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Renforcement des systèmes d'apprentissage
dans l'économie informelle en Afrique pour
promouvoir la qualité, l'innovation et
les transitions vers la formalité.

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Inputs from Benin

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Mise en œuvre

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CURRENT STATUS OF VOCATIONAL TRAINING IN THE INFORMAL SECTOR

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History

Vocational training in the informal sector is the most common in Benin. It is mainly practiced in the craft sector. It is also present in the agricultural sector but is much stronger in the family context.

The main actors are the artisans who, over the years, have grouped together in professional organizations to create the National Confederation of Artisans of Benin (CNAB) and the Union of Interdepartmental Chambers of Craftsmen of Benin (UCIMB) placed under the supervision of the Ministry in charge of small and medium-sized enterprises. The objective of these two bodies is to defend the interests of the sector, but also to better respond to the needs of raising the levels of training and qualification of their members.

Under Law No. 2020-24 of September 2, 2020, the UCIMB is replaced by the CMABenin whose activities have started during the last quarter of the year 2022. It provides for artisans, craftsmen, master craftsmen, apprentices, family helpers, the spouse of the artisan and professional organizations of the craft, a mission of training, advice and support, identification and registration of craft enterprises, and representation to all public authorities and other institutions.

Implementation of the training

Vocational training in the informal sector is aimed at early school leavers and out of school youth, normally at least 15 years old.

Access to training is conditioned by the signing of an apprenticeship contract, which has not yet been stabilized either according to the trades or according to territorial division. This means that it is often left to the discretion of the teacher or the professional organization to which he belongs.

Apprenticeship is provided by master craftsmen who, for the most part, have "a relatively low level of education and training generally acquired on the job, with a long-term learning process that is not codified and based on mimicry. It takes place in microenterprises called workshops.

In addition, for the continuous animation of vocational training and apprenticeship centers under the Ministry in charge of vocational training, the same type of

apprenticeship is also offered. This could come to an end if the actions foreseen in the strategy, notably the generalization of dual training, are implemented.

To date, there are no curricular documents for conducting training. However, the Ministry in charge of vocational training, with the support of the Swiss cooperation, has developed charters and competency matrices for some 40 trades.

The average duration of training is three (3) years but remains for the most part at the discretion of the master according to the skills acquired by the apprentice. It also depends on the intensity of production of the companies.

Certification of the training

The “Certificat de Qualification aux Métiers” is the diploma that replaced the attestations of end of apprenticeship called “Diplôme de Fin d'Apprentissage” that were issued by master craftsmen to apprentices at the end of the training. The creation of this diploma is the result of a long process that goes back to the ETFP reform of 2001, which also gave the training institutions and centers a triple vocation to ensure:

- the initial training of skilled workers, middle managers, and technicians on the one hand and in dual apprenticeship the qualification of young apprentices employed in the craft sector on the other hand.
- Continuing vocational training for people in employment, but also for social groups that are sensitive to unemployment or engaged in underemployment or precarious activities.
- production of goods and services (framework of practical exercises of elements of manufacturing of useful products with emphasis on the realization of goods that are distinguished by their quality and originality).

The creation of the CQM certificate was the subject of Decree No. 2005-117 of March 17, 2005, on the Certification of Professional Qualifications by apprenticeship, modified by Decree No. 2010-641 of December 31, 2010, with the same title. This modification was made to institute in Benin, the Validation of Experience or Professional Acquired Skills (VAE/VAP) which has never been implemented.

Based on the operationalization framework document supported by regulatory texts, the first session of the CQM examination was held in 2013 on an experimental basis with a registered candidate population of 1190.

The texts taken are the following:

- interministerial order No. 0015/MESTFPRIJ/MCAAT/MTFP/DC/SGM/DIP/DEC/DAMA/DFQP/SA of February 20, 2013, on the organization of the CQM.

- interministerial order n°0016/MESTFPRIJ/MCAAT/MTFP/MCMEJF/MAEP/DC/SGM/DRFM/DEC/DFQP/SA of February 20, 2013, on the creation, attributions, composition and functioning of the commissions and committees for the organization of the CQM examination.
- Inter-ministerial Order No. 064/MESTFPRIJ/MEF/MCAAT/DC/SGM/DRFM/DEC/DFQP/SA of March 27, 2013, on the method of financing the organization of the CQM examination.

Generalization to all departments occurred in 2017.

The evolution of enrolment in this examination is as follows:

