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## UNESCO - a global leader in education

Education is UNESCO's top priority because it is a basic human right and the foundation for peace and sustainable development. UNESCO is the United Nations' specialized agency for education, providing global and regional leadership to drive progress, strengthening the resilience and capacity of national systems to serve all learners and responding to contemporary global challenges through transformative learning, with special focus on gender equality and Africa across all actions.

## The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



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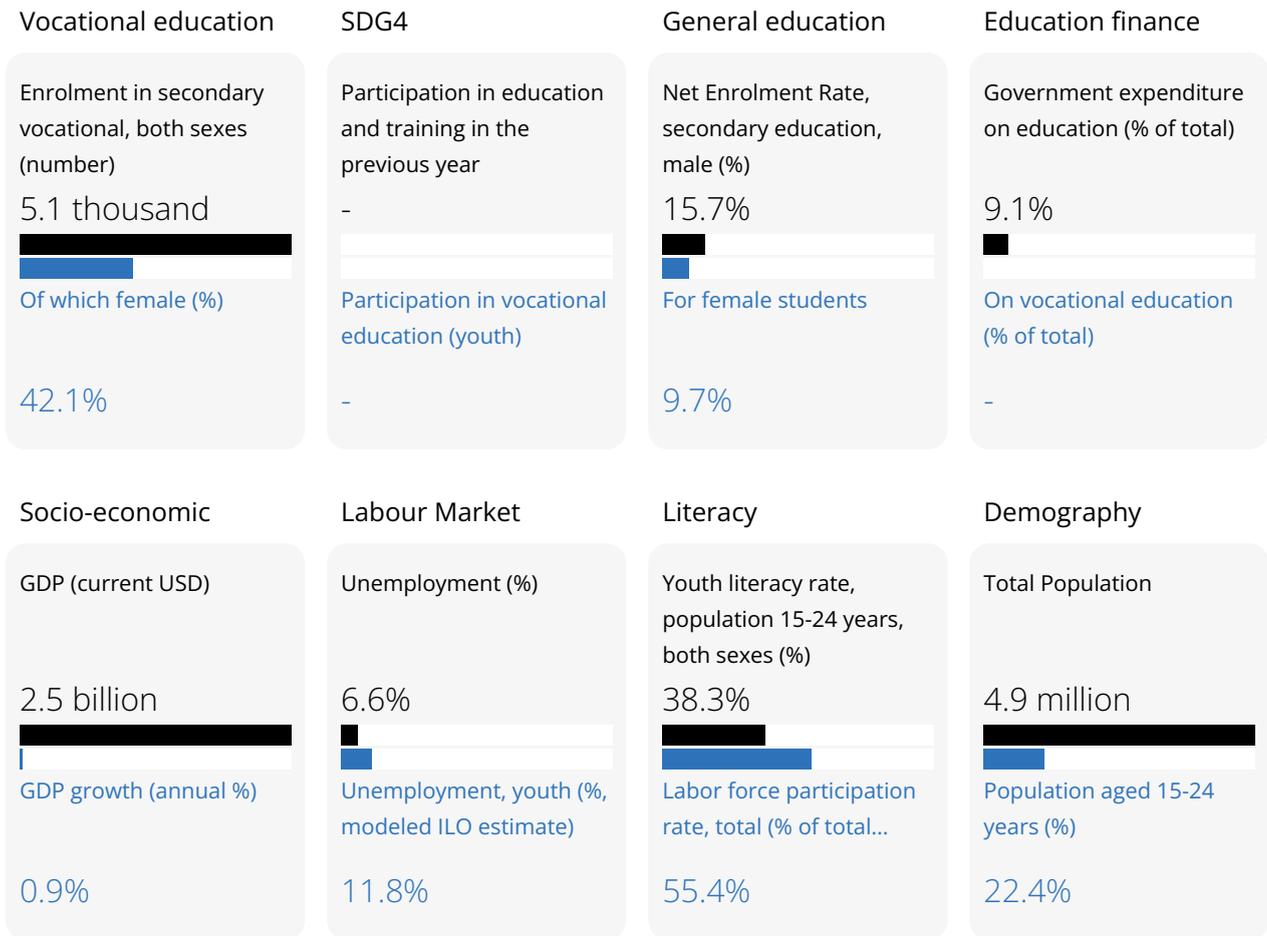
## ABOUT THIS PROFILE

This profile has been compiled by UNESCO-UNEVOC in 2021 (last update July 2022, Funding of Training).

