



TVET COUNTRY PROFILE MALI



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Contact us on aspyee@nepad.org





Introduction

Vocational training has been practised in Mali since ancient times through traditional apprenticeships. Mali has retained its focus on skills development in recent times through implementation of the Strategic Framework for Economic Recovery and Sustainable Development (CREDD 2019-2023).

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

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

Policies

In 2009, Mali adopted the **National Strategy for Vocational Training (SNFP)**, for technical vocational education and training (TVET).

In 2015 Mali adopted a **National Employment Policy (NEP)**, which defines the strategic context that underpins all national and/or multilateral initiatives aimed at creating jobs. It aims to address three main challenges: (i) the structural inadequacy of decent job opportunities; (ii) the poor level of human capital and the reduced employability of the labour force; and (iii) lack of information on the labour market caused by the limited reach of employment and job promotion agencies.

In May 2019, Mali adopted the **Strategic Framework for Economic Recovery and Sustainable Development (CREDD 2019-2023)** to address the country's principal social and demographic challenges and revitalise the economy. Implemented over a four-year period, this strategy contains specific provisions in pillars 3 and 5 aimed at promoting inclusive growth and the development of human capital.

The following is the key legislation related to the TVET system:

- **Order No TAG1> 2021-1632 / MEFP-SG of April 19, 2021** establishing the organisation, operating procedures and disciplinary regime of public vocational training centres.
- **Order No 2021-1633 / MEFP-SG of April 19, 2021** that addresses the control, access and supervision of training establishments.
- **Order No 2021-1634 / MEFP-SG of April 19, 2021** addresses the procedures for monitoring private vocational training operators and non-governmental organisations.
- **Order No 2021-1635 / MEFP-SG of April 19, 2021**, setting the terms for the participation of social partners, civil society associations and tutors of learners and/or apprentices.
- **Order No 2021-1636 / MEFP-SG of April 19, 2021**, dealing with the composition, organisational and operating procedures of the commission for the evaluation and certification of professional qualifications. The evaluation and certification of professional qualifications aims to evaluate the professional training system and all its components in the public and private sectors.
- **Order No TAG1> 2021/1638 / MEFP-SG of April 19, 2021**, determining the parameters applicable to private vocational training establishments.
- Decree No TAG1> 2017-0735 / P-RM of August 21, 2017 establishing the organisation and functioning of non-formal education structures.
- **Decree No TAG1> 2017-0466 / P-RM of June 12, 2017**, laying down the procedures for the application of Law No TAG1> 2016-026 of June 14, 2016, relating to vocational training.
- **Law No 2016-026/ of June 14, 2016**, relating to professional training, recognises the right to vocational training for all citizens seeking employment. Provides for the state to define the national orientation and



objectives pursued in terms of developing and implementing vocational training.

- **Decree No TAG1> 2019-0064 / P-RM of February 7, 2019, amending Decree No. TAG1> 2015-0241 /P-RM of April 2, 2015**, setting the organisation and operating procedures of the National Institute of Professional Training for the Building, Transport and Public Works (INFP / BTP).

Governance

The different ministries in charge of TVET include:

- **The Ministry of Basic Education, Literacy and National Language** (Ministère de l'Éducation de Base, de l'Alphabétisation et des Langues Nationales)
- **The Ministry of Employment and Vocational Training** (Ministère de l'Emploi et de la Formation Professionnelle) (MEFP)

The Ministry of Education, through its TVET department, focuses on the management of the TVET system in terms of planning, decentralisation and inspection. The MEFP focuses on the legal framework, research studies on TVET, and the development of pathways related to the needs of the labour market.

The technical and vocational training diploma course is managed by the Ministry of Education and vocational skills training programmes are managed by the MEFP in partnership with local authorities.

Implementing Structures

1.	Within the MEFP, the National Directorate of Vocational Training (DNFP) handles overall supervision of the four main training systems, namely dual apprenticeship, modular learning, tutored training, and training by mobile facilities. At a decentralised level, regional councils have the responsibility for developing vocational training master plans, which cover all TVET initiatives and programmes.
2.	The National Employment and Training Observatory (ONEF) set up in 2013, focuses on the labour market studies to ensure appropriate demand and supply for skills through vocational training.

TVET Institutions

The skills development system in Mali is based on three complementary levels: formal vocational training leading to a recognised qualification, non-formal vocational skills training, and non-formal education, each of which has its own course of action, mechanism, target audience and separate professional qualifications.

TVET types

Vocational training leading to a diploma is the most developed and structured level. Till 2018, there were 41 technical education establishments and 590 vocational educational establishments, located in seven of the country's nine administrative regions.

