



# Strengthening apprenticeship systems in the informal economy in Africa to promote quality, innovation and transitions to formality

Cotonou, Benin - 22-23 February 2023

## Workshop report



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## 1. EXECUTIVE SUMMARY


In Africa, training based on the principle of non-formal learning is becoming increasingly relevant and legitimate. The continent historically features an apprenticeship system based in the informal economy, which has a long tradition of producing and transmitting skills. This system is credited with an enrolling potential for young people that is far greater than the training capacity of the formal system.

In view of the huge potential for youth training, which is the strength and vitality of informal apprenticeship, and taking into account the current dynamics of recognition and legitimation of this training modality, **a regional workshop was organised in Cotonou, Benin from 22 to 23 February 2023 under the aegis of the International Labour Organisation in collaboration with the Agency for the Development of Technical Education (ADET), the World Bank, the French Development Agency and the Swiss Agency for Development and Cooperation.** The theme of the meeting, and the results of which are the subject of this report, was "**Strengthening apprenticeship systems in the informal economy in Africa to promote quality, innovation and transitions to formality**".

This technical workshop was attended by a broad range of participants, reflecting the diversity of stakeholders involved in the development of **informal apprenticeship – IA** systems. It was organised to support regional initiatives implemented in most countries, to promote policy dialogue, and to stimulate and structure technical reflections on how to reinforce and enhance informal apprenticeship systems. The discussions and exchanges, which provided food for thought throughout the workshop, were structured around the following main content areas:

- Initial reflections: cross-country panel
- Understanding the concept of apprenticeships
- New sectors for informal apprenticeships
- What works and how?
- Better knowledge for better apprenticeship systems
- Priorities for the constituent groups
- National priorities and initial thoughts on a REGIONAL HUB

The official opening of the workshop and **the cross-country discussion panel** generated initial reflections which highlighted the comparative advantages of IA systems and the rationale behind its operation. The potential for skills development through informal apprenticeship is vastly different to the traditional TVET system. The informal apprenticeship system offers easier access and a broad spectrum of skills development for millions of young




Africans who are highly motivated but lack the necessary qualifications to enter formal training programmes or formal jobs. It is therefore possible, given the current dynamics of IA modernisation underway on the continent, to make a significant contribution to the evolution of informal apprenticeship systems towards formality. It is also possible to provide effective and qualitative responses to the development of informal apprenticeship systems that constantly link skills development and employability.

The research carried out in recent years on informal apprenticeship systems, combined with the process of harnessing the experiences developed in different countries, has made it possible to lay the foundations for a better understanding of informal apprenticeships. Prior to this, the presentation on conceptual clarifications (Prof. Ousmane Dia, Senegal) provided a better understanding of the concept of apprenticeships and other related notions. The presentation by Christine Hoffmann and Alice Vozza from the ILO provided a good starting point for a better understanding of the informal apprenticeship system and how it is covered by national statistical systems. Based on statistical data, they highlighted the strong influence of informal apprenticeships on the development of young people's skills, with critical masses that vary from one country to another - with i.e. a high concentration of apprentices in Nigeria and Côte d'Ivoire (60%). In conclusion, the presentation indicated the three perspectives that structure the implementation of an apprenticeship process.

By investing in **new sectors that** generate new professional skills, informal apprenticeship systems significantly strengthen the potential for socio-professional integration of apprentices. These new sectors represent an immense pool of skills, and their development provides fertile ground for promoting innovation and boosting the process of transition from the informal to the formal sector. These opportunities can be harnessed to strengthen quality apprenticeships and promote the employability of young people, through training master craftspeople in emerging professional skills.

The identification of "**what works and how**" was addressed by the workshop from the angle of certification through the recognition of prior learning (RPL) and the digitization of the IA. After a panel discussion on the financing of the IS and the various existing models on the continent, the debate continued with participants exchanging experiences on **five key subjects relating to** the implementation of IA: the role of **professional/craftspeople associations**, the definition of **skills standards** and study content/curriculum, measures to improve the **skills of master craftspeople**, the introduction of **collective solutions** for infrastructure and equipment, and **dual apprenticeships**.

Impact assessments of apprenticeship projects and programmes provide a scientific basis for generating **better knowledge and promoting better apprenticeship systems**. To this end, the experiences developed in Côte d'Ivoire



and Nigeria provide a reliable technical basis for capitalising on lessons learned and gradually scaling them up in other African countries.

In a similar interactive manner, the workshop defined the **priorities for the groups of constituents**, i.e. government representatives, employers' organisations and workers' organisations. It also highlighted the national priorities and laid the foundations for the initial reflections that would support the process of setting up **a REGIONAL HUB** on the topic of informal apprenticeships in Benin to continue knowledge exchange. The national priorities identified by the various delegations could form an effective basis for collaboration between countries and serve as an effective driver for building a community of practice around the REGIONAL HUB.


## 2. INITIAL THOUGHTS: CROSS - COUNTRY PANEL

The session began with a presentation of the workshop agenda and key issues addressed, by Stefano Merante (TVET Skills Development Programme Officer, ITCILO). In his introduction, Mr Merante emphasised that informal apprenticeship is an important component of skills development. The three thematic fact sheets<sup>1</sup> developed, together with the expert contributions that followed, paved the way for a dynamic and solid discussion. The various presentations and experiences from different countries that were presented over the two days provided an essential element in understanding this form of teaching and learning, which is the major aspect of skills development in Africa. The responses from stakeholders from over 22 countries represented at the event, and from over 200 delegates, reflect the level of interest that many African countries have in IA.

In this regard, the workshop will lay the foundations for the development of the broadest possible partnership dynamic at regional level and will contribute to the mobilisation of arguments for advancing the process of skills development in favour of the IA. This dynamic will be even more viable and effective if it involves governments and both the formal and informal bodies of employers and employees, represented at or absent from the workshop. The strong presence of senior representatives of various development partners also reflects the growing importance of this form of skills development.

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<sup>1</sup> The three thematic fact sheets are available at: [https://www.ilo.org/skills/events/WCMS\\_866295/lang-en/index.htm](https://www.ilo.org/skills/events/WCMS_866295/lang-en/index.htm)



The opening ceremony and the inter-country panel provided an opportunity for initial reflections on the value of promoting IA, which responds to the challenges of integration for young people, whether or not they are in school (DG DET, Benin). Given the importance of the informal sector in the development of African economies, traditional apprenticeships offer a wide range of training opportunities to develop skills for the majority of young people on the margins of the formal system, even if it is not easy to incorporate them into public policies (AFD). Education and training systems linked to decent work are included in the 2030 Agenda for Sustainable Development (ILO).

Objectives 4.3, 4.5, 8.3 and 8.5 particularly addressed the social justice promoted by the ILO, which should be built on sustainable skills and linked to the following areas of concentration:


- Labour law
- Building resilience
- Reducing discrimination
- Taking account social dimensions

The informal economy, in short, reflects the true picture of African economies, and apprenticeships, in this context are the critical ingredient in skills development for young people between the ages of 18 and 24 and beyond. ILO Recommendation 204 emphasises the need for a transition from the informal to the formal economy. In June 2023, the ILO's constituents finalised a new International Recommendation on Quality Apprenticeships (R208).

The learner is at the heart of the skills acquisition process in an apprenticeship-based system. There are different definitions of formal and informal/traditional apprenticeships in the literature. Formal learning distinguishes the acquisition of skills from the production of goods and services. In contrast, informal apprenticeships are built on the education-training-employment continuum, with shorter transitions for the apprentice to enter working life. The notion of a dual apprenticeship system is increasingly evident in many countries, where theoretical considerations are being introduced into the practical aspects of skills development, combining both on-the-job and off-the-job learning.

Prof. Ousmane Adama Dia of the University of Dakar, and former Director of Apprenticeships in Senegal, provided conceptual clarifications and





terminology, and positioned the problem between operational requirements and research issues<sup>2</sup>.

Current research on education and related concepts (training, apprenticeship, traditional education, etc.) has regularly faced conceptual differences with regard to how the concepts of formality and informality are understood in their semantic variations: formal/non-formal/informal, learning/apprenticeship/non-formal apprenticeships, training, formal / informal economy.

In this fact sheet, 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 transitional or non-transitional situations towards formality. In short, the notion of formality has become increasingly complex and difficult to grasp.

***Apprenticeship:*** a multifaceted concept (process or product, a priori or a posteriori) which definition in educational currents has helped to build the concept (Marie-José Roch, 2016). It is defined as a process of acquiring know-how for an occupation, i.e. a skill that is useful to the subject or to others and that can be reproduced at will if the same situation arises. One of the features of apprenticeship is that it places the learner at the heart of the skills acquisition process.

Apprenticeship is the term traditionally used to designate the process by which technical and professional know-how is passed on from a master craftsperson to the apprentice (Isabelle Schort, Philippe de Vreyer, Karine Marazian, 2014).

The term apprenticeship is widely present in the literature. It is important to note that definitions within the ILO are evolving, as ILO Recommendation 60 defines apprenticeship as: "a system whereby the employer undertakes by contract to employ a young worker and to teach him or have him methodically taught a trade, for a predetermined period, during which the apprentice is required to work in the service of the said employer".

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

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<sup>2</sup> [https://www.ilo.org/skills/events/WCMS\\_873716/lang--en/index.htm](https://www.ilo.org/skills/events/WCMS_873716/lang--en/index.htm)



**Traditional apprenticeship**, which the ILO and other institutions (such as the VET Toolbox) call **informal apprenticeship**, is a socially instituted vocational training system that operates outside the sphere of the State (Gaye, 2020). These apprenticeships are "hands-on", in small-scale production units in the informal economy, and are aimed at young people who do not attend school or who have dropped out of school. There is no formally identified curriculum. Traditional apprenticeships are part of an ancient tradition of transmitting knowledge and know-how, which is the most widespread in West Africa and, to some extent, in Eastern and Central Africa.