Please use our [update form](#)  to inform us of any issues or to submit updates. Thank you for helping to improve this service.

The UNESCO-UNEVOC TVET Country Profiles aim to provide concise, reliable and up-to-date information on TVET systems worldwide. Dynamic TVET diagrams illustrate education systems and the role of TVET at a glance. Statistical data can easily be compared across countries. Please help us improve the profiles by using the feedback form.

## KEY STATISTICS



## Vocational education

Central African Republic

### Secondary education

Enrolment in secondary vocational, both sexes (number)

Source: World Bank / UIS



Percentage of students who are female (%)

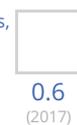
Source: World Bank / UIS



### Upper secondary education (ISCED 3)

Students enrolled in vocational programmes, both sexes (%)

Source: UNESCO Institute for Statistics



Percentage of students who are female (%)

Source: UNESCO Institute for Statistics



### Tertiary education (ISCED 5)

Population with at least short-cycle tertiary degree, both sexes (%). ISCED 5

Source: UNESCO Institute for Statistics



Population with at least short-cycle tertiary degree, female (%). ISCED 5

Source: UNESCO Institute for Statistics



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## SDG4

Central African Republic

Target 4.3.1 - Participation of youth and adults in formal and non-formal education and training in the previous 12 months.

Both sexes (%)

Source: UNESCO Institute for Statistics



-

Male (%)

Source: UNESCO Institute for Statistics



-

Female (%)

Source: UNESCO Institute for Statistics



-

Target 4.3.3 - Participation in technical and vocational programmes, 15-24 year-olds.

Both sexes (%)

Source: UNESCO Institute for Statistics



-

Male (%)

Source: UNESCO Institute for Statistics



-

Female (%)

Source: UNESCO Institute for Statistics



-

## General education

Central African Republic

Primary education (ISCED 1)

Gross Enrolment Rate (%)

Source: UNESCO Institute for Statistics



102  
(2016)

Students who are female (%)

Source: UNESCO Institute for Statistics



89.4  
(2016)

Secondary education, all programs

Net Enrolment Rate, secondary education, male (%)

Source: World Bank / UIS



15.7  
(2017)

Net Enrolment Rate, secondary education, female (%)

Source: World Bank / UIS



9.7  
(2017)

Gross Enrolment Rate (%)

Source: World Bank / UIS



17.1  
(2017)

Percentage of students who are female (%)

Source: World Bank / UIS



13.8  
(2017)

Higher secondary (ISCED-3)

Gross Enrolment Rate (%)

Source: World Bank / UIS



9.4  
(2017)

Students who are female (%)

Source: World Bank / UIS



7  
(2017)

Tertiary education (ISCED 5-8)

Gross Enrolment Rate

Source: UNESCO Institute for Statistics



3  
(2012)

Students who are female (%)

Source: UNESCO Institute for Statistics



1.6  
(2012)

Education finance

Central African Republic

Government expenditure

Expenditure (% of total)

Source: UNESCO Institute for Statistics



9.1  
(2021)

Expenditure on vocational education (% of total government expenditure)

Source: UNESCO Institute for Statistics



-

Socio-economic

Central African Republic

Gross Domestic Product

GDP (current USD)

Source: World Bank



2.5  
billion  
(2021)

GDP growth (annual %)

Source: UNESCO Institute for Statistics



0.9  
(2021)

GDP per capita (current USD)

Source: UNESCO Institute for Statistics



511.5  
(2021)

By sector

Agriculture, value added (% GDP)

Source: World Bank



30.1  
(2021)

## Industry, value added (% GDP)

Source: World Bank

17.5  
(2021)

## Services, value added (% GDP)

Source: World Bank

39.7  
(2021)

