



APTE-Sénégal

AUGUST
Midterm Report 2019



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Acronyms

APTE-Sénégal	Amélioration des Performances de Travail et d'Entrepreneuriat au Sénégal
EDC	Education Development Center, Inc.
GOS	Government of Sénégal
IA	Inspector of the Academy
MNE	Ministry of National Education
MoTVET	Ministry of TVET
NGO	nongovernmental organization
SILC	savings and internal lending community
STWT	school-to-work transition
TVET	technical vocational education and training
WRN	Work Ready Now





I believe in the APTE-Sénégal project because I think it can make a significant contribution to this country. The project allows young people to refer to the social values of the country; it is important that they assess their potential, strengths and weaknesses in order to strengthen their weaknesses, discover and understand the world of work. This approach did not exist in our education system before. It is also important for the youth to have the spirit of initiative and enterprise. I believe that these are important elements that will really contribute to changing many things in our education system.”

—Oumar SAGNA,
Head of the Learning Department at the
Directorate of General Middle Secondary
Education, Ministry of National Education (MNE)



APTE-Sénégal is an innovative project that supports the Government of Senegal in reorienting the Senegalese education system towards entrepreneurship, in accordance with the first decision of the Presidential Council on the conclusions of the Conference on Education and Training held on August 6th, 2015.

Beyond strengthening the employability of young people by developing their capacities and attitudes at work, the project also introduces a new paradigm at school, resulting in new pedagogical approaches such as learning by doing and learning by playing. It also contributes to the emergence of a new type of student, hardworking and determined, who loves what he/she does, who knows what he/she wants and who succeeds in targeting and defining their ambitions.”

—Mrs. Fatimata Bâ Diallo,
Director of Middle and Secondary Schools
at the Ministry of National Education

Ensuring Opportunities for Senegal's Youth

Nearly 60% of Senegal's population is under the age of 25.ⁱ This presents a **tremendous opportunity** for the country's continued growth. However, nearly 300,000 youth seek to enter the workforce each year,ⁱⁱ and few youth have the skills they need to be successful. Entrepreneurs also struggle to succeed, with 60% failing within two years.ⁱⁱⁱ The Government of Senegal is seeking to address these challenges by working with Education Development Center, Inc. (EDC) and the

Mastercard Foundation to **strengthen and build systems** that provide youth with the **foundational skills and entrepreneurial mindset** they need to become valuable employees or to launch successful businesses of their own. By building the assets of youth and youth-supporting institutions, the Amelioration des Performances de Travail et d'Entreprenariat au Sénégal (APTE-Sénégal) project is ensuring a more **dynamic and inclusive future for all**.



APTE-Sénégal “came at a time when a process of curriculum reform in middle and secondary education has already commenced. The project [will] help promote employability training and culture among young people.”

**—Serigne Mbaye Thiam,
Former Minister of Education**



Project Overview



Preparing Lower Secondary School Students for Future Success as Employees and Entrepreneurs:

APTE-Sénégal is working at the national level and with regional departments at the Ministry of National Education to build the professional capacity of departmental directors and administrators, academic inspectors, education and training inspectors and teachers to deliver high-quality programs that prepare lower secondary school youth with the transferrable skills they will need to succeed in their academic career, future employment, or as entrepreneurs. The project has developed a series of activities to better help lower secondary school youth understand and make positive decisions about future career pathways.



Increasing Viable Employment and Self-Employment:

By working closely with the Ministry of Technical Vocational Education and Training (MoTVET), APTE-Sénégal is reaching youth in TVET institutions to:

- Provide them with the employability skills that are in demand by employers, as well as transition-to-work services
- Ensure that youth interested in starting businesses have the knowledge, skills, and assets needed to launch new or grow existing enterprises.

APTE-Sénégal is providing further support to youth through the Second Chance program, which targets university graduates who need additional training in market-relevant skills to successfully enter employment or launch new businesses.



Strengthening the Workforce System:

APTE-Sénégal collaborates with ministries to institutionalize dynamic and participatory work readiness curriculum and school-to-work transition services, thereby enabling all secondary and technical vocational education and training (TVET) institutions to run these programs in the future. We work hand-in-hand with local partners to build their capacity to deliver and sustain the goals of APTE-Sénégal after the project ends.

