly USD 18 billion declared to the OECD between 2002 and 2014. This number, however, must not hide the imbalance of aid linked to French higher education tuition, scholarships that more greatly benefit emerging countries. Apart from that, **only 15% of French aid is devoted to education, of which 3% benefits basic education.**

Lastly, at a time when international events are strongly influenced by geopolitical, security and migration issues as well as the mobilization to raise **social norms** and **fight climate change**, France is concerned with aligning its development policy with its diplomatic action.

Education, training and employment, are essential levers of action for social cohesion and the prevention of crises as well as the implementation of the climate agenda in relation to issues of outreach and influence.

These ambitions are reflected in the LOPDDSI law (National Law on Orientation and Programming for International Development) of 7 July 2014 and the conclusions of CICID (Inter-Ministerial Committee for International Cooperation and Development) of 30 November 2016 which defines the **policy for French development and international solidarity and commits, by 2020, to make AFD the leading European development bank**, thanks to its partnership with CDC.

AFD's action is part of this vision and applies these strengths to the dual objective of development and influence. In response to its partners' needs, it must embody the French call for more balanced globalization, for a more stable and peaceful world, built in common around shared objectives and values.

³⁰ *L'Enseignement privé en Afrique sub-saharienne (Private Education in sub-Saharan Africa)*, A Savoir series, AFD, 2013.

³¹ Education, Training, Integration strategy of the Secretariat of State for Development and Francophonie, 2016, validation in progress.



6.

**2016-2020 STRATEGY:
“Education, training,
employment:
for a common future”**

The 2016-2020 strategy is part of a continuity of previous SIFs, capitalizing on **AFD know-how** support and reinforce national sectoral policies and reforms; combine territorial and partner approaches, as close to local actors as possible; Structure and pool expertise in order to innovate.

The **vision underlying the strategy refers to the notion of life-long learning**. It concerns responding to needs and expectations of individuals for their development as citizens and professionals in designing the diversity of individual pathways and mitigating the risks of rupture and exclusion. From the viewpoint of societies, it concerns systemically and dynamically imagining the education-training-employment “continuum” to benefit social, economic, robust, inclusive and sustainable trajectories.

The **strategy is differentiated** in function of counterpart demand as well as the actors, institutions and the economic and social contexts. **It is built around 3 ultimate goals: encourage social cohesion, strengthen resilience and stimulate economic development.**

6.1 A strategy linking sectoral themes and cross-cutting issues

The AFD operates in the **sectors of education, vocational training, higher education and in employment policies** all while considering, in function of the project, the **determining transversal issues for successfully carrying out the policies**. The **crossing of a sectoral operation and one or several cross-cutting dimensions** will characterize the projects supported by AFD.

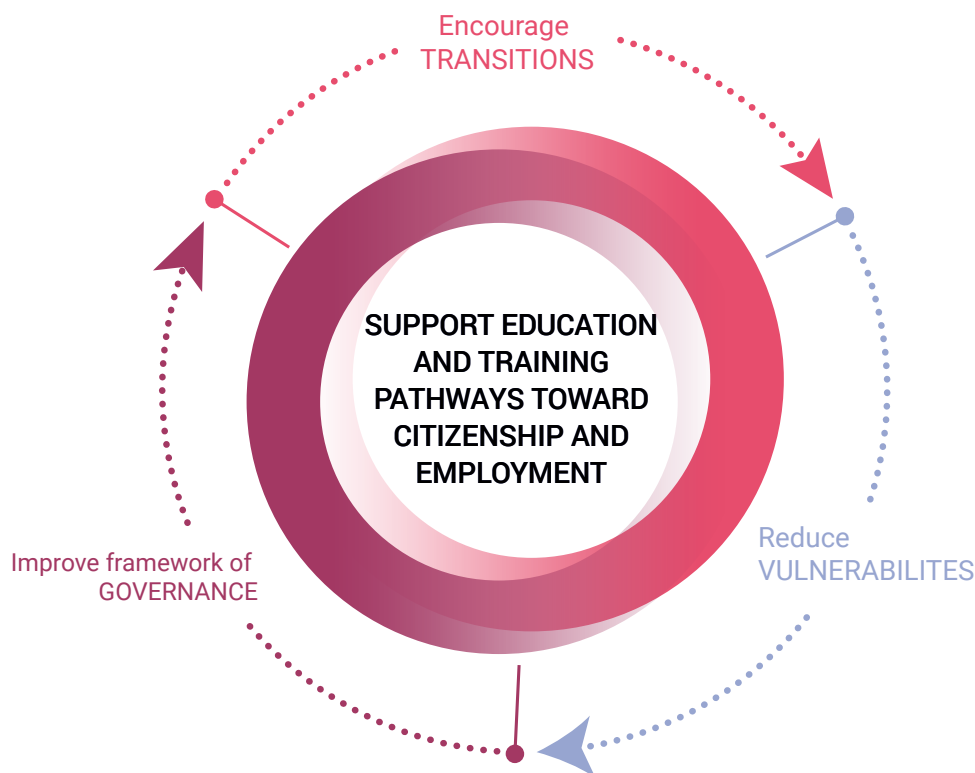
The policies of education, training and employment make up a system to structure diversified pathways in education and training toward citizenship and quality jobs (6.2).

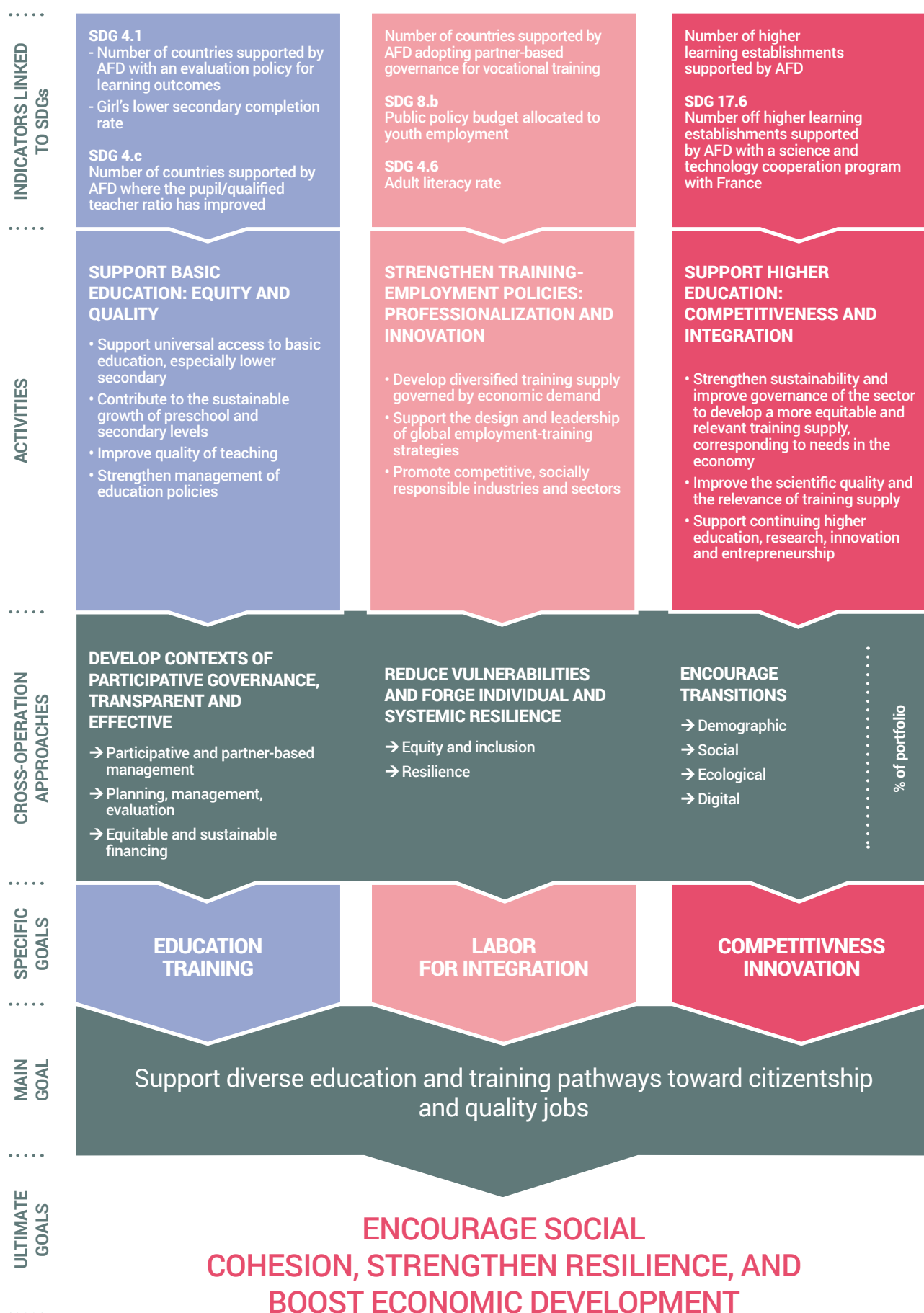
AFD will support the key stages of these pathways, e.g.:

- Build **basic skills**, vital for autonomy, by supporting **basic education** (primary and lower secondary) with two priorities: equity and quality
- Develop **professional and transferable skills** through the policies and **mechanisms of training and employment**: professionalization and integration
- Stimulate **research and innovation capacities** through the overhaul of supply in **higher education and research**: competitiveness and innovation.

