Terms of Reference

SUPPORT TO FREE MOVEMENT OF PERSONS AND MIGRATION IN WEST AFRICA

Mapping of TVET Institutes in ECOWAS Member States and Mauritania to facilitate exchange and cooperation in the region.

Duty Station: Abuja

Position Title: International Consultant (Mapping of TVET Institutes in Senegal)

Duration: 40 Working Days Consultancy (within a period of 3 months)
Deadline for Applications: 15 February 2018
Tentative Start Date: 1 March 2018

1. Background

Skills recognition can help individuals to unleash their full potential and may motivate them to learn more; and it encourages them to take responsibility for their skills and career development - and, in so doing, it may enable them to escape the poverty trap, informality and social exclusion forever\(^1\).

Recognition of qualifications across borders is key to encouraging mobility and ensuring that migrants can find employment which match their skills and experience, to the benefit of both countries of origin and destination as well as migrants and employers themselves.

According to the ILO Recommendation No. 195 (2004)\(^2\) portability of skills implies two different layers: (a) Possibility to use employable skills in different jobs, occupations, industries; and (b) Certification and recognition of skills within national and international labour markets. Oriented towards the domestic labour market, skills need to be quality assured to correspond to the

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standards requested by the potential employer. In this context, the validation of the qualifications and skills of migrant workers is very important. In the international labour market, the portability of skills depends on the recognition of certificates and diplomas in the case of skills developed in formal education and on the validation of the skills acquired informally, based on work experience. This requires the establishment of skills portability mechanisms at regional and country levels.

In Africa a major concern is the non-recognition, non-compatibility and non-comparability of skills, qualifications and work experience across national borders. This has been found to contribute to the misuse of existing potentials, decreases in productivity and the inability of employers to access the skills needed in their businesses. In addition to the absence or weak implementation of the free movement protocol rights and mechanisms, it is one of the major impediments to good governance of labour mobility, impacting the movement of workers between jobs, sectors or occupations within or between member states.

In view of a sustainable response to the long-lasting migration crisis of African young people in the Mediterranean Sea, the 25th AU Assembly adopted a Declaration on Migration in June 2015, which calls on Member States to “Establish a harmonized mechanism to ensure that higher education in Africa, is compatible, comparable, with acceptability and enable recognition of credentials that will facilitate transferability of knowledge, skills and expertise” (Assembly/AU/Decl.6 (XXV)). The AU/ILO/IOM/ECA Joint Labour Migration Governance Programme for Regional Integration and Development (JLMP) which focuses on “Skills recognition for better labour mobility in Africa Initiative” is one answer provided at continental level.

At sub-regional level, the ECOWAS 1979 Protocol Relating to Free Movement of Persons, Residence and Establishment provides the legal framework for ECOWAS community citizens to enter, reside and establish economic activities in the territory of other member states.

The right of residence, Phase two, (Supplementary Protocol A/SP/.1/7/86) grants Community citizens the right to "reside in other member states for the purpose of seeking and carrying out income-earning employment" (Article 2). It includes the right to apply for jobs and take up employment in accordance with the legal and administrative provisions governing national workers’ employment.
The Supplementary Protocols also calls on Member States to cooperate with each other and with the ECOWAS Commission on issues of labour migration governance, including labour supply and demand, monitoring and sharing information on labour markets, harmonisation of employment and labour policies, prevention of employment of migrants in irregular status, and the elimination of administrative and legal barriers to establishing companies.

Furthermore, the **ECOWAS adopted in 2009, with support from ILO a Labour and Employment Policy.** The overall objective of the policy is to develop, harmonise, coordinate and implement common policies to promote growth and development through decent work. It covers five areas of intervention: labour standards, employment, social protection, social dialogue and regional integration. It also calls for the set-up of a Labour and Employment Fund to support its implementation, but this has not yet materialised.

The Policy serves as an umbrella framework under which specific aspects of labour and employment policy have been developed further, such as the Youth Employment Action Plan. The **ECOWAS Youth Employment Action Plan for 2013-2018**, adopted in December 2012, touches on a number of labour migration-related topics. Encouraging intra-regional mobility is identified as a priority area, to be achieved through the development of certificate equivalence frameworks, as well as through studies to better understand the situation of young migrant workers and cross-border traders. The Action Plan also has among its priorities to reinforce youth employability through education and vocational training and access to information on supply and demand for labour.

**ECOWAS adopted in 2003 a Convention on the Recognition and Equivalence of Degrees, Diplomas, Certificates and other Qualifications in Member States.** The objective is to increase mobility of students, teachers, and other skilled workers. The Convention commits Member States to recognise the validity or equivalence of degrees and certificates with the same academic value. It also commits Member States to providing training and education that complies with international standards, while taking into account the regional context.

Faced with difficulties in its implementation, mainly due to language barriers and to variations in education systems based on different colonial legacies, the ECOWAS Commission launched a feasibility study on the implementation of the Convention in 2009. The results of the report were presented at a 2011 meeting of regional and international education and training experts, who agreed on the need for a system of recognition for all diplomas awarded within ECOWAS to facilitate student mobility and the exchange of teachers and researchers. Based on the results of the study, an ad-hoc Committee was set up to guide the implementation process.
Progress has also been made on implementing mutual qualification recognition and harmonised curriculum to encourage mobility of health professionals, led by the ECOWAS West African Health Organization (WAHO).