**Formal/non-formal/informal learning:** these concepts are recurrent in the literature, but there is no common consensus among researchers (Colley et al., 2003). These concepts are originally a component of economics and are viewed on the basis of their degree of organisation in relation to an established standard. Above all, they are notions used to think about education, training and learning. And it is this perspective that interests us in this work.

In French speaking countries, **informal learning and informal apprenticeship is the same word**, hence adding to terminology confusion.

The ILO has introduced the notion of quality apprenticeships and will adopt a new international Recommendation on Quality Apprenticeship at its 111<sup>th</sup> session of the International Labour Conference in June 2023.

**Upgraded or modern apprenticeship is** a concept that is widespread in Senegal and has been institutionalised at the end of a long process of experimentation and harnessing of informal apprenticeships. Upgraded apprenticeship is a concept that refers to the process of modernising and standardising traditional apprenticeship or informal apprenticeship, bringing it closer to the school standard while retaining its intrinsic social values.

**Dual (or alternating) apprenticeship**, which Werquin defines **as formal apprenticeship** (of the dual type in Benin, PF2E in Senegal), combines a school-based approach with a company-based training approach. Most of the literature considers the Swiss and German models to be the most developed.

**In conclusion**, not all researchers use the same parameters to define the notion of formality. Although it has long been contrasted with the concept of informality, current research trends are moving in the direction of understanding these notions in a non-exclusive manner. They are gradually tending to identify the parameters that make them complementary, particularly in the field of vocational learning and training: formal, informal and 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. Bulletin OCDE vol 4, N° 2 apprentissage formel, informel, non formel, des notions difficiles à utiliser...pourquoi)<sup>3</sup>

**Jean Pierre BIO YARA, Director of ETFP (TVET), Benin**

In Benin, apprenticeship is a guarantee for the future and offers the right/freedom to exercise a profession and contribute to national development. The principle of "doing it for yourself" is reinforced. As the saying goes: "If you do it for yourself, it's for your own good". The qualified apprentice becomes independent of his parents and sometimes even contributes to his family's subsistence. Various laws have been passed to upgrade/reinvent the informal sector. One of ADET's (Agency for the Development of Technical Education) mandates is to upgrade traditional apprenticeships, including standardising the curriculum and certification. Reforms include regulation related to the length of apprenticeships, and establishing chambers of commerce/trade associations (with strong involvement of apprenticeship masters) from 2022.

The reform of the TVET system in 2001 marks a decisive turning point in the process of paradigm shift, which enshrines the integration of apprenticeship into the overall vocational training system. The aim is to move towards a more integrated training and education model, and to link the notion of vocational skills to learning a trade. In West Africa, informal apprenticeship is intrinsically linked to the craft sector, from which it draws its socio-cultural foundations and methodological principles. Once the professional branches have been set up, the Professional Craft Organisations (PCOs) play their role through mechanisms set up and supported by the State.


The reform has developed progressively, taking into account the sectoral aspect and its level of organisation. The emphasis on quality has been an important feature of the IA upgrade.

One of the main challenges is to reduce the duration of apprenticeship training from the current 3 to 5 years to 2 to 3 years. The development of training skills must take account of the skills frameworks to determine the duration of the offer.

**Adèle REMADJI NGARADOUMBAYE, The Union of Trade Unions of Chad (UST), Chad**

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<sup>3</sup> <https://oce.uqam.ca/apprentissage-formel-informel-non-formel-des-notions-difficiles-a-utiliser-pourquoi/>.



Apprenticeship is the result of kinship and family relationships - the transmission of skills from parent to child, sibling to another, and close relatives. The informal economy accounts for around 80% of skills development. Formalising the sector is a challenge, from fish sellers to taxi drivers and motorbike taxis.

The process of upgrading the governance of the system in Chad is underway. The partners are also in the process of putting in place a regulatory and governance framework. We are currently at the level of memoranda of understanding, with the idea that there could be a shift to other levels. There is a general need to involve informal workers. The main partners are still at the innovation stage and are focusing on effective governance.


In Chad, the Union of Trade Unions of Chad (UST), which brings together more than 20 organisations, plays a key role in managing and steering the apprenticeship system. In terms of the way it operates and the logic that governs it, this system is no different from the Beninese model. It is a mode of transmission from parent to child in a highly traditional society, with socialisation processes deeply rooted in the people's experience. Chad has undergone fairly authoritarian reforms of the informal sector, which accounts for 90% of the GDP. The challenge is to rethink the sector, and the government has done so by setting up a Vocational Training Support Fund, which includes informal apprenticeship in its funding. A major project to develop skills through employability has also been set up with funding from the World Bank.

The governance of the system must promote the quality of training so that it has a positive effect on workers. One way of doing this is to use certifications to improve the system as a whole. Particular attention is being paid to certification through the Recognition of Prior Learning (RPL). There is also a need to improve the skills of master trainers. A (formal) framework bringing together all the players in the informal sector is being studied in the country. The need to upgrade also implies certification mechanisms, which are still being implemented at project level.

**Idris BUGAJE, National Council for Technical Education, Nigeria**

Africa is the cradle of informal or traditional apprenticeships: fishing, agriculture, etc. Colonisation did a great deal of damage to informal learning in favour of formal TVET. Informal or traditional crafts are part of African culture.

Nigeria is leading a number of English-speaking countries in forming a skills development alliance: SSA-SA - Sub-Saharan Alliance for Skills in



Africa. 17 (English-speaking) countries have currently signed a memorandum of understanding at government level. French-speaking countries are well ahead in terms of organising informal apprenticeship. In Nigeria, 70% of GDP comes from the informal sector, with oil contributing only 17% of GDP. The country needs to focus more on developing informal skills.

A recent initiative is the "pantekas" (informal economy localities / organisations) which aims at offering existing informal sector centres the opportunity to improve their current skills and operations. The initiative includes support for artisans to improve infrastructure, comprising the development of master craftspeople involved in training young learners to acquire trade skills. The development of this training will be used to train master craftspeople.

The "pantekas" work with formal training institutions such as polytechnics, which are supposed to help "formalise" the skills present in the informal "sector". Informal systems need certification to add value and recognition to their skills.


The importance of RPL initiatives was highlighted. Master trainers should be assessed on the basis of what they already know and can do. The use of the local language of instruction is important in training. The skills of master trainers are upgraded 80% through practice and 20% through theory.

Each polytechnic is encouraged to set up vocational training departments to work with the informal sector. The body that issues the certification is different from the polytechnic or the training institution, which allows a certain degree of neutrality, guaranteeing the credibility of the system.

**Richard MUTETI, Director General of the National Federation of Jua Kali Associations in Kenya**

Jua Kali (a reference to the informal sector in Kenya) means "hot sun" but also "specialised knowledge" and is therefore seen as a focus for skills development. Reference is made to Noah's Ark, which was essentially the result of the work of uncertified craftspeople. There is a general need to find a way of integrating these skills.

It comprises 18 sectors in Kenya and represents the largest employment sector (86%) of all jobs in the country - from metal fabrication to artefacts. There is a need to formalise the skills of the informal sector through "on-the-job training", which, although undocumented and unregulated, is highly visible. This covers a range of economic sectors including leather products, furniture, gifts and artefacts, masonry, etc.



The main characteristics of the sector are the following:


- A learning process that takes place in the workplace;
- An unstructured system;
- An undocumented, unregulated skills development method, sometimes with no specific objectives;
- A community-inspired system, with significant community involvement

Collaboration with the official technical institutes is hampered by the difference in operational expertise between the Jua Kali and the technical institutes. The lack of official certification puts the association at a disadvantage. Contractors who win huge contracts sometimes employ Jua Kali craftspeople at a fraction of the quoted price ("they are paid peanuts"). The certificates are therefore an important element in the overall upgrading of the sector. RPL mechanisms are used to promote certification and recognition, thus national policies integrated into a regulatory framework make them effective. "Plug and play" refers to short-term, 8-week vocational training designed to make young people easily and quickly employable.

### 3. UNDERSTANDING APPRENTICESHIPS

The critical role of the informal sector has been highlighted in all regions of the continent. In some countries, it is sometimes the only means by which the majority of young people acquire qualifications. Education, training and work come together in the apprenticeship system. Strengthening informal apprenticeship systems is the basis for "decent work" and the "acquisition of productive skills". Experiments in Chad, Nigeria, Benin, Madagascar and Senegal provide important examples of how skills can be integrated into the sector. The initiatives underway can be seen as important milestones in the transition from the informal to the formal sector. Development partners have become an important part of the global landscape. They provide a focus on the sector and provide resources to improve various elements of it.

Christine Hofmann and Alice Voza (ILO) presented an overview of the informal apprenticeship system, entitled "Understanding apprenticeships: how informal and formal institutions interact and evolve". They began with a statistical overview of AI in selected countries and presented, in turn, three perspectives on apprenticeships: the microeconomic perspective, the social and institutional perspective and the continuum perspective. They concluded with some thoughts on the inclusion of AI in national skills systems.



Recent figures show that of the 6 million apprentices in Africa<sup>4</sup>, Nigeria and Côte d'Ivoire account for over 60%. Statistics show that of the population aged between 15 and 34, 4.9% in Ghana, 5.3% in Côte d'Ivoire and 14.6% in Sierra Leone are currently apprentices. In Ghana, for example, the verbal agreement between the apprentice and the master or employer has evolved into a written agreement for 50% of young apprentices, as a process of transition from the informal to the formal sector is underway in the country.

The key question being addressed is whether, and if so how, IA can evolve to become quality apprenticeships. Recent work by the ILO has shown that the average age of participation in IA is between 18 and 34.