## Labour Market

Central  
African  
Republic

## Employment

## Labor force participation rate (% of total pop. ages 15+)

Source: World Bank / ILOSTAT

71.2  
(2021)

## Labor force participation rate (% of total population ages 15-24)

Source: World Bank / ILOSTAT

55.4  
(2021)

## Vulnerable employment, total (%)

Source: World Bank / ILOSTAT

92.3  
(2019)

## Youth unemployment (%)

Source: World Bank / ILOSTAT



-

## Gender-wise Employment Indicators

## Unemployment, male (% of male labor force)

Source: World Bank / ILOSTAT

5.8  
(2021)

## Unemployment, female (% of female labor force)

Source: World Bank / ILOSTAT

7.5  
(2021)

## Unemployment, youth male (% of male labor force ages 15-24)

Source: World Bank / ILOSTAT

10.6  
(2021)

## Unemployment, youth female (% of female labor force ages 15-24)

Source: World Bank / ILOSTAT

13.1  
(2021)

## Labor force participation rate, male (%)

Source: World Bank / ILOSTAT

79.5  
(2021)

## Labor force participation rate, female (%)

Source: World Bank / ILOSTAT

63.3  
(2021)

## Labor force participation rate, male (% of male population aged 15-24)

Source: World Bank / ILOSTAT

57.7  
(2021)

## Labor force participation rate, female (% of female population aged 15-24)

Source: World Bank / ILOSTAT

53  
(2021)

**Vulnerable employment, male (% of male employment)**

Source: World Bank / ILOSTAT

88.8  
(2019)**Vulnerable employment, female (% of female employment)**

Source: World Bank / ILOSTAT

96.5  
(2019)**Youth unemployment, male (%)**

Source: World Bank / ILOSTAT



-

**Youth unemployment, female (%)**

Source: World Bank / ILOSTAT



-

**Employment, Sectoral Indicators****Employment in agriculture (%)**

Source: World Development Indicators

69.8  
(2019)**Employment in agriculture, male (% of male employment)**

Source: World Bank / ILOSTAT

67.5  
(2019)**Employment in agriculture, female (% of female employment)**

Source: World Bank / ILOSTAT

72.6  
(2019)**Employment in services (%)**

Source: World Bank / ILOSTAT

23.9  
(2019)**Employment in services, male (% of male employment)**

Source: World Bank / ILOSTAT

24.8  
(2019)**Employment in services, female (% of female employment)**

Source: World Bank / ILOSTAT

24.8  
(2019)**Employment in industry (%)**

Source: World Bank / ILOSTAT

6.3  
(2019)**Employment in industry, male (% of male employment)**

Source: World Bank / ILOSTAT

7.7  
(2019)**Employment in industry, female (% of female employment)**

Source: World Bank / ILOSTAT

4.6  
(2019)**Self-employed (%)**

Source: World Bank / ILOSTAT

93.2  
(2019)**Self-employed, male (% of male employment) (Modeled ILO Estimate)**

Source: World Bank / ILOSTAT

90.1  
(2019)**Self-employed, female (% of female employment) (Modeled ILO Estimate)**

Source: World Bank / ILOSTAT

90.1  
(2019)

## Literacy

Central  
African  
Republic

### Literacy

Youth literacy rate, population 15-24 years, both sexes (%)

Source: UNESCO Institute for Statistics



38.3  
(2018)

Labor force participation rate (% of total population ages 15-24)

Source: World Bank / ILOSTAT



55.4  
(2021)

## Demography

Central  
African  
Republic

### Population

Total Population

Source: UNESCO Institute for Statistics



4.9  
million  
(2021)

Population aged 15-24 years (thousands)

Source: UNESCO Institute for Statistics



1  
thousand  
(2019)

Population aged 15-24 years (%)

Source: UNESCO Institute for Statistics



22.4  
(2019)

Population growth (annual, %)

Source: UNESCO Institute for Statistics



1.9  
(2021)

Population ages 65 and above (%)

