



APPROACHES TO MAKE APPRENTICESHIP IN NIGER MORE DECENT AND MORE EFFECTIVE

Christian Joussein

09/05/2007

BIT - Dep. des Compétences et de
l'Employabilité

1

- 📌 Apprenticeship reform is an issue in Niger since 2004
- 📌 Two projects have been financed by the EU and have been implemented by the ILO
- 📌 Two complementing approaches have been pursued (the second taking into account the experiences from the first approach)

09/05/2007

BIT - Dep. des Compétences et de
l'Employabilité

2

OBJECTIVES OF APPRENTICESHIP

- ✦ Upgrade enterprises in the informal economy and promote an evolution towards the formal sector
- ✦ Build up a new generation of master craftspersons able to provide better training to their apprentices (who in turn will become future master craftspersons)

09/05/2007

BIT - Dep. des Compétences et de
l'Employabilité

3

INITIAL CONTEXT

- ✦ No organizational framework (judicial, administrative)
- ✦ Craft sector not organized
- ✦ Rudimentary training of master craftspersons
- ✦ Transmission of knowledge "on-the-job"
- ✦ Mismatch between training methods and technological progress
- ✦ Very long training sometimes close to exploitation

09/05/2007

BIT - Dep. des Compétences et de
l'Employabilité

4

Organization of the complementary training in pilot experiences (I)

- ✦ Recruitment of young people undertaking an apprenticeship for 6 months or less
- ✦ Age: 15 to 23 years with (CM2 education)
- ✦ Selection of enterprises according to their reputation
- ✦ Duration: 3 years which are divided into 3 cycles of six months
- ✦ Duration of the complementary training: 8 to 16 hours per week per cycle
- ✦ Chosen trades: metal working, car mechanics, carpentering, dressmaking
- ✦ 5 large cities in Niger

09/05/2007

BIT - Dep. des Compétences et de l'Employabilité

5

Organization of the complementary training in pilot experiences (II)

- ✦ Content of the complementary training: trade specific vocabulary, functional and trade related calculation, general and trade related technology, reading and writing plans, hygiene and security.
- ✦ Only general and trade specific technical training, as well as some questions related to practical aspects of the trade, were part of the training modules
- ✦ The trainers were craftspersons selected based on their locally recognized skills; their technical and pedagogical skills were upgraded
- ✦ Training took place in the craftspersons' workshop
- ✦ The master craftspersons met on a regular basis

09/05/2007

BIT - Dep. des Compétences et de l'Employabilité

6

RESULTS OF THE IMPACT STUDY

83% to 100% of the apprentices confirmed they improved their skills and competencies in the following areas:

- * Understanding work instructions;
- * Speed of execution;
- * Quality and completion of tasks;
- * Taking initiative and working autonomously;
- * Application of hygiene and security rules;
- * Introduction of new technologies at the workplace

This estimate is shared by the master craftspersons (between **73%** and **94%**)

09/05/2007

BIT - Dep. des Compétences et de l'Employabilité

7

DIRECT IMPACT

The new skills and competences of the apprentices are recognized:

- New tasks have been assigned to the apprentices
- The apprentices have been invited to share their knowledge with other workers
- The apprentices benefit from new advantages: small remuneration, permission to use tools and machines in order to execute small tasks on their own, payment in kind: food, soap, etc.
- Request of clients to work outside the enterprise.

09/05/2007

BIT - Dep. des Compétences et de l'Employabilité

8

PROPOSALS BY APPRENTICES AND ARTISANS

- ✦ Define the organizational framework;
- ✦ Inform about training content;
- ✦ Improve training content through enhanced participation/involvement of enterprises;
- ✦ Organize dual training between enterprise and centre for complementary training;
- ✦ Introduce practical aspects in complementary training;
- ✦ Strengthen exchange among trainers.

09/05/2007

BIT - Dep. des Compétences et de l'Employabilité

9

INCREASING SIGNIFICANCE OF APPRENTICESHIP IN THE TWO PROJECTS

- ✦ The first project aimed at "establishing vocational training which meets the demand of beneficiaries and responds to labour market needs". **Apprenticeship was considered only marginally.**
- ✦ The current programme supports "vocational training and apprenticeship". **Apprenticeship is considered as one pillar of the national sectoral TVET policy.**

09/05/2007

BIT - Dep. des Compétences et de l'Employabilité

10

THE NEW PROGRAMME

- ❖ The results of “informal” pilot experiences were assessed.
- ❖ Apprenticeship became one of the major components of the ILO support programme.
- ❖ National sectoral TVET policy was adopted in March 2006.
- ❖ National tripartite forum on dual apprenticeship was organized in July 2006.
- ❖ FNAN (National Federation of Artisans) is organized at national, regional, departmental and partly at local level.
- ❖ Each employers’ association has a trainer who was trained for this purpose.

09/05/2007

BIT - Dep. des Compétences et de
l'Employabilité

11

OUTCOMES OF NATIONAL TRIPARTITE FORUM (I)

- The principle of dual apprenticeship was agreed by consensus and was adopted;
- Apprenticeship constitutes an important element of social dialogue on training;
- National Apprenticeship Committee, inter-ministerial and tripartite, was created and became operational;
- Provisional draft to set rules for apprenticeship pilots have been devised and will be revised in 2009;
- Careful selection of enterprises;

09/05/2007

BIT - Dep. des Compétences et de
l'Employabilité

12

OUTCOMES OF NATIONAL TRIPARTITE FORUM (II)

- Trades for pilot experiences have been agreed based on PRSP experiences and a labour market analysis to identify potential income generating activities;
- Diversification of training supply;
- Access to all training for girls;
- Access to dual training for rural areas;
- 10 pilot experiences to start in June 2007.

09/05/2007

BIT - Dep. des Compétences et de l'Employabilité

13

GUIDING PRINCIPLES OF DUAL APPRENTICESHIP IN NIGER (I)

- ✓ Together with FNAN (National Association of Artisans), the state establishes new rules, assumes responsibility for the quality of apprenticeship, and participates in the assessment of acquired skills;
- ✓ FNAN is involved in all stages of apprenticeship;
- ✓ Special type of training contract;
- ✓ Official rules for dual training (1 week /month) and development of national training curricula.

09/05/2007

BIT - Dep. des Compétences et de l'Employabilité

14

GUIDING PRINCIPLES OF DUAL APPRENTICESHIP IN NIGER (II)

- ✓ Four pillars of apprenticeship: Enterprise, apprentice, employers' association and centre for complementary training;
- ✓ Possibility to use infrastructure and trainers from MFPT/EJ;
- ✓ As soon as the FAFPA (Training Fund) becomes operational, subsidies are paid to participating enterprises.

09/05/2007

BIT - Dep. des Compétences et de l'Employabilité

15

GUIDING PRINCIPLES OF DUAL APPRENTICESHIP IN NIGER (III)

- ✓ Continuous training free of charge for master craftspersons;
- ✓ Limitation of number of apprentices per enterprise;
- ✓ Include occupational practice, entrepreneurship and management skills into training curriculum;
- ✓ Strengthening of joint pedagogical approach between enterprise and training centre;
- ✓ Final certificate recognized by FNAN and MFPT;
- ✓ Social protection of apprentices and master craftspersons.

09/05/2007

BIT - Dep. des Compétences et de l'Employabilité

16