National statistical systems tend to underestimate this category of training, as the understanding of apprenticeships varies according to context. Not all countries include "apprenticeships" in their labour force surveys. Only 14 of the 26 countries covered consider it as a separate category, and 3 countries (Lesotho, Nigeria, Tanzania) distinguish between formal and informal apprenticeship. Some countries also consider apprentices as "people outside the labour force" and others as "unemployed". More attention needs to be paid to the official recognition and clear classification of this category, and also to distinguishing between apprentices and trainees in order to clarify definitions.

The three perspectives identified in the conventional literature:

1. Microeconomic perspective: Apprenticeship as an economic investment. Employers tend to recoup their investment in training over time and select the best apprentices as skilled workers. Apprentices learn while earning a living.
2. Social and institutional perspective: As a social investment, learning is "anchored in shared rules and norms within a society".
3. A continuum perspective: Learning as a continuum can materialise and open up new avenues for development. It links the often "disconnected" worlds of education, training and work.

Most IAs have "oral" agreements, only Ghana (45%) and Malawi (30.2) have signed significant written contracts for IAs - the other countries are well below the 6% mark<sup>5</sup>. An education-training-work continuum helps people, particularly those disadvantaged by rigid education and training systems, to thrive in their personal development and careers. It opens up

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<sup>4</sup> The analysis covers only the 14 African countries with comparable apprenticeship data. ILO. 2023. Statistical brief. Apprentices in countries with large informal economies (Geneva, ILO).

<sup>5</sup> These figures do not come from household surveys but from other specific API surveys. Hofmann, C., Zelenka, M., Savadogo, B., Akinyi Okolo, W. 2022. How to strengthen informal vocational learning systems for a better future of work: Lessons from comparative analysis of national cases, ILO Working Paper 49 (Geneva, ILO).

opportunities for systemic improvements and builds bridges between formal and informal systems.<sup>6</sup>

The following measures have been proposed to promote the inclusion of informal apprenticeships in national systems:

- Increasing networking agreements between Master Craftspeople (MCs)
- Relying on cooperatives, small businesses and trade associations for advocacy and collaborative action.
- Promoting written apprenticeship contracts and involve the social partners in monitoring agreements
- Making assessment and certification compulsory and implement national RPL systems as a link with the formal TVET system.
- More research on the financing of upgrading MCs.
- Better information and professional guidance on the benefits of informal apprenticeships.
- A general need for skills development courses to complement apprenticeships for MCs and apprentices.
- Increasing the representation of women by raising awareness among MCs and the wider community.
- Taking into account gender stereotypes in certain countries.


The role of social dialogue in steering apprenticeship systems can deliver results in terms of "decent work". Social dialogue involving strong engagement between government, employers' organisations and workers' organisations can strengthen collaboration with enterprises and craft associations, apprentices and parents' associations. The notion of "tripartite plus" incorporating community and other training is an essential part of developing the informal sector and leading initiatives to upgrade the informal apprenticeship system.

Better information based on a sound career guidance policy using the Internet and contemporary communication technologies can improve current practices. For example, increasing the representation of women by raising awareness among management committees and the wider community can yield positive results. Promising developments indicate that the sector can make the transition and take its rightful place in national education and training systems. The role of better research into funding opportunities, among other things, can be usefully exploited through partnership initiatives.

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<sup>6</sup> Carton, M. and A. Mellet. 2021. The education, training and decent work continuum. Transformative opportunities for inclusion. NORRAG.





Three success factors have been identified as the main drivers of apprenticeships in Africa:

- System governance
- Financing (countries to set up a clear and sustainable system)
- A stronger regulatory and legal framework (moving towards written apprenticeship contracts).

## 4. NEW SECTORS FOR INFORMAL APPRENTICESHIPS

The new vocational skills of informal apprenticeships can help boost the informal economy by increasing the employment prospects of learners and the range and diversity of occupations in the informal economy. George Afeti, international expert, presented the relevant fact sheet<sup>7</sup>. The new skills areas include:

- Waste management, particularly electronic waste
- Installation and maintenance of PV solar panels
- Greenhouse farming
- Horticulture
- Digital skills and ICT

The introduction of new skills can also foster innovation in informal apprenticeship, assist small business creation and transitions to formality. However, the introduction of new skills must be based on rigorous research and empirical evidence.

The challenge will be the quality of master craftspeople in the delivery of these new courses and the investment costs involved in acquiring the necessary training equipment and apprenticeship infrastructure by master craftspeople.

## 5. EXCHANGING BEST PRACTICE BETWEEN COUNTRIES - WHAT WORKS AND HOW?

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<sup>7</sup> [https://www.ilo.org/skills/events/WCMS\\_873714/lang--en/index.htm](https://www.ilo.org/skills/events/WCMS_873714/lang--en/index.htm)

## 5.1 Recognition of prior learning

Recognition of prior learning (RPL) is an essential element in the overall transition of the informal apprenticeship system, both for understanding its key features and for advancing the learning of those who benefit from it. Prof. Salim Akoojee's presentation, accompanied by the available fact sheet<sup>8</sup>, highlighted the importance of RPL, which is referred to as the bridge that links learning in the informal and formal economies. RPL offers the possibility of recognising and certifying the skills of people in the informal economy, enabling them to continue their (formal) education or to access jobs in the formal economy.

A distinction should be made between outcome-based and input-based RPL systems. In summary, the essential difference is that "outcome-based systems" refer to those that focus on certification, whereas input-based RPL drives the training system to track and monitor individual learners and the system from which those learners come (both informal and formal systems). RPL can help to situate learners and informal apprenticeship within the formal training system. Where it exists, RPL can be used to place informal apprenticeship outcomes within the framework of recognised national qualifications. RPL can pave the way for further training (where necessary) and requires the involvement of the social partners.

The development of the RPL modality should be built on a good certification system based on standards that are part of the universe of competences' recognition implemented in the countries. Three actions were highlighted and drew attention, namely literacy training, the measures to support apprentices at the end of their learning process, and the follow-up that needs to take place in training centres and production units to combine the school logic and the company logic. Interesting experiences have been noticed in Tanzania and Rwanda.


**Robert MASATU MASINGIRI, Ministry of Labour, Youth, Employment and the Disabled, Tanzania**

### **Recognition of Prior Learning (RPL) IN TANZANIA**

Tanzania (see presentation) offers a good example of the involvement of the social partners, where the private sector contributes to the certification of apprentices in the informal sector through the payment of employee wages. Part of the skills development fund is dedicated to training the

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<sup>8</sup> [https://www.ilo.org/skills/events/WCMS\\_873718/lang--en/index.htm](https://www.ilo.org/skills/events/WCMS_873718/lang--en/index.htm)



workforce, and another part to supporting TVET institutions and higher education. Certification gives young people access to public contracts, financial aid or loans from public sources and financial institutions. Modular certificates or micro-credits are awarded for partial certification.

The Vocational Education and Training Authority (VETA) has been mandated to promote on-the-job training and the upgrading of skills acquired outside the formal and informal vocational education and training system (since 2014, but piloted since 2009).

The key RPL processes in Tanzania – include:

- Raising awareness
- Consultancy and guidance
- Facilitation
- Examination of the application
- Recognition of prior learning outcomes
- Certification and homologation

Of the 800,000 young people who enter the labour market each year, many acquire their skills in the informal economy.

The imperative of "formalisation" through RPL is said to have opened up opportunities "for young people - both to access financial support from financial institutions and to join formal education". Government construction projects use RPL to employ former informal apprentices. Graduates with certificates have also been able to win government tenders to build classrooms in the Arusha region. RPL has also helped to reduce the so-called "labour shortage", with the current ratio of 1:2:4 (scientists/technicians/artisans) being replaced by a more internationally acceptable ratio of 1:5:25. To date, 22,296 young people have been able to formalise their skills through RPL.

The main challenges identified are the following:

- A clear understanding of the role and benefits of the RPL programme by all those involved.
- Lack of funds to manage RPL
- Cost sharing: Vocational training centres, the community, the government, development partners and the apprentices themselves.
- Strengthening the RPL quality control system
- Lack of experience of assessors to manage and conduct the RPL
- Low public awareness of RPL (low participation rate in RPL registration)

- The rejection of holders of RPL certificates by employers, particularly at the early RPL stage.
- Low participation of women in the RPL programme (around 15%)

The main recommendations are as follows:

- Increasing the number of RPL assessment tools for occupations that attract more female apprentices - for example, cosmetics and aesthetics, hospitality, sewing, clothing technology, etc.
- Incorporating RPL into the regional certification framework.
- Strengthening quality assurance systems.
- Increasing the number of RPL assessors, facilitators and moderators.

The participants agreed that care had to be taken to ensure that the RPL system does not become a bureaucracy. The discourse on RPL should include answers to questions such as: What are you certifying? What are the financial implications? What do you want to achieve?

**Diana INGABIRE KAREMANO, SDC - Rwanda**

### **RECOGNITION OF PRIOR LEARNING (RAC/RPL) IN RWANDA**

Recognition of prior learning and competences (RAC/RPL) is a process of recognising prior learning and competences obtained in different contexts, particularly at work (such as traditional learning) without considering how, when and where the learning took place. The aim of RAC/RPL is to "recognise and validate the competences of a given individual obtained through formal, informal and non-formal learning systems for the purpose of certification in accordance with the national qualifications framework".

In a context where knowledge and skills are acquired informally, the country has decided to introduce assessments of the skills acquired, leading to certification of these skills.

The aim of this decision is to provide Rwandan citizens with more employment opportunities, greater value and official recognition of these skills in the eyes of labour market players, and to facilitate the integration of people into formal education pathways in a lifelong learning perspective.

The ultimate aim is therefore to promote people through their skills, by increasing their opportunities to take up decent work, while also encouraging greater access to financial services for self-employment, as part of a *policy mix* that aims to significantly reduce poverty in the country.