Its sectoral actions will stress, according to contexts and counterpart requests, certain cross-cutting dimensions:

- **The quality of governance** strengthening the legitimacy of public (or institutional) action and buy-in by populations or beneficiaries through renewed and multi-actor governance frameworks, firmly built on a participative, transparent and effective process (6.3)
- **The mitigation of vulnerabilities** and inequalities – grounds for feelings of exclusion and factors of crises and instability – to reinforce social cohesion and improve resilience at all levels (6.4);
- **The support of demographic, social, ecological and digital transitions**, which condition the evolution of development models and population buy-in (6.5).





6.2 Support diversified education and training pathways for all, toward citizenship and quality jobs

6.2.1 Support basic education (primary and lower secondary): equity and quality

A quality basic education (pre-school, primary, lower secondary) constitutes an indispensable foundation for an individual's autonomy as well as life-long learning.

AFD will support countries' national plans to achieve equitable and quality basic universal schooling, particularly in LDCs, with a priority for operations designed to enroll girls and the most vulnerable children.

Its priorities will be to:

Support the ongoing universalization of access to basic education, particularly at the lower secondary level, through:

→ Sustaining **education demand by families** (prevention of drop-out and of inequalities, participatory school management involving communities);

→ **The extension of a sustainable supply reaching the most vulnerable, notably rural and poor urban populations** (increased school capacity and sustainable model for territorial coverage to enroll rural populations, equity policies) while ensuring effective and equitable allocation of resources, management and monitoring of results;

→ **The diversification of pathways at the end of basic education** (transition from primary-to-lower secondary, equitable orientation policy for preparing higher secondary, linkages with technical or vocational education, or departure for employment).

Improve the quality of teaching-learning in stressing:

→ The success of **initial learning (pre-school and primary)**, in insisting on the mastery of languages of instruction (national and French) and mathematics;

→ The development of **fundamental cognitive and non-cognitive skills** (notably transferable skills, communication, critical thinking, as well as economic, social, citizenship and life skills).

→ The **training and professionalization of teachers, school directors and support staff** through new approaches associated with curricula reforms, the development of pedagogical resources, the renewal of teaching methods and practices, the development of dialogues between peers or learning communities, at-distance learning or tutoring;

→ The reinforcement at all levels of the **management of the educational system to improve the quality of education** (close monitoring of establishments, evaluation of learning, dashboards, capacity development, contracting, etc.).

AFD's action will link **country operations** with **regional initiatives** while **mobilizing French and francophone expertise and experience**.



Focus

Burkina Faso

(USD 78.2M – GPE delegation)

Support for the implementation of the sectoral education plan by financing sector budget support via a pooled fund through complementary financing modalities (sectoral budget support and project aid to strengthen administrative and management functions).

AFD will pursue the function of GPE Partner Agent by providing an additional USD 33.8M of financing beginning in 2018.

Regional multi-country initiatives:

→ Support for PASEC to evaluate learning and for the Dakar pole/IIEP for quality management in sectoral policies and their implementation;

→ ICTE Initiative (Information and Communication Technologies for Education) for at-distance learning and development of teaching resources.

6.2.2 Strengthen training and employment policies and tools: professionalization and integration

Matching training and employment is a priority for countries (stake of social integration and economic development), formal and informal companies (stake of competitiveness) and individuals (stake of employability and successful social and professional integration).

Vocational training, as a facilitator of the regulation of the supply and demand of jobs, like vocational guidance and employment services/policies, must allow for this adjustment and encourage **a successful transition from training to the job market**.

AFD will continue to steadfastly work with States and social and professional representatives who view training and employment policies as a long-term investment.

While respecting the diversity of countries' economic and social models, AFD will endeavor to:

Support the development of a diversified training supply governed by economic demand, encouraging life-long integration, with emphasis on:

→ strengthening its historic support for the creation of Vocational Educational Training centers of excellence managed through public-private partnerships with a focus on intermediate skills for driver sectors.

→ Implementing **differentiated pedagogies** adapted to different publics based notably on **work-based learning and apprenticeships** set up with professionals – from short qualifying training programs to the **excellence pathways** (professionalization in higher education) – and on the development of **innovative teaching** including digital methods;



- **Training education staff** (supervisors, trainers), linchpins of training systems;
- Developing **existing training centers and networking of establishments** to scale up supply and gradually upgrade whole systems;
- Fostering **agricultural and rural training** in order to adapt mechanisms to agricultural policies, notably favoring support for market-oriented family farms and targeting promising sectors (agro-processing, marketing, maintenance ...) encouraging youth to settle in rural areas (continuing education and specific financing mechanisms).

Reinforce the design and management of global employment – training strategies, through:

- The promotion of vocational **guidance**, the readability and **transferability of qualifications and skills** in order to foster **professional mobility**;
- the strengthening of job market analysis capabilities as well as governance of employment and training policies at sectoral and regional/local levels (Governance);
- The development of public employment services (PES), active labor market policies and social and professional integration systems (active measures strengthening employability and supporting job recruitment, integrated programs of entrepreneurship), with a special focus on effectiveness, efficiency and equity;
- The support for **policies of job creation and private sector** development in line with ongoing technological and ecological transitions;
- **Sustainability of economic models**, the major constraint on scaling up efforts (cf. Governance);

Promote competitive and responsible value chains and sectors, through:

- The development of **advisory services for professionals, notably through networks of excellence centers**, which are veritable resource centers for companies (market and regulation monitoring, training and recruitment services, technology transfer, etc.);
- The **reinforcement of capacities of social partners and professional organizations** for **greater mobilization of companies** in the domains of employment and training in the formal and informal sectors (professional organizations, consular chambers, civil society organizations). Improving the **structuring, productivity, competitiveness of economic activities** is indeed closely linked to **skills development in the same way as the regulation of professions and activities** (define a threshold of professionalism in the craft industry, improve work safety in the transport, and reinforce hygiene measures in food processing industry, ...);
- The promotion of high **social norms** (working conditions, social protection – cf. *Transitions*) and instilling a **social dialogue** at all relevant levels (cf. *Governance*).

Focus Benin

(EUR 20M loan and EUR 3M grant)

Response to urgent needs for (technical schools and apprenticeship) training centers infrastructure and equipment; training quality (training supply matching local market needs, training of trainers, orientation systems, capacity development for contracting authorities), at the technician level, in the formal and informal sectors (construction, mechatronics, renewable energies, agro-pastoral) in connection with support for the development of secondary education.

Djibouti

(EUR 10M – EU delegated grant)

Regulation of professions in port logistics transport and professionalization of youth and professionals through creation of an excellence pole.

Haiti

(EUR 11M – grant and EU delegated grant)

Relaunch agriculture and farming schools oriented toward local employment needs combining industrial maintenance and wide-ranging skills for farm management (support for public, private and religious centers, with a particular component for the setup of a future vocational training fund).

Morocco

Budgetary support for employment in 2018.



AFD will support countries' national plans to achieve equitable and quality basic universal schooling, with a priority for operations designed to enroll girls and the most vulnerable children.

6.2.3 Support for a new approach to higher education supply: competitiveness and innovation

AFD will commit to support equitable access to quality higher education, which is professionalizing and is a key driver in innovation

AFD's operations will concern, depending on counterpart requests, **higher education policies or institutions**.

It will notably deal with:

→ **Strengthening sustainability and improving governance of the sector to develop a more equitable and relevant supply of training with regards to economic needs:** these supports will occur at different levels, the policies, the establishments, public or private, and financial institutions. In the continuity of these projects already financed in this sector, AFD will stress social inclusion policies which give underprivileged students access to quality higher education;

→ **Improving the quality and relevance of training supply** in supporting promising industries (including short technical and professional industries and life-long training) targeting careers of the future, skills needed for **economically strategic sectors** (energy, transport, agriculture, water, health, digital) or for **development** (teacher and trainer training, management training);

→ **Promoting the continuity between higher education, research, innovation and entrepreneurship** through the training of engineers and researchers, the development of technological and scientific clusters and targeted support for innovations. This will require strengthening corporate incubators or nurseries integrated within universities to stimulate **the economy, the development of territories and innovation** or knowledge production on issues of sustainable development and development policies.