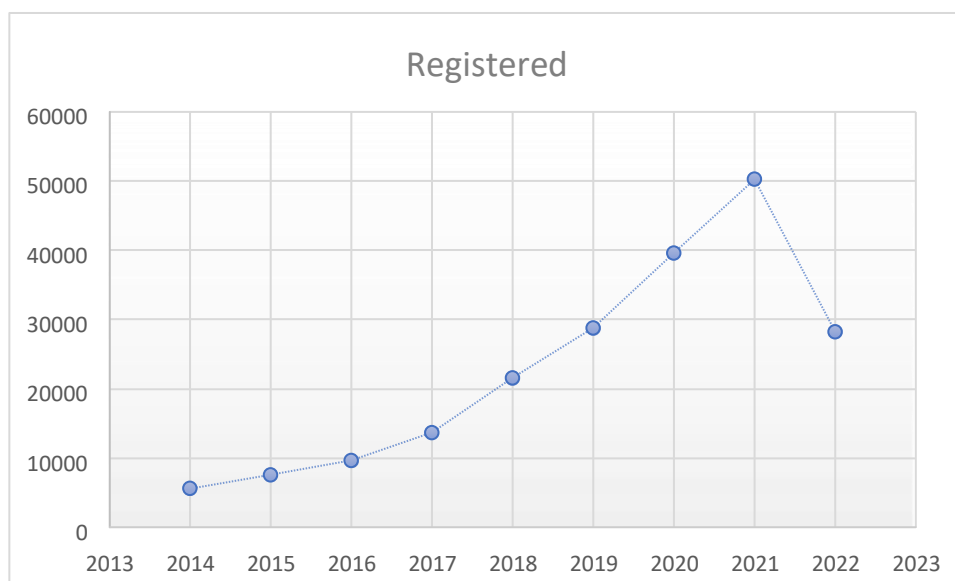


Chart 1 Chart 1: CQM Examination Enrollment Changes from 2014 to 2022

During these years, there have always been two sessions of the exam in April and October. However, in 2022, due to the crisis in the sector, only one session was organized.

In view of the crisis and developments in the sector, the above-mentioned decree was repealed and replaced by Decree No. 2022-389 of July 13, 2022, on the certification of vocational training by apprenticeship in the Republic of Benin.

The innovations contained in this decree include:

- the institutionalization of the Attestation of Professional Qualification (AQP);
- the consideration of the Validation of Acquired Experience (VAE) as a certification mechanism.
- the involvement of the Chamber of Crafts and Trades of Benin in the organization of the Certificate of Qualification to the Trades (CQM) in place of professional organizations of artisans. To this end, the professional committees are replaced by

the coordination committees which are composed mainly of administrative structures of the ministries concerned and the Chamber of Crafts of Benin;

- the introduction of functional literacy and digital literacy, which will be done progressively in the vocational certification systems through apprenticeship;
- the entire technical part of the organization of the CQM examination is now devolved to the Direction des Examens et Concours in place of the Departmental Directions in charge of technical and vocational training.

Regarding the trades concerned by the CQM, it should be emphasized that, a priori, none of the 311 trades in the nomenclature of craft trades is excluded. It should be noted that this nomenclature has evolved and now includes 175 trades.

For the last session of the CQM exam in 2022, there were 118 trades.

It should be noted that in addition to this system, there is the dual training system, part of which is currently carried out in the informal sector due to the lack of a large network of companies. This training is sanctioned by the obtaining of the Certificate of Professional Qualification

Reflections are underway to operationalize the system in the agricultural sector.

ROLE OF PROFESSIONAL ORGANIZATIONS OF ARTISANS IN APPRENTICESHIP IN BENIN

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Vocational training through apprenticeship has increasingly become a subject that is being considered and formulated in policy because of its strong potential to contribute to the training, integration, and employment of young people. It is therefore emerging as an alternative to be favored in the resolution of the youth employment crisis. However, there is a big gap between the awareness of its importance and usefulness and the step of making the most of it. Indeed, the development of vocational training through apprenticeship involves several types of actors with specific roles. All these interventions must be carried out with strict respect for the role of each. Among the actors with a role to play, we can distinguish young potential apprentices, apprentices, parents of apprentices, apprenticeship masters, Professional Craftsmen Organizations (OPA), vocational training centers and governmental structures without forgetting the Development Partners. In this case, the role played by the OPAs in the efforts to improve apprenticeship in the traditional or classical mode and in the renovated mode in Benin will be discussed. Thus, the role of FOs will be reviewed both during training and at the certification stage.

1. Role of OPA in enhancing traditional learning

Traditional apprenticeship is characterized in Benin by, among other things, the issuance to the apprentice of a diploma at the end of the apprenticeship by the training craftsman. In this register, the artisan alone played the role of both trainer and certifying entity. The master trainer operated in a system where "he danced and applauded himself at the same time". To put an end to this situation, the artisans organized in a professional association undertook to make their association responsible for the tasks of evaluating and sanctioning the skills acquired by the apprentices at the end of their training. Instead of the training craftsman of the same association, it is the latter that organizes the final evaluation of the apprentices' skills and issues the final diplomas. In this configuration, each association had its own examination protocol and its own traditional diploma of completion form.

These experiences of organizing assessments and issuing final diplomas by the professional associations of craftsmen are carried out at the communal or municipal level. Thus, the associations conceded this task of final evaluation of the competences

of the apprentices to the collectives of associations and groups of craftsmen at the communal or municipal level. It was in this context that the Traditional Apprenticeship End-of-Training Examinations (TALE) were instituted with the technical support of the Bureau d'Appui aux Artisans (BAA) with funding from the Swiss Cooperation in Benin. The EFATs have harmonized examinations at the communal level and issued a unified diploma for each commune. Three bodies were created by the collectives to assume this responsibility. These are: the General Assembly (GA), which is the body that schedules the exam, votes on the budget, and launches the exam session; the Communal Advisory Council (CAC), which is the steering body; and the Organizing Committee (OC), which acts as the implementing body.

The institutionalization and organization of TVETs at the level of decentralized communities in Benin have led to several very significant and beneficial changes in the direction of improving traditional learning. These different developments, which are unprecedented in nature, are grouped into four main categories of induced effects. We distinguish:

- **Harmonization of the structuring elements** of apprenticeship. This harmonization concerns, from upstream to downstream, apprenticeship fees, apprenticeship duration, criteria for assessing skills acquired during training and the single format of the diploma issued to apprentices.
- **The suppression of retrograde practices** that discredit traditional learning in Benin. These abolished practices are the dowry of release, the leave of absence, the ritual of the last "palm", the ruinous ceremonies of release and the legalization of original diplomas.
- **The establishment of good practices.** They concern; the establishment of a register of apprentices at the level of each municipality, the management of the registration of incoming and outgoing apprenticeship flows; the establishment of the apprenticeship card and the signing of the apprenticeship contract.
- **The enhancement of initial training through apprenticeship.** The EFATs have led to a better transfer of skills from employers, a renewed awareness among apprentices, a valuing of apprenticeship and an objective evaluation of skills.