Responsibility for implementing the RAC/RPL system is shared:

- MIFOTRA (Ministry of Public Service and Labour) is responsible for developing the legal and regulatory framework to guide implementation;
- The trade unions identify the beneficiaries of the scheme and participate in the evaluation process;
- The Rwanda TVET Board (RTB), Rwanda Polytechnic (RP) and the National Examination and School Inspection Authority (NESA) identify priority sectors and trades in consultation with the stakeholders concerned; identify and provide capacity-building for assessors; develop the trades and skills to be assessed and the tools to be used; identify the assessment sites, which may be a school or an industry/company, and which must have appropriate facilities, assessment tools and accessible equipment; finally, organise the assessment and certification of beneficiaries and maintain the database of beneficiaries.

## 5.2 Digitisation of informal apprenticeships

Digital learning technologies are important for training apprentices in the informal economy.

Important reasons for introducing digital skills into informal apprenticeships include 1) better access to education and training through e-learning opportunities, 2) digital marketing and 3) better time management.

Digitisation will include online training for MCs, including IT skills. Best practices from Burkina Faso and Nigeria were presented:

### **Modibo Ouedraogo, Helvetas, Burkina Faso**

#### **DIGITAL TOOLS AND INFORMAL PROFESSIONAL LEARNING**

From the outset, the presentation highlighted the demographic challenges, marked by a clear predominance of young people in the population structure. Indeed, **77.9%** of Burkina Faso's population is under 35, and **64%** is under 25. In economic terms, the informal sector remains dominant, employing **95.5% of the working population**.

These demographic and economic challenges are exacerbated by structural constraints that have a negative impact on the development of young people's skills, namely: (i) a lack of support systems in rural areas, which are inadequate in urban areas; (ii) poor access to information on careers; (iii) academic, technical and vocational training that is not in line with the needs of the labour market.

The initiative, which targets young women and men aged 15 to 35 in rural, urban and peri-urban areas, has been deployed on the basis of a vision of **"facilitating sustainable access to quality, local training and scaling up"**. The digital solution developed for this purpose is structured around learning groups led and energised by Local Service Providers (LSPs).

This is a model of local service provision that links the relationship between young people and LSPs based on results and the support package provided by the LSPs. The aim is to set up a digitisation system that will enable effective monitoring of the entire learning process supported by the KoboToolbox platform. This model is operationalised through a **series of key activities**

- Designing and digitisation, selection, training, post-training
- Establishing links between indicators and the corresponding tools
- Training of partners/training providers
- Target selection and mapping
- Installation of digitised modules on the cellphone (ON/OFF line)
- Training of young people (small groups) by LSP: training and refresher courses
- Training of young people (small groups) by other trained young people

The digital solution developed **through digitised modules** is implemented according to the following process:

- Installation of digitised modules on the cellphone (ON/OFF line) ;
- LSP training and refresher courses for young people in small groups
- Training of young people by other trained young people

The benefits derived from the model, which can be considered as a good practice, are quite significant and translate into achievements that facilitate the transmission of field data in real time, limit errors in the dissemination of information, and eventually provide reliable and quality data, facilitate the monitoring of project indicators, make data analysis easier and, ease the reporting workload with quality reports.

In short, this good practice has highlighted **the relevance and necessity of taking full advantage of digital tools** to work towards digitalising the skills development processes. Its deployment in Burkina Faso has produced convincing results thanks to the rational and optimal use of digital tools:

- 9,758 young people selected and coached
- 6,160 young people trained in life projects and entrepreneurship

- 5,267 young people selected

**Abbati Dawakin Kudu MUHAMMAD, IDEAS Project Manager, National Council for Technical Education, Nigeria**

#### **DIGITISATION OF VOCATIONAL TRAINING IN NIGERIA - IDEAS PROJECT**

IDEAS stands for Innovation Development and Effectiveness in the Acquisition of Skills. The IDEAS project is being implemented by the National Board of Technical Education (NBTE) and is giving priority to digital learning technologies for technical and vocational education and training. Digital skills will enable :

- Increased access to education and training
- Improved learners' time management skills
- Promotion of digital marketing

The best practices from the IDEAS project presented at the workshop were linked to specific actions that have succeeded in:


- Improving training in the informal sector
- Supporting the training of master craftspeople
- Standardising training in order for the master craftspeople to certify apprentices via the National Skills Qualification Framework (NSQF)
- Upgrade the administrative structures of TVET institutions
- Supporting the digitisation of the NSQF
- Making it easier to benchmark apprentices against the NSQF
- Digital skills training, online and through IT training for master craftspeople.

### **5.3 Financing informal apprenticeships**

Skills development funds established through employer payroll deductions appear to be the most widespread funding mechanism for technical and vocational training, including work-based vocational apprenticeships. A regulatory framework is needed to regulate the funding of apprenticeship training, including in the informal economy. Experts from Côte d'Ivoire, Senegal, Madagascar and the Swiss SDC shared their experiences.

In Côte d'Ivoire, funding includes the payment of transport allowances and the provision of toolboxes and appropriate work equipment. The main






challenge in implementing the dual system in Côte d'Ivoire is the lack of skills among trainers to implement the system effectively.

In Senegal, the skills development tax commonly known as the CFCFE (Contribution forfaitaire à la charge de l'employeur - Lump-sum contribution payable by the employer) is entirely dedicated to vocational training. Funding also includes training in non-technical skills, as well as literacy. The use of local or national languages in apprenticeship training is encouraged. The work-based training course is divided into 80% in the workplace and 20% in a training centre or resource centre in the case of upgraded apprenticeship and dual training (PF2E). As part of the Employability of Young People through Non-Formal Apprenticeship Project (PEJA) financed by the World Bank, the government is testing a sustainable apprenticeship funding model by having the Vocational Training financing Fund (Fonds de financement de la Formation professionnelle - 3FPT) bear the costs of providing additional training for apprentices and literacy training by the Ministry of Education. Ultimately, the aim is to use the PEJA experience to create the conditions for setting up a sustainable mechanism for financing apprenticeships.

The financing of development partners raises the crucial question of sustainability and dependence. Sustainable funding is aid that frees us from aid dependency.

The Swiss Agency for Development and Cooperation (SDC) has presented its thoughts on the financing of apprenticeship systems, which remains a major challenge worldwide. For the SDC, sustainable financing of vocational learning systems means: a) ensuring access to a range of financing mechanisms (diversification); b) guaranteeing the efficient use of financial resources; and c) ensuring the long-term continuity of vocational training services financed by various revenue mechanisms. Different types of apprenticeships require different funding models. It is therefore relevant to find appropriate funding mechanisms to make the particular apprenticeship model more attractive to financial and technical partners, be they the donor community, business associations and industries or public funding sources. This also means strengthening collaboration between the public and private sectors, including the informal private sector, to develop training programmes focused on the needs of young women and men as they enter the labour market. Funding from the non-profit sector (public or philanthropic funds) can help improve systems and make them more attractive to other areas of funding (see blended finance).

The SDC also works to improve tax revenues and governance-related aspects. This may involve, for example, setting up systems for mobilising apprenticeship taxes, supporting partner countries in establishing



mechanisms for improving tax revenues and reinvesting them in social sectors, including training, through subsidies or training funds, etc.

The SDC also presented its vision on:

- blended finance, which aims at using capital from public or philanthropic sources (non-profit sector) to attract private sector investment in sustainable development ([sustainable development goals](#)). The idea is to provide financial support for the development of favourable structures in areas that are often considered unattractive for private financial investment. Particular emphasis is placed on social systems, including education systems. The SDC has contributed to the field of blended finance through the "Social Impact Incentives" (SIINC) and "Impact-Linked Finance" (ILF) initiatives.
- Results-based funding (RBF), a funding mechanism where some of the payments are linked to predefined and verifiable results. Unlike traditional funding arrangements that pay for activities (e.g. training), RBF pays for achievements and results that are verified by an independent evaluator. The terms of payment (number of payments, percentage of the amount, incentives for graduates in paid employment) depend on the context and implementation of the project and are specified in the contracts with the service providers.

RBF is an approach to ensuring the social inclusion of marginalised groups, such as women, particularly single mothers, or young people with special needs. Vulnerable target groups are often divided into different groups. Depending on the level of vulnerability, the training provider receives an incentive if the graduate is placed in paid (self)employment. This encourages training providers to give special support to vulnerable trainees and to support their transition into the world of work. The sustainability of the RBF remains a major challenge. The establishment of a fund for VET or employment (for example, the Employment Fund in Nepal) can help to ensure the continuation of training financed by RBF mechanisms. RBF will be implemented as part of the "Skills For Youth Economic Empowerment" (SYEE) project in Mozambique, financed by the SDC.

Decentralised sector budget support (DSBS) is a financial mechanism that supports local authorities with the aim of introducing new paradigms in aid management. It gives local authorities direct and easier access to public aid resources so that they can better exercise their powers, which are sometimes limited by delays or the lack of transfer of financial resources from central government. DSBS is being tested in 4 projects in Mali: the Support Program for Local Economies in the Inner Niger Delta (PSEL Delta), Livestock Sector Support Program in Mali

(PASEM), Non-Formal Education Support Program (PENF) and the Support for Farmer Organizations and development of sustainable market systems project.

Madagascar has set up a Vocational Training Fund, financed by a 1% levy on salaries. 500,000 young people, 35% of whom are illiterate, enter the job market every year. Hence the need to train large numbers of young people. It is estimated that the informal sector contributes 24% of the country's GDP. The use of the Skills Development Fund includes training apprenticeship masters, upgrading informal vocational apprenticeships, developing curricula, providing material resources and training equipment, and promoting access. Formal companies in Madagascar have no hesitation in contributing to the Skills Development Fund because they understand that their businesses can benefit from a better qualified and trained workforce thanks to the 1% contribution they pay.

In short, over and above the Financing Funds, which constitute the institutional mechanism and operational lever for financing vocational and technical training, with an openness to apprenticeship that varies from one country to another, efforts must be made to put the financing of apprenticeship on a sustainable and predictable footing over time. The aim is to promote a systematic approach based on the idea that the funding granted is a lever for empowering the players involved.