Source: World Bank



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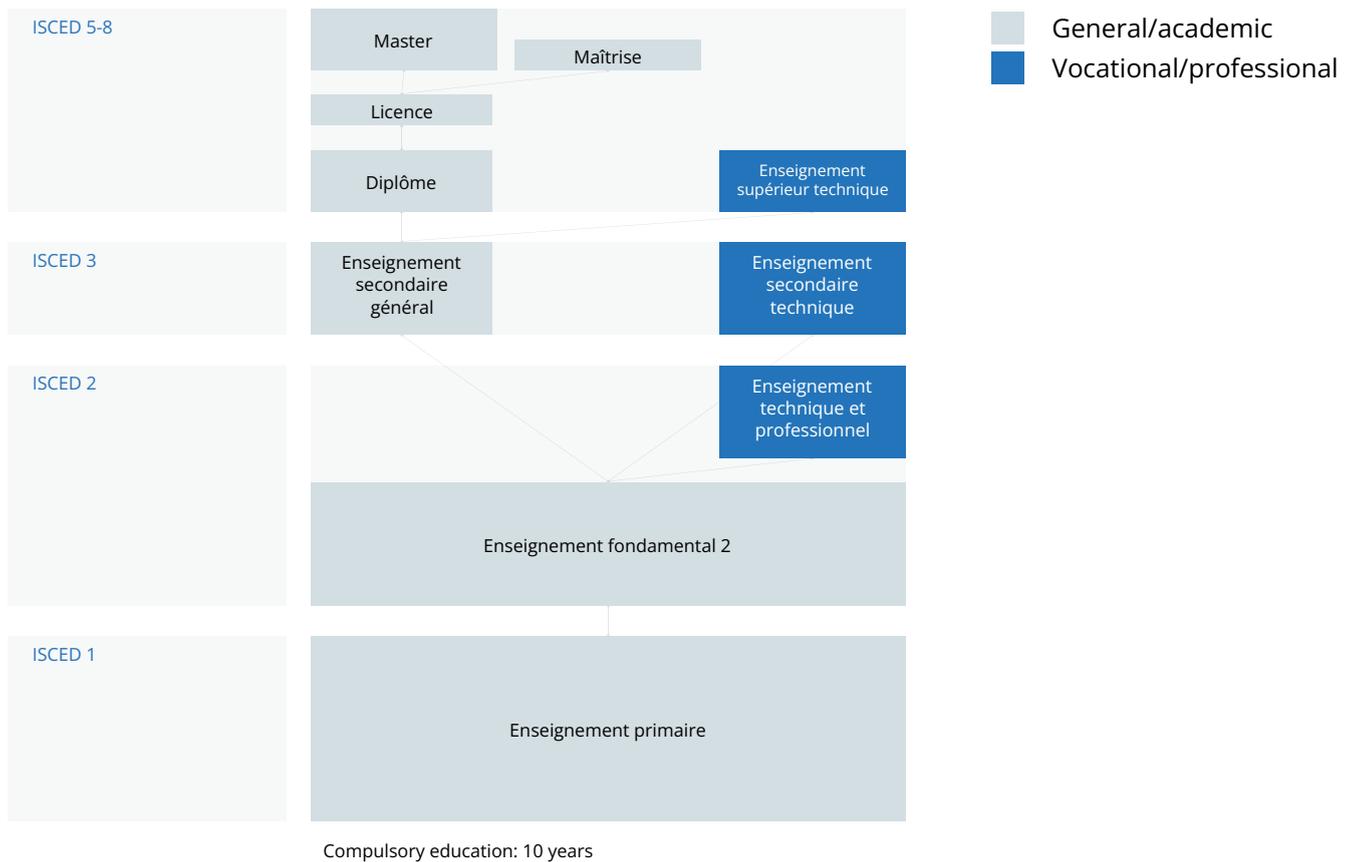
Median Age of Population

Source: UNDESA



17.6  
(2020)

## FORMAL EDUCATION SYSTEM



Compiled by UNESCO-UNEVOC International Centre in 2021. For detailed insights on Central African Republic's education system, please see [ISCED Mappings | UNESCO UIS](#).