2. Role of the OPA in the certification system

Vocational training by apprenticeship is sanctioned in Benin by two types of certifications. There is the Professional Qualification Certificate (CQP) and the Trade Qualification Certificate (CQM). The existence of these certificates is fully consistent with the provisions of the WAEMU Community Code. The implementation of these

certificates requires the involvement of the OPAs, which have a role to play. The intervention of the OPAs is configured according to each certificate.

- **At the level of the Certificate of Professional Qualification (CQP),**

The OPAs are responsible for carrying out the activity. They are signatories of the tripartite contract FODEFCA - Professional Training Center - Associations. The FODEFCA, after having notified by mail to the CFP that they are retained, sends the copy of this letter of notification of the CFP, to the professional associations of craftsmen of the sector of formation concerned in the locality. It is therefore the responsibility of the OPAs to mobilize and pay the 10% of the beneficiaries' counterpart to be paid into the account dedicated to FODEFCA before the signing of the tripartite contract. In the protocol for the implementation of the CQP, the department in charge of vocational training collaborates closely with the FOs in the recruitment of apprentices to be trained in the dual apprenticeship system. It is the collectives of associations and groups of craftsmen who play the primary role. The latter rely on the associations, which in turn involve their members in registering apprentices who meet the criteria for access to the dual apprenticeship system. Thus, the OPAs are responsible for informing and sensitizing the employers, whether they are associated artisans, to prepare and present their apprentices for the entry test for dual training.

- **At the level of the Certificate of Qualification to the trades (CQM),**

The OPAs represent the main actor of the organization of this certificate. It is in particular the organizations located at the level of decentralized communities namely, the professional associations of craftsmen at the base and the collectives and groupings of associations of craftsmen. The General Assembly (GA), the Organizing Committee (OC) and the Professional Commission (PC) are led predominantly by representatives of the PAOs. Its three bodies in charge of the organization of the CQM benefit from the upstream work of the associations at the base and the collective of associations and groups of craftsmen. The Organizing Committee is almost animated by the members of the collective of associations. The CQM is considered as the EFAT of third generation. The roles of the OPAs in the organization of the CQM will be highlighted at the following stages: registration, preparation of the tests, elaboration of the competency matrices, composition of the juries, choice of the examination centers, acquisition of the materials, management of the funds and deliberation and proclamation of the examination results.

Registration: Apprenticeship masters are responsible for putting together the examination files for their apprentices, which they then submit to their respective associations. After verification, the heads of these associations forward them to the

office of the collective in their area, which processes the files before making them available to the Organizing Committee (OC).

Preparation of the tests: the process of the elaboration of the tests of the CQM, begins at the level of the professional associations of craftsmen. Each association having registered candidates to the CQM, organizes itself and proposes two tests (practical and theoretical) respecting the canvas put at their disposal by the collective. The compilation and processing of the proposed tests takes place at the level of the collective before transmitting them to the departmental direction in charge of vocational training.

Competency matrix: association and collective leaders are asked to identify and suggest masters of learning who can contribute to the development of the competency matrices as experts.

Composition of the juries: each association proposes three to five candidates, depending on the needs, to serve as members of the juries (test administration jury, test correction jury, deliberation jury). Candidates are proposed based on well-defined criteria.

Choice of the centers of examination: the collective of associations and grouping of craftsmen proceeds to the pre-identification of the centers likely to shelter the examinations of the CQM. It participates with the persons in charge of the departmental direction in charge of the examinations in the visit of the identified centers to retain those which are qualified.

Procurement of materials: the collective is responsible for providing the examination centers with the materials necessary for the practical tests. To accomplish this mission, the collective will ask the head of the center to make the purchases after the official opening of the tests. If the center managers are not available, the collective appoints a representative per center to take care of the supply of materials to the center.

Management of funds: the collective oversees managing the funds for the organization of the CQM within its territorial jurisdiction. Out of the 12,500 CFA francs of examination fees paid per candidate, the collective pays 500 CFA francs to the public treasury as registration fees, and 1,000 CFA francs to the departmental directorate in charge of vocational training for the delivery of the diploma. The remaining 11,000 FCFA are intended for the organization of the exam. They are used for the purchase of raw materials necessary for the practical tests, the functioning of the secretariat, the salaries of the members of the examination boards, the preparation of the selected examination centers, the training of the members of the examination boards, the organization of the graduation ceremonies and the payment of the communication costs on the local radios, etc.

Deliberations and results: the collective compiles the provisional results of all the examination centers in its territory and sends them to the departmental directorate in charge of vocational training. The leaders of the collective, in this case the president and the secretary, participate in the deliberations and the proclamation of the results together with the executives of the departmental management. A copy of the results is made available to the collective, which is responsible for informing the associations that do the same for their members, and for publishing them on local radio stations.

The system for the development of vocational training through apprenticeship is part of a logic of recognition and consolidation of the role of master trainers and their professional associations. Indeed, the role of master trainers in initial training through apprenticeship in the handicrafts sector is no longer in question. Benin has therefore rightly opted for the principle of accompanying these actors in the renovation of training and the recognition of skills acquired at the end of the apprenticeship period. This choice of empowering professional actors is undoubtedly one of the best ways to guarantee the consistency and stabilization of a system carried by and for the actors themselves. The current and future developments positioning the Chamber of Crafts and Trades of Benin (CMA-B) as the main actor and interlocutor remain faithful to these ideals. They are also relevant to the provisions of the WAEMU community code.