These operations will be supported by the **network of partner establishments and French/francophone actors in order to contribute to the current and long-term influence of francophone higher education and research institutions**.

Focus Kenya

(USD 20M – loan/grant)

Setup of a **concessional credit line with a commercial bank to finance the development of training and the innovation capacity of universities** accredited by the government, whose projects are part of the strategic orientations of the country. A FEREC grant (fund earmarked for studies and capacity development) will also encourage scientific collaborations with French universities and research institutes.

Focus

Côte d'Ivoire

(EUR 10M – non-sovereign loan)

Transfer of a private non-profit higher education model (UNIMINUTO University of Colombia) proposing vocational training aimed at guaranteeing integration into the local job market and widening access as much as possible.

Peru

(EUR 22.5M – non-sovereign loan)

Supporting the Pontificia Universidad Catolica del Peru (PUCP) in the creation of the **first scientific and technological pole in the country**, which aims to become Peru's Silicon Valley, in partnership with Sophia Antipolis. The Programs are structured around sustainable development and innovation and welcome institutions and companies for their R&D activities.

6.3 Develop participative, transparent and effective governance frameworks for the strengthened legitimacy of public action

AFD has long supported better governance in the education-training-employment sectors. The transfer of the governance mandate to AFD calls for stronger action for better functioning of systems and institutions, and a greater alignment on economic and social policies.

In line with the "Commons" concept³², AFD will reinforce the **capacity of diverse actors to design, implement and evaluate public or establishment policies which are more effective and inclusive in order to ensure the efficient and equitable management of resources**.

6.3.1 Support the design and joint management of public policies

AFD will support the process of joint elaboration of social policies to develop a culture of responsibility and accountability at all levels.

Social dialogue with social partners will be supported as an element of stability and social equilibrium. AFD will encourage partnerships between unions and management organizations (branches or multi-sectoral) in the North and South.

³² The Commons can be defined by the combination of a resource, a community of people and rules of organization around a common objective. This notion expresses a priority given to actors and to the definition of what they understand they are sharing through a "common", neither "all State" nor "all market", which can only imply several actors.

AFD will encourage **shared governance** to lead **States to play their role in regulation** (production of regulations, norms and standards, accreditation, inspection and monitoring of policies), in organization and co-management, and **social partners to exercise their responsibilities** at its side in the drafting, monitoring and evaluation of these policies (implication of civil society in the sectoral dialogue, frameworks of training-employment consultation, self-regulation through labeling approaches).

At the territorial level, the **local anchoring** of education-training-employment policies will also contribute to making territories more dynamic. Cooperation between French regions and their training and employment ecosystem can be envisaged.

AFD will support **participative management of education and employment systems, favoring the implication and strengthening of actors concerned as well as their beneficiaries**. This participative process will concern (i) the main **teaching orientations and administration** (school management committees or school boards, public-private governance of establishments, advisory boards of employment agencies), and (ii) **the operational implementation** (contracting authority delegated to communities, local authorities, professional organizations, NGO partnerships).

AFD and PROPARGO will pursue their support for **the development of a private supply** through adapted financial instruments while ensuring the complementarity of offerings and in reducing the risk of the commodification of education. They will strive to encourage the **contribution of private and non-formal actors** (community or religious structures) in a controlled framework.

Focus Tunisia

(EUR 25M – loan; EUR 3M EU)

Animation of the regional and national employment-training policy and mechanisms of public-private governance, strengthening the unions, employers' associations including through social dialogue

Hosting the **sectoral dialogue and sectoral leadership** notably in **Niger, Senegal, Côte d'Ivoire**.

Contracting with private centers in Agricultural and Rural Training projects, notably in **Togo** and with higher education institutions in Morocco (Université Euro Méditerranée of Fez).

6.3.2 Strengthen planning, management, administration and monitoring-evaluation capacities at central and local levels

The quality of governance depends on the reinforcement of actors at all levels of the education system.

AFD will support public authorities in their key functions: **sectoral and inter-sectoral planning, management of public finances, management of human resources** (digital tools for the management of teaching staff ...), modernization of the administration to improve the **transparency and accountability of management and decision processes** (gathering and use of statistics, management information systems, auditing and monitoring ...) and to encourage **piloting of education and employment systems through quality** (indicators, performance and resource agreements, labeling ...).

Focus IIEP-Dakar Pole (EUR 10M – grant)

Reinforcement of management of education policies through the use of data on system performance for analysis and planning of sectoral policies.

HR Excellence Project (EUR 1.5M – grant)

Implementation of private sector-driven certification system and **labeling of establishments** to reinforce the implication of companies and the professionalization of vocational training.

AFD will pursue its support of **decentralization and deconcentration policies** to optimize context-appropriate decision-making and the management of resources as close as possible to beneficiary populations. Activities may concern: reinforcement of academies, budget and skills transfers, empowerment of administration, implementation of auditing and support entities, contracting, human resources management, and drafting of regional training or employment-training master plans.

Training and economic research in vocational training economy will be supported to **create national capacities in managing vocational, technical or apprenticeship training policies**, and to encourage systemic sectoral approaches like the ones which have been developed in education.

6.3.3 Support the implementation of sustainable and equitable financing systems

The **effective mobilization and management of financial resources** conditions the **sustainability of education, training and employment systems**. The **efficiency and transparency** of public expenditures are the **glue of legitimacy and durability of public action over the long term**, the keys to developing financial margins of maneuver and to attracting more partners.

AFD will pursue its **advocacy in favor of financing, aligned to national policies**, through common basket funds (Burkina Faso, Burundi, Guinea, Madagascar, Niger ...) and **budget support**. These instruments have a real leveraging effect (in associating technical support and capacity development) on the good management of public finances. They encourage harmonization between donors, complementarity with the State budget thus allowing a stronger technical and policy dialogue. The **efficiency of education expenditure** implies improved coordination between the ministry of finance and line ministries to guarantee support for the sector strategy (medium-term financial programming, effective information system and management, shared monitoring between government and partners).

The mobilization of diverse sources of financing also contributes to the improvement and the sustainability of the supply of training, notably vocational: **financial incentives for companies and families, vocational training financing funds** financed by professional taxes, through joint governance mechanisms (State, management organizations and unions). AFD action will target the **sustainability of financial resources** (through the allocation of professional taxes collected, the stabilization of public financing,

the diversification of revenue from the centers of training ...), their **pooling** between so-called "modern" sectors and informal sectors and the **optimization of funds allocation** (switching from a "window" approach to a systemic approach, setup of a regional network ...).

The development of higher education, in a context of a fast-growing student population, supposes the improvement of **targeting of public financing, the linking of the private and public supply and the autonomy of establishments**. The challenge will be to support policies of equity and quality while answering the diversity of social expectations (families, private sector, State) as well as promoting innovation linked to economic development.

In the domain of **employment policies**, support mechanisms for professional integration or for entrepreneurship, AFD will pursue its evaluation **work** to identify and promote cost-effective models and to test innovative approaches. It will help structure **dedicated financing mechanisms** (e.g. national employment funds supplemented by taxes on companies, a more integrated and durable support platform for entrepreneurship).

6.4 Limit vulnerabilities and develop individual and systemic resilience³³

Vulnerabilities are multifaceted, defined as the relationship between risk and capability. Capability corresponds to the capacity of an individual to freely use goods/means in their possession in different combinations to result in adaptation³⁴. **Resilience** is defined as the capacity of a system and its components to anticipate and absorb shocks and to develop greater resistance in the face of future shocks.

The widening of **inequalities and the difficulties in gaining access to education, training and employment** crystalize a **feeling of injustice and exclusion**, limit the **capacity to absorb shocks and to rebound (resilience)** and can provoke ruptures or violence. They drive AFD to design **adapted and targeted operations** in its actions which will stress vulnerabilities.

6.4.1 Make education, training and employment systems more equitable and more inclusive (systemic approach)

To guarantee social cohesion, it is important that socio-economic, cultural, gender and territorial determinants do not become neither **structural barriers in accessing education, training and employment, nor "poverty traps"**. AFD will endeavor to support policies and mechanisms which help reduce these inequalities.

Beyond these actions on governance and in order to increase supply, AFD will study the possibility of improving the **stimulation of demand**. It can use a variety of **financial mechanisms encouraging social inclusion**: conditional cash transfers to families, direct subsidies to school management entities, subsidized student scholarship and loan programs for higher education. Partnerships with civil society or local authorities will be encouraged to mitigate the risk of territorial exclusion.

³³ The vulnerabilities to climate change and the stakes of social protection are treated in the transition pillar.