Accounting for about 70 percent of educational provision in the area of vocational education and training are 605 private establishments.



Funding sources

- The **Fund for Vocational Training and Apprenticeship (FAFPA)** is a benchmark financial instrument for continuous training since it allows resources to be leveraged from the private sector and allocated to vocational training.
- **The National Employment Agency (ANPE)** also provides public funding for vocational training. Its resources come from the contribution of 1% of the payroll paid by the private and parapublic sector.
- **The Agency for Youth Employment (APEJ)** participates in the financing of vocational training through its apprenticeship system and qualification courses, with the aim of improving the

Private sector engagement

There is limited inclusion of social partners in governance of TVET due to the low level of public-private dialogue, lack of an institutionalised dialogue mechanism (ie non-existent regulatory framework) and weak structuring of the private sector. This low level of involvement of employer organisations and trade union confederations in developing benchmarks, collaborating with training centres and actively participating in the process of assessment/certification compromises the overall quality of the training provided and its alignment with the labour market.

However, positive initiatives are being conducted in the field of craft trades, where the presence of well structured professional organisations has enabled the

introduction of dual training and tutored training through the close involvement of master craftsmen.

Private sector authorities

- **Federation of National Artisans (FNAM)** supports the general interest of artisans, contributes to the promotion and development of the craft sector in Mali, development of vocational training and apprenticeship and support in capacity building for entrepreneurs and business promotion, etc.
- **Chamber of Commerce** is a local organisation of businesses and companies in Bamako with the intention to develop and further the interests of local companies and businesses in Mali. Many businesses are international operating companies with offices in Mali.
- **National Council of Employers of Mali (CNPM)** is a union of employers' groups primarily responsible for the organisation and preservation of the private sector.

Teacher training

The Teacher Training Institute (Institut de Formation des Maitres) (IFM) is responsible for training primary and secondary school teachers, who must attend a minimum two-year training school before entering the profession. There is limited information on specific institutions or programmes providing pre-service and in-service training conducted for TVET trainers, however, it may assume to follow similar educational and career pathways.



Informal TVET systems

Decree No 2017-0735/P-RM DU 21 established the organisation and operation of non-formal education structures such as **Functional Literacy Centers (CAF)**, **Development Education Centers (CED)**, **Women's Learning Centers (CAFé)** and the **Education Centers for Integration (CEI)**.

Non-formal education programmes are well established and reach mainly out-of-school and female learners to provide functional literacy and help them to enter the labour market. These large-scale training programmes, conducted in 4,411 centres, reach nearly 93,730 people each year.

Statistics

This section presents an overview of key metrics in Mali.

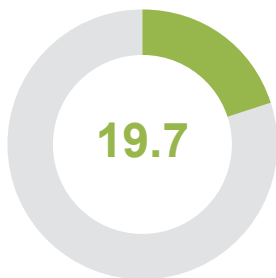


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TVET-COUNTRY LEVEL OVERVIEW MALI

YOUTH POPULATION



NEET



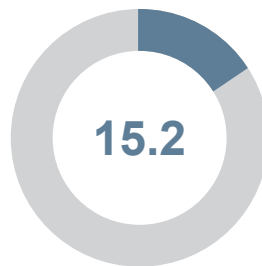
UNEMPLOYMENT RATE



YOUTH POPULATION
MEN



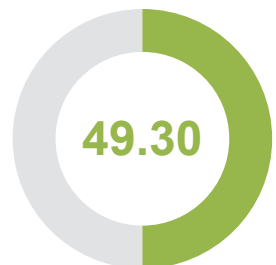
NEET
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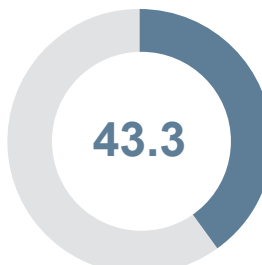
UNEMPLOYMENT RATE
MEN



YOUTH POPULATION
WOMEN



NEET
WOMEN



UNEMPLOYMENT RATE
WOMEN



GOOD PRACTICES

Lessons learnt, resources and skills associations

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



Sources

[ILO State of Skill - Country Profile - Mali](#)

[UNESCO UNEVOC Country Profile Mali](#)

[ILO Natlex, Database of national labour, social security and related human rights legislation](#)

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[National Council of Employers of Mali \(CNPM\)](#)

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[Saber Country Report - Mali, 2012](#)

[Our World In Data is a project of the Global Change Data Lab \(accessed November 2022\)](#)



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230 15th Road
Midrand
South Africa

+27 11 256 3600
aspyee@nepad.org