DEVELOPING TRAINING PROGRAMS WITH DACUM METHODOLOGY

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Frame

The reform of the TVET sub-sector in Benin in 2001 was the precursor of a reorganization of the apprenticeship system in the informal economy in Benin. Indeed, the political will at the top of the State, the signing of a partnership agreement with the professional organizations of artisans and the various legislative and regulatory texts have favored the establishment of two (2) apprenticeship training schemes, each leading to a certification:

- ✦ The Certificate of Qualification to the Trades (CQM).
- ✦ The Certificate of Professional Qualification (CQP).

Learning in these two systems requires the development of specific didactic and pedagogical tools adapted to the targets. The requirements for skill standards and training content/curriculum and the skill needs of companies have influenced the choice of an approach to developing didactic and pedagogical materials.

The Canadian methodology "Developing A Curricula" or "DACUM" was the choice of Benin for the design and development of teaching tools in Benin.

1. Elaboration of programs by the "DACuM" method

1.1. Introduction of the DACuM methodology in Benin

In 2003, two programs from Mali and Burkina Faso, developed using the DACuM methodology, inspired Benin's vocational training actors. These programs were adapted to the context and the dual apprenticeship system in Benin. Since then, the NGO Swiss contact has financed the training of facilitators and methodologists for the analysis of occupations and the development of training programs following this methodology. Having already proven itself in several countries in the sub-region, this methodology, based on the Competency-Based Approach, has been adopted in the dual apprenticeship training system.

1.1.1. What is DACuM?

DACuM is defined as a methodology for identifying pathways, developing training programs, guiding, and monitoring learners in their learning process.

✓ Features

The DACuM methodology is characterized by the significant involvement of professionals (companies, industries, ...) in the development of professional training programs. It is an innovative approach for a greater relevance of training programs. The DACuM methodology is an integrated model of skills management and development.

1.1.2. Program development steps using the DACuM methodology

There are three phases in the development of a training program following the DACuM methodology in Benin. These are the:

- ✓ Job analysis or competency chart development phase
- ✓ Development phase of the learning guide (competency profile and training modules)
- ✓ Development phase of the accompanying documents

Each of the phases is structured in steps.

1.1.3. Business analysis or competency chart development phase

A preliminary study of the professional environment is carried out within companies and with professionals in the trade by a trade analysis facilitator. Following this study, a job analysis workshop brings together professionals, trainers and observers around the facilitator. The quality standards for the production of the competency chart are ensured by the facilitator, while the quality of the content of the document is the responsibility of the trade professionals, also known as the analysis committee. However, the observers can give feedback on the production.

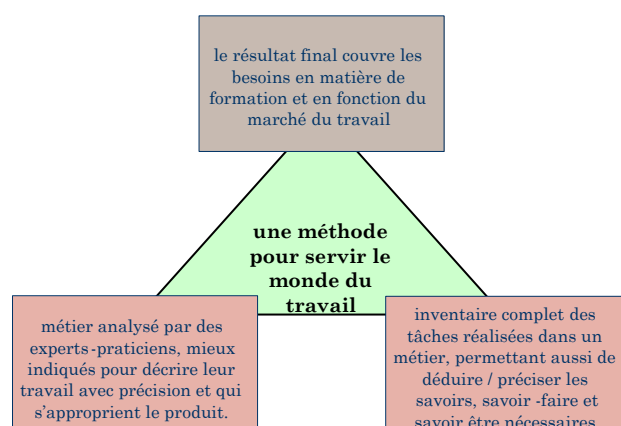


Figure 1: Basic principles of business analysis

Source: Lawrence Coffin & Pierre Morin, La Formation par Compétences. DACUM Manual I & II. ACFP, April 1998.

THE COMPETENCY MATRIX

The "DACuM" approach has been adapted to the development of a specific and contextualized "skills matrix" to respond to the informal learning system leading to the Certificat de Qualification aux Métiers (CQM). This "matrix of competencies" is a reference system of competencies including technical competencies and managerial competencies essential to the exercise of the profession. This tool allows the professional world to harmonize the minimum skills required for learning the trade leading to a CQM in a craft enterprise. The competency matrix thus fills the gap in the lack of a formal apprenticeship program.

It is also a response to the operationalization of the CQM exam with formal tools for assessment and Certification of Learning.

- Learning Guide Development Phase

It relates to the definition of the competency profile and the description of the competencies of each of the training modules. The training modules are based on the products and services provided to clients. These modules are independent and can be adapted to any type of training mode. Professionals are again involved in the entire process of developing the learning guide or program.

- Development phase of the support tools

To facilitate the use of the reference materials by professionals, didactic and pedagogical tools have been designed. These tools are well adapted to the level of the different targets involved in the training. These are the accompanying documents below:

- The Trainer's Manual is based on a pedagogical approach of skills transfer.
- Learner's manual facilitates review and reinforces learning.
- Follow-up booklet allows the master craftsman to follow the progress of the learner.
- Evaluation grid for the learning process and the product achieved
- Steps and products/deliverables

The table below presents the different steps and the deliverables obtained.