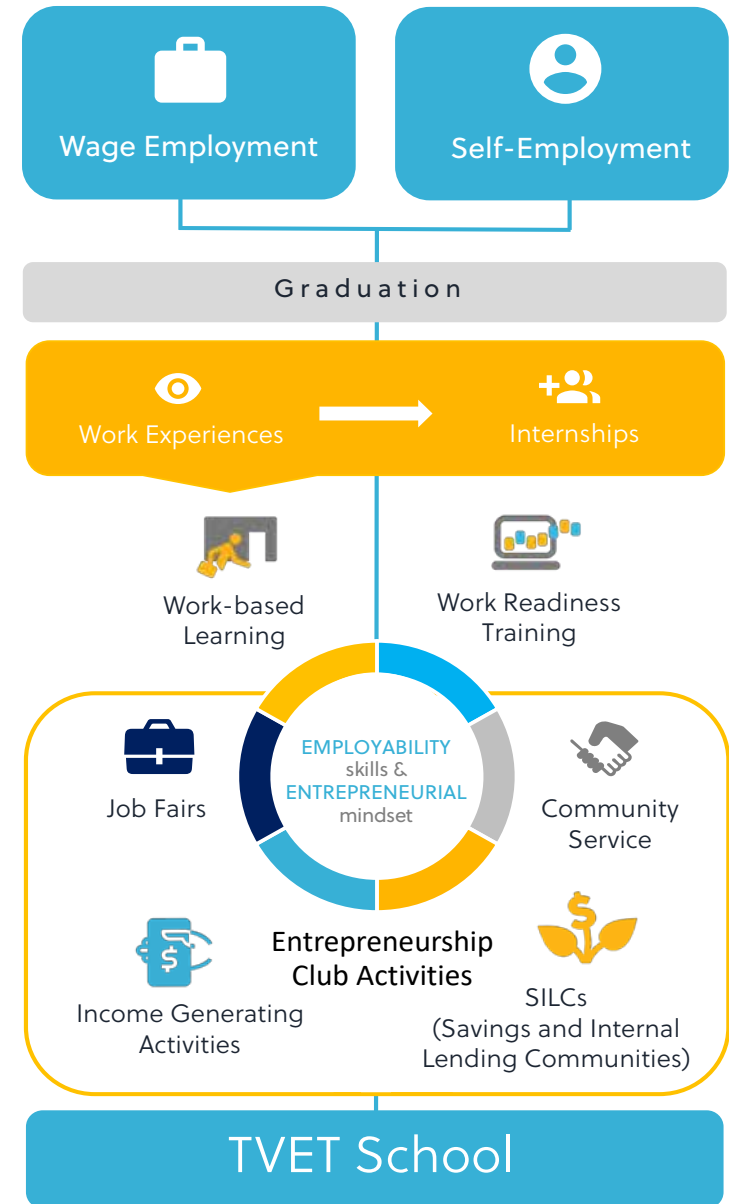
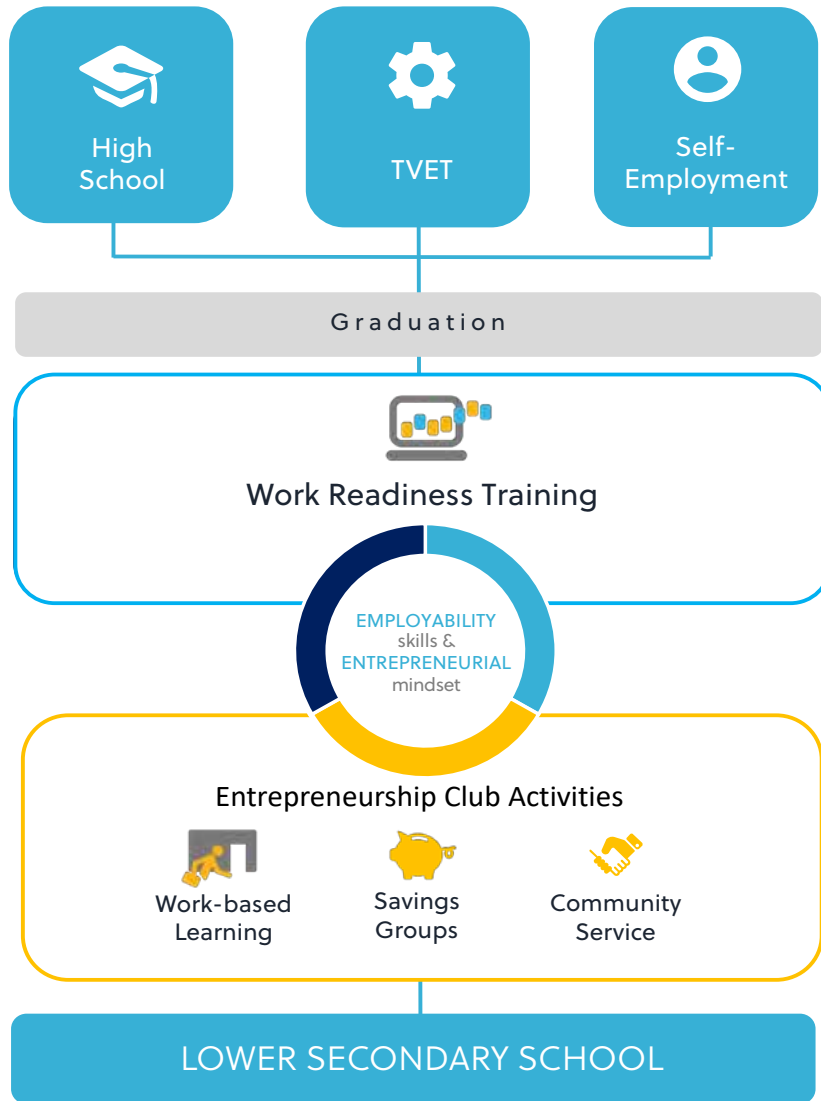


Learning What Works:

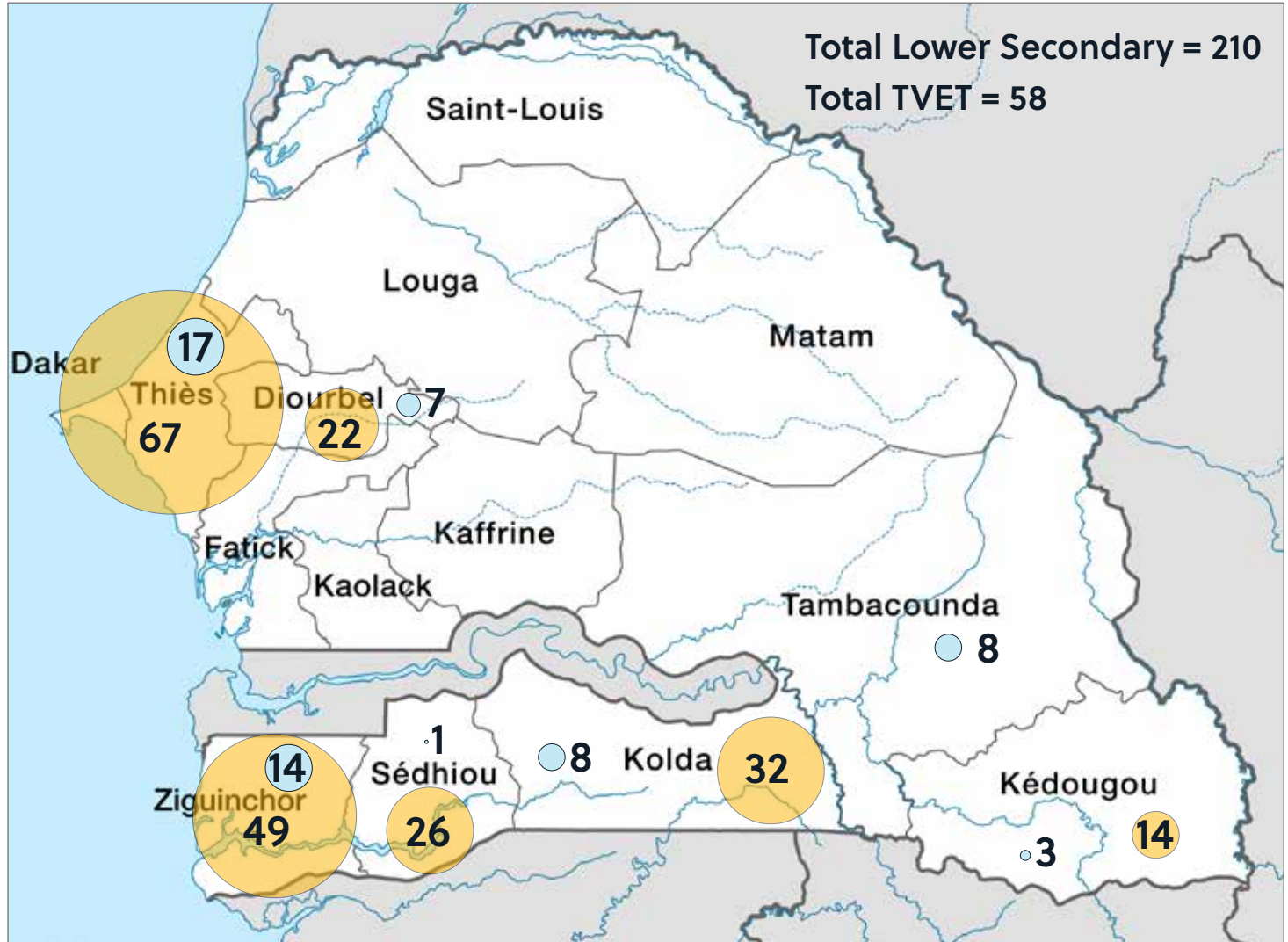
The Mastercard Foundation and EDC believe that program design should be based on evidence of success, and that knowledge gained from successful practices should be shared. APTE-Sénégal includes studies documenting best practices, knowledge exchange, and other mechanisms to help generate lessons learned with a wide array of partners seeking to improve economic opportunity for youth at scale.



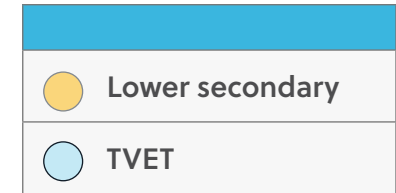
Youth Pathways



Where We Work



APTE-Sénégal schools by region



NordNordWest [CC BY-SA 3.0 (<https://creativecommons.org/licenses/by-sa/3.0/>)]

Key Achievements



The APTE-Sénégal project is rapidly developing, piloting, and institutionalizing approaches to strengthen the capacity of the formal education system to instill market-driven work readiness skills in youth.

Through partnerships with MNE and MoTVET, and by engaging communities, schools, and parents, the project has identified common stumbling blocks students encounter in their transition to work. These include mismatches between skill supply and demand, the root causes of which include a lack of information on market needs for parents, career guidance officers, teachers, and other officials. In addition, youth tend to be reluctant to dive into business, often hoping to secure wage employment even when market opportunities for youth entrepreneurs exist.

To address these issues, APTE-Sénégal is working at all levels, including national ministries, regional governments, and local business partners, to ensure the program delivers clear guidance to all involved:

- To youth on skills needed, career pathways, and market opportunities
- To teachers, school administrators, and ministry officials on the professional development required to promote higher-skilled and more entrepreneurial graduates
- To parents and communities on the types of economic opportunities available to youth

To date, APTE-Sénégal has accomplished the following:

Reached a total of

268

schools, of which 210 are lower secondary schools and 58 are TVET institutions

Enrolled

29,014

youth in *Work Ready Now* training, of which 23,600 are lower secondary and 5,414 are TVET youth

Trained

72

MNE and MoTVET master trainers to support teachers

Trained

293

school administrators

Trained

1,572

teachers, of which 1,238 are lower secondary school teachers and 334 are TVET teachers.



Preparing Students for Success as Employees and Entrepreneurs

APTE-Sénégal introduces lower secondary school and TVET students to the foundational work readiness skills they will need to navigate their future opportunities—as students, as employees, and as entrepreneurs. Because the Senegalese economy cannot provide a job for every new worker, APTE-Sénégal is introducing entrepreneurship clubs in each school as a mechanism to teach youth about business skills and to have them practice what they learn.