In summary, the session produced a comprehensive list of challenges and success factors. Here are the details:

**Challenges :**

- Coordination between ministries
- Mobilising craftspeople and associations
- Phasing out development partners' funding so that national sources cover the system.
- Use of the Skills Levy to support informal apprenticeships.
- Transparency in the use and distribution of funds
- Structuring informal apprenticeships through skills standards
- What should be funded? Apprentices, training centres, equipment, off-the-job learning, assessments or nothing?
- Emphasis on initial training rather than continuing training

**Success factors :**

- Shared responsibility for funding (government, employers, development partners, learners)
- Setting clear financing mechanism
- Integrating funding mechanisms into other relevant legal reforms.
- Dialogue on how to use the Skills Levy to support the upgrading of informal apprenticeships.

- Making funding sustainable: using funding from development partners as a means to steer actions, with long-term timeframes, to promote and encourage participation, but with a clear plan for gradual withdrawal and coverage by national sources.
- Diversifying financing
- Supporting mechanisms for collecting and managing the skills levy more effectively.
- Robust monitoring and evaluation systems.

It is therefore important that countries work to promote better diversification of funding, explore the full potential of blended funding and take a close look at the issue of the levy base through field experience. The experience of financial funds is certainly very advanced in Africa, but their viability may raise questions about their ability to finance apprenticeships in the light of their initial mandate, especially as it is companies in the formal sector that finance these funds.

#### 5.4 Role of trade/crafts associations

Trade and crafts associations protect the interests of professionals working within the umbrella organisation of professional associations. In some countries, these associations are part of the country's trade union organisations. In other countries, there are stronger links with employers' organisations. However, the key question is how the industry's organisations are represented or taken into account in the political process and how they collaborate and are represented in the country's workers' and employers' organisations.

**Deborah FREEMAN, TUC, Ghana**

##### **CASE STUDY GHANA**

In Ghana, systems are in place to strategically integrate crafts and professional associations into the National Trades Union Congress (TUC). However, as is the case in many countries, professional associations feel marginalised and are not fully integrated as official actors in social dialogue with government and stakeholders. The role of the informal sector in the development of the national workforce is not sufficiently recognised. It is recommended that craft and professional associations get more involved in workers' umbrella organisations.

The creation of a database of information and action points will contribute to more meaningful social dialogue and engagement with the state and development partners. The role of professional associations in promoting lifelong learning and the qualification of workers should not be underestimated.

## **GROUP WORK Answers :**

### **Can craft associations (CA) do without trade unions (TU)?**

- YES. Affiliation/Collaboration imperative
- Yes. Must be organised as an association
- YES. CA needs TUs
- YES, collaboration and good relations are essential.
- Need for strong craft associations to establish a partnership with TUs
- YES- Trade unions can strengthen their initiatives and build their capacity
- Yes, that's the key
- The CA and the unions must work together at a strategic level (lobbying).
- Unions need to go beyond organising in the formal economy
- CA need to work together to achieve the desired objective
- Strong advocacy and support from TUs are essential for the progress of artisans.
- Affiliation should be encouraged for mutual benefit
- Trade unions need to be more inclusive and work with CAs, civil society organisations and SMEs (20 responses).
- We can do without them, but CAs will be more effective if they are affiliated to TUs.
- TU membership can help defend their interests.
- Unions give CA a voice - Coordination and awareness-raising will be carried out as a group.
- YES, but the TU would be useful in strengthening the influence of craft associations.
- YES, but mutual collaboration can be important in strengthening both parties.
- This depends on the possibility of artisans becoming direct sellers, the price level and the customer base they can access.


### **The three response categories include those who answered yes for the following reasons**

1. It benefits CA
2. It benefits trade unions, which need to extend beyond the formal and informal framework.
3. Although not essential, affiliation will benefit (and strengthen) both.

**Cyr DAVODOUN, Expert in informal apprenticeship, Benin**

#### **The role of Artisans' Professional Organisations in steering informal apprenticeships: the case of Benin**

The involvement of APOs in developing the skills of young people through informal apprenticeships is the alpha and omega of the whole process of



acquiring knowledge and skills related to trades in a non-formal context. Without APOs that are well structured, organised and capable of fighting the "battles", the system will not work. Consolidating traditional systems by strengthening the organisation will both support and accelerate development.

Benin is a typical case and a model in French-speaking Africa for the way in which APOs are organised and structured throughout the country. These are uni-professional associations that are involved in apprentice training and, in particular, in the certification process at the end of the course. This has led to the development of a wealth of experience in the organisation of assessments and the awarding of apprenticeship diplomas by APOs. These experiments are carried out at local or municipal level. In this way, the associations have delegated the task of final assessment of apprentices' skills to the collectives of associations and groups of craftspeople at local or municipal level.

It was in this context that the EFAT - Examens de fin d'Apprentissage traditionnel (Traditional Apprenticeship Completion Examinations) were introduced, with technical support from the BAA - Bureau d'Appui aux Artisans (Craftspeople Support Office). The institutionalisation and organisation of the EFATs have had a number of knock-on effects:

- Harmonising the structural elements of apprenticeships
- Eliminating outdated practices that discredit apprenticeships
- Establishing good practice
- Bonus for initial training through apprenticeships

Overall, in addition to the case studies, the discussions between participants led to the following results:

- MCs training
- Chambers of Crafts and Skilled Trades must rely on employers' organisations
- Involvement of teaching staff in apprentice training
- Organisation by trade
- Definition of requirements
- Validation of qualifications with other stakeholders (governments and employers)
- Production of activity and skills reference frameworks
- Identifying growth sectors
- Updating existing training programmes
- Developing blocks of skills

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## 5.5 Competency standards and content/curriculum

Occupational standards and curricula are important for the design of apprenticeships, skills development courses and general apprenticeships. National Qualifications Frameworks bring together different learning pathways and qualifications into a single framework for the recognition of competences. In some countries, the national qualifications framework includes different pathways for general education, TVET and higher education.

**Stephen OGENGA, Managing Director, NITA, Kenya**

### **THE CASE OF KENYA**

Kenya presented the National Industrial Training Authority (NITA) and in particular its experiences on its key functions, which are as follows:

- o Registration of employers
- o Supervision and support of industry training and internships
- o Development of testing guidelines and curricula
- o Evaluation of vocational tests
- o Reimbursement of training costs
- o Regulation of trainers

NITA's activities are funded by the training levies paid by employers. NITA assesses and collects contributions and fees for industrial training. One of its main activities is to integrate labour market information into skills development. NITA also has sectoral training committees that oversee the improvement of workers' skills in a specific sector.



## List two strategies you have put in place to improve IA mobility.

### Answers from the groups below:

- Improving teaching methods (with reference to the MCs)
- Develop standards and curricula to facilitate (their) mobility into the formal sector.
- Recognised quality of training
- Definition of professional standards
- Inclusion of informal sector stakeholders in sector skills bodies
- Raising awareness and marketing
- Sector participation in Sector Skills Councils
- RPL ???
- Redefine national occupational classification standards
- Need to involve them (MCs) in sector skills councils.
- Identifying skills and career paths
- Taking account of the regional labour market in study programmes

## 5.6 Improving the skills of master craftspeople

**Douglas OPIO, Executive Director, Federation of Uganda Employers (FUE), Uganda**

### **THE CASE OF UGANDA: ADDITIONAL TRAINING FOR APPRENTICESHIP SUPERVISORS - HOW CAN THIS BE ACHIEVED?**

It is important that the skills of master craftspeople are improved, because the quality of master trainers has an impact on the quality of the training on offer. In Uganda, the development of master craftspeople is piloted by development partners, notably the Belgian Development Cooperation, UNIDO and the German BMZ. To be effective, these interventions are structured and aligned with national priorities. Stakeholders involvement is a key success factor, including partnership with professional associations in the development of programmes and training provision. It has been reported, for example, that in Uganda, 1,000 certified welders are needed for the oil and gas industry, but that only 100 welders are currently available. Further training for master craftspeople takes place over a period of 6 months, 50% of which is devoted to theoretical courses. Master craftspeople need to keep abreast of the changing skills requirements of the workplace.

## Next discussions

The further training of master craftspeople is therefore important. Because intervention in the informal economy is project-based, the development of master craftspeople is not structured, which poses problems of sustainability. The absence of a nationally agreed master craftsperson development programme means that much remains to be done to ensure the development of training in the informal economy.

Nevertheless, training partnerships have been established with competent vocational training centres to offer refresher courses in certain sectors aligned with national priorities, such as renewable energies and electricity.

### Some ideas from the workshop :

- (Establish) national professional standards.
- (Place on the) National Qualifications Framework.
- (Guarantee) Stakeholder consultation and participation.
- MCs should be informed about the process of acquiring (purchasing and supplying) new tools and equipment.
- (Establish) social dialogue to ensure buy-in.
- (MCs) Must be incentivised to make it attractive to beneficiaries.
- (The skills provided must...) Be aligned with the needs of the national market.
- Identification of the portfolio (to document) the artisans (sic) and their activities
- (Attention to...)Involve the APOs in a wide range of activities.
- Take into account their constraints and environment
- (Establish) Collaboration between employers and trade unions
- Equipping and empowering them to access learning opportunities through basic literacy or digital skills (to access online opportunities).
- Identify other skills and provisions more needed to boost income generation and unemployment
- Peer training should be encouraged
- Communicate or make them aware of the benefits and advantages
- Create official status for shared training/production facilities
- Upgrading skills to meet the needs of the labour market and the changing technological environment.
- The qualification must be linked (sic) to a certification supported by legislation that "obliges" master craftspeople to participate.
- (Provide) video or multimedia resources geared towards identified needs.
- Introduce them (MCs) to new techniques and standards.
- Multi-stakeholder engagement to identify gaps.

