



TVET COUNTRY PROFILE NIGER



Table of Contents

Introduction	1
Policies	1
Governance	2
<i>Implementing Structures</i>	2
TVET Institutions	2
<i>TVET types</i>	3
Funding sources	3
Private sector engagement	3
<i>Private sector authorities</i>	3
<i>Teacher training</i>	4
Informal TVET systems	4
Statistics	4
Infographic	5
Sources	6

The TVET Country Profiles published on [ASP YEE](#) are based on data and information available in the public domain. As part of an ongoing process of updating and validating these documents, we invite ASP YEE users to share an updated information.

Contact us on aspyee@nepad.org





Introduction

The general context related to vocational training and employment in Niger suggests that the country is faced with the challenge of developing human resources in the context of a mismatch between training/employment and the general nature of the education system. Niger is turning increasingly to more professionalised training that effectively meets the needs of an economy dominated by the existence of an informal sector.

Niger developed a public TVET system in the 1970s, comprising several levels, with the objective of covering the whole country. From the 2000s, the private sector also began to open TVET establishments.

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 Niger, looking at its policy framework, governance, and the involvement of the private sector in TVET. The aim is to provide an overview of strategies for the implementation of TVET to improve TVET reform and quality.

Policies

With support from ILO and UNDP, the government developed and adopted a **National Employment Policy (NEP)** in March 2009, with the objectives of combating unemployment and underemployment; developing and supporting economic growth; encouraging the creation of productive and secure decent jobs; and promoting social dialogue between the government, employer and worker organisations and civil society.

The **Economic and Social Development Plan (ESDP)** launched in 2012 is the reference document for socio-economic development in Niger. The plan's second phase (2017-2021) constitutes the first five-year operationalisation plan for the **Strategy for the**

Sustainable Development and Inclusive Growth (SDDCI) Niger 2035, adopted by the government on 9 May 2017.

Since 2013, the government has adopted a new policy in the education sector with the **Sectoral Program for Education and Training (PSEF)** for the period 2014-2024. Its objective is to develop an education system that meets social demand as well as the needs of all economic sectors.

The following is some of the key legislation related to the TVET sector.

- **Decree No 2021-403/PRN/MET/FP of June 4, 2021**, on the organisation of the Ministry of Technical Education and Vocational Training.
- **Decree No 2018-772/PRN/MEP/T of November 2, 2018** on the organisation of apprenticeship.
- **Decree No 2018-771/PRN/MEP/T of November 2, 2018** on the creation, missions, organisation and operating procedures of the national framework for the certification of professional skills.
- **Decree No 2018-770/PRN/MEP/T of November 2, 2018** on the institution of professional certifications and determining the procedures for organising the evaluations and sanctioning of training
- **Decree No 2018-769/PRN/MEP/T of November 2, 2018** on the organisation of teaching and training in the technical and vocational education and training sector.
- **Decree No 2017-798/PRN/MET/PS of 6 October 2017** created a public establishment of a social nature called the National Agency for the Promotion of Employment (ANPE).
- **Ordinance No 99-66 of 20 December 1999 establishing a vocational training tax**. This provides for two forms of employers participation in



the financing of vocational training: (a) payment of the full amount due in respect of the tax; (b) payment of four-fifths of this sum and, for the rest, direct financing of continuing vocational training actions for the benefit of its own staff.

- **Order No 37/MCI/PAIPCE of 30 September 1998** on the creation, powers, and composition of the steering committee of the Support Program for Private Initiatives and Job Creation.

Governance

Since 2006, TVET has been under the supervision of the **Ministry of Vocational and Technical Education (MPE-T)**. This comprises three main bodies, namely the **General Directorate for Formal Education, the General Directorate for Vocational Guidance and Integration**, and the **National Support Directorate**.

Implementing Structures

For the implementation of certain strategies, the Ministry of Vocational and Technical Education benefits from the support of three public agencies:

1.	The National Agency for the Promotion of Employment (ANPE), which provides recruitment for positions in formal companies as well as support career advice, guidance, and training to youth.
2.	The Vocational Training and Apprenticeship Support Fund (FAFPA) offers continuous or short-term training opportunities for individuals and companies.
3.	The National Employment and Training Observatory (ONEF), which conducts surveys and sectoral studies in order to anticipate labour market needs for vocational skills.

TVET Institutions

According to Law No. 2015-25 of April 23, 2015, vocational and technical education and training in Niger include:

- **Technical and Vocational Education** that includes elementary vocational and technical education, intermediate vocational and technical education, and higher vocational and technical education.
- **Initial Professional Training** aims to acquire practical qualifications and specific knowledge necessary for the exercise of professional activity. Its objective is to ensure qualification for all training applicants.
- **Continuing Professional Training** aims to retrain and upgrad workers. Its objectives are to promote the integration, reintegration, and mobility of workers to adapt their capacity to the evolution of technology and professions.



TVET Types

- Public Formal TVET Institutions - 428 (2017)
- Non Public TVET Institutes - 26 (2017)
- Public Non-Formal TVET Institutions - 114 (2017)
- Private Non-Formal TVET institutions - 246 (2017)

Public training centers are of the following types:

- **The community development training centers (CFDC)** prepare the individual for the Professional Qualification Certificate (CQP). There are 74 centres.
- **Vocational training centers** prepare students to obtain the Professional Aptitude Certificate (CAP). There are **two** vocational training centers.
- **Regional vocational and technical training centers (CFPT)** prepare for the Professional Studies Certificate (BEP). There are **ten** regional vocational and technical training centers.
- **Technological high schools** preparing for the Technological BAC. There are **three** technological high schools.

