

**APPRENTICESHIP IN THE INFORMAL  
ECONOMY: THE WEST AFRICA  
REGION**

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**IPEC SKILLS TRAINING PROJECT  
PRESENTATION**

**WORKSHOP, 3 AND 4 MAY 2007  
GENEVA**

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**OVERVIEW OF THE  
PRESENTATION**

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## INTRODUCTION

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- ❑ Four country studies undertaken in Ghana, Kenya, Tanzania and Uganda at the beginning of the project indicated that basic education and TVET policies are undergoing reforms.
- ❑ Also that exclusion from basic education and TVET are amongst the key factors that keep children in child labour. Therefore tackling problems there would ensure that CL is eliminated.
- ❑ An opportunity for Skills training in the urban informal economy.

## PROJECT DESCRIPTION

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- Skills Training project is a three-year sub-regional project (2004-2007) implemented in Ghana, Kenya and Tanzania.
- It is funded by the Canadian Government
- It aims to combat worst forms of child labour in the urban informal economy of the participating countries.
- Target age group: 14-17 year olds and their families

## PROJECT DESCRIPTION ..continue

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- Approach: Provision of informal, cost –effective methods of skills training, with special emphasis on traditional apprenticeship training.
- Interventions: Pilot project, development of comprehensive, integrated skills training strategies, development of a common sector skills training policy for the sub-region based on common problems, policy contexts and opportunities.
- Capacity building of informal economy associations of employers, crafts-(wo)men and artisans.

## LINKAGES BTN EDN, TVET AND CL

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- Efforts to achieve EFA and the progressive elimination of child labour are linked.
- In sub-Saharan Africa many children cannot access secondary education. In Tanzania, for example, transition rate from primary to secondary school is between 12-18%.
- Most of the children that drop out of primary school and those who can not access secondary education rely on TVET.
- Formal systems of TVET in sub-Saharan Africa are not readily accessible with only 10% of the children accessing it.

## APPRENTICESHIP TRAINING: TANZANIA EXPERIENCE

- The WB report (2006) has shown that Small and Medium Enterprises (SMEs) most of which are found in the informal economy play a crucial role in the economy of Tanzania.
- The report indicate that 58% of the Gross National Income and 70% of employees come from the informal sector.
- Unfortunately, such efforts do not benefit from Government development programmes.

## APPRENTICESHIP TRAINING: TANZANIA EXPERIENCE...

- IPEC Skills training pilot project in Tanzania has recruited 145 (79 boys and 66 girls) children against 150 target.
- KIWOHEDE, an NGO participation: identification of children, providing psycho-social support and career guidance services before placement to various trades.
- Small Industries Development Organisation (SIDO) provides vocational skills through coordination and supervision of apprenticeship schemes of selected crafts-persons and artisans.
- The trainees are engaged in 6 types of vocational trades namely: bamboo handicraft (35); Auto mechanics( 39); Batik printing, tie & dye (25); Food processing (16); Hair dressing (12); and decoration (18).

## APPRENTICESHIP TRAINING: TANZANIA EXPERIENCE ....

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- Skills training geared towards creating (self)-employment
- VET providers and apprentices are trained in labour rights, contracts writing, occupational safety and health, entrepreneurship, gender and life skills/HIV/AIDs.

## APPRENTICESHIP TRAINING: KENYA EXPERIENCE

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- Poverty Reduction Strategy Paper (PRSP) recognizes the informal sector as crucial, however, not translated into resources commitment to further expand the opportunities for training and employment.
- The Informal sector is referred to as the Jua Kali – literally meaning hot sun. Working in the open, subjected to weather adversaries.
- Two vocational skills training programmes were designed, implemented by:
  - The Kisumu Centre Jua Kali artisans Association (KCJKAA) an association of producers of goods in the urban informal sector in Kisumu. 20 girls attached to Jua Kali crafts-women.

## Kenya Experience...cont.

- Undugu Society of Kenya (USK), an NGO withdrew 100 children; 50 from Nairobi and 50 from Kisumu.
- Withdrawn children, mainly girls engaged in commercial sexual exploitation were attached to Jua Kali artisans on apprenticeship schemes.