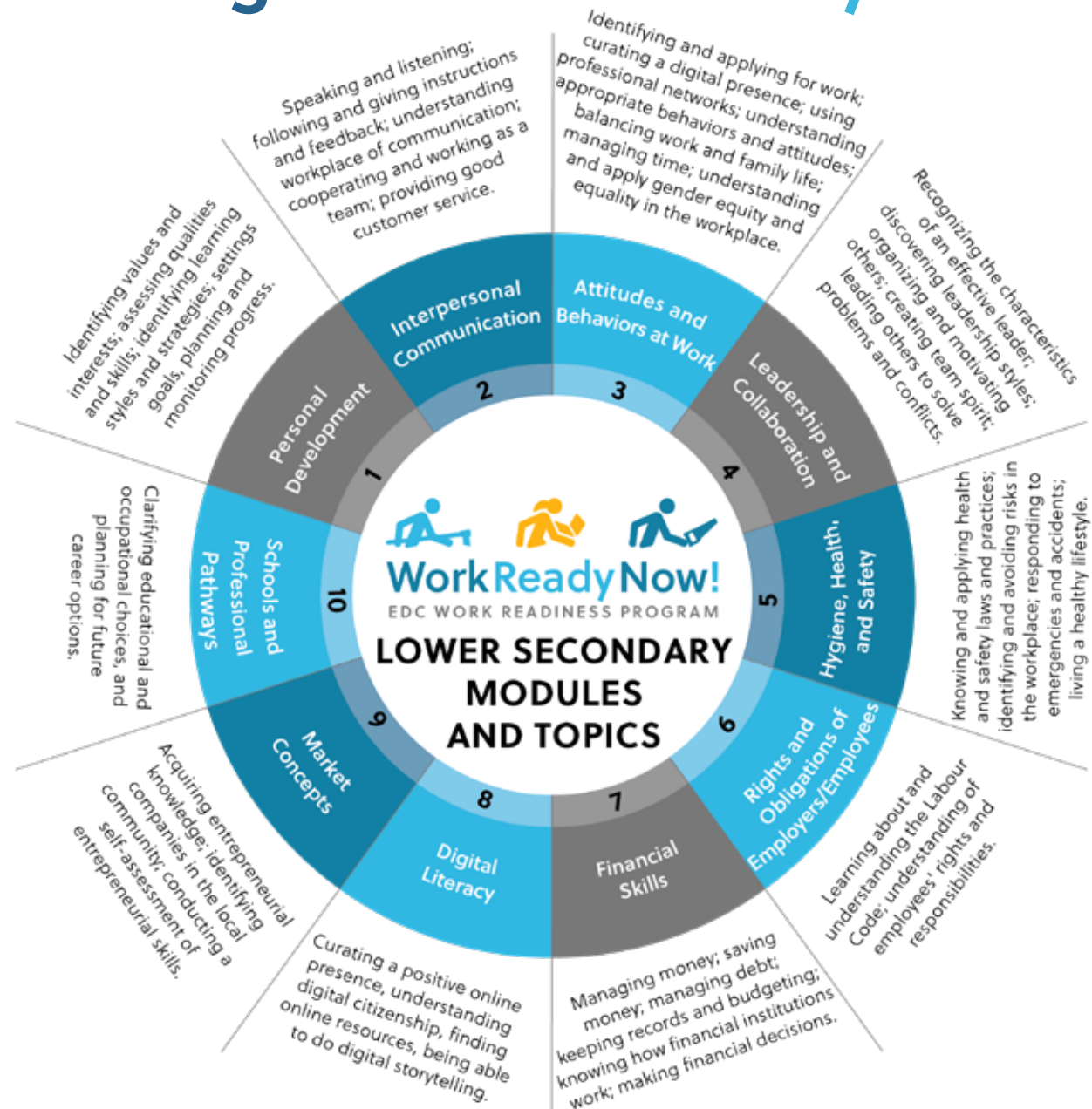
APTE-Sénégal currently has 265 entrepreneurship clubs that introduce after-school savings groups for lower secondary students and Savings and Internal Lending Community (SILC) groups for TVET students. Additional activities youth engage in through entrepreneurship clubs include income-generating activities; company visits; career days, and community service. Entrepreneurship clubs also host open house days, which serve two purposes:

- 1) local professionals come to share their background and experience; and
- 2) TVET students gain an opportunity to showcase their vocational skills to these professionals. Learning key business skills—reading the market, understanding basic savings and finance, and customer care—will prepare youth to add value to their workplaces, regardless of whether the work is as an employee or as the owner of a new or growing enterprise.