All this work is coordinated by the **Education, Culture, Science and Technology Directorate**. Among the objectives of the Directorate, the harmonization of the education and training systems in ECOWAS region, guided by the General Convention on the Recognition of Equivalence of Certificates. Since the adoption of the feasibility study on the establishment of a Regional and National Qualifications Frameworks (NQF) in 2012, the Directorate has been seeking funding for sensitization and capacity building to develop the frameworks. The Education Directorate has also focussed on the promotion of vocational education and training, through the revitalisation of the ECOWAS Technical and Vocational Education (TVET).

In June 2015 in Abidjan, Cote d’Ivoire, ECOWAS held a technical meeting on the harmonization and equivalence of Certificates in ECOWAS region. The meeting adopted some recommendations, including the Harmonization of the education systems beginning with basic education and including other spheres of tertiary education such as Technical and Vocational Education and Training and the Promotion of mobility of students and teachers in areas of strategic importance to the region such as Science, Technology, etc.

In addition, the baseline assessment study on labour migration, conducted by ILO under the FMM project in 2014 recommended to build on ECOWAS priorities for the revitalization of TVET.

Therefore, this assignment will focus on identifying qualifications in technical and vocational fields during a pilot phase, in three ECOWAS member States (Cote d’Ivoire, Senegal and Nigeria) and Mauritania and will prepare a mapping of TVET institutes in the three selected countries to enhance exchanges and cooperation to support ECOWAS in moving forward its roadmap.

2. **Objective**

The overall objective of this study in collaboration with the ECOWAS Education, Culture, Science and Technology, Gender and Employment and Humanitarian and Social Affairs Directorates and the technical guidance of ILO Dakar DWT is, as a pilot phase of an overall objective targeting all ECOWAS member states and Mauritania, to:

1. Identify the qualifications on technical and vocational fields in Senegal;
2. Identify the demand for qualifications and the demand for qualifications not supplied in the current TVET systems in Senegal; and
3. Conduct a mapping of Institutes of Technical and Vocational Education and Training (TVET) in Senegal.

3. **Scope of Work**

- Develop a methodology for data collection for TVET Institutes in Senegal. The methodology should include: tools to be used for the collection, planning of the collection of data, etc.

- Collect data from TVET Institutes in Senegal. The data collection should cover:
  - Institutes address, websites, main contacts: name, telephone and email;
  - Qualifications and their framework (level, certificate, field, pre-requisite, duration- length and number of hours, description of the main subjects;
  - Students (number of current male and female students including foreign students, number of male and female students that graduated in each qualification in the past 5 years; number of male and female drop outs of each qualification in the past 5 years)
  - Institutes main challenges (a brief description of the main challenges such as related to creating new and maintaining existing qualifications; attracting and enrolling new students including male, female and foreigners; maintaining existing students etc.)
  - Identification of the demand for qualifications not supplied on technical and vocational fields (name of the occupation or course or subjects of study)

- Produce a report on the identification of TVET qualifications and the demand for qualifications not supplied in Senegal during this first pilot phase;
- Develop a map of identified TVET Institutes in Senegal;
- Present the findings of the identification qualifications and the demand for qualifications not supplied in Senegal and the draft map of TVET institutes during a technical workshop to be held by the ECOWAS Commission in collaboration with ILO;
- Finalize the document on qualifications and the demand for qualifications not supplied on TVET;
- Finalize the report following comments and suggestions from the technical workshop and from different partners and stakeholders;
4. **Deliverables & Timelines:**

- Provide an inception report detailing the methodology to be used to collect the data of TVET Institutes in Senegal and a draft outline of the report.
- Provide a draft report identifying the qualifications and the demand for qualifications not supplied in Senegal.
- Provide a final document on the identification of the qualifications and the demand for qualifications not supplied in Senegal.
- Provide a draft document of the map of TVET Institutes in Senegal.
- Provide a final document of the map of TVET Institutes in Senegal.

5. **Qualifications**

- University degree, preferably in Economics or Statistics or competencies equivalent of training and experience
- Experience: 7 to 10 years of proven experience on policies, working experience in Africa.
- Competencies: Sound knowledge of skills recognition and certification, TVET systems and general migration issues in the African region;
- Language: Fluency in English and good knowledge of French
- Excellent writing skills
- Working knowledge of UN and Government bureaucracy and administration and Working with ILO in the area of Labour and employment issues, is an added advantage

6. **Duration – March 1, 2018 – May 30, 2018**

7. **Consultancy fees:**

The candidates must submit a financial proposal.

**HOW TO APPLY**

Interested and qualified candidates are invited to submit their applications to email address cissealy@ilo.org on or before 15 February 2018.
In order for the applications to be considered valid, ILO only accepts applications with Curriculum Vitae (CV), detailed work plan and a cover letter not more than one page specifying the motivation for application, addressed to The Director, International Labour Organization (ILO) Country Office of Abuja and with a subject line Consultancy on Development of a Directory of TVET Institutes in ECOWAS Member States and Mauritania to facilitate exchange and cooperation in the region. All applications should include a functional e-mail address and mobile number (s). Please note that only applications sent by email will be accepted and only shortlisted candidates will be contacted. Candidates are also expected to propose a daily rate for consultancy fee which should be verifiable.