Figure 2: APC / Developing A Curriculum approach: experiences in Benin

A - Business analysis

- . Preliminary study of the professional environment (report)
- . Competence Charter

B - Analysis of tasks / skills

- . Competency Profiles
- . Learning Guides

C - Development of support tools

- . Trainer's Manual
- . Apprentice's Manual
- . Apprentice follow-up booklet
- . Learning Assessment Grid

2. Lessons learned from the practice of "DACuM" in Benin

2.1. Support from partners for the operationalization of the DACuM

Several sources of funding are acquired for the development of resources and skills necessary for informal learning, namely the Government of Benin and the TFPs (SDC, Swisscontact Foundation, AFD, Danish Cooperation, World Bank, ILO, GIZ, etc.).

Table 1: Presentation of the number of trades impacted by DACuM

Headings	Competence charters (Trades analyzed)	Programs and accompanying documents / CQP	Competency matrices / CQM	Matrices and accompanying documents
Quantities	91	19	74	46

2.2. *Synthesis of the elements of success, originality and interest of the "DACuM"*

The table summarizes the elements of success, originality and interest of the practice of "DACuM" in Benin.

Table 2 : synthesis of the elements of success, originalities and interests of the "DACuM"

ELEMENTS OF SUCCESS	ORIGINALITIES	INTERESTS
. Training of 34 facilitators for the implementation of the DACuM methodology in Benin ; . 91 trades are impacted by the DACuM (charters and competency profiles and/or modules and learning guide); . 19 trades have completed all stages of curriculum development for the CQP scheme; . 9 curricula/programs and other training tools developed according to the "DACuM" approach are already on the UEMOA resource sharing platform; . Digitization of learning sequences;	. Harmonizing practices and aligning informal learning; . Informal learningfriendly support materials; . Didactic and pedagogical tools for the benefit of trainers and learners of CQP training centers and companies; . Competency Matrix to Address the Lack of Formal Curriculum in Informal Learning; . Criteria for developing CQM assessment tests related to the competencies ; . Standardization of the informal learning process through the implementation of training tools according to the Competency-Based	. Active involvement of experienced professionals in the entire production chain of didactic and pedagogical documents; . Use of the accompanying documents by the company trainers in the profile of the quality of training in the CFPAs; . Elaboration of competency and training frameworks centered on the products and services of the profession; . Facilitation of the apprenticeship training process to the corporate trainer through the trainer and learner guide; . Linking and coherence of learning and reinvestment teaching tools;

. Capacity building of all facilitators to adapt the DACuM approach to the development of competency matrices.	Approach (competency matrix, theoretical and practical learning assessment tests and marking grids for the CQM exam).	. Objective evaluation of the learner's performance through a follow-up booklet in the company; . Equitable evaluation of learning by introducing the evaluation grid according to the standards of the Competency-Based Approach / APC; . Operationalization of the CQM exam with formal evaluation tools (matrix, theoretical and practical evaluation tests for apprentices).
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FUNDING DUAL APPRENTICESHIP IN BENIN

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Apprenticeship is defined as a system by which a learner (apprentice) acquires the skills of a trade or craft in a micro or small business by learning and working alongside an experienced master craftsman (MC). In other words, it is a process by which a learner can acquire, in a structured way, vocational skills on the job. Specifically, formal or dual apprenticeship is an alternating training arrangement where theoretical knowledge is acquired in a training center/school setting and practical training is provided in a company.

However, there are some basic principles that characterize learning:

- ✓ A training agreement or contract is concluded between the master craftsman/employer and the young apprentice;
- ✓ During the training process, the apprentice acquires professional skills that will enable him/her to directly practice a trade;
- ✓ The training, which takes place at the workplace, is integrated into the production process of the company (it will be supplemented by the acquisition of theoretical knowledge in a training center for dual apprenticeship);
- ✓ The apprentice is a young person;
- ✓ The cost of the apprenticeship is split between the master craftsman/employer and the apprentice.

Benin is one of the pioneers in the subregion that has successfully experimented with the dual apprenticeship system. Indeed, Benin very early on became aware of the economic potential of the informal apprenticeship sector and of the level of insecurity that characterized it, and set out to make it more formal, to the great benefit of all the actors operating there. Thus, in 2001, the Government of Benin adopted a policy and orientation document on TVET in which the modernization of traditional apprenticeship is listed as a priority area for action. The implementation of this policy has led to significant improvements in informal learning by: (i) introducing a type of dual apprenticeship that complements apprentices' on-the-job learning with off-the-job learning; (ii) improving the technical, vocational, and pedagogical skills of MAs; (iii) introducing end-of-apprenticeship examinations for apprentices at agreed-upon skill standards ; or iv) by valuing the acquisition of skills through the award of end-of-training

diplomas (CQMs and CQPs) to apprentices who have completed their training, or v) by strengthening apprenticeship contracts and supervision by business associations, or by a combination of several of these elements.

The Fonds de Développement de la Formation Professionnelle Continue et de l'Apprentissage (FODEFCA) is mainly involved in funding the training of apprentices eligible for the Certificat de Qualification Professionnelle (CQP). To achieve this, the apprentices aspiring to this diploma are subjected to a recruitment test organized by the DETFP. Once the results of this test have been deliberated, an arbitration is held to constitute, validate and distribute the pedagogical groups according to the training centers selected and the budget available at FODEFCA. The financing logic adopted is the principle of shared costs. FODEFCA finances 90% of the training costs in the training centers while the remaining 10% is paid by the apprentice, his employer or his tutor.

The CQP is awarded to apprentices who have completed primary education, completed a three (3) year alternating apprenticeship in a company and in a training center, and passed the examination organized by the Ministry in charge of technical and vocational training in close collaboration with the UCIMB (now the CMA) and the associations of trade professionals. The latter play a very important role in the implementation of this system, as they are heavily involved in the apprentice's training process, from the organization of selection tests to the correction of the final exams. In the dual system, apprentices preparing for the CQP must take additional theoretical and practical courses in a vocational training center. They are then registered for the certificate by the training center.