Work Readiness Training: Lower Secondary School

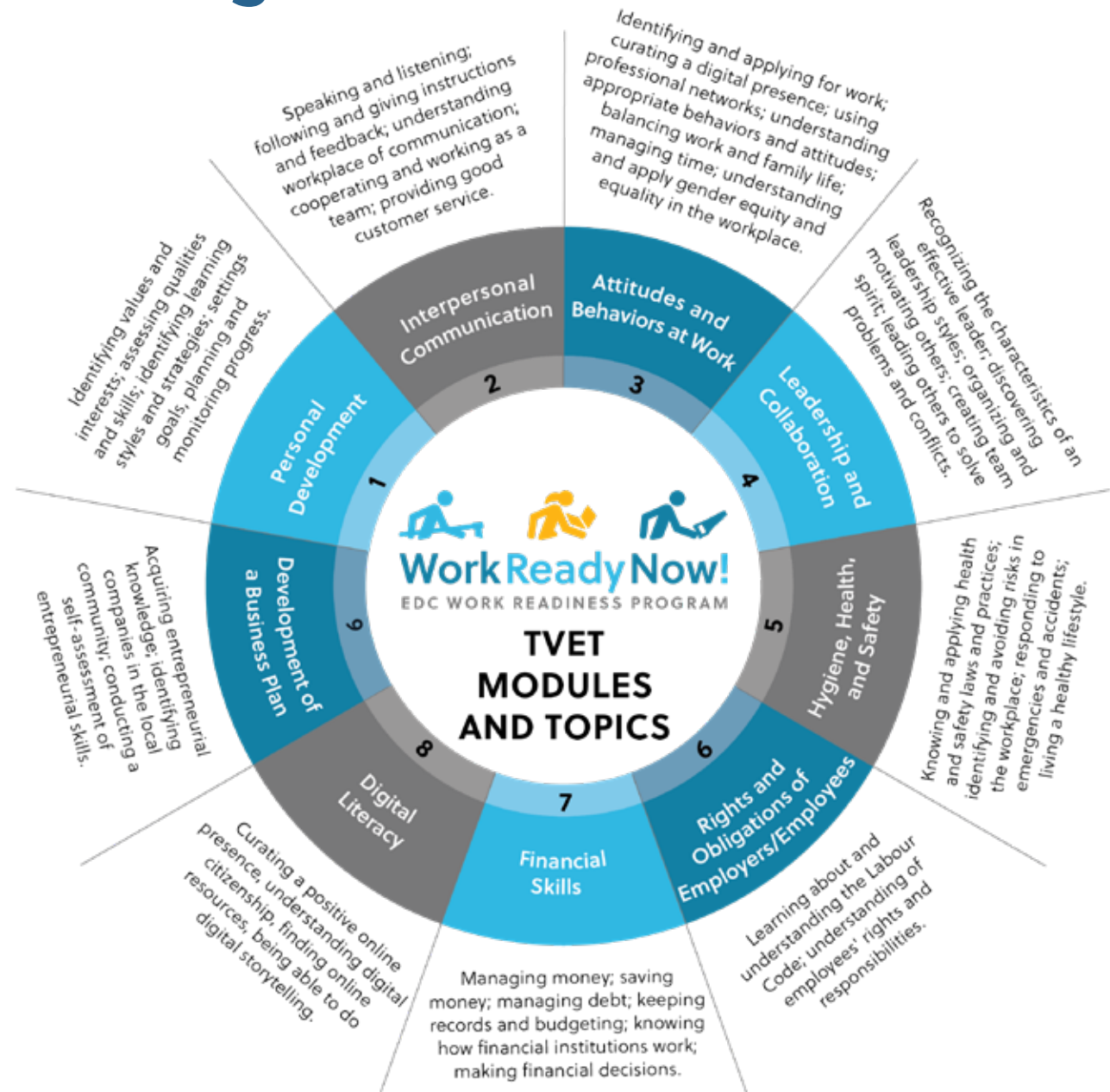
EDC's work readiness training—*APTE au Travail* or *Work Ready Now* (WRN)—is a standards-based curriculum that emphasizes the skills youth need to find and maintain work. WRN consists of nine foundational modules that teach the skills employers care about most: personal development; interpersonal communication; attitudes and behaviors at work; leadership and collaboration; hygiene, health, and safety; rights and obligations of employers/employees; financial skills; digital literacy; market concepts; school and professional pathways. In Sénégal, WRN has been customized for both the lower secondary and TVET levels.

For lower secondary schools, we added a module to help students think about their future academic and professional orientation. This module, School and Professional Pathways, includes lessons on clarifying students' choices of studies and professions, actively pursuing personal and professional goals, and planning entry into a trade.



Work Readiness Training: TVET

For TVET schools, APTE-Sénégal introduced a module aimed at helping youth start their own businesses. This module includes lessons on understanding business opportunities and business planning, understanding potential financial partners and financial requirements (for microfinance and banks), as well as developing business plans and pitches for potential investors or funders.



School-to-Work Transition

Both lower secondary and TVET students need structured work exposure and experiences to successfully transition into the workplace, or to develop a realistic career plan. To ensure that students' transition to work is informed and feasible, APTE-Sénégal works with schools on a number of school-to-work-transition (STWT) activities, using EDC's Work-based Learning continuum.

Lower secondary students are at the cusp of making career decisions to determine their futures as employees or as entrepreneurs. In order for these decisions to be well-informed, APTE-Sénégal organizes career days, invites professionals to speak at

schools, and organizes visits to workplaces. Lower secondary students are also invited to "discover" the world of work by initiating their own conversations with professionals. To ensure that students who will ultimately become self-employed have the capacity to successfully manage projects and finances, lower secondary students also develop community service projects and join after-school savings clubs to begin learning about savings.

TVET students are facing a more immediate need to transition into work. To ensure that these students have the skills they need to secure work, APTE-Sénégal encourages TVET youth to develop action plans, to

consult with school-based STWT officers, and to experience several internships. Typically, TVET youth will start with an experience that gives them broad exposure to all of the different jobs in a company. Once youth select a job, they participate in a structured internship. Youth learn by doing, gaining work experience while delivering products or services for a business. TVET students also are eligible to join entrepreneurship clubs, which connect these youth with training and coaching services, as well as a SILC. The entrepreneurship clubs support students in developing viable business plans so that they can launch a small business after they graduate from school.

Work-Based Learning Continuum



APTE-Sénégal Transforms Lives

“ The APTE-Sénégal project is a very innovative project because it focuses particularly on behavior change. And that is fundamental. These are things that were missing in our training architecture. We developed skills but not the behavioral part that allowed our learners to integrate correctly into the world of work. This is important and fundamental. ”

—Harouna THIAM,
Head of Professional Integration Monitoring
Bureau, Directorate of Technical and
Vocational Education and Training, Ministry of
Employment, Vocational Training and Crafts



**With APTE I am
more respectful**

Gnimo Manga



**With APTE I am
punctual**

Kadidiatou Ndao



**With APTE I am
learning to be
a leader**

Lamine Badji



**With APTE I am
engaged and
motivated**

Moustapha Diop



**With APTE I am
more confident**

Penda Salimatou Diaoune



Increasing Viable Employment and Self-Employment

Due to the challenges of securing wage employment for thousands of youth within Sénégal's limited formal sector, APTE-Sénégal is focusing on increasing the ability of youth to identify, pursue, and build economic opportunities in both formal and nonformal employment. APTE-Sénégal is working through the TVET system to train youth in work readiness skills, and to support young entrepreneurs seeking to launch new businesses, or

who would like to invest in income-generating activities to supplement their incomes. The project also works with university graduates who have not been able to secure employment to give them a second chance to engage in work. By partnering with four local organizations, APTE-Sénégal is able to customize and pilot different approaches for helping these youth find jobs or start businesses of their own.