- (Development of a..) Robust database (Labour Market information Systems)- LMIS
- And the analysis of skills gaps and RPL to enable the complement

### 5.7 Collective Solutions for infrastructure and equipment

**Prof. Idris M. BUGAJE, Executive Secretary, National Council for Technical Education, Nigeria**

#### **CASE STUDY: NIGERIA\_ THE ARARIYA FOOTWEAR MARKET VERSUS THE PANTEKA TECH MARKET.**

In Nigeria, initiatives to develop hubs are a central element in the development of the informal economy. The hubs, which are supported by the government and engage with polytechnics (for skills), are an important element in the development of the informal economy. Production has been increased and there is evidence that the goods produced have benefited from new markets due to their improved quality. The focus on infrastructure and equipment should be a feature of the overall transition to formality, as skills are developed to enhance existing initiatives.

Through strategic partnerships, projects such as "Mafita" (MAFITA - "EXIT/WAY OUT" IN HAUSA) in Northern Niger have identified sectors with high growth potential, working with the private and public sectors to encourage the adoption of "international standards" and improved curricula for trainers and trainees (in both the formal and informal training sectors). The Mafita project (2015-2020) provided training in skills relevant to the local economy which resulted in new employment opportunities for marginalised young people through the development of integrated services to remove barriers for young people and micro and small enterprises (MSEs) related to access to finance, access to markets, and business development services. Mafita has built community skills development centres that provide young people with the skills most in demand and has improved the apprenticeship model by introducing standardised programmes known as workspace guidelines and training trainers. Mafita has also engaged with the private sector to identify work placements for around 30,000 marginalised young people and with the government to improve curricula and roll them out nationwide.

#### **Collective solutions for infrastructure and equipment**

- The government must take the lead in providing infrastructure and equipment for artisans
- Use of common user facilities to upgrade technologies and introduce efficiencies
- Providing tax relief for Craftspeople

- Government equipment leasing and guarantees
- Collective solutions for infrastructure and equipment
- Skills training in equipment supply and infrastructure development
- Need to strengthen the capacity of professional groups/associations to organise, plan and access funding for collective and individual needs.
- The government must provide a guarantee for bank loans and for SMEs to purchase equipment.
- Tax incentives for companies to finance training and equipment
- Need to develop a legal framework obliging foreign companies to employ a % of citizens as part of the contractual agreement.
- With the help of the social partners, private sector companies can also provide equipment (used by VET institutions).
- That the government reduce or abolish taxes on this equipment so that it is affordable for young people and SMEs.
- Reference to <[www.labourmarket.go.ke](http://www.labourmarket.go.ke)>
- Provision of business start-up equipment and toolkits to registered informal sector businesses in groups of at least five (5) people
- Inclusion of training components in (sectoral) clusters
- Supply of equipment or toolkits for business start-ups.
- Create a favourable environment.

### **THE CASE OF BURKINA FASO**

The results of the Burkina Faso discussions helped to reinforce and consolidate the thoughts of the workshop on equipment by focusing on the following elements:

- Consider that equipment is an educational input that plays a part in the training of apprentices
- Examine the medium- and long-term sustainability of equipment financing
- Drawing up catalogues of equipment needed for apprentice training
- Make apprenticeship workshops more attractive, with a minimum amount of equipment and infrastructure to better organise apprenticeships and improve the quality of training.
- Testing strategies for pooling equipment by taking advantage of the tool houses (case of Senegal)

## 5.8 Dual apprenticeships

**Anthony GEWER, Dual Apprenticeship Expert, DC-dVET**

### **SOUTH AFRICA: WORK-LINKED APPRENTICESHIPS**

Dual apprenticeship has become a common feature of apprenticeship training in the informal economy. Dual apprenticeship provides a bridge between formal and informal apprenticeship training. A distinction must be made between strengthening apprenticeship training and formalising it. The recognition of dual qualifications is a key concern. It is also necessary to clearly identify the incentives for the dual system. The dual system must also be seen as a flexible learning pathway.

The IRM (installation, repair and maintenance) project in South Africa uses the dual approach to establish links between training and work. The end result is job creation when existing informal entrepreneurs are skilled and have the infrastructure to expand their network. The project lays the foundations for greater recognition of informal learning, as it integrates the public technical and vocational education and training (TVET) system into the training system. The project is in its initial phase and several pilot projects are underway.

#### **What are the obstacles to reinforcing learning on a large scale and how can they be overcome? How can a significant bridge be built between formal and informal learning?**

- Shifting cultural attitudes among young people
- Tax incentives - Reducing the 'burden' of tax requirements
- Getting MCs on board with apprenticeships - Disincentives
- Results-based financing
- Private sector contribution - may be in kind.
- Even if they are shortened, the standards must be approved by the industry.
- Making it more attractive and raising its profile
- Abridged version of apprenticeships (approx. 6 months)

How to make formal VET speak to the informal sector - the importance of social dialogue.

- The private sector supports the informal sector through levies.

The promotion of dual or sandwich training requires the following parameters to be taken into account:

- Stability contracts lasting at least 1 year
- Digital training
- Remuneration of tutors

- Tax relief
- Distribution of job kits to MCs
- Matching facilities to local training opportunities
- Establishing a legal and regulatory framework
- Promoting companies
- Status of training companies
- Support for work
- Raising companies' awareness of the added value of dual training and a better understanding of their role
- Insuring host companies

<b>ECONOMY/VET</b>	<b>Formal</b>	<b>Informal</b>
Formal	Formal apps	Upskill - Youth - Adults
Non/Informal	On-the-job/work-based training	Informal and traditional learning


**Christiane DEHOUE, Country Director of Swisscontact in Benin**  
**DUAL APPRENTICESHIP TRAINING IN BENIN**

In Benin, dual apprenticeship has so far been organised in the crafts sector. To make it operational, a macro-level partnership has been set up between the ministry in charge of vocational training and the umbrella organisation of craftspeople's professional organisations (CNAB and UCIMB/CMAB), through the signing of an agreement.

This agreement between these two players reflects a certain appreciation of private players within the framework of dual training by the state.

At the meso and micro levels, the 80 craftspeople's collectives and groups are mobilised and have full responsibility for identifying young people by trade in order to register them for the youth recruitment test organised by the ministry responsible for vocational training. At this level, Swisscontact is supporting these organisations in the awareness-raising campaign for trade associations to inform them of the added value of this training scheme and its benefits for the development of the craft business that enrolls a young person in dual training. Once the young people have been recruited, a tripartite contract (APO, VTC, FODEFCA) is signed. This contract defines the roles and responsibilities of each stakeholder in the implementation of the training, both in the company and in the VTC.

Another important element is the mobilisation of companies/APOs in the process of developing/revising training curricula. All the curricula developed with the support of Swisscontact using the DACUM methodology and which are



the subject of training have been developed with the involvement of professionals in the trades identified within the professional associations/enterprises in the trades concerned.

As far as the management of dual training is concerned, bringing together and harmonising the way in which skills are transferred to young people by strengthening the technical and managerial capacities of company and vocational training centre instructors has been a success factor.

In order to ensure better monitoring of apprenticeships both at the VTC and in craft companies, monitoring tools have been developed and the company trainers who liaise between the two training locations have been trained in the use of these tools.

In addition, training and pedagogical committees have been set up at the VTC to improve the management of training at the two training sites.

Today, as part of the implementation of the new TVET strategy, in order to involve companies more closely in dual apprenticeships, a public-private consultation framework has been set up by the CNP-EFTP, through which the private sector can express its needs in terms of skilled labour, with a view to developing training provision (by the public sector) to meet the demand from companies.

Within this framework, companies operating in the VTC environment are identified and networked so that they can serve as training areas for young people in the various work-linked/dual training schemes.

## 6. BETTER KNOWLEDGE FOR BETTER LEARNING SYSTEMS


**Thomas Escande; DIME Researcher (World Bank)**

**Nausheen Khan; DIME Researcher (World Bank)**

**Prof. Bruno Crépon; CREST/ENSAE, Co-head of the Labour Section, JPAL**

**Dr. Hermann Toualy; PEJEDEC Coordinator, BCPE, Côte d'Ivoire**

Despite the relevance of apprenticeships and their potential to affect both the supply and demand sides of labour markets, evidence remains minimal on approaches that can effectively address failures in apprenticeship markets. Much of the existing literature focuses on facilitating entry/access to traditional apprenticeships, with mixed results, but there is little experimental evidence of the effectiveness of efforts to improve the quality of traditional apprenticeships in Sub-Saharan Africa. There is therefore a need for more and better knowledge about what works to improve apprenticeship systems in Africa. The impact evaluation method is the recommended method for producing reliable results and increasing knowledge, as well as enabling better planning, understanding and implementation of projects. In the first part of the session, the impact evaluation method was described, and two examples of impact evaluations of



learning programmes in Côte d'Ivoire and Nigeria were presented in the second part of the session.

During the first part of the session, the World Bank's DIME team recalled that the impact evaluation method is one of many methods used to study the causal relationships between a programme, policy or intervention and the outcomes in question. In order to make causal statements and separate the impact of the intervention from the effect of external factors, we need a "counterfactual", which represents what would have happened in the absence of the programme or intervention. There are many ways of creating this counterfactual. The impact evaluation method involves assigning a sample of the population of interest randomly to one group that will receive the intervention (treatment group) and to another that will not (control group), the so-called counterfactual. It is often considered the most rigorous method because it creates, through randomisation, two statistically identical groups, the closest thing to a perfect counterfactual. Any subsequent differences in outcomes between the two groups can then be attributed entirely to the intervention. Other causal methods, although not discussed in detail, include random assignment, random promotion, discontinuity design, differences-in-differences and matching.

In the second part of the session, the World Bank's DIME team and Dr Hermann Toualy presented the results of impact evaluations of two vocational training programmes in Côte d'Ivoire and Nigeria.