All these centers provide training in two major groups of sectors: the tertiary sector and industry. The sectors are very diversified including maintenance, electronics, accounting, trade, customs transit, hotel tourism, etc.

Funding sources

The TVET system is mainly financed by the public budget through the MEP-T.

The Support Fund for Vocational Training and Apprenticeship (Fonds d'Appui à la Formation Professionnelle et à l'Apprentissage) (FAFPA) is a public social institution with administrative and management autonomy. It was created on 3 July 2007 by Act No 2007-24 and placed under the technical supervision of the MEP-T and under the financial supervision of the Ministry of Finance. FAFPA is the main public financing mechanism for vocational training, including in the agricultural sector.

The technical and financial partners play a major role in the development of TVET in Niger, in particular with the financing of large-scale national programmes. In this context, the state of Niger also set up a **Common Education Sector Fund (FCSE)** in 2017, funded by five technical and financial partners – French Development Agency (AFD), United Nations Children's Fund (UNICEF), LuxDev, Swiss Cooperation, and Norway – and involves six sectoral ministries.

Private sector engagement

Until now, the involvement of private sector actors in TVET has been limited. Private sectors are mainly involved offering trainees work-experience programmes in businesses in well-defined sectors (construction, postal services, hydraulic engineering, and machine operations). The private sector is poorly structured beyond large-scale organisations (Chamber of Commerce, Chamber of Crafts, employers' organisations). Nevertheless, the large private sector employers' organisations and trade union bodies are showing interest in becoming involved in supporting TVET.

Additionally, private vocational training centres constitute the bulk of the educational institutes despite some shortcomings in terms of regulations, resources, and infrastructure.

Private sector authorities

- **National Federation of Artisans in Niger (FNAN)** represents more than 500 grassroots organisations with an aggregate membership of around 80,000 craftspeople.
- **Industry of Niger (CCIN)** ensures the representation of the interests of its members at the commercial, service and industrial level.



Teacher training

98% of teachers in Niger are trained in teacher training colleges primarily **ENI Teachers' Training College for the Primary Cycle** (Ecole Normale d'Instituteur) and **ENS Teachers' Training College for the Secondary Cycle** (Ecole Normale Supérieure).

Informal TVET systems

In 2016-2017, there were 360 non-formal establishments, of which 31.7% were public. These structures target the most vulnerable groups (youth, rural dwellers, girls), offering apprenticeship opportunities in trades largely based on practical training.

They have a total of 262,829 students or 3.8 times as many as in formal technical education. Some facilities

have been developed based on an approach and experience particularly designed to offer skills acquisition through practice in growth areas such as agriculture, crafts and the environment.

For the informal TVET sector, there is a bridging system in both directions between "formal" technical training and "non-formal" vocational training, through the Recognition of Prior Learning (VAE) system, based on three years of practical experience in positions with a level of responsibility that is higher than or equal to the credential being sought.

Statistics

This section presents an overview of key metrics in Niger.



AUDA-NEPAD
AFRICAN UNION DEVELOPMENT AGENCY

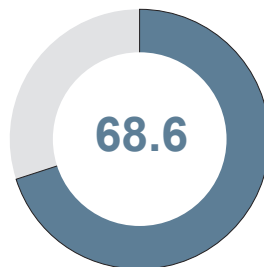


TVET-COUNTRY LEVEL OVERVIEW NIGER

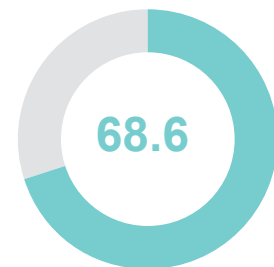
YOUTH POPULATION



NEET



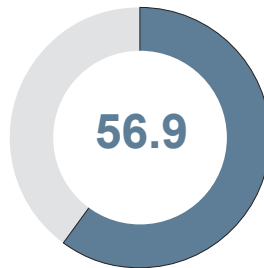
UNEMPLOYMENT RATE



YOUTH POPULATION
MEN



NEET
MEN



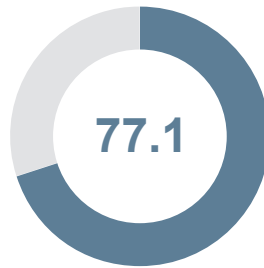
UNEMPLOYMENT RATE
MEN



YOUTH POPULATION
WOMEN



NEET
WOMEN



UNEMPLOYMENT RATE
WOMEN



GOOD PRACTICES

Lessons learnt, resources and skills associations

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



Sources

[Types of Training in Niger](#)

[Vocational Training in Niger](#)

[Plainipolis Policies](#)

[System of Training Professional - ILO](#)

[Law determining the fundamental principles of TVET](#)

[UNESCO UNEVOC](#)

[Luxemburg Aid and Development](#)

[2020-2021 Statistical Directory of the MET/FP](#)

[Directorate of Statistics and Digitilization](#)

[The Support Fund for Vocational Training and Apprenticeship](#)

[Chamber of Commerce, Chamber of Crafts, employers' organizations](#)

[Improving education and developing skills for economic growth in Niger](#)

[Global Change Data Lab](#)

[ILOSTAT](#)



This project is co-funded by the European Union and the Federal Ministry for Economic Cooperation and Development





AUDA-NEPAD
AFRICAN UNION DEVELOPMENT AGENCY

AUDA-NEPAD AGENCY

230 15th Road
Midrand
South Africa

+27 11 256 3600
aspyee@nepad.org