German Development Cooperation (GTZ)

Apprenticeship systems in Africa

- Reference systems
- Project experiences & lessons learnt

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Determining factors for project experiences & lessons learnt

- Conceptual reference systems – own / German
- Conceptual frameworks for project design and project management
- Mechanisms of institutional-based knowledge management
- Overall understanding of self-referential systems
<table>
<thead>
<tr>
<th>BMZ-Concepts</th>
<th>Main features</th>
</tr>
</thead>
</table>
| 1986 TVET    | - Industry led modernisation theory  
               - Trickle down: development through skilled labour  
               - Individual projects |
| 1992 TVET    | - Trickle down & push up: mass-effectiveness  
               - Consideration of the informal sector  
               - Skilled labour - human capital for the society – social integration and empowerment of individuals  
               - Linked projects (networks) |
| 2005 TVET&LM | - Trickle down and / or push up: human development with emphasis on HRD for the ‘real labour market’ (formal and informal employment)  
               - Outline within a specific Pro Poor Growth-concept  
               - Program (links / integrated approaches); impact-orientation |

### 1986

- **Emphasis:**
  
  promotion of the modern, industrial sector

- **Development idea:**
  
  industrialisation postulate technological innovation and standardisation of mechanical skills – from crafts to industrial production

- **Propagation:**
  
  “Dual system” to set up a model of TVET-system to substitute the existing one

- **Negligence:**
  
  - promotion of disadvantaged persons  
  - poverty reduction
1992

- **Emphasis:**
  - industrialisation
  - discovery of ‘services’
  - modernisation of the informal sector

- **Development idea:**
  TVET contributes to enhanced access for *income & work*

- **Propagation:**
  consideration of existing structures of the TVET system (modernisation) as well as non-formal training offers; preference for “dual system”

- **Consulting approach:**
  systemic OD for TVET
  - vertical links (3 level approach)
  - horizontal links with other (different sectors) projects

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2005

- **Emphasis:**
  poverty alleviation (more than a one-dimensional poverty concept)

- **Development idea:**
  TVET as location, production factor but also for social integration or inclusion of individuals

- **Propagation:**
  LLL; school-to-work; LMIS

- **Consulting approach:**
  Program approach
  - systemic OD for TVET & LM
  - linked or integrated:
    - vertical - horizontal

- **Negligence** (only little attention):
  interface to general education
### Country specific - based on the economic development strategy of partner countries

<table>
<thead>
<tr>
<th>Basis for development</th>
<th>Focus</th>
<th>Westafrica</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural resources as a backbone</td>
<td>Enhancement of local value added in transforming natural resources: - enterprise development - technology transfer =&gt; need for adequately</td>
<td>- Ghana - Guinea - Sahel - Senegal - Benin - etc.</td>
</tr>
<tr>
<td>Population (scarcity of natural resources)</td>
<td>Focus</td>
<td>Westafrica</td>
</tr>
<tr>
<td>Regional protection of WAU</td>
<td>Focus</td>
<td>Westafrica</td>
</tr>
<tr>
<td></td>
<td>Extended enterprise development combined with vocational training to prepare for global competition</td>
<td></td>
</tr>
</tbody>
</table>

### TVET-projects / programmes with Traditional Apprenticeship (TA) as reference / tool

<table>
<thead>
<tr>
<th>Project intention</th>
<th>Context</th>
<th>Orientation of development</th>
<th>Starting point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of modern apprenticeship</td>
<td>No existing TA system</td>
<td>To strengthen the formal/informal economy</td>
<td>Deficits</td>
</tr>
<tr>
<td>Development of modern apprenticeship</td>
<td>Existing TA system</td>
<td>To strengthen the formal economy</td>
<td>Deficits</td>
</tr>
<tr>
<td>Modernizing traditional apprenticeship</td>
<td>Existing TA system</td>
<td>To strengthen the interfaces of informal/formal economy</td>
<td>Deficits</td>
</tr>
<tr>
<td>Value added to traditional apprenticeship</td>
<td>Existing TA system</td>
<td>Dichotomy of informal/formal economy irrelevant; to unlock economic and social potentials</td>
<td>Potential</td>
</tr>
</tbody>
</table>

(Egypt)
Swaziland
Togo
Guinea
Benin
Senegal
Zimbabwe
Overall lessons learnt about TA-systems (TAS): (I)

- TAS are social constructs and are subject to social changes
to be observed in time; in different localities; in different
[trade] sectors; in a specific [trade] sector; in skills spectrum (trade skills /
business skills)
- There are TAS in modern informal sector
- TAS are as good as the 'masters' – although apprentices are
sometimes better educated as their masters
- TAS are not always demand orientated
  - training against fees
  - challenge: identification of saturation trends & market niches

Overall lessons learnt about TA-systems (TAS): (II)

- Drop out rates of TA are often quite high
due to different (pos. – neg.) reasons
- Gender: TAS is not helping to address gender equity
  - number of apprenticable trades
  - potential for self-employment after TA
- TAS function only when there is
  - sufficient work for the apprentices
  - masters do have enough skills teach the apprentices
  - masters are ready to share their know how
  - tools for the apprentices to use them
Overall lessons learnt for TA-Programmes (TAP)

- The lack of industrial activity in a country generally means that few of the 'masters' got their training in a formal setting
  => there is little basis for modelling the apprenticeship on what happens in the formal sector
- The set up of formal / informal sector is complex and diverse
  => TAP needs more than target group specific training to facilitate not only self-employment but employment, too
- (Appropriate) education is a relevant factor for upgrading
- RPL – testing/assessment and certification might be an issue (at the interface of formal & informal economy/employment)
- Masters are the cornerstone of TAP
  => encourage excellence at there level (challenge „me-too-ism“)
  => to become more productive; to produce better quality products or services

Overall issues to be considered by development agencies

- Understanding necessary that the success of training needs to be determined not so much by the number of people who get trained, no matter how high the quality of the training is, but the number of graduates who get (self-)employed.
  => impact orientation
- Be aware that TAs are constructed around social relationship (kinship etc.) and traditional practices of knowledge transmittal
  => not only understanding of „traditional knowledge‘ but traditionals knowledge systems, too
  => application of „new‘ methodologies e.g. „appreciative inquiry‘ (AI)
  => understand exchange mechanisms between masters (if existing – if not, promotion of networking)
Go for integrated approaches following an overall strategy:
- enabling environment
- improved access to micro-financing (e.g. tool hire-to-buy schemes)
- improvement in the economy overall / linkages between formal/informal sector
- focus on „masters“: trickle down is more likely than a „trickle up“

Any training interventions need to be based on principles of
- flexibility (content; delivery; revamping of training institutions etc)
- demand (strong market orientation in terms of training offered / the way training offered)
- sustainability (subsidisation unavoidable; keep cost as low as possible [focused, basic; not poor quality])
- avoid dependencies ("10:90-principle")

!!! Encourage a culture of productivity and quality !!!
!!! Be innovative and appropriate !!!