Entrepreneurship Clubs

APTE-Sénégal introduces entrepreneurship through after-school clubs for lower secondary students and entrepreneurship clubs for TVET students. For lower secondary students, the purpose of these clubs is to introduce an entrepreneurial mindset and to provide younger students with structured opportunities to build business skills and to

better understand the landscape of future professional options and opportunities. For TVET students, entrepreneurship clubs provide entrepreneurship training, access to finance, and job intermediation services. To date, APTE-Sénégal has reached 4,724 lower secondary and 1,470 TVET students through entrepreneurship clubs.



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How Does Access to Finance Work Differently for lower secondary and TVET Students?

As lower secondary students progress through school, they will need to make decisions about what pathways to pursue to enter the workforce. With these students, the project focuses on foundational business skills, with the end goal of encouraging a can-do attitude, an entrepreneurial mindset, and the know-how to convert aspirations of launching a business into reality. Lower secondary students learn **how to save** through after-school savings groups, and they learn key entrepreneurial skills by developing community service projects and seeing those projects through to completion.

For TVET youth, our partner, Catholic Relief Services, launched SILC groups. Through these groups, youth are able to pool saved earnings

and draw from those savings in the form of a loan. SILC groups help youth start and grow businesses by providing access to finance for youth who need it, but in amounts smaller than typically provided by microfinance institutions.

Starting this year, the project will also introduce our **Leadership and Entrepreneurship Camp – APTE-Sénégal**. This camp will run for two weeks, and the best students from each APTE-Sénégal school will be selected to participate. Selected students will be accompanied by a teacher. The camp will focus on leadership, and students and teachers will learn by doing as they operate small enterprises using camp currency.

A Second Chance for Unemployed University Graduates

Overall, **10.6%** of students who graduate with a general university degree are unemployed.^{iv}



In Sénégal, a university education does not indicate preparedness for work. Overall, 10.6% of students who graduate with a general university degree are unemployed,^{iv} and many of those remain locked out of the workforce for at least three years. APTE-Sénégal's Second Chance program connects these students with in-demand soft skills and entrepreneurship skills, and access to market-relevant start-up kits or seed funding. By preparing these youth to enter the workforce or to start businesses of their own, the project can inject a much-needed force multiplier back into the economy in the form of educated, passionate, and work-ready youth.

APTE-Sénégal is currently partnering with four non governmental organizations (NGOs), the YMCA, Jeunesse et Développement, Entrepreneurs du Monde and la Fondation du Secteur Privé to pilot different approaches to the Second Chance program. Each NGO will focus on general business and work skills, including business start-up, work readiness, and entrepreneurship. In addition, some participants will receive support and coaching to establish sustainable and scalable business ventures.

Each NGO is piloting new approaches to supporting these second chance youth, from launching a business plan competition to developing personal and individualized professional plans with each university graduate. At the end of the pilot phase, APTE-Sénégal will scale the most effective approaches to successfully linking Second Chance youth to work or entrepreneurship opportunities.



Strengthening the Workforce Development System

The third key outcome of the APTE-Sénégal project is working to develop a higher-quality, more coordinated workforce development system. The workforce development system refers to all stakeholders—ministries, training providers, youth-serving organizations, businesses and business associations, and other actors—charged with investing in and building an efficient and effective

workforce. APTE-Sénégal's commitment to systems building includes strengthening existing strategic partnerships with Government of Sénégal (GOS) institutions, private sector companies, youth-serving organizations, and other partners, which has resulted in strengthened capacity and networks, and information sharing between public and private workforce development stakeholders.

Partnering with the Government of Sénégal

A major focus of APTE-Sénégal has been integrating work readiness skills training, employment strategies, and methodologies into GOS systems. A significant success was the development, review, and validation of two curricula, one for Lower Secondary students and one for TVET students, by MNE and MoTVET.

APTE-Sénégal has also worked with GOS to develop policies and guidelines to institutionalize STWT practices within the formal school system. This includes the development of a cadre of technical staff within both ministries who are responsible for coordinating program activities, training and certifying master trainers, and building the knowledge of these key staff to ensure and monitor the quality of program implementation.

To ensure that national and regional priorities are reflected in the project, APTE-Sénégal participates in technical committees at various levels: MNE and MoTVET level with the inter-ministerial steering committee; MNE level with the MNE technical monitoring committee; MoTVET level with the MoTVET technical monitoring committee, and regional level with academic monitoring committees. In addition to the Department of Middle School General Education and the Department of TVET, other Ministries' Departments are members of the committees. Local private sector partners are also invited to join these regional committees. APTE-Sénégal teaching units also bring together a community of teachers trained by the project.

APTE-Sénégal participates in technical committees at MNE and MoTVET.



Building the Capacity of Education Institutions

To date, **APTE-Sénégal has trained 1,238 lower secondary teachers, 334 TVET teachers, and 293 department heads and administrators** on our approach. As part of the project, we are also building the pedagogical skills of a cadre of **72 MNE and MoTVET master trainers, 7 inspectors of the academy (IAs), and 21 education and training inspectors**. Within the Sénégalese education system, the project has focused on professional development for ministry staff, administrators, head teachers, and IAs. IAs play a critical role, as they are responsible for planning and rolling out regional education initiatives and for maintaining high-quality implementation. By building the capacity of IAs to deliver and monitor EDC's active and participatory work readiness training and work-based learning

approach, we are empowering key people in the education system to manage and take local ownership of a program that produces meaningful outcomes for youth and fosters economic opportunities.