See the online version of the profile for more details on each item

## TVET institutions and responsible ministry

### Public TVET Centers

6

(2020)

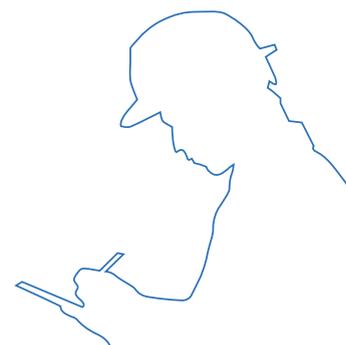
Ministry of Technical Education and Literacy (META)

### Private Vocational Training Centres

237

(2020)

Private Sector/NGOs



Source: ILO, 2020, [State of Skills Central African Republic](#)

## National Qualifications Framework

The Central African Republic does not have a National Qualifications Framework.

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## NON-FORMAL TVET

Placed under the aegis of the Ministry of Labour, Employment, Vocational Training and Social Protection, the Central African Agency for Vocational Training and Employment (ACFPE) is the public service for employment and vocational training in CAR, and conducts in-company non-formal training based on demand from employers or the results of the human resource surveys that it carries out in the public and private sectors. A technical committee tasked with “formulating benchmarks for skills-based and alternation-based learning” was set in place in 2016. Work to develop these benchmarks started in 2017 following confirmation through a mapping study of occupations and an update of the list of vocational training providers for the 30 occupations identified during the prospective study. The ACFPE began adopting the benchmarks in 2019.

**Source:** ILO, 2020, [State of Skills, Central African Republic](#) ↗

## KEY TVET POLICY DOCUMENTS

## Stratégie Nationale de l'Enseignement Technique et de la Formation Professionnelle en Centrafrique [↗](#)

2018

The 2018 report on national strategy on TVET (Stratégie Nationale de l'Enseignement Technique et de la Formation Professionnelle en Centrafrique) planned to develop a national TVET strategy. These reforms include: (i) The National Strategy on TVET in CAR (La Stratégie Nationale de l'Enseignement Technique et de la Formation Professionnelle en Centrafrique); (ii) The Education Sector National Strategy (2008-2020) and the Education Sector Action Plan 2013-2015 (La Stratégie Nationale du Secteur de l'Éducation (SNSE 2008-2020) and Plan d'action du secteur de l'éducation 2013-2015); (iii) The National Policy on Employment and Vocational Training 2016 (La Politique Nationale de l'Emploi et de la Formation Professionnelle (PNEFP 2016)); (iv) The Transition Plan 2018- 2019 of the Ministry of Primary, Secondary, Technical, and Literacy Education (MEPSTA) (Le Plan de Transition 2018 - 2019 du Ministère de l'Education Nationale et de l'Enseignement Technique); (v) The National Emergency Program to Create Decent, Immediate and Sustainable Jobs for Peacebuilding and Resilience in the CAR (Le Programme National d'Urgence de Création d'Emplois Décents, Immédiats et Durables pour la Consolidation de la Paix et la Résilience en RCA (OIT 2017-2021)); and (vi) The 2016 National Recovery and Peacebuilding Plan (Le Plan de Relèvement et de Consolidation de la Paix 2017 - 2021 (RCPCA -2016))

## A Transition Plan for the Years 2015 to 2017 [↗](#)

2015

This transition plan aimed to organize a gradual return to the normal conduct of school activities, especially for primary education, and the regular functioning of educational management, enabling the country to resume its path towards development. This plan has produced positive though partial results (especially in large cities), and the lessons learned have formed the basis of the national recovery and peacebuilding plan 2017-2021.

Vocational training is an integral component of the national educational system. It should play a special role, particularly as the country emerges from the crisis, for two reasons:

- It represents one of the components of the disarmament and reintegration programmes;
- As support in recovery from the crisis, some partners are proposing employment intensive investment programmes. Vocational training is considered a sector that can provide qualifications to the workforce mobilized through this approach, or to some members of it, and help to reduce youth unemployment and insecurity in the country.