## APPRENTICESHIP TRAINING: GHANA EXPERIENCE

- Builds upon the existing national strategy against WFCL embedded in the Children's Act of Ghana, Social Protection strategy as well as the Growth Poverty Reduction Strategy (GPRS).
- Key actors: Ministry of Manpower, Youth and Employment to national responsible for apprenticeship reforms: identification of key legislations on informal apprenticeship; National Board of Small Scale Industries (NBSSI)-production of Training Manual and the Council of Indigenous Business Association (CIBA)- Training of Trainers to local artisans on gender mainstreaming

## APPRENTICESHIP TRAINING: GHANA EXPERIENCE

- In Ghana, four apprenticeship training programmes were designed. The implementing agencies are:
- Centre for Communities, Action and Development (CENCOSAD) – (25 children)
- FITNET-(25 children)
- Mission of Hope for Society Foundation (MIHOSO) –(25 children)
- Partners in Development – (25 children)

### Gender research:

A rapid assessment was conducted in Ghana on gender and vocational training to determine:

- the attitudes and behaviour towards girls inclusion in the traditionally nominated skills in the informal sector so as to
- ensure their acceptance in these skills by consumers, employer , their families, the master crafts-(wo)men and the society in general

## CHALLENGES

- The Project period too brief to ensure long-term acquisition of knowledge and skills (in some trades) to facilitate (self)-employment.
- The master craft persons and apprentice training is institutionally supported, it might be difficult to replicate under traditional means.
- Training modalities are informal, limited skills and knowledge.
- Some master reluctant to formalize working relationships through contracts.
- Some TA have not been to school –learning by doing so they can hardly train apprentices to the recommended standards.

## CHALLENGES

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- Temporary nature of business-no permanent working sites. Victims of poor town/city development plans.
- Choice of trades strongly reflect gender stereotyping. Girls still shy off traditionally male dominated trades.
- Social and cultural factors, illiteracy and poverty remain strong determining factors.
- Unfavourable operating environment hamper girls engagement in vocational training through traditional apprenticeship.

## LESSON'S LEARNT

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- There is no 'one fits all' approach to skills training in the informal sector. Though there are minimum standards, e.g. contracts
- Upstream- Political and policy commitment need to be linked to concrete national action plans necessary for improvement of traditional apprenticeship.
- Downstream-focus on TA as a means to create decent jobs, implementing agencies should collaborate with local government structures such that TA activities are incorporated in respective authorities development plans.
- For effectiveness, choice of TA training programme should be linked to labour and product market.

## WHAT WORKED WELL AND WHY?

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- The recruitment of children- collaboration with key stakeholders from community level
- Recruitment of craft persons-existence of relevant organisations/associations
- Placement of trainees to various trades – career guidance-'informed' career choice.
- The commitment and morale of both trainees and trainers
- Promising employment opportunities upon graduation

## WHAT DID NOT WORK SO WELL AND WHY NOT?

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- Operational linkages between formal TVET institutions and traditional apprentices (self-) employment support services have not been established.
- Mainstreaming of gender is limited – Longer time needed to put the recommended strategies into practices.
- Working with traditional apprentices in other trades that take long time had to be abandoned e.g. blacksmith

## KNOWLEDGE GAPS

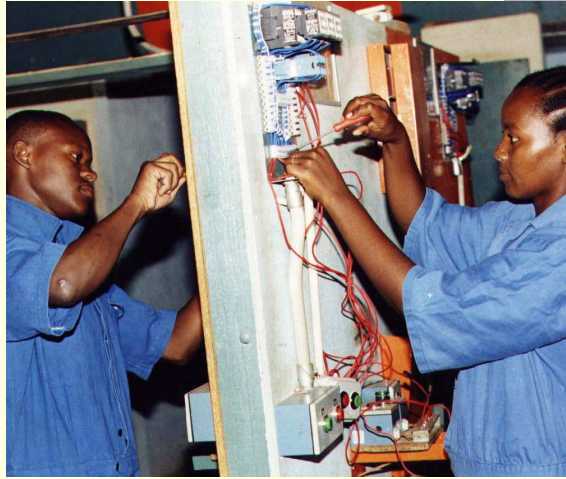
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- Formalization of the informal economy dictated by policy makers and imposed on informal sector operators. The risk is that it encourages resistance. Crafts-persons and artisans need to be educated on value added by formalization of property.
- Lack of knowledge/ information gap on business/ entrepreneurship -linkages between production, growth and market demand
- Occupational hazards –need for education on OSH measures
- Knowledge and practice on how and value of informal sector crafts persons and artisans associations.

## SYSTEMATIC DIFFERENCE(S) BETWEEN EAST AND WEST AFRICA

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- In West Africa (Ghana), it is evident that apprenticeship training is a tradition. There are exist strong associations/networks for various trades
- There is a mechanism for grading/certification of craftsmen





THANK YOU FOR LISTENING