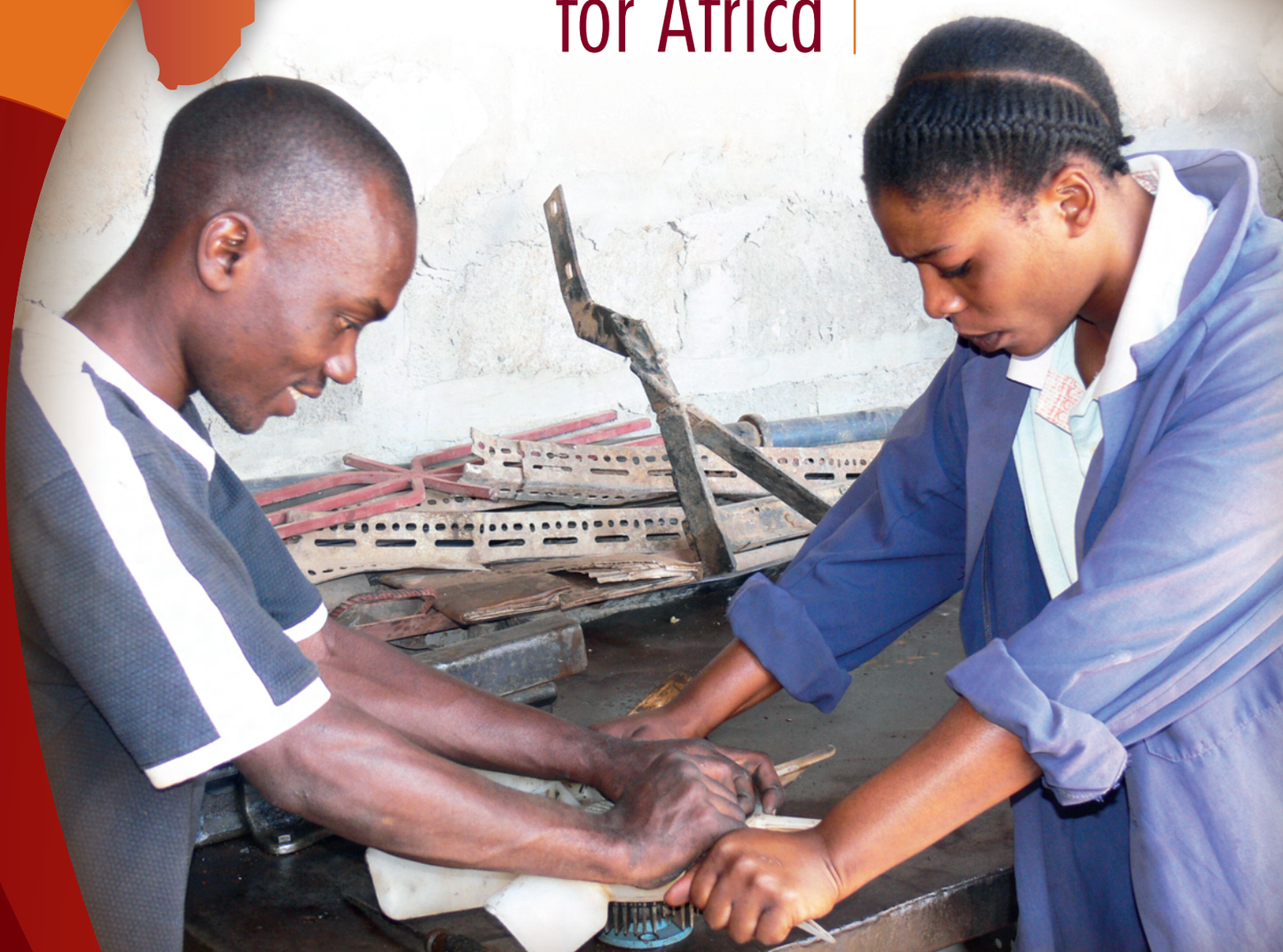
UPGRADING INFORMAL APPRENTICESHIP

A resource guide for Africa



International Labour Office

Skills and Employability Department

Upgrading informal apprenticeship

A resource guide for Africa

ILO Skills and Employability Department
International Labour Office

ILO Cataloguing in Publication Data

Upgrading informal apprenticeship: a resource guide for Africa; International Labour Office, Skills and Employability Department.
Geneva: ILO, 2012
1 v.

ISBN: 9789221257769; 9789221257776 (web pdf)

International Labour Office; Skills and Employability Dept

apprenticeship / informal education / vocational education / training needs / training policy / training system / financing / entrepreneurship / gender equality / Africa

06.09.2

Also available in French: L'amélioration de l'apprentissage informel en Afrique : Un guide de réflexion (ISBN 978-92-2-225776-8; 978-92-2-225777-5 (web pdf)) Geneva, 2012.

Printed in Switzerland

Foreword

Young people strive for decent employment and better income opportunities, as well as for the chance to participate in, and benefit from, economic and social development. Yet, many economies remain characterized by high levels of un- and underemployment of youth: substantial shares of young people are trapped in a vicious circle of low skills, low productivity and low income opportunities, in particular in Africa.

Today, smooth transitions from school to productive and decent work in the formal economy are the realistic expectations of a small share of young people: those with the opportunity for good basic education that opens pathways to further learning and to employment. Even for these young people, expectations often go unmet because low rates of job-rich growth in the formal economy result in scarce employment opportunities. Most young people however do not have the chance to attend formal institutions of learning. The capacity of formal technical and vocational education and training (TVET) systems in Africa is limited due to inadequate training infrastructure and the relatively high costs of full-time, centre-based training. Hence, growing numbers of youth are learning and then working in the informal economy.

Informal apprenticeship systems that transmit the skills of a trade to a young person in a micro- or small enterprise have operated for generations in many African countries. Apprentices in micro- and small businesses learn technical skills from master craftspersons and practitioners at the workplace and are inducted into a business culture and a business network which makes it easier for them to find jobs or start businesses. Training in the enterprise-based apprenticeship system is cost-effective because it is integrated into the production process. The training investment is shared between the master craftsperson and the apprentice, providing access to training even for poor young people. Although typically not a part of the formal education system, informal apprenticeships are not unorganized: they are embedded in social rules, norms and local traditions that provide a conducive framework for training to take place.

Informal apprenticeship systems have the potential to meet the needs of substantial numbers of youth but they also have serious weaknesses that limit their ability to deliver good quality training. The most serious of these weaknesses includes the slow diffusion of new technologies and skill sets, as master craftspersons themselves lack access to new learning; limited opportunity for apprentices to acquire theoretical understanding in their field which inhibits continued learning; and the lack of recognition of the skills apprentices acquire outside of the local community which reduces their employment options.

The ILO's Department of Skills and Employability has been working with constituents to upgrade and expand existing informal apprenticeship systems, seeing this as a cost-effective way for countries to make wide-scale gains in enhancing the skills base. The goal is that informal apprenticeship achieves more of its potential. Formalizing the informal system is not a requirement for improvement. But improving linkages to the formal TVET system may offer one means of making improvements.

A combination of approaches and interventions may be required to improve the quality of