APTE-Sénégal teachers play a supervisory role and are responsible for coordinating peer-learning within APTE-Sénégal teaching units. They were also trained, and are being supported through quarterly monitoring visits, on using a participative competency-based teaching approach for WRN modules as well as other subjects.

By working with such a broad range of stakeholders to help schools implement high-quality programs, we can sustain the program's impact in Sénégal beyond the life of the project.

Why Focus on Professional Development?



APTE-Sénégal is establishing the structures for sustaining the project's approach. We go beyond training master trainers. Instead, we are partnering with MNE and MoTVET to build the capacity of all actors in the education system to engage students in active and participatory learning. We work with IAs to help schools implement, troubleshoot, and maintain program quality, and we work with department heads, administrators, and teachers to help them understand how they can contribute through APTE-Sénégal to a more dynamic and robust workforce system. APTE-Sénégal provides teachers with pragmatic skills and tools that empower them to be more effective facilitators of learning. These activities combined put professional development at the heart of our model.



Since I took this training, I can without a doubt, confirm that both my personal and professional life have been influenced. I have gained understanding about teamwork and learned to use various tools for problem solving. Thanks to APTE-Sénégal, the spirit of innovation has become my conviction. Now when teaching any of my classes I draw inspiration from the "APTE au Travail" modules to ensure that the lesson is well prepared and I fully support the learning of my students."

—Idrissa Diedhio,
an English language teacher in the Kolda region

Broadening Investment in Youth

Our goal is to develop and scale a model for fully institutionalizing the APTE-Sénégal approach. To meet this goal and ensure the sustainability of our approach, we are reaching beyond the formal education system:

- We work with **business partners** to broaden the network of workplace opportunities and to better understand the demands of the private sector.
- We work with **parents** to win their commitment to our program.
- We work with **school directors** and **administrations** to build their leadership capacity.
- We work with **governors** and **local governments** to ensure that our program is synchronized with the development and growth goals of each city and region.

Because civil society plays a crucial role in enhancing and amplifying the impact of government investment, we also collaborate with our four NGO partners to build their capacity. Their contribution to the project comes from their ability to bring in local connections and networks, to accelerate our program by managing activities such as the Entrepreneurship Camp and the Second Chance program, and to connect youth to business mentoring and incubation services.



Our goal is to have the APTE-Sénégal approach be fully institutionalized in **7 of 14 geographic regions** in Sénégal.

Gender



To learn how to best help Senegalese girls and young women achieve their goals, the APTE-Sénégal project conducted a gender assessment. The assessment focused on identifying the roadblocks to success that girls and young women face and making concrete recommendations to the project on how to best address those challenges.

The most significant findings from the assessment suggested that, while girls and young women may be told they can do anything, cultural and systemic factors often work against these aspirations. This pervasive yet surface belief in equity drives further imbalances that negatively affect girls and young women, including a lack of understanding that schools may not be safe spaces or a reluctance to reduce household work for girls when it interferes with schooling.

The values reinforced with girls and young women prioritize family over self-sufficiency, and as a result, girls and young women who set their sights beyond marriage and family often have to “be brave” and “go it alone.” This fundamental value difference drives inequities in opportunity as girls and young women must justify to their families time spent studying or investing in their own skills and growth.

The results of the gender assessment reinforce some positive steps APTE-Sénégal is already taking, including further revising curricula and materials to incorporate a locally appropriate gender lens. These steps also include training for teachers and other stakeholders on gender sensitivity.

While girls and young women may be told they can do anything, cultural and systemic factors often work against these aspirations.

APTE-Sénégal Case Study



Thanks to APTE-Sénégal, I was able to save my parents.

Adama DIEDHIOU, 23, is a second-year APTE-Sénégal student learning about textiles at Sindian TVET, in the district of Bignona, Ziguinchor region. Adama has gone through difficult periods in her life and was deeply affected by the illnesses of both her parents. When her mother fell ill, Adama decided to stop her studies and to work as a domestic servant in Dakar. She then heard about the APTE-Sénégal project, and it changed the course of her life.

Because of APTE-Sénégal, Adama decided to remain in her community to earn a living so she could help her mother. Adama began with small trade: "I sell fatayas¹ and yassa² to help my mother. I heard difficult words, but I didn't answer, because APTE-Sénégal taught me to be patient, to respect, and to save." With her savings, Adama was able to care for her mother and improve the family situation. When her father fell seriously ill, Adama decided to sew. "I figured, I can't stick to fatayas and yassa. I have profits, of course, but that's not enough for me. I went to get my father's machine back and repaired it with the profits from [selling the] fatayas and



yassas. I go to school, and when I return at 3 p.m., after eating, I sew. And if I don't have clothes to sew, I make fatayas and yassas, and it is with these profits that I treated my father."

Adama reflects, "I hadn't understood anything in life. I didn't have a project or a clear set of objectives. But when I joined Sindian TVET, I was only taught good things, and it was those good things that I put in my head. Before, my vision was very short. But today, with APTE-Sénégal, I have become ambitious."

Because of the skills Adama learned through APTE-Sénégal, she feels she is more patient, communicates better, respects others, and is more involved in the work. Her efforts paid off, as she is the first [student] in the Sindian TVET to be awarded a prize of excellence for her high grades and performance. Adama credits the project with giving her the tools to succeed: "I hope the APTE-Sénégal project continues on for my future grandchildren."



