

REFERENCES

COLLEY, C., HODKINSON, P., MALCOM, J. (2003), informality and formality in learning: a report for the Learning and Skills Research Centre, Learning and Skills Research Centre,

GAYE A. (2020 avril), *Entre Education non formelle et informelle ; l'Apprentissage professionnel « traditionnel » au Sénégal, analyse des pratiques des maitres d'apprentissages et de leur impact sur les apprentis*, [Thèse de doctorat, Université Charles De Gaulle- Lille III] <https://tel.archives-ouvertes.fr/tel-02533715>

Isabelle Schort, Philippe de Vreyer, Karine Marazian, 2014)

OIT, outils pour des apprentissages de qualité, vol 2 : guide à l'intention des praticiens

(Marie-J. (2016), conception de l'apprentissage chez les futurs (e)s enseignant(e)s, Université du Québec à Montréal.

OIT (2015). R204, Recommandation (n° 204) sur la transition de l'économie informelle vers l'économie formelle.

OIT (2014) Forum Mondial de partage des connaissances sur la transition vers l'économie formelle

OIT (2020 novembre). Analyse des systèmes d'apprentissage de qualité de l'OIT.

Short L., Se Vreyer P. et Marazyan K (2014), Apprentissage au Sénégal, déterminants et trajectoires, Autrepart, Numéro 71, 175-193. <https://doi.org/10.3917/autr.071.0175>

Sylvie A. (2013), Bulletin OCDE vol 4, N° 2 apprentissage formel, informel, non formel, des notions difficiles à utiliser...pourquoi ?

Whak., Hall, Halg (2011), L'apprentissage informel lié au travail au Canada, Centre pour les compétences en milieu de travail.



THEMATIC BRIEF

CONCEPTUAL CLARIFICATIONS AND TERMINOLOGY

PROF. OUSMANE ADAMA DIA, UNIVERSITY OF DAKAR, FORMER DIRECTOR OF APPRENTICESHIP

STRENGTHENING APPRENTICESHIP SYSTEMS
IN THE INFORMAL ECONOMY IN AFRICA TO PROMOTE QUALITY,
INNOVATION AND TRANSITIONS TO FORMALITY

COTONOU, BÉNIN, 22 – 23 FEBRUARY 2023

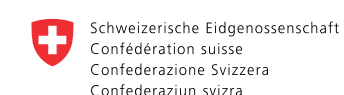
INFO

FOR FURTHER INFORMATION
PLEASE CONTACT

International Training Centre of the ILO

Employment Policy and Analysis Programme (EPAP)
Viale Maestri del Lavoro, 10
10127 Turin – Italy

epap@itcilo.org



Swiss Agency for Development
and Cooperation SDC



POSITION OF THE PROBLEM: BETWEEN OPERATIONAL REQUIREMENTS AND RESEARCH ISSUE

Current research on education and related notions (training, learning, traditional education, etc.) has regularly come up against conceptual differences in the way the concepts of formality and informality are understood in their semantic variations: formal/non-formal/informal, apprenticeship/vocational apprenticeship/non-formal vocational apprenticeship, training, formal/informal economy. Through this brief, we attempt to provide some conceptual clarifications without claiming to close the critical debate on these notions, which constitute a broad spectrum of investigation of the informal or non-formal in a situation of transition, or not, towards formality. In sum, the notion of formality has become increasingly problematic and difficult to grasp.

APPRENTICESHIP AS A PROCESS

Learning: It is a polysemic concept (process or product, a priori or a posteriori) whose definition in pedagogical currents has allowed to develop the concept (Marie-José Roch, 2016). It is defined as a process of acquiring know-how, i.e., a skill useful to the learner or to others that he or she can reproduce at will if the same situation arises. One of the markers of learning is to put the learner at the heart of the skill acquisition process.

Apprenticeship is the term traditionally used to designate the process by which the transmission of technical and professional know-how from a master to an apprentice is organized (Isabelle Schort, Philippe de Vreyer, Karine Marazian, 2014). The concept can also be called vocational apprenticeship (**apprentissage professionnel**) with a growing presence in the literature. It is important to note that definitions within the ILO are evolving, as R60 in 1939 defined apprenticeship as: *any system by which an employer undertakes by contract to employ a young person and to train him or have him trained systematically for a trade for a period the duration of which has been fixed in advance and in the course of which the apprentice is bound to work in the employer's service.*

According to the ILO, apprenticeship in its modern form is a relatively complex mode of training as it is delivered in several locations and by several actors (companies, training institutions, online platforms etc.).

