

Apprenticeship training



Model and Challenges

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1

Swisscontact projects contributing to the provision of training through apprenticeship in West Africa

Mali

Vocational Training Support Programme (PAFP).

Burkina Faso

- Strengthening the Vocational Training Support Unit (CAFP).
- Supporting the development and establishment of a vocational training model through apprenticeship.
- Supporting a programme at the Evaluation and Vocational Training Centre of Bobo-Dioulasso.

Benin

Supporting the development and establishment of a vocational training model through apprenticeship.

2

Characteristics

Definition (1)

The **traditional apprenticeship system** (non-structured), and other types of informal training, build on bilateral training agreements between an individual and a crafts enterprise.

Enterprise ↔ Apprentice



3

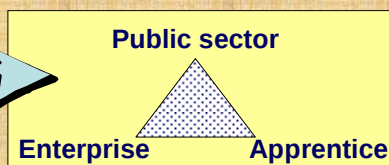
Characteristics

Definition (2)

In apprenticeship training, a third actor (outside the enterprise) plays a key role.

The initial bilateral relationship evolves towards a **tripartite relationship** (including the State).

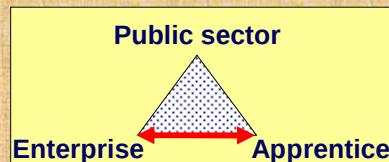
Enterprise ↔ Apprentice



4

Characteristics

Definition (3)



A contract of any form is mandatory to participate in apprenticeship.

5

Characteristics

Cooperation between actors

Cooperation between the various actors of an apprenticeship system is established along the following lines:

- **Training takes place on at least two sites**
- **Planning and organization of the training system**
- **Co-financing mechanisms of training.**

6

Characteristics

Training sites (1)

Apprenticeship training takes place on at least **two sites**:

- the enterprise and
- one (or more) training centre(s).

Coordinating the various training sites is one of the most difficult tasks of the apprenticeship system.

7

Characteristics

Training sites (2)

In the enterprise, training is mostly determined by the **production process** (or service provisions), whereas in a training centre training is determined by **objectives**.



8

Characteristics

Training sites (3)

Apprenticeship training relates to one or more of the following **subjects**:

- **Technical training** (applied theory)
- **Practical skills** linked to an occupation
- **General knowledge**
- **Entrepreneurial skills**
- **Basic reading and writing**
(before and during technical training)

9

Characteristics

Pilot systems

Apprenticeship systems are structured by **agreements** (contracts) and managed by « pilot or training committees » representing the social partners.

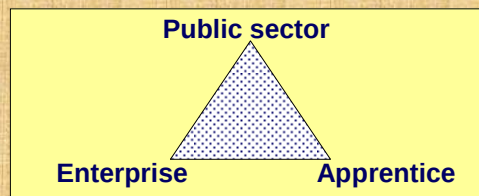
It is important that employers and their organizations are strongly represented in the pilot committees.

10

Characteristics

Financing

In principle, the financing of apprenticeship training is shared in a tripartite manner:



In practice, the types and systems of co-financing can vary widely.

11

Favourable training context

at the programme level (1)

- **Traditional systems** as a starting point
- Available **institutional and human resources**
- **Training service providers** ready to collaborate
- Available **(co)financing** resources
- Existence of **professional associations**, professional groups, structures outside the enterprise
- **Sufficient number of training places available**

12

Favourable training context

at the programme level (2)

There should be:

- a « **critical mass** »
(no. of beneficiaries, quality and quantity, national coverage)
- an open and flexible **market** (for training)
- reliable State and other actors to ensure that training context is responsive to needs
- a **dynamic economy/sector**
- recognition of **training programmes and the trainees' skills** outside the enterprise.

13

Success factors

at the programme level (1)

- Start with **what is feasible**
- The **master craftspersons** (employers) are also **beneficiaries** of training actions
- Professional associations promote the **training concept**
- Professional associations are strongly involved in the elaboration of the **training contents** and in the **operational and financial planning** of training programmes

14

Success factors

at the programme level (2)

- A sectoral and geographical **development potential** should exist.
- The potential to **recognize training** by all actors should exist.
- **Funds** for co-financing should be available
- The **training system is self-regulating at the financial level** (without necessarily being self-financing).

15

Obstacles

at the programme level (1)

- **no potential for expansion** to larger numbers of apprentices
- **Rapid saturation** (jobs, apprentices)
- **Only the State/training centre determine the training concept**
- **Enterprises are not organized** (professional associations, chamber of trade, etc.)
- **Insufficient (co)financing resources**

17

Obstacles

at the programme level (2)

- **Unclear and unstable financing mechanisms** between the actors of the training system
- **Cooperation between partners unclear**
- **Distribution of responsibilities** between actors unclear
- **Inappropriate duration of training period**
- **Training quality not adapted** to the needs of the labour market

18

Apprenticeship training

Working principles (1)

- **Accept that time plays an important role** (several years) in the development of a training model
- **Allocate sufficient means for developing the model**
- **Avoid incurring costs without planning who will ensure future financing**
- **A critical number of apprentices should be included**, by own efforts, or through synergies

19

Apprenticeship training

Working principals (2)

- Take into account the various interests of the different actors
- Ensure balanced contributions of each actor
- The mobilization of target groups requires external funding for balanced contributions
- Reorient technical and financial support if the training model does not work in the field

Received	Spent

20

Some pending questions

Training providers: What role should they play in the development of the training model and the follow up of the implementation of apprenticeship ?

Mainstreaming: What is the planning capacity for a maximum upscaling of the system?

21