- 1 Small flour-based pockets filled with meat
- 2 Spiced dish with onions and marinated chicken or fish



Learning What Works

The Mastercard Foundation and EDC believe that program design should be based on evidence of success and that lessons learned and best practices should be shared. The project design incorporates a robust learning agenda, which includes exchange visits, community consultations, cost analyses, case studies, and an impact evaluation. The purpose of this learning agenda is to identify

key strategies to scale, including understanding the landscape, involvement, and impact of stakeholders in the workforce development system.

In addition to baseline, midline, and endline evaluations, APTE-Sénégal is conducting several research studies to inform the project's approach to collaboration, learning, and adaptation.

Studies include the following:



Gender Assessment

With this assessment, the project is able to determine the constraints to gender equity in secondary education and TVETs, understand the gender issues related to retention, and identify links to work or further education throughout the life of the project.



Market Assessment

The project uses a market assessment to identify immediate and concrete economic opportunities and market linkages for youth in the different regions of Sénégal.



Community Assessments

The APTE-Sénégal team has been conducting a series of conversations with parents and community members to better understand the landscape, involvement, and impact of the community in general, and parents in particular, in shaping the decisions of Sénégalese youth.



Comparative Institutionalization and Scale Case Study

EDC is conducting a study in Rwanda and Sénégal to develop a practical, systems-based approach that will facilitate improved youth skills development outcomes at scale. EDC will examine scaling lessons from their Mastercard Foundation and USAID-funded activities in Rwanda, and then use these lessons to develop an approach by which workforce programs can assess the potential for scaling youth outcomes, facilitate systems change alongside local actors, and measure and learn from incremental changes over time. The approach will then be used in the implementation, monitoring and evaluation of skills development in Sénégal.



Institutionalization and Cost Analysis Study

This study will assess the feasibility of scaling up as well as the sustainability of the project and other similar models. The aim is to enable the GOS (MoTVET and MNE) to make strategic financial decisions about scaling the APTE-Sénégal program based on policy priorities.

Exchange Visits with Rwanda



As part of APTE-Sénégal, the project has implemented two exchange visits with Rwanda. For each visit, a high-level team of delegates from Sénégal visited their counterparts in Rwanda to learn more about the factors leading to Rwanda's success in strengthening the country's workforce development system. The agenda for these visits focused on concrete lessons learned from EDC's national youth and workforce development project in Rwanda, both its successful practices and the stumbling blocks. The Sénégal team was able to learn from Rwanda's lessons and to set the groundwork for designing for sustainability from the beginning. For example, through discussions with the EDC team in Rwanda, the APTE-Sénégal team decided to redirect work-based learning to include very small (micro-) enterprises as potential placements for students. Students are just as able to learn critical lessons – such as customer care, communication, and taking initiative – from micro-enterprises as they can from larger or more formal work placement opportunities. By expanding the scope of what is considered a *business*, APTE-Sénégal is able to offer work-based learning opportunities to a greater number of students.

Agriculture Value Chain Linkages and Labor Market Assessments



What is a Labor Market Assessment

Youth must understand what skills are in-demand in order to find pathways into sustainable employment or self-employment. For lower secondary students, faced with choices about what type of education they will select or even if they will continue their education, understanding market demands will help them make **informed choices**. For TVET and Second Chance youth, understanding market demands will help them **look for business opportunities** and **entry points** that reflect their skills and training.

Starting in the coming year, APTE-Sénégal will begin a process of conducting local labor market assessments to better identify what markets employ youth or provide self-employment opportunities. This will enable the project to provide youth with guidance that will **meet them where they are** and help them to articulate their **aspirations** and set their **goals**.

Agricultural Value Chains Inform Rural Youth

For rural youth, particularly in the Casamance region, assessment findings will be focused on potential livelihood opportunities within promising agriculture sectors. The assessment will identify opportunities for youth to learn new skills or to upgrade skills related to agriculture value chains. Youth may also receive technical training on aspects of agricultural production, post-harvesting technologies, and marketing within different segments of promising agricultural value chains.



Looking Ahead

APTE-Sénégal seeks to address the mismatch between the types of skills taught by the formal education system and the types of skills needed to successfully navigate the Senegalese economy. Addressing this disconnect means institutionalizing processes that connect youth and educators with employers, building professional facilitation and learning skills into leaders

and teachers within the education system, and helping youth master the skills they need to drive their own success.

Over the remaining years of the project, APTE-Sénégal will strengthen STWT services and pathways into entrepreneurship or into work experience to ensure that graduating youth are better equipped to make informed choices



about their futures and to take practical steps to achieve their career goals. APTE-Sénégal will also develop activities, such as the Leadership and Entrepreneurship Camp, that are intended to build leadership skills as well as encourage youth to lean in and learn.

The project will continue to embed its approach in lower secondary schools and

TVETs. At the regional and national level, the project will focus on deepening collaboration between MoTVET and MNE by increasing communication and shared policy planning.

Rather than take a cookie-cutter approach to implementation across the varied regions and labor markets in Sénégal, the project is working closely with regional and local

partners to localize its approach. The end result will be a program that is customized to the needs of each region and produces graduates prepared to contribute to Sénégal's future.

As the project moves past its halfway point, its focus is increasingly on institutionalization at scale. An upcoming learning agenda study comparing

program institutionalization in Sénégal with Rwanda will lay the foundation for a set of tools—tested in real time through APTE-Sénégal—for how projects can develop sustainable and scalable programs that continue to produce real and proven results after the project ends. The project and GOS will use the results of the study to co-design a road map for local ownership and sustainability.

With special thanks to our partners



Endnotes



- i. Central Intelligence Agency. The World Factbook (2019). Retrieved from <https://www.cia.gov/library/Publications/the-world-factbook/geos/sg.html>
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