- **Traditional apprenticeship**, which the ILO and other institutions (such as the VET Toolbox) refer to as **informal apprenticeship**, is a socially instituted vocational training system that operates outside the state sphere (Gaye, 2020). This apprenticeship is “on the job” in small production units in the informal economy and is aimed at young people who are not in school or who have dropped out of school. There is no formally identified curriculum. Traditional apprenticeships are part of an ancient tradition of knowledge and know-how transmission that is the most widespread in West Africa and, in part, in Eastern and Central Africa.
- **Formal/non-formal/informal:** these are notions that recur in the literature and that do not enjoy consensus among researchers (Colley et al., 2003)

DIFFERENT TYPES OF LEARNING AND ECONOMIES

These concepts originally form part of economies and are understood in terms of their level of organization in relation to an established norm. They are above all concepts used to think about education, training and learning. And it is this perspective that interests us in this brief.

- **Formal Learning** is a process of skill development that takes place within an organized and structured framework and refers to the school norm and the school logic (Sylvie Ann Hart 2013). This is the dominant model in French-speaking Africa, which originates from the French model (a model with a Greco-Latin tradition that cannot conceive of education outside the school)
- **Informal learning** arises from the activities of daily life related to work, family and leisure. It is neither organized nor structured in terms of time and resources and without intentionality in goals (Colley et al., 2003:4)

- **Non-formal learning** is a training modality provided outside the formal educational curriculum in a company, a production unit or a non-governmental organization. Unlike informal learning, non-formal learning is intentional on the part of the learner. It can lead to a title, certificate or diploma, depending on the country. The idea that non-formal learning does not lead to a validation of competences or certification may not be valid depending on the training contexts
- **Formal economy:** is considered as the sum of economic activities of companies that are covered by government regulation with its advantages and obligations. They are subject to requirements of administrative, legal and regulatory formalism and are, as such, more likely to promote decent work
- **Informal economy :** this notion « *refers to all economic activities by workers and economic units that are – in law or in practice – not covered or insufficiently covered by formal arrangements* » (ILO, 2015)

INFORMAL APPRENTICESHIP: DIFFERENT VARIATIONS

In countries with a French-speaking tradition, informal apprenticeship, in its process of upgrading and approximation to the school standard, can refer to different terminologies, namely

- **Apprenticeship training (formation par apprentissage) :** This is a generic term that is becoming more widespread in some countries and refers to a training method that usually combines practical training with theoretical training in a training center or resource center. The way in which the training time is divided between the school and the company depends on the country.
- There are, however, cases where apprenticeship training is done solely on the job.
- The ILO has introduced the notion of **quality** apprenticeship. Quality apprenticeship refers to a broader and deeper understanding of the elements that make up effective and relevant training for the world of work. To be of quality, apprenticeship must meet a set of characteristics that the ILO's constituents will ultimately define at the International Labour Conference in June 2023. **Upgraded apprenticeship**, a concept that is widespread in Senegal and has been institutionalized at the end of a long process of experimentation and capitalization of informal apprenticeships. Upgraded apprenticeship is a concept that refers to the process of modernizing and institutionalizing traditional apprenticeship or informal apprenticeship, which would bring it closer to the school standard while retaining its intrinsic social values.
- **Dual apprenticeship**, which Werquin defines as a **formal vocational apprenticeship** (dual type in Benin, PF2E in Senegal) that combines school logic and company logic. The literature considers, for the most part, the Swiss and German models to be the most developed systems.

CONCLUSIONS

Not all researchers use the same parameters to define the notion of formality. For a long time, it was placed in opposition to the concept of informality, but current research trends are moving in the direction of understanding these notions in a non-exclusive manner. They tend, progressively, to identify the parameters that make them complementary, particularly in the field of learning and vocational training: formal, informal, non-formal are not mutually exclusive notions but rather characteristics that can be found to varying degrees in all education, training or learning situations or activities (Sylvie.A.2013).