The first apprentices to enroll in the dual system in 2003 obtained their CQP in 2005. Between 2005 and 2022, the CQP was offered in 13 trades. But new additional programs have been developed with the support of technical and financial partners (PTF), in particular the French Development Agency (AFD) through the AFPIJE project, the Swiss Agency for Development and Cooperation through the PAFPA, the World Bank through the Youth Employment Project (PEJ) and the Youth Inclusion Project (ProDIJ), the GIZ through the Vocational Training Project (ProFoP), which would bring to nearly forty the number of trades in which the next CQP examinations will take place.

The commitment and determination of the TFPs, without which these reforms would not be possible, must be commended. A special award goes to Swisscontact/Benin which invested in the realization of the first CQP training programs in the trades. Four (4) training programs were initially developed and gradually, several TFPs followed suit, bringing the number to twenty-three today, not counting the other training programs developed.

To date, considering the three-year training cycle, FODEFCA has financed the training of 38,611 apprentices in thirteen (13) craft trades thanks to the resources made available by the State in the national budget and to the financial support of the TFPs within the framework of several projects for the development of skills for the professional integration of young people. These various funds have made it possible to present fifteen (15) different classes of apprentices to the Professional Qualification Certificate (CQP) examinations. Statistics collected from the Directorate of Examinations and Competitions (DEC) show that out of the thirteen thousand eighty-six (13,086) apprentices registered by the training centers to take the end-of-cycle exams, twelve thousand four hundred and one (12,401) were able to take the exams. Out of this number, twelve thousand and eighty-nine (12,089) apprentices were admitted, i.e., a success rate of 97.48% for the fifteen CQP promotions. The following table presents the detailed statistics by promotion or by year.

Table 1: Certificate of Qualification Examination Statistics from 2005 to 2022

Years	Registered	Present	Admitted	Success rate (%)
2005	302	302	301	99,67
2006	307	302	301	99,67
2007	314	314	303	96,50
2008	488	476	475	99,79
2009	1 080	1 080	1 046	96,85
2010	770	770	733	95,19
2011	927	854	853	99,88
2012	754	687	673	97,96
2013	902	884	780	88,24
2014	705	655	653	99,69
2015	807	777	767	98,71
2016	2 660	2 474	2 474	100,00
2018	1 488	1 464	1 400	95,63
2020	1 032	819	789	96,34
2022	550	543	541	99,63
All sessions	13 086	12 401	12 089	97,48

Source: Benin Examination and Competition Department

TACER STUDIES OR POST-APPRENTICESHIP FOLLOWING-UP AND ASSESSMENT OF INFORMAL VOCATIONAL TRAINING SYSTEMS

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Framework

In Benin, the certification of vocational qualifications through apprenticeship is part of the overall framework of the renovation of traditional apprenticeship supported by the 2001 reform and by regulatory texts. Thus, the two diplomas of the Certificate of Vocational Qualification (**CQP**) and the Certificate of Vocational Qualification (**CQM**) **were** created in the Republic of Benin by Decree No. 2005-117 of March 17, 2005, on the certification of vocational qualifications by apprenticeship, amended by Decree No. 2010-641 of December 31, 2010, bearing the same title.

I- Certificate of Qualification to the Trades

1.1. *What is the CQM*

The “Certificat de Qualification aux Métiers” (CQM) is an informal end-of-apprenticeship certificate recognized by the State. It sanctions the recognition of professional skills acquired by the apprentice in a trade. It is issued by the Minister in charge of vocational training following an official examination in the various branches of professional activity. It is the first level of certification and qualifies any holder to open his business.

1.2. *Background (EFAT makes the bed at CQM)*

The “Certificat de Qualification aux Métiers” (CQM) is a “Benin Label” diploma, designed to meet the need for social recognition of professionals in the trades, whether they are educated. In fact, to satisfy the myth of diploma complex, artisans have organized themselves to issue a certificate of completion of apprenticeship commonly called diploma of release of the apprentice. This practice has grown within associations, then between several associations in the same municipality. This self-organization of training evaluation has benefited from the support of financial partners and support structures for a structuring with the establishment of bodies and tools for evaluation followed by strengthening the management of the system. Thus, the Bureau d'appui aux artisans, with funding from several financial partners, notably the Swiss Cooperation and the Kingdom of Denmark, has developed this experience carried out by the professionals themselves, with support materials and a framework document,

to make it a traditional end-of-apprenticeship examination (EFAT) with the involvement of local authorities. The success of this experience from 2008 to 2013, was a favorable factor for the operationalization of the CQM whose first session was organized in October 2013, about nine (09) years after its institutionalization by decree in 2005. This certificate has followed a stage of experimentation, evaluation, and generalization.

1.3. Elements of success, original features, and interests of the CQM

Table 1: Elements of success, originality, and interest of the CQM

Certificate	Elements of success	Originality	Interests
CQM	- Existence of a regulatory framework - Existence of an operationalization framework document - Existence of a skills matrix - Synergy of actions between the public sector (central government, local authorities) and the private sector - Satisfaction of a socioprofessional need - Mobilization of local resources for the town hall	- Changes carried out by trade professionals accompanied by TFPs, the central government and local authorities. - PPP Model on the TVET Certification Link - Evaluation on the practice (process and product) - Close-up assessment in the learner's language - Two sessions per year	- State diploma - Qualified to officially practice the trade - Opportunity to pursue further technical and professional training - Valuing informal learning - Social recognition - Equity in the evaluation of learning, - Reduced costs of informal apprenticeship graduation)

1.4. Organization of the CQM (How is the CQM organized?)

The Examinations and Competitions Department is responsible for organizing the CQM. Professionals are involved at all stages in the various bodies managing the exam, namely: the Professional Commission (PC) and the Organizing Committee (OC). The central government is represented in the system by the Direction des Examens et Concours (DEC) and the Directions Départementales des Enseignements Secondaires, Techniques et de la Formation Professionnelle (DDESTFP). The local state is represented in the bodies by the mayor of the commune and the focal point for crafts.