**In Côte d'Ivoire**, the dual apprenticeship programme evaluated is a component of the PEJEDEC - Projet Emploi Jeunes et Développement de Compétences (Youth Employment and Skills Development Project), funded by the World Bank. Under the programme, young people received subsidised dual apprenticeship training for two years: in a workshop with a master craftsman (practical training) and in a vocational training centre (theoretical and general training), with the opportunity for young people to receive certification at the end of their training. The study assessed the impact of the dual apprenticeship programme. The study revealed that dual apprenticeship has led to a sharp increase in young people's participation in apprenticeships, but that it has not displaced traditional apprentices in companies. The impact assessment shows that there is an unmet demand from companies for more apprentices who are filled by the programme. In addition to this, dual apprenticeships increase the quality of the apprenticeship, enabling young people to carry out more complex tasks in the company and achieve 15% higher earnings two years after completing the apprenticeship, driven entirely by higher earnings among apprentices who have set up their own business.

**In Nigeria**, the study measured the impact of an improved version of traditional apprenticeship. Young people received basic training and learned in-demand trades such as carpentry, tailoring and car repair from qualified tradespeople.



The aim of the apprenticeship programme was to provide marginalised young people with access to skilled work or productive self-employment on an economic and intangible basis. The study found that the apprenticeship programme had a positive impact on participants' employment and productivity, job-seeking behaviour and economic well-being, with some results showing significant diversity. However, despite significant impacts on participants, the cost-effectiveness of the programme remains a concern.

## 7. PRIORITIES FOR GROUPS OF CONSTITUENTS

### **Priorities for governments**

- Introduce certification of informal apprenticeship/include apprenticeship in RPL systems
- Structuring apprenticeship players, i.e. professional/craft associations (mapping of APOs)
- Sustainable and innovative funding to improve apprenticeships - including through the training levy
- Introducing digital technology to improve apprenticeships
- Improving systems for monitoring and evaluating apprenticeship systems
- Inclusive, ongoing dialogue to regulate apprenticeship systems
- Giving a place to formal and informal professional learning in the context of continental certification
- Establishing a sub-Saharan network on skills and learning to ensure follow-up
- Raising the debate to help gain the support of high-level decision-makers

### *Regional exchange hub on improving apprenticeships*

- Set up a platform/network for sharing experiences on improving informal apprenticeship - and for Benin to be considered the learning focal point for Africa.
- Creation of an inter-African committee on apprenticeship to support the focal point, with representatives of this committee attending the International Labour Conference in June 2023.
- Partnering with regional and international organisations to support learning

### **Priorities for employers' organizations**

- Introducing the subject of apprenticeships into national social dialogue
- Strengthening dialogue between employers, apprentices and training centres
- Employers' organisations should include organisations representing associations in the informal economy

- Incentive scheme for employers to take on apprentices and/or introduce insurance for apprentices
- Harmonising certification to include informal apprenticeships
- Placing apprentices in centres that match their level of training
- Dual mode should be considered as the preferred model for apprenticeships

#### **Priorities for workers' organisations**

- Take stock of the needs of system stakeholders (statistics, etc.)
- Create a legal and regulatory framework at national and regional level to facilitate the recognition of skills and integration on the continent
- Involve trade unions and professional associations in the informal economy in national dialogues on apprenticeship issues
- Ensuring decent conditions for players in the informal economy, such as social protection
- Facilitating lifelong learning

## 8. NATIONAL PRIORITIES AND INITIAL THOUGHTS ON A REGIONAL HUB

### 8.1 Priorities at the global African level

- Need for inclusive dialogue among IA stakeholder groups, informed by ALL sectors of the economy. Inclusive dialogue must progress systematically.
- Certification. Create dichotomous formal and informal learning systems. Arguing that the informal is NOT inferior and that it represents, in many cases, more than 70% of the economy.
- Digitisation is important. We need to adapt to digitisation. There is a lot to be done.
- Need to establish a national and regional platform. Need to establish an articulation mechanism to enable movement between countries, which should be extended to the informal sector. Levels of skills mobility need to be established.
- The need for regional and national dialogue frameworks and mechanisms.
- Civil liability for apprenticeships. Invest in insurance.
- Companies must be involved. They cannot remain on the sidelines if there is a need to provide high-quality skills development at both national and regional level.
- A regional commitment is needed so that experiences can be shared. Development partners can support this and share experiences at continental level.
- Need for initiatives' sustainability not only partners, but government and MCs, as a key element in upgrading traditional apprenticeships

## 8.2 Country priorities

The Country Delegations have identified priority actions to be implemented in their own contexts to improve the effectiveness and impact of their informal apprenticeship systems and arrangements. The detailed list of these priorities is presented in **Annex 1** of this report.

By analysing the different country priorities, we can in any case already identify similar ideas, which also represent avenues for collaboration between countries as well as the possibility of establishing a community of practice around the Regional Hub mentioned by the Government representatives as well as by the working group that worked on the regional priorities during the workshop.

Here are the most recurrent priorities in the country groups' discussions:

- Establishing a legal and regulatory framework for informal apprenticeship ;
- Integrating the certification of apprentices trained in informal apprenticeship into certification frameworks (which in most countries have yet to be concluded/operationalised);
- The need to produce reliable, up-to-date data on informal vocational training, integrated with LMIS - Labour Market Information Systems and Labour Force Surveys - in order to feed an M&E system for apprentices and their career paths;
- Investing in more and better RPL systems for apprentices and apprenticeship supervisors;
- Integrating informal apprenticeships into the general training offering, with closer links to other existing courses, by investing in the link between apprenticeship masters and vocational training centres;
- Support for the structuring of informal economy stakeholders, who are central to the effective implementation of informal apprenticeship, including support for their organisation, affiliation to other existing structures and the creation or revision of multi-stakeholder consultation frameworks and bodies for better governance;
- Developing or, where appropriate, scaling up successful pilot schemes for improving informal apprenticeship;
- Consideration to be given to the introduction of sustainable funding mechanisms for informal apprenticeships;
- Support for the use of digital tools in informal apprenticeship.

## 8.3 Research priorities

The Country Delegations had the opportunity to discuss the research priorities for their contexts. It appeared essential to identify the gaps in terms of data and thinking in order to steer the programmes and projects to be implemented to



strengthen informal apprenticeship systems and arrangements. The detailed list of these priorities is presented in **Appendix 2** of this report.

Despite the high degree of heterogeneity in research priorities, certain themes have been mentioned by several countries and are becoming a kind of backbone for multi-country research initiatives that would like to analyse comparable data on a continental scale. These are presented below:

- Understanding of the characteristics and operation of informal apprenticeship systems and arrangements, including key stakeholder engagement drivers;
- Size and efficiency of investment in informal apprenticeship, towards the identification of sustainable economic models ;
- Analysis of the contribution of informal apprenticeship to meeting the needs of the labour market and the economy, including at the level of different economic sectors;
- Integration conditions and identification of apprentices' career paths ;
- Identifying apprentice motivation factors and success factors for informal apprenticeship ;
- Evaluation of quality assurance arrangements for key stakeholders in informal apprenticeship ;
- Identification of modernisation tools adapted to different contexts, with a focus on the digitalisation of the learning process and innovative economic niches;

## APPENDIX 1 - DETAILS OF COUNTRY PRIORITIES

### CONGO

- Making the national vocational qualification framework operational
- Scaling up skills development projects institutionalising public-private dialogue on apprenticeships
- Establishing a legal and regulatory framework for vocational training through apprenticeships

### BURKINA FASO

- Establishment of a legal and regulatory framework for the operationalisation of informal apprenticeship
- Establishment of a system to ensure the long-term funding of the IA
- Making the national certification framework operational and introducing regional certification
- Establishment of the formal-non-formal TVET and informal apprenticeship-development partners-APO consultation framework
- Organising those involved in informal apprenticeships

### GHANA

- Engage informal sector associations in dialogue on CEA and GTUC membership
- Involving the CTVET in an alternative apprenticeship funding scheme
- Continuing to promote apprenticeships

### UGANDA

- Revision of the existing UNAE to include issues relating to informal apprenticeships
- Improving RPL (capacity to strengthen people in conflict, skills, professional profiles, standards)
- Certification assessment
- Placement
- Mapping people in conflict
- Raising public awareness
- Strengthening the regulation of informal learning
- A plea for the allocation of resources to interventions in favour of informal learning

### BENIN

- Impact of MC development on training quality
- A plea for the adoption of the apprenticeship code
- Implementation of the national qualification framework
- Setting up an apprenticeship database (information system)

## MAURITANIA

- Supporting the integration of apprenticeship methods into training provision
- Strengthening partnerships between training centres and social partners
- Structuring socio-professional organisations

## DJIBOUTI

- Drawing up and submitting a joint report containing recommendations
- Setting up a multi-sector committee on this issue
- Establishment of an annual activity plan containing a work schedule and a matrix of budgeted activities. This AWP will be submitted to the development partners for funding.