³⁴ Éric Monnet, « La théorie des « capacités » d'Amartya Sen face au problème du relativisme », Tracés, 12 | 2007.

Focus

Pursuit of **work on capitalization and projects for common funds on education** (e.g. Niger, Madagascar, Guinea) and **financing funds for vocational training** (e.g. Madagascar).

RDC

(EUR 5.2M – debt reduction and development contract)

Support for payment of teachers' salaries by the state budget in the aim of **reducing cost to families and to support free and universal basic education**.

Colombia

(USD 150M – loan - ICETEX, a public financial institution dedicated to financing student loans)

Improve **access to high education** for underprivileged students, **quality teaching** through the accreditation of degrees, **potential for innovation**, and development of international partnerships.



Focus

Ecuador

(USD 75M – loan)

Support to improve i) education supply, foster longer educational pathways and students' success by rehabilitating schools in **rural or underprivileged peri-urban zones** and ii) the **success of Native Americans at school** through the deployment of an education supply adapted to Native Americans and endowed with resources and better-trained teachers.

Chad

(EUR 10M – EU Emergency Trust Fund financing)

Bab Al Amal project

("Gateway to Employment")

i) Support for vocational training fund, for the strengthening of professional organizations, training operators and the implementation of training through apprenticeship; ii) deployment of a **local mechanism to assist vulnerable youth** in their training pathways and labor market integration or self-employment.

Congo

(EUR 10M – debt reduction and development contract)

National Policy on social action for productive inclusion of vulnerable populations.

In line with AFD's objectives³⁵, AFD will pursue its action against gender inequalities and for the inclusion of gender so as to support changing societies and the mobilization of political authorities on these issues (organization of regional advocacy actions). AFD will highlight its support for enrollment of girls in primary and secondary school (social mobilization, follow-up on absenteeism, dropout phenomena, adaptation of infrastructures, boarding solutions for lower secondary education ...). AFD will support policies which seek to prevent **gender violence**. It will implement the recommendations of the "education, vocational training and employment toolkit on gender". It will endeavor to fight against factors which impede **women's access to training and employment** (discrimination, transport...) and their capacity to remain employed (childcare, dependents...).

AFD will support initiatives to adapt to social and cultural specificities and to **mitigate the risk of standardizing education**. In the long term, such standardizing can lead to cultural, social or generational divisions. AFD can act to help integrate local

knowledge into lessons, the development of national languages, local production of teaching content, the preservation of **cultural diversity in order to strengthen the relevance and quality of learning and limit the risk of pupils' dropping out**.

AFD will support **systemic approaches allowing for local assistance to vulnerable groups and anchoring in territories** as close as possible to local economic and social realities.

It will also support the **recognition of non-formal education systems** adapted to specific populations (nomads, isolated people) to guarantee the acquisition of basic skills. It will encourage the implementation of **pathways to formal education**.

AFD will provide backing for **equitable employment services**, open to graduates and non-graduates, throughout territories and the deployment of **services encouraging economic autonomy among vulnerable populations**. Finally, close attention will be paid to provide an equitable access to labor market policies and entrepreneurship programs.

6.4.2 Anticipate risks and crises and mitigate their consequences for the most vulnerable populations

AFD will contribute, in contexts of great vulnerability or post-crisis, to rebuilding operational capacity of public policies and thereby support **the repositioning of local and national institutions as legitimate actors**.

It will develop actions and thinking around **marginalized populations through work with locally based partners**.

It will support overhauled apprenticeship systems targeting **out-of-school youth**, measures aiming to facilitate schooling and the training of **migrants/refugees**. It will work on adjusted training modalities, **the development of life and professional skills** with actors such as social organizers, community and religious support networks, and citizen movements.

AFD will encourage operations **including groups of individuals at risk of social exclusion or marginalization**. It will strive to fight against the **feeling of abandonment**, or the lack of opportunities, both of which are sources of deep frustration in youth.

For this, AFD will work on dimensions which, through education-training and employment operations, contribute to **promoting democratic values and economic autonomy**. It will support the work of government authorities and NGOs with communities to **anticipate youth tipping into violence** and foster the (re-) integration of youth but also **social action and support for civic participation**.

³⁵ Cross-Operation Intervention Framework 2014-2017 "Gender and the reduction of female-male inequalities".



Focus Niger

(EUR 10M – grant)

Support for youth in the Diffa region (sense of exclusion and presence of Boko Haram) through an integrated response with socio-educational, social cohesion, economic support (labor-intensive works) and training systems adapted to the local context. Strengthening of the Regional Council to establish it as the central regional actor for economic and social development. *entrail du développement économique et social régional.*

Regional initiatives (Sahel, Lebanon ...) on the Vulnerability Facility

Study on the dynamics of exclusion/inclusion of youth in the Mediterranean region

It will support **participative group dynamics**, in seeking to develop recreational, cultural, sport and psychosocial activities, which foster **individual fulfillment** in society, promote youth's role in building tomorrow's society and strengthen **inter- and intra-generational cohesion**.

In **post-crisis contexts** (political, health, ecological or security crisis) or of **localized social and economic fragility**, AFD will take over from humanitarian organizations in supporting operations combining **recovery and development**, and those **fostering social cohesion**. It will concern the capacity to act fast through programs with short-term stabilization impacts while supporting long-term structuring actions to accelerate the renewed supply of public services.

AFD will endeavor to support its partners in the implementation of **studies and monitoring tools making it possible to guarantee the effectiveness and the relevance** of these policies. Knowing that cultural, social and economic exclusion can contribute to tipping into violence, AFD will pursue the Sahel **analysis** already begun concerning these phenomena.

6.5. Encourage demographic, social, ecological and digital transitions

Education, training and employment are **powerful adaptation and transformation tools** giving individuals and societies the means to **make transitions possible? (demographic, social, ecological, digital)**. Support for **knowledge production, links with research, and innovation** will all be essential in better supporting counterparts in tackling these challenges. It is essential to test, innovate and capitalize on proven, applicable practices. **AFD will support one or another of the processes to help societies transform themselves.**

6.5.1 Support the demographic transition

Supporting the demographic transition implies **acting for gender** (sex and reproductive education, job access for women). The **links between education and the reduction of fertility** have been proven and point up the need for sustained efforts to enroll girls until the secondary level (cf. vulnerabilities / reduction of gender inequalities).

In regions of the world where mastering demography remains a major issue, AFD will devote special attention to the integration – for both girls and boys – of education modules dealing with **reproductive health and gender issues** to overcome stereotypes.



Focus Benin³⁷

implementing research-action work on family planning (mixed education-health teams), with the production and distribution of textbooks for youth to actors in the education sector.

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*Accompanying the demographic transition
supposes acting in favor of gender (sexual and
reproductive education, women's access to
employment).*

³⁶ The Global Monitoring Report estimates that if all SSA women had primary education, the total number of births would decline by 7% (from 31M to 29M) and by 37% with secondary education (from 31M to 19M).

³⁷ technical note: <http://www.afd.fr/webdav/site/afd/shared/Notes%20techniques/11-notes-techniques.pdf>

6.5.2 Promote social and socio-productive transitions

In employment, AFD will focus closely on the **creation of productive employment, the improvement of working conditions, the development of social dialogue and social protection**, in connection with its public and private partners in line with the ILO's "Decent Work" agenda.

It seeks to contribute to **raising social norms, and the fight against social dumping, for greater cohesion and social justice** (ILO social norms included in the SDGs). AFD will be attentive to supporting **social and economic transformations in the labor market** and preserving fair competition in the international marketplace: **social regulation of sectors and economic activity, social and professional support for individual career paths**.

Similarly, AFD will support the **social responsibility of private actors**, notably through intermediation of the local banking sector (e.g. credit lines to help companies comply with regulations) or the creation of public-private partnerships in order to foster **the best possible working conditions**.



Focus Turkey

(EUR 100M – non-sovereign loan)

Bank credit line to support medium-sized companies in their efforts to comply with workplace health and safety regulations and to sensitize companies to professional gender equality.

Côte d'Ivoire

Integrated approach supporting the targeting and support for entrepreneurs, their access to affordable financing and protected status.

6.5.3 Make education, training and employment serve the ecological and energy transition

Education plays a primordial role in sensitizing and accelerating people's comprehension of environmental issues and promoting the **behavioral changes needed for the adaptation to climate change and the mitigation of its effects**. AFD is contributing by promoting educational content which integrates contemporary ecological, economic and social issues (**Environmental Education and Educating for Sustainable Development**).

The evolution of **production modes** linked to climate change will lead AFD to support training and higher education actors in the **adaptation of their offer and the skills profiles sought**. AFD will promote the development of **skills to support ecological, energy**



Focus

National Power Training Institute of Nigeria

(NAPTIN – EUR 50.7M – loan/grant)

Skills development program in line with the electricity sector reform (financed by AFD).