The CQM takes place in seven (07) phases, namely: 1) Preparation of the examination.

2) Conduct of the examination; 3) Correction of the tests; 4) Deliberation and proclamation of the results; 5) Organization and management of complaints; 6) Preparation of the end-of-session report and 7) Organization of the graduation ceremony. Each phase is divided into steps.

The diagram below shows the chronology of the phases with their stages.

Candidates who are declared admitted are those who have obtained an average of at least twelve out of twenty (12/20) for all practical tests

Statistics from 2013 to 2020 Enrolled: 127,840; Present: 125,856; Admitted 120658 Success rate: 96%. (Source: DEC)

In total, each year, about 15,000 qualified young people, trained for selfemployment, strengthen the economic fabric.

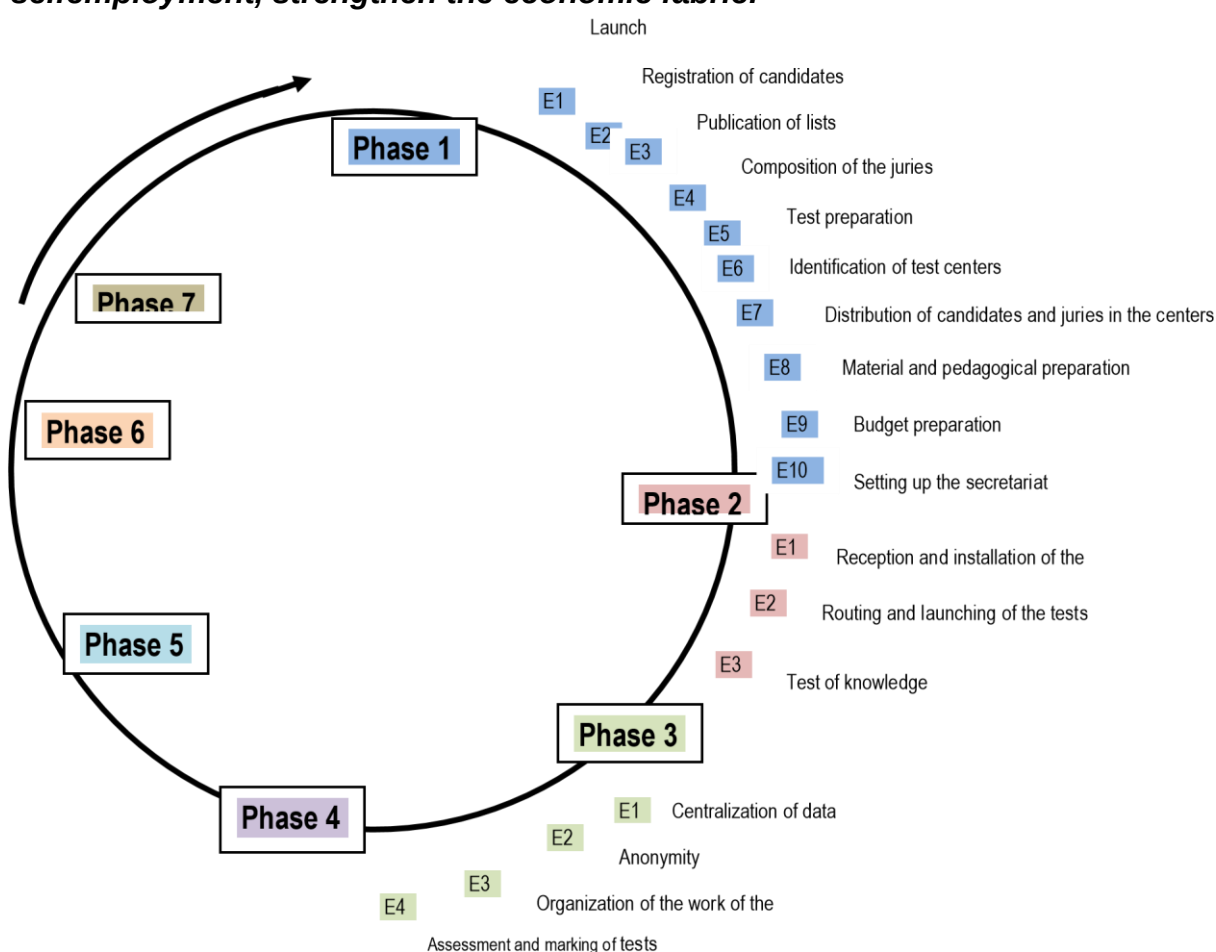


Figure 1: Timeline of the CQM review process

II- Certificate of Professional Qualification (CQP)

2.1. What is the CQP

The CQP is a national diploma that attests to the professional qualification of the learner. It is issued by the Minister in charge of vocational training, following an official

examination that sanctions the recognition of professional skills acquired by the learner at the end of the dual training. It is the second level of certification and qualifies the holder to open a business.