## GOVERNANCE

Several bodies have been set up to handle issues of employment and vocational training in Central African Republic, but the challenge of rationalizing the operations of all these different structures remains. The TVET governance system involves three levels: **Higher Council of Employment and Vocational Training**, the **Permanent Council of Administrative Reform** and the **Central African Agency for Vocational Training and Employment (ACFPE)**. Vocational training in the Central African Republic is organized in public and private vocational training centres, as well as on-the-job. The system does not operate under a coherent framework due to the lack of coordination between public and private structures. At present, there are only nine public sector TVET facilities, including just one technical high school, one women's technical college and one arts and crafts school, all located in the capital.

For vocational training, the country has six centres, in Mbaïki, Berbérati, Bozoum, Bossangoa and Bambari. However, these structures exist in name only, due to the collateral effects of the March 2013 crisis. The public sector TEVT structures operate in difficult conditions and suffer from lack of didactic equipment and qualified trainers. In the private sector, there are 237 vocational training centres in the country as a whole, of which 15 belong to NGOs and 25 are no longer operating, due to lack of resources. The city of Bangui alone has 105 vocational training centres. In the provinces, the training provided by these centres focuses on subsistence farming, cash crop production, horticulture and livestock keeping. By contrast, in Bangui, the tertiary sector predominates (accounting, management, information technology, office administration), followed by the secondary sector (mechanics, electricity, electro-mechanics, craftsmanship). The primary sector is inexistent. There is a tendency within the administration to discriminate against pupils on the basis of their nationality. This is reflected in the practice of increasing subscription fees for children from migrant households (according to one interview at the school of arts).

Social dialogue is reflected in the desire of the Government to involve social partners in developing national policy on vocational training. In addition, the ACFPE board of directors is made up of five members as follows: two private sector representatives, two labour union representatives, and one Government representative. Through their representatives on the ACFPE board of directors, the social partners participate and play a role in guiding and monitoring the training programmes of this agency. The main challenges that they face concern conducting vocational training that aligns with international standards. For this reason, it is important not only to equip the training centres, but also to increase the number of trainers and retrain those already in service, so as to improve their knowledge and skills. Another challenge is to increase public funding of vocational training.

As far as financing is concerned, vocational training is mainly funded by private sector companies. These have to pay a tax of 2 per cent of their payroll, which is paid directly into the ACFPE budget.

**Source:** ILO, 2020, [State of Skills, Central African Republic](#) ↗

### Funding of Training

*Central African Agency for Vocational Training and Employment (ACFPE - Agence Centrafricaine pour la Formation Professionnelle et l'Emploi)*

The ACFPE was created by Law No. 99.008 in May 1999. Placed under the aegis of the Ministry of Labour, Employment, Vocational Training and Social Protection (Ministère en charge du Travail, de l'Emploi, de la Formation et de la Protection Sociale), the ACFPE has its own legal personality and administrative and financial autonomy. Its mandate is broad; ACFPE is a public employment agency, a training / employment observatory, a provider of vocational training and the agency responsible for the vocational training fund.

In the domain of vocational training, the ACFPE is responsible for: undertaking research and studies in relation to the problems of human resource development and particularly those related

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to the planning of employment and vocational training; collaborating, at the request of the Government, in the preparation and execution of training plans and programs; collecting and disseminating information and documentation on vocational training; identifying training needs with companies; developing training plans on behalf of companies; organizing further training courses for employees and other workers; organizing additional training sessions for job seekers.

ACFPE provides training to employees and other workers in its own premises; it runs a network of 159 vocational training centers in the metropolitan area of Bangui and in towns in the west of the country (République Centrafricaine, 2020). It is therefore both a funder and a service provider which could lead to conflicts of interest.

*Further information:* [UNESCO \(2022\) Funding of Training, Central African Republic](#) ↗

## FURTHER RESOURCES

World Bank, 2019, Skills Training and Youth Employability, Central African Republic (AFRICA) [↗](#)



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## TVET Country Profiles

The UNESCO-UNEVOC TVET Country Profiles are an online service. They aim to provide concise, reliable and up-to-date information on TVET systems worldwide, including key statistical data which can be compared across countries, major TVET policy documents, and information on governance of TVET. Dynamic diagrams illustrate education systems at a glance, aligned with ISCED levels.

Use the QR code to access this country profile online



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