African network of excellence training centers (EUR 3M – grant)

Creation of a network of excellence training centers to support Africa's energy transition. Significant attention will be paid to the potential of renewable energies and the role of smart grids.

and climate transitions through systems of vocational training and higher education (renewable energies, energy efficiency, management of natural resources, waste management ...).

AFD will promote **links with research** to improve understanding of the mitigation / adaptation challenges and the development of solutions.

It will take advantage of the **"double dividend" potential (clean energy production and job creation)** which the energy transition may generate, in partnership with the International Labour Office. AFD will furthermore contribute to fostering the ecological transition by supporting **renewed and diversified agriculture and rural training programs**, integrating the study of agro-ecological practices and the defense of **biodiversity**.

With climate change also affecting the labor market (loss of productivity, adaptation of workplace organization and conditions, issues of safety and protection ...), AFD will study the possibility of supporting its partners on these specific issues, which remain to be mastered and measured.

In the case of infrastructures (primary and secondary education, training centers, universities), AFD will be watchful to promote **best ecological practices in construction norms and architectural design** (local materials, energy efficiency ...) and the **inclusion of climate vulnerability** in its programs.

6.5.4 Support the digital transition for learning and innovative societies

“Digital technologies are a tremendous opportunity for developing countries, as much in the economic sector for job and value creation as a modernization lever for development policies.” (“Development and Digital Technologies 2015-2017,” France’s Government Action Plan)

Digital technologies have a **transformational potential** as much in terms of the upheaval in teaching practices as in the shrinking of distances and the cost of infrastructures. AFD will support its education, training and employment sector partners through the digital transition in a context of the extension of a training field (initial and continuing) and the individualization of pathways.

It will support the **production and distribution of royalty-free educational and training resources**, or the implementation of new training mechanisms and tools through hybrid training, e-learning, MOOCs, serious games ...

It will also foster the emergence of new services, notably in the domain of **access to labor market information**. Lastly, AFD will support the implementation of technology solutions providing **more efficient management and administration for systems or institutions**.

In order for everyone to profit fully from digital technologies, populations must acquire the necessary skills and understand the stakes of digital technologies. Operations aiming to **fight against the “digital divide”** and promote an inclusive vision of digital technology will be supported.

Lastly, AFD will support **companies in the digital transition** and job creation in the digital sector. It will encourage local training ecosystems required for this development and projects aiming to **train people in professional digital know-how, which is now in high demand**, to help workers remain employable.



Focus

Innov compétences project in Senegal

(EUR 2M – grant)

Support for the creation of an e-learning training system at the Ecole Nationale d’Administration of Senegal.

Côte d’Ivoire

Support for the Université numérique of Côte d’Ivoire.

Regional initiative

Support for the creation of digital resources for teaching Development project for **digital career training centers**.



AFD will support its education, training and employment sector partners through the digital transition



7.

**GEOGRAPHIC PRIORITIES:
Regional implementation
of AFD's education, training
and employment strategy**

France's differentiated partnerships are built **in concentric circles in Foreign States**:

→ **Priority countries of the “neighborhood”**, which encompasses the Mediterranean rim, West and Central Africa (including Cameroon and CAR), with **particular attention for Sahel**, and the neighboring countries of overseas territories (Haiti, Comoros, Madagascar);

→ **African continent countries outside the “neighborhood” (East and Southern Africa)**;

→ **The partners of regulated globalization**, rapidly growing medium-income or emerging countries, in Asia or Latin America.

AFD operations also concern Overseas Departments and Territories

This set of geographies tiered into differentiated issues depending upon the maturity and the development of the education, training and employment sectors, whether it concerns sectoral or cross-cutting dimensions³⁸ (governance, vulnerabilities, transitions).

The concentration of activities can be summarized as follows:

		Basic education	Training	Higher education	Governance	Vulnerabilities	Transitions	Instruments
Neighborhood	Priority Poor countries Crisis context	●	●		●	●		Delegations of grants
	MED-AFR O/C	●	●	●	●	●	●	Loans PS / PN Blending
Africa outside neighborhood			●	●	●	●	●	
MIC-EMERGING ASI-LAC			●	●			●	
OVERSEAS DEPTS			●	●			●	

7.1 Priority countries in the “neighborhood”: the goal / ambition of a systemic approach

In this “circle”, France is **expected to be a driver in coordinating aid**, through sectoral dialogue, institutional cooperation or the provision of francophone expertise..

There are **many opportunities in this area** (more educated youth, more literate population, not to mention natural and agrarian resources ...) but they are **jeopardized by exceptional demographic pressure (notably in francophone countries), profound inequalities, insufficient protection of ecosystems and weak governance**.

The coaching of this youth and the support for their autonomization are fragile, making education, youth and employment major issues on this continent. By 2030, more than 30 million young Africans will be joining the labor market each year. The cost of inaction would be immeasurable (no productivity gain nor larger tax base, a loss of GDP, unemployed youth, idleness, instability, conflicts, a loss of social cohesion, migration ...).

7.1.1 Priority and fragile countries in sub-Saharan Africa neighborhood

Particular attention will be paid to the Sahel region which represents an immense territory of population movements between North Africa, Mashriq and sub-Saharan Africa. It is a concentration of fragilities: a very young population in a period of exponential growth, very low human development indices, a highly inequalitarian society combining several vulnerabilities (capacities, legitimacy of States, security) which are increasing the risks of instability and conflict.

The priority targets of AFD operations will be basic education and training, and integration systems and policies, highlighting governance and vulnerabilities.

AFD will pursue its support of sectoral policies and will position itself as a partner agent for GPE funds. It will concentrate on developing projects dedicated to youth in mobilizing resources from the Vulnerabilities Facility, grants and the delegation of funds.

³⁸ Africa must manage a four-fold challenge whereas the other regions of the world face only the last three:

- Reach universal basic schooling, in a still highly rural context, where on average agriculture makes up 20% of GDP and the vast majority of employment is informal,
- Develop technical and professional skills en masse among youth to support productive and manufacturing development,
- Engage in the knowledge and service society, implying high-skilled labor as well as research and innovation capacities,
- Foster access to and remaining on the labor market through quality jobs.

French-speaking represents a key factor of quality in education and training for employment, a major issue in economic and political dynamism, for influence and for development.

Operations in education-training-employment will allow this entire group of countries to contribute to the emergence of contexts and spaces enabling economic, scientific and cultural exchanges.

In Africa, AFD will support the strengthening of the continent's potential for cooperation with the French-speaking world (including North African countries) and with links to the English- and Portuguese-speaking areas. For this, AFD will operate through partnerships and collaboration with institutions of the French-speaking world.

7.1.2 Neighboring countries (West and Central Africa, Mediterranean and Middle East)

The question of **employment, notably for youth and women**, is at the heart of thinking on growth models and the modernization of economies in the **Mediterranean and Middle East region**. **Social and professional integration of vulnerable populations** (unemployed graduates, out-of-school youth, NEET, refugees ...) also means adapting operational modalities to be as close as possible to territories.

In these countries, AFD's action will cover the full scope of operations (especially basic education, training and employment), with structuring and systemic actions (notably in the dimensions of governance and vulnerabilities). These operations will be associated with projects fostering the **development of economic opportunities** for all, and the creation of quality jobs, notably in the private and agriculture sectors.

AFD will mobilize the full range of its financial instruments. Acting on vulnerabilities, governance and capacity development will require **more grants and mobilizing delegations of funds to complement loans**.

7.2 African countries outside of neighborhood (East and Southern Africa)

Beyond its neighborhood on the African continent, AFD will focus its activities on skills development, capacities for innovation and the stimulation of sectors which are strategic in developing these countries.

In this zone, AFD will concentrate its activities on **vocational training in support of skills development to support the ecological transition**.

AFD will also endeavor to direct its assistance toward quality tertiary education, **including mobilizing credit lines, focusing on promising degree programs, in collaboration with French establishments**.

Loans and French expertise recognized in the domain will be mobilized to this end.

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Particular attention will be paid to the Sahel region which represents an immense territory of concentrated fragilities: a very young population in an exponential growth period, very low human development indices, a highly in-egalitarian society, weak job prospects.

7.3 Middle income and emerging countries: partners in regulated globalization

Middle income countries (MICs) or emerging countries challenges us on **questions of both social and ecological transitions**. The rise in inequalities, the frustrations of the middle classes, the worries over life's risks, also linked to a working world which offers little protection, raise tensions and limit the potential for sustainable development in these countries.