## NIGER

- Completion of the process of setting up the national sectoral qualification framework
- Digitalising the apprenticeship system
- Make the monitoring and evaluation system for the TVET sub-sector operational

## IVORY COAST

- Implementation of the national qualification framework
- Support for the structuring and capacity-building of APOs
- Setting up long-term financing arrangements
- Taking digital learning into account

## GUINEA

- Development of a national qualification framework (CQP, CQM)
- Introducing innovation with a strong digital and technological presence
- Support for the structuring and development of apprenticeship players
- Drawing up an apprenticeship development programme

## CAMEROON

- Organisation and structuring of the craft sector (inventory, diagnosis, development of a strategy to promote apprenticeships in the craft sector, using a participatory and inclusive approach).
- Implementation of an apprenticeship pilot project in 5 craft trades
- Targeting skill levels
- Drawing up training reference frameworks
- Identifying and building the capacity of trainers
- Assessment and certification
- Evaluation of the pilot phase
- Establishment of an appropriate legal and institutional framework

## CHAD

- Setting up a national qualification framework

- 
- Ongoing consultation with stakeholders in the apprenticeship sector
  - Supporting the structuring of APOs
  - Introduce a monitoring and evaluation mechanism to provide better support for learners

#### NIGERIA

- Strengthen the existing structure by including trade union and worker skills councils in informal apprenticeships.
- Boosting the job market
- Labour market information system with the Federal Ministry of Labour and the National Bureau of Statistics

## APPENDIX 2 - DETAILS OF RESEARCH REQUIREMENTS BY COUNTRY

### BENIN

- The contribution of apprenticeship training to the needs of the labour market
- Financing apprenticeship-based vocational training in Benin: realities and prospects
- Study of the socio-professional integration of young people trained

### BURKINA FASO

- What is the importance and impact of financing on learning?
- How can I involve apprentices' parents and local authorities in my apprenticeship scheme?
- Assessing the skills needs of businesses and local authorities

### CHAD

- Typology and characteristics of apprenticeship in Chad
- Research the match between supply and demand in the sector
- Sociological study of success factors by zone in apprenticeships

### CONGO

- Impact of informal apprenticeships on the national economy
- Evaluation of the traditional apprenticeship system and quality assurance of the services provided by apprenticeship tutors
- Socio-economic integration of young people after training

### THE GAMBIA

- Why many Gambian girls and boys need to be involved, and how to strengthen them economically and socially
- Research into traditional trades

### CAMEROON

- Apprenticeship development strategy
- Inventory and diagnosis of the craft sector

### GUINEA

- Study of the motivational factors of informal apprenticeship actors in favour of structured apprenticeships
- What impact will programmes to modernise the traditional apprenticeship system have on employment: job quality and sustainability?
- What modernization tools can be adapted to the new trades/crafts of excellence and innovation?

### GABON

- Identification of craftspeople by geolocation
- Making the Chamber of Trades operational and autonomous
- Mobilising human, financial and material resources





TANZANIA

- The importance of the digital element in apprenticeships
- The role of RPL in improving the well-being of apprentices in the informal sector

MADAGASCAR

- Study to identify target occupations in IA
- Integration conditions for young apprentices (especially post-IA follow-up)
- Study on the adoption of teaching methods adapted to IA
- Study on the economic model of IA (membership, coverage, etc.)
- Study on the motivations (behaviour of young indigents in the AI process)

TOGO

- Functioning of the traditional apprenticeship system (family, socio-anthropological community)

KENIA

- Setting up real-time information on the job market
- Areas where apprenticeships can have an impact on the economy

## APPENDIX 3 - BIBLIOGRAPHY ON INFORMAL LEARNING

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## APPENDIX 4 - WORKSHOP AGENDA

### Day 1 - Wednesday, 22 February 2023

08.30 am – **Participant registration**  
09.00 am

09.00 am – **Introduction**  
10.00 am

*Agenda presentation*

Stefano MERANTE, TVET/Skills Development Programme Officer, CIFOIT

*Presentation of the thematic brief "Conceptual clarifications and terminology"*

Prof. Ousmane DIA, Informal apprenticeship expert, Senegal

#### **Setting the scene: Panel debate between countries**

Jean Pierre BIO YARA, Director of Technical Education and Vocational Training, Benin

Richard MUTETI, Chief Executive, Kenya National Federation of Jua Kali Associations

Prof. Idris M. BUGAJE, Executive Secretary of the National Board for Technical Education (NBTE), Nigeria

Adèle REMADJI NGARADOUMBAYE, Union des Syndicats du Tchad (U.S.T), Chad

Moderator: Lisa PESENDORFER, DC-dVET

10.00 am -  
10.30 am

#### **Opening**

Fructueux AHO, Managing Director ADET, Benin - **Welcome speech**

Jérôme BERTRAND-HARDY, Director of AFD in Benin

Cynthia SAMUEL-OLONJUWON, Deputy Director-General and ILO Regional Director for Africa

Kouaro Yves CHABI, Minister for Secondary, Technical Education and Vocational Training

Abdoulaye BIO TCHANE, State Minister in charge of Development and of the Coordination of the governmental action - **Official opening speech**

10.30am -  
11am

#### **Coffee break**

11.00am - **Understanding apprenticeship: how informal and formal institutions interact and evolve and serve as business and skills incubators**  
12.30pm

Christine HOFMANN, Skills and employability specialist, Team Lead, Skills for Social Inclusion, ILO Geneva

Alice VOZZA, Skills and Lifelong Learning Specialist, Decent Work Team for Southern and Eastern Africa, ILO Pretoria

*Presentation of the thematic brief « Potential apprenticeship skill needs in the informal economy»*

George AFETI, Informal apprenticeship expert, Ghana

Moderator: Stefano MERANTE, TVET/Skills Development Programme Manager, ITCILO

12.30 pm - **Lunch break**  
2.00 pm

2.00 pm - **What works and how? Recognition of Prior Learning (RPL) and Digitalisation**  
3.30 pm

Modibo OUEDRAOGO, Programme Officer, Helvetas, Burkina Faso

Paul UMUKUNZI, Director, Rwanda TVET Board, Rwanda

Robert MASATU MASINGIRI, Ministry of Labour, Youth, Employment and Persons with Disabilities, Tanzania

Abbati Dawakin Kudu MUHAMMAD, Project Manager of the IDEAS Project, National Board for Technical Education (NBTE), Nigeria;

*Presentation of the thematic brief « Re-conceptualising RPL for informal apprenticeships »*

Salim AKOOJEE, RPL expert, South Africa

Moderators: Cristelle KOUAME, Economist, World Bank and Adam DIOUF, Helvetas, Burkina Faso

3.30 pm - **Coffee break**  
4.00 pm

4.00pm - **What works and how? Financing and off-the-job learning**  
5.30pm

Subsidies for apprentices in dual apprenticeship - Dr Hermann TOUALY, Coordinator of PEJEDEC, BCPE and M. Nangalourou TUO, Director, METFPA, Côte d'Ivoire

Valuing informal apprenticeship in Senegal: PEJA and PF2E programmes – Prof. Ousmane DIA

Development cooperation and sustainable financing of informal apprenticeships: examples - Tengandé François NIADA and Dominique CRIVELLI, Thematic Advisers, Swiss Agency for Development and Cooperation, Switzerland

Perspectives and challenges for a new training fund to sustainably finance informal apprenticeships - M. Hasina RANDRIAMIARY Director of the Training and Integration Department, and M. Richard RAKOTOVAO Expert on Equity / informal sector – FMFP, Madagascar

6pm - 8pm **Cocktail - Networking session**

**Day 2 - Thursday, 23 February 2023**

08.30am – **Participants welcome**  
09.00am

09.00am - **Recap of the Day 1**  
09.15 am

09.15am - **What works and how? Strong associations and quality in delivery**  
10.30am

*Role of associations of artisans*

Deborah FREEMAN, TUC, Ghana

Cyr DAVODOUN, Informal apprenticeship expert, Benin

*Skills standards and content/curricula*

Stephen OGENGA, Director-General, NITA, Kenya

Charmarke Ali IDRIS, Director-General INAP, Djibouti

*Upgrading the skills of Master Craftspeople*

Douglas OPIO, Executive Director, Federation of Uganda Employers (FUE), Uganda

Abdou Rachid MOUSSA, SG/A, Ministry of Technical Education and Vocational Training, Niger

*Collective solutions for infrastructure and equipment*

Prof. Idris M. BUGAJE, Executive Secretary of the National Board for Technical Education (NBTE), Nigeria

Issa COMPAORE', President of CNPB - National Council of Burkina Faso Employers' Commission on Employment, Education and Training, Burkina Faso

*Dual apprenticeship*

Anthony GEWER, Dual Apprenticeship Expert, DC-dVET



Christiane DEHOUE, Country Director Swisscontact Benin

10.30am -  
11am

**Coffee break**

11.00 am -  
1.00 pm

**Building Knowledge for Better Apprenticeship systems**

Mr. Thomas ESCANDE, Research Analyst, DIME, World Bank

Ms. Nausheen KHAN, Research Analyst, DIME, World Bank

Prof. Bruno CREPON, CREST/ENSAE, Labour sector co-lead, JPAL

Dr. Hermann TOUALY, Coordinator of PEJEDEC, BCPE, Côte d'Ivoire

1.00 pm -  
2.15 pm

**Lunch break**

2.15pm -  
3.45pm

**Towards a regional program on strengthening apprenticeship in the informal economy**

*Group work, moderated by:*

Fatou JANNEH, Principal Tertiary and Higher Education Officer, MoHERST, The Gambia

Cyr DAVODOUN, Informal Apprenticeships expert, Benin

Josephine ANDRIAMAMONJIARISON, GEM Madagascar, International Organisation of Employers

Hodabalo T. KERA, International Trade Union Confederation – Africa

3.45pm -  
4.15pm

**Coffee break**

4.15pm -  
5.15pm

**Review and discussion of proposals**

*Feedback from development partners*

Tengandé François NIADA, Regional Thematic Advisor for Education and Vocational Training, Sub-Saharan Africa, Swiss Agency for Development and Cooperation

Venkatesh SUNDARARAMAN, Principal Economist, World Bank

5.15pm -  
5.45pm

**Closing**

Wrap-up of the results of the workshop

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Elisabeth PITTELOUD, Country Director for Benin, Swiss Agency for Development and Cooperation

Mr Eustache KOTINGAN, CNP-Benin, Employers' Group

Hodabalo T. KERA, International Trade Union Confederation - Africa

Kouaro Yves CHABI, Minister of Secondary, Technical Education and Vocational Training – **Official closing speech**



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## GENERAL INFORMATION

Employment Policy and Analysis Programme (EPAP)

Skills development and TVET cluster

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