2.2. History

Unlike the CQM, the first CQP examination took place in February 2006 for the first class that started dual training in Benin in 2003. The CQP has antecedents in the experience of the Hans-Seidel/GTZ Foundation, at the Abomey Vocational Training Center from 1992 to 2005, where dual training is sanctioned by the attestation of professional qualification (AQP). After a decade of experimentation, an evaluation in 2017 reoriented the CQP into the renovated CQP, characterized in particular by raising the level of the entry profile, categorizing the training companies, and revising the weighting of the assessment.

2.3. Elements of success, originality and interest of the CQP

Table 2: Elements of success, originality and interest of the CQP

Certificate	Elements of success	Originality	Interests
CQP	- Existence of a regulatory framework - Existence of competency frameworks - Existence of pedagogical documents (trainer's manual, learner's manual, and follow-up book) - Synergy of actions between the public sector (central government, local authorities) and the private sector - Satisfaction of a socio-professional need	- PPP Model on the TVET Certification Link - Considering in the evaluation of the training in the company and at the center - The training company contributes to the evaluation - Involvement of the corporate trainer in the evaluation process - Learner's application supported by the company	- State diploma - Issuance of the diploma by the DEC - Qualified to officially practice the trade. - Access to public contracts - Opportunity to pursue further technical and professional training - Valuation of learning - Social recognition

2.4. Organization of the CQP

This examination is organized by the DEC with the involvement of professional associations at all levels of the process (from the preparation phase to the awarding of diplomas)

The weighting for the calculation of the general admission averages for the theoretical and practical tests is as follows.

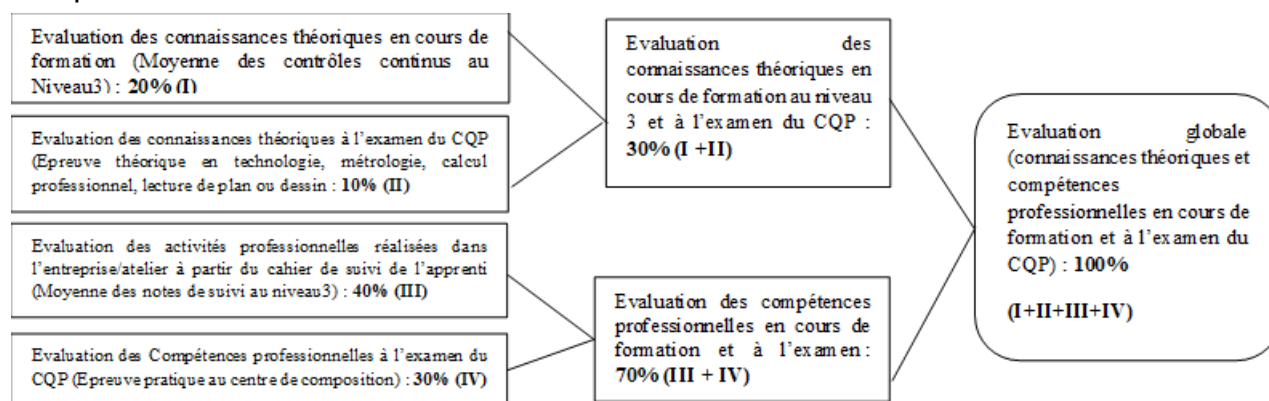


Figure 2: Certification Processes

Candidates declared admitted are those who have obtained an average of at least ten out of twenty (10/20) for all the theoretical and practical tests **From 2005 to 2022 the statistics are as follows:**

Registered: 13086; Present: 12401; Admitted: 12089; Success rate: 97%.

In total, each year about 800 skilled workers strengthen the production capacities of the companies.

III- Follow-up of apprentices' careers (Integration)

CQM or CQP holders do not necessarily expect to be hired as employees in a company. They are for the most part promoters of a company and enter into the production and training company scheme. This is the category of very small and small companies. These qualifications are also solicited as labor by medium-sized companies. In addition to these cases of non-formalized integration, the State has created a favorable environment for supporting integration through the National Agency for the Promotion of Employment (ANPE), which coordinates all the integration support projects (PSIE) and the Youth Integration Project (ProDIJ) funded by the World Bank.

This insertion support mechanism with an observation of employment and training in concert with the Department of Vocational Guidance and Insertion of the Directorate of Secondary Education, Vocational and Technical Training values these two certificates in all hiring initiatives of categories of workers or skilled workers. This is the

case for the positioning of workers on social housing construction sites by the ARCH project (Support for the reinforcement of human capital), the Industrial Zone of Glo Djigbé (GDIZ), an experiment of the Unité Economique à Vocation Pédagogique (UEVP) and the recruitment in the army in the specialized corps of military engineering.

Statistics: from 2016 to 2022, 5578 young people of various qualifications were inserted through different projects.

IV- Perspectives

3.1. Bridges between CQM and CQP

It is provided in the texts of creation of provisions of gateways between the CQM and the CQP. The creation of the National Framework of Certification and Qualification (CNCQ) reinforces this provision and will allow the learner who obtains the CQM, to evolve through additional training and validation of prior experience to obtain other professional qualifications. With the CQM, the CQP and the CNCQ, all trainings are evaluated in Benin.

3.2 Creation of the Economic Units with Pedagogical Vocation (UEVP)

The UEVPs are companies that have training sections. They train for the needs of the company, which is the case of GDIZ. The holders of the CQM and CQP of its UEVP will be recruited as employees.

3.2. Extension of the experience to other sectors

The two certificates will be extended to other sectors, notably agriculture, and will make it possible to evaluate and certify any training regardless of the learner's academic level to solve the problem of exclusion from training and recognition of knowhow.