AFD's operations in this context aim at promoting **coalitions of actors and strategic partnerships to develop shared solutions to common challenges and to contribute to raising social norms**. AFD must furthermore reinforce the contribution of its activities in education-training-employment to reach a goal of **70% of its volume devoted to fighting climate change**.

7.3.1 Asia-Oceania

This region is the scene of great demographic and social changes which offer significant perspectives for cooperation in the fields of training for youth and for adults. **Innovative higher education and vocational training solutions** must be developed to meet mobility expectations of the middle classes, and **the public-private dialogue on training must be strengthened**: In both domains, AFD has recognized experience and expertise.

AFD will focus its activities in the domains of training/employment and higher education on promising sectors linked to professionals and supporting ecological and social transitions. It will support either public or private systems.

For example, AFD will pursue support of the development of vocational training (including tertiary) in Vietnam and Cambodia, with the deployment of poles of excellence linked with professionals and in response to a strong demand for the “France” quality label. It will also endeavor to study the improvement of working conditions, notably in the textile industry.

AFD will operate principally with loans and will deploy program/budget approaches.

7.3.2 Latin America

In this most urbanized region of the world, fighting against the **phenomena of socio-spatial segregation** (inclusive education), supporting the **development of tertiary training and developing capacities for innovation to foster environmentally respectful development** are major issues.

Also emerging is a **question of influence through the demand for partnerships with France**. These geographies are eager to form **partnerships between peers** (twinning vocational training establishments, mobility programs between universities) and a **transfer of technologies**.

AFD will specifically act to support training, including for higher education and employment.

It will pay **close attention to supporting transitions** and deploying a kind of “**social diplomacy**.”

AFD will aim at deploying programs such as: i) the **creation of the first technology and science park of Peru (PUCP) in connection with private actors and higher education and research public policies, in partnerships with Sophia Antipolis**; ii) support for **the development of demand and quality of supply in higher education (student loans and academic excellence in Colombia (ICETEX))**.

It may also conduct operations in education, like the 2016 Ecuador program and the 2016-2020 Franco-Haitian roadmap for education cooperation.

AFD will primarily use loans (outside of Haiti) and deploy program/budget approaches.

7.4 Overseas France

The **Overseas France territories** are facing significant economic, social and environmental issues. Sporadic social tensions reveal **fragile social cohesion**. The **demand for technical support in the fields of education, training and employment** opens new perspectives for collaboration.

Like its operations in French Polynesia, (support to the development of a national HR policy and capacity building of the Ministry...), **AFD will act through loans and advisory support on employment-training public policies.**

“

In Asia-Oceania and Latin America, AFD will operate principally with loans and will deploy program/budget approaches.

“

In Overseas France, AFD will act through loans and advisory support on employment-training public policies.



8.

**OPTIMIZE
MEANS
AND SYNERGIES**

8.1 Financial guidelines

8.1.1 Commitment objectives

AFD foresees committing EUR 1700M (an average of EUR 340M/year) of financing between 2016 and 2020.

AFD will confirm **the priority given to basic education in maintaining its activities in volume and in number of projects** at the level of average commitments from 2010 to 2015. To “compensate” the anticipated drop in Debt Reduction and Development Contracts (“C2D”), it will concentrate its grant resources (Program 209, Vulnerability Facility) on this segment and seek to mobilize delegations of funds, notably from the GPE.

The annual volumes of commitments will be achieved through the diversification of activities (consolidation of training, tertiary and employment segments) **and of geographies** (6 new countries in 2016/2017: Nigeria, Kenya, Colombia, Ecuador, Peru, Turkey; prospection in the Comoros, Laos, the Palestinian Territories, Egypt, South Africa, Central Asia).

8.1.2 Deployment of AFD's entire range of financial instruments

In the scope of the orientations determined by the CICID and by the Contract of Objectives and Means signed between the French State and AFD, for the 2016-2020 period AFD will mobilize in the sectors of education, training and employment **a diversity of financial tools to act effectively in function of sectors and geographies:**

- Grants from Program 209, Debt Reduction and Development Contract, Delegated grants (European Union, GPE, bilateral donors ...), grants from the NGO window;
- Sovereign and non-sovereign concessional loans, with or without bank intermediation;
- Loans, equity and quasi-equity from PROPARCO, and FISEA, possibly accompanied by grants for technical assistance.

AFD will concentrate grants on the French cooperation's Priority Countries to preserve its capacity for action and its ability to support innovations and partnerships, which constitute its added value.

Elsewhere, it will essentially mobilize loans (if possible, associated with fund delegations, notably the EU, for capacity development) to support reforms using **program and budget support approaches** (*cf. governance*) or theme-specific credit lines (e.g. CL Higher Education Kenya or CL Employment Turkey).

Deploying the full range of tools also means taking advantage, as much as possible, of **opportunities to mix financial instruments** (blending grant and loan, AFD grant and delegated grant) to reinforce innovative approaches or support public policies which require the mobilization of technical assistance, which is generally not financed by loans.

AFD will thus highlight French expertise in social sectors and propose **partnerships and coalitions of actors** needed for the implementation of supported strategies.

8.2 Develop synergies within AFD

In applying the vision of **human development as a transversal vector of sustainable development**, AFD will seek to integrate **this dimension in all its operations**, to the extent that skills development and changes in behavior and social model will be at stake.

AFD will bring **multi-sectoral approaches to serve common issues, notably concerning transitions**: training health and social action staff, preventing health risks, vocational training to focus on ecological and digital transitions, labor-intensive programs to integrate unskilled youth in territories where infrastructure or urban development projects exist, agricultural and rural training in rural development projects, education in sustainable development to support mitigation and adaptation to climate change...



Focus AFD-PROPARCO

Synergies will be strengthened to support the development of for-profit and non-profit private actors. AFD and PROPARCO will pursue their support for the development of a private education supply in the goal of (i) contributing to the quality of teaching, including supporting innovative teaching methods, (ii) encouraging the accessibility of education and (iii) improving employability for better social and professional integration. AFD and PROPARCO operations will be undertaken using adapted financial instruments, all while ensuring the complementarity of supply. They will endeavor to encourage the contribution of private sector actors within a regulated framework.



AFD will mobilize a diversity of financial tools: grants, sovereign loans, non-sovereign loans, funds delegations, and budgetary aid/loans, etc.



Focus MULTI-SECTORAL SYNERGIES

Develop skills to support the sustainability of investments:

- Training centers for careers in energy (e.g. NAPTIN Nigeria, excellence poles in national electricity companies – ASEA/SNE);
- Training centers for careers in transport (Djibouti, Senegal, Morocco, Togo, Vietnam);
- Training centers for careers in water (regional demand in Mediterranean, Haiti);
- Agriculture and Rural training centers (e.g. Togo, Haiti...); agro-food industry sectoral centers (Côte d'Ivoire, Senegal).

Supporting transitions

- Digital transition: training for digital technology careers (e.g. coding); production and distribution, license-free, of education and training resources, implementation of new training systems and tools; support for new services, including information on the labor market, entrepreneurship ...

Training of social workers and health and social action staff

- Formation des travailleurs sociaux et des personnels de santé et de l'action sociale

Develop innovative approaches (non-sovereign counterparts): cf. Employment and Higher Learning credit lines)

COALITIONS OF ACTORS

AFD will endeavor to strengthen coalitions of actors, in particular with local authorities, universities, the private sector, civil society, public and private expertise, research...

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AFD and CDC must foster the emergence of innovative solutions and help them develop internationally.

→ AFD is invited to participate in meetings with the **SATT network**³⁹ (14 sites in France) – publicly funded private companies whose shareholders are universities and research organizations, financed through the program of investments for the future (endowment of EUR 60M by SATT over 10 years). CDC is also a shareholder, acting as an administrator of State funds.

→ CDC is currently participating in the setup of a company, whose objective is to transfer adapted technologies to meet South countries' needs, working along with CIRAD and IRD: the activities of this SATT could also contribute to the development of countries where AFD operates.

AFD will pursue exchanges **with CDC and French local authorities in order to search for synergies to finance, in foreign States, campus careers/university and research poles which will render territories attractive and create jobs** (e.g. CDG Morocco to support the development of the University Pole of Zenata [new town in Morocco supported by AFD]).

8.3.2 Innovations

AFD and CDC must foster the emergence of innovative solutions and help them develop internationally. AFD will thus support the capacities of the CDC laboratory (LAB-innov), will explore financial setups developed by CDC, notably through the PIA (e.g. PIA work-based learning), and will work more closely with its Social Cohesion department.

8.4 Promote structured French expertise

AFD has long worked to **showcase French expertise in the education-training-employment sectors** through technical support implemented in the scope of its financing, through exchanges of experience and knowledge production, through partnerships and participation at international debates.

8.3 Develop synergies with the CDC

8.3.1 University research and development for “learning” territories

In the domain of human development, AFD supports the knowledge economy in financing **aid projects for universities and research centers**. In the scope of these projects, French actors are mobilized. **Peru's first technology and science park**, financed by AFD, will be carried out in partnership with Sophia Antipolis, which will advise the Peruvian institution.

The CDC has significant expertise in **investment projects, both national and international, in universities** through the COMUE and French laboratories through the SATT (Company for the Accelerated Transfer of Technology).

³⁹ The SATT goal is to obtain a financial return through transferring technology (sale of company licenses) developed by public research laboratories. The creation of SATTs aims at removing barriers between the private sector and public research. This supposes that State seed money could be obtained to help create sustainable structures.

⁴⁰ AFD, with EIB and the European Union, is financing a new town project (Zenata), east of Casablanca, which aims to be an “Ecocity” model of sustainable development at the territorial level. This national-scale project is being managed by the Société d'Aménagement de Zenata (SAZ), a fully-owned subsidiary of the CDG (with which the CDC has a partnership) and includes a higher education center. The SAZ managers would like to benefit from the experience and expertise of a French territorial authority (region or municipality). Synergies with the CDC are being sought due to its close relations with French territorial actors. CDC's LAB-innov: i) AFD participation in ongoing call-for-projects jury on educational facilities (co-construction of the educational facilities of tomorrow); ii) dialogues concerning future Lab Innovation call for project on a common AFD-CDC subject, open to international bids

⁴¹ CDC's LAB-innov: i) AFD participation in ongoing call-for-projects jury on educational facilities (co-construction of the educational facilities of tomorrow); ii) dialogues concerning future Lab Innovation call for project on a common AFD-CDC subject, open to international bids

French expertise has many and varied forms. In the perspective of working long-term, it has developed networks of cooperation and exchanges. This expertise must be adapted to an ever-expanding diversity of expectations from its partners, who are seeking more and more dialogues with peers and the co-building of knowledge through the sustainable reinforcement of their technical and research capacities.

AFD is participating in the process of structuring this expertise in order to better value these tools, skills and models internationally. AFD will pursue this long-term action for a collective and effective answer to the issues of innovation, change management, and skills and technology transfers in the areas where it operates.

To achieve this, it will continue to collaborate closely with the French cooperation and diplomatic network, which is largely present in its zones of operation. AFD will work notably with Expertise France, the MENESR and its operator (CIEP), universities and elite schools and their representatives (CPU⁴², CGE⁴³, CTI⁴⁴), digital technology actors, and research partners (including IRD, CNRS, universities, AGREENIUM and its members, and IA2F).

It will showcase its partnerships with civil society: NGOs (Coordination Sud, GRET, Solidarité laïque, Aide et Action, ESSOR, Acting For Life, Apprentis d'Auteuil ...), foundations (la Main à la Pâte), the private sector (Orange, Schneider, TOTAL, EDF, NUMA, Openclassroom, Web force 3, Simplon) and social partners (whose professional branches are engaged internationally: AFT, CODIFOR ...).

Lastly, it will strengthen its links with French local authorities (cf. agreements signed with AFD) in order to identify/mobilize sources of expertise (vocational training centers, agriculture training centers, research centers, competitiveness poles, etc.) and support a coherent and diversified answer from France, adapted to the needs of its partners.

8.5 Foster partnerships, seek leveraging effects and federating dynamics

As AFD lacks the means to meet the challenges in the education, training and employment SDG agenda, it intends to act by federating initiatives and linking financing (between bilateral financing, by associating bilateral and multi-lateral operations, by joining financing efforts of regional banks or foundations) to achieve leveraging effects.

AFD works through a multitude of partnerships, and as such it supports the international projection of national or territorial actors (local authorities, universities, the private sector, civil society).

AFD will encourage the emergence of **balanced partnerships between French actors and South country partners and between South actors**: university cooperation, exchanges

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AFD will encourage the emergence of balanced partnerships between French actors and South country partners and between South actors.

among peers, (trainers, researchers, ministry officials, professional branches ...), sharing of expertise (public actors, research actors ...), technology transfers (digital, renewable energies ...). This approach will be deployed in the countries whose education or social models have remained close to the French system as well as in those that wish to cooperate with France to renew their models or diversify their support.

AFD will consolidate its partnerships in the fields of education, training and employment with international NGOs (Mercy Corps, Interpeace ...), the private sector, public and private expertise operators, research actors, francophone institutions (AUF and OIF, CONFEMEN), United Nations agencies (UNICEF, UNESCO, IIEP), European bilateral donors (GIZ), regional donors (EU, AfDB, AsDB, IDB) and multi-lateral donors (World Bank, GPE) as well as foundations (Aga Khan, Jacobs, Mastercard ...).

To support these cross-operation dynamics, AFD will call on **partners in the field** (civil society, local authorities, research actors) who are well placed to communicate with beneficiaries. It will strengthen its partnerships with **organizations such as ILO, UNDP and OECD concerning programs of decent work, post-crisis recovery and economic rebounding**. AFD will open itself to new opportunities with funds specifically destined for countries in vulnerable situations, post-crisis, or even crisis, in order to foster the recovery-development link, notably with the European Union and the Global Partnership for Education.

⁴² Conférence des Présidents d'Universités, an organization of university presidents in France

⁴³ Conférence des grandes écoles, a French national institution representing accredited institutions delivering engineering degrees and business schools delivering Master's degrees

⁴⁴ Commission des Titres d'Ingénieurs, a French engineering accreditation institution

8.6 Knowledge production

The choice to **link the quality of operations with knowledge production and to capacity development** is one of the trademarks of AFD (cf. Evaluation of education, training and employment strategic intervention framework (SIF) 2013-2015, Ex Post n° 62, October 2016).

In the continuity of the preceding SIF, the **knowledge production generated or financed by AFD, the leadership of research networks and recognized experts in the sectors of education, training and employment, and the development of technical and scientific partnerships will play a central role.**

The objectives will be many: remain watchful, anticipate, co-identify issues, review modes of action, co-build and test operations, analyze and evaluate results, and finally, capitalize on experience and knowledge to conduct better dialogues with partners and to participate in international debates.

Research activities will notably target:

- Individual dynamics (choice of Arab-Islamic education, the revolution of usages linked to ICT, teaching practices, pathways for the integration of youth ...);
- The support of transitions (potential of digital technology in education, training and productive inclusion, jobs and skills necessary for the energy transition);
- The sustainability and quality of public policies (linked with the massification of secondary education and the democratization of higher education, with the private sector, the deployment of support systems for youth employment, financing strategies, with measures of the quality of education, with the use of national languages ...).

These studies will be developed in the scope of **AFD transversal discussions / thinking on the "commons", the transition toward a low-carbon society and the strengthening of social links.**

In addition to this **jointly-led work with key French and international research actors**, the AFD will revitalize and reinforce the research structures of the countries of intervention in order to make local actors and deciders more visible and better connected.

These activities will be developed in coordination with departments in charge of Innovation and Research, Operations and Civil Society.

8.7 Human resources

The AFD team mobilized on the education-training-employment sectors (headquarters and local agencies) will be reinforced (in number and in training) in order to ensure the growth and diversification of activities while maintaining the level of expertise and added value for local partners (project formulation, monitoring of quality, advice, sectoral dialogue ...).

The technical team at headquarters will be organized into expertise poles (education, training, employment and higher education) and will endeavor to take charge of cross-cutting themes, notably concerning youth and decent work.

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The AFD will revitalize and reinforce the research structures of the countries of intervention in order to make local actors and deciders more visible and better connected.



9.

**MONITORING,
ACCOUNTABILITY
AND VISIBILITY OF
THE STRATEGY**

9.1 Monitoring modalities of the implementation of the strategy

The strategy will **be assessed annually** in terms of its quantitative and qualitative commitments produced internally.

A **more comprehensive assessment will be performed in 2021**, integrating the compilation of annual commitment assessments with the results of the principal decentralized evaluations and ex-post evaluations led at project level and implemented between 2016 and 2020 (thus including some projects begun during preceding periods).

With an eye toward **accountability to the OECD's DAC**, the classification of projects by level of education will be maintained.

9.2 Strategy monitoring indicators

In order to follow strategy implementation, AFD will measure the attainment of several **indicators, corresponding to the retained intervention pillars and the main strategy objectives**. These pillars being based on sectoral and cross-operation priorities, **projects will necessarily be related to several strategic themes at the same time**.

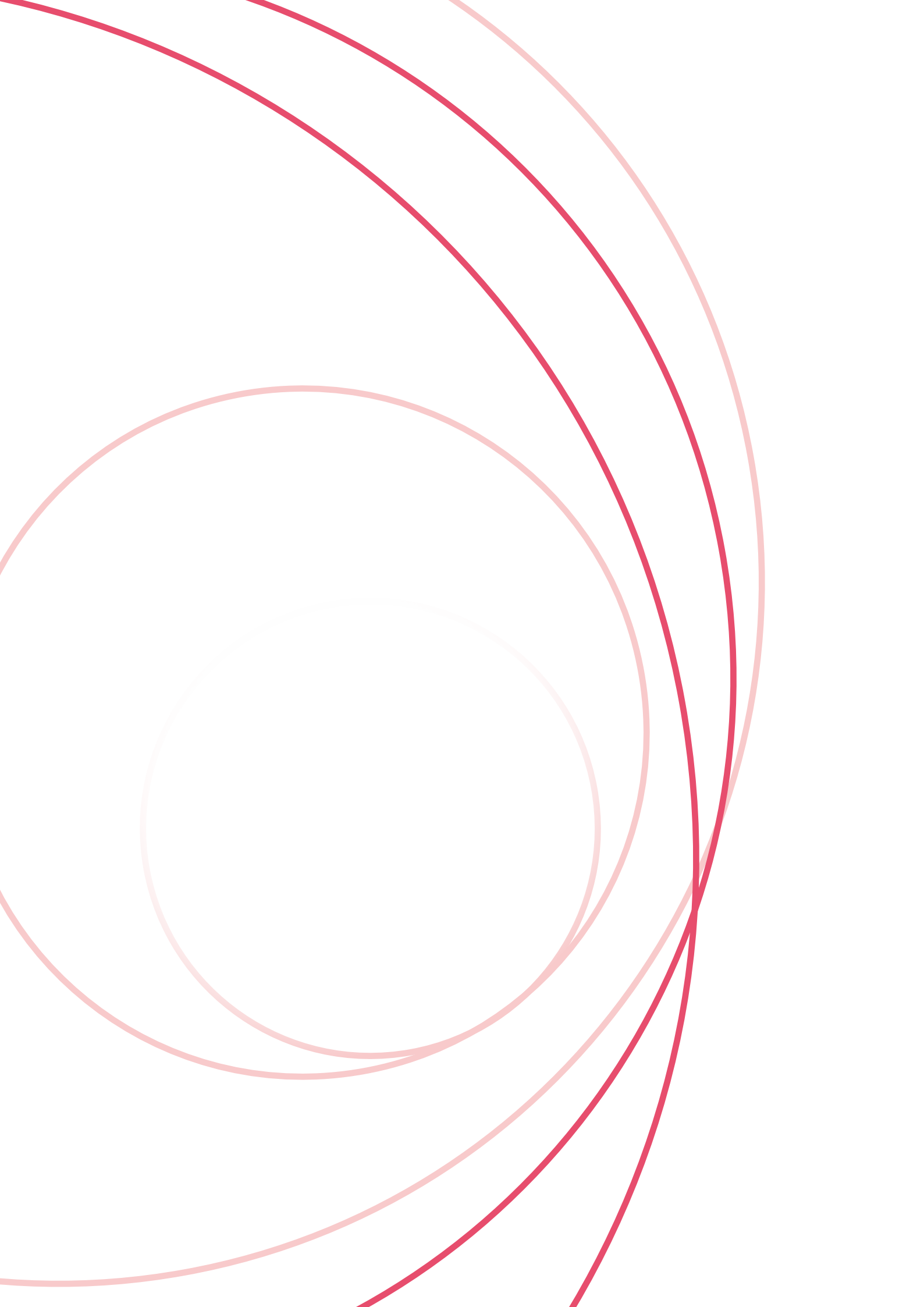
Principal pillar (sectoral) – number of projects per “sequence” aligned with strategic objectives	
1.	Number of projects backing an integrated approach of the “continuum”
2.	Number of projects targeting basic education
3.	Number of projects supporting training-employment policies
4.	Number of projects in tertiary/higher education
Cross-operation approaches (governance, vulnerabilities, transitions)	
5.	% of projects specifically targeting the improvement of governance frameworks
6.	% of projects specifically targeting the reduction of vulnerabilities
7.	% of projects demonstrating a particular effort at supporting transitions
“Means” indicators	
8.	Number of new geographies
9.	Number of fund delegations
10.	Number of active partnerships
Indicators of results presented in the logical framework linked with the SDGs	
11.	Number of countries supported by AFD which have a policy of evaluating learning outcomes (SDG 4.1)
12.	Completion rate for girls at lower secondary level (SDG 4.1.)
13.	Number of countries supported by AFD adopting joint governance in vocational training
14.	Adult literacy rate (SDG 4.6)
15.	Number of higher education institutions supported by AFD
16.	Number of higher education institutions supported by AFD having a science and technology cooperation program with France (SDG 17.6)
Aggregated indicators	
17.	Number of children enrolled in primary and lower secondary school (% girls)
18.	Number of children who have finished the primary school cycle (% girls)
19.	Capacity of accommodation in initial vocational training centers supported by AFD
20.	Number of countries supported by AFD which have a policy of evaluating learning outcomes (SDG 4.1)

It is thus proposed to define **monitoring indicators of the implementation of the strategy which reflect this evolution and to specifically highlight the strong “markers” of the projects and programs supported**.

9.3 Communication on AFD operations in education-training-employment sectors

As recommended in the previous strategy evaluation, AFD will reinforce its communication efforts. An action plan will be prepared

for the distribution of the strategy and its implementation. It will strive to **contribute to the debate of ideas and to promote its knowledge production works**: articles, internet site, participation and organization of thematic seminars, notably in the countries where AFD intervenes, with local partners such as civil society (French and local) and other technical financial partners, researchers, francophone institutions, the United Nations ...



ABBREVIATIONS

ADEA	Association for the Development of Education in Africa	FISEA	Investment and Support Fund for Businesses in Africa	ODA	Overseas Development Aid
AFD	Agence Française de Développement	FTI	Fast Track Initiative	OECD	Organization for Economic Cooperation and Development
AfDB	African Development Bank	GDP	Gross Domestic Product	OIF	International Organization of the Francophonie
AsDB	Asian Development Bank	GIZ	German agency for International Cooperation	OPERA	Observation of Teaching Practices
AUF	Agence Universitaire de la Francophonie	GPE	Global Partnership for Education	PASEC	Programme d'analyse des systèmes éducatifs de la CONFEMEN
C2D	Debt Reduction and Development Contracts	ICT	Information and communications technology	PEFOP	Expertise Platform for Vocational Training
CAR	Central African Republic	ICTE	Information and Communication Technologies for Education	PES	Public Employment Services
CDC	Caisse des Dépôts et Consignation	IDB	Inter-American Development Bank	PIA	Programme d'Investissements d'Avenir
CGE:	Conférence des grandes écoles	IIEP	International Institute for Educational Planning	PPP	Public-Private Partnership
CICID	Inter-Ministerial Committee for International Cooperation and Development	ILO	International Labor Organization	R&D	Research and Development
CIEP	International Center for Pedagogical Studies	INPHB	Institut national polytechnique Houphouët-Boigny	RESEN	Rapport sur l'état du système éducatif national
CIRAD	French Agricultural Research Centre for International Development	IRD	Development Research Institute	SATT	Company for the Accelerated Transfer of Technology
CL	Credit Line	ISU	UNESCO Institute for Statistics	SDGs	Sustainable Development Goals
CNRS	French National Center for Scientific Research	LAC	Latin America and the Caribbean	SIF	Strategic Intervention Framework
COMUE	Communauté d'universités et établissements	LCDs	Least Developed Countries	SL	Sovereign Loan
CONFEMEN	Conference of State education ministers and governments of Francophonie	LOPDDSI	National Law on Orientation and Programming for International Development	TVET	Technical and Vocational Education and Training
COP	Conference of Parties	MCC	Millennium Challenge Corporation	UNDP	United Nations Development Programme
CPU	Conférence des Présidents d'Universités	MDGs	Millennium Development Goals	UNESCO	United Nations Educational, Scientific and Cultural Organization
CTI	Commission des Titres d'Ingénieurs	MENSER	French Ministry of National Education, Higher Education and Research	UNICEF	United Nations of International Children's Emergency Fund
DAC	Development Co-operation Committee	MIC	Middle Income Countries	USAID	United States Agency for International Development
DRC	Democratic Republic of Congo	MOOCs	Massive Open Online Courses	VET	Vocational Educational Training
EFA	Education For All	NAPTIN	National Power Training Institute of Nigeria		
ELAN II	School and National Languages in Africa	NEET	Not in Education, Employment or Training		
EU	European Union	NGO	Non-governmental Organization		
FERC	Fund Earmarked for Studies and Capacity Development	NSL	Non-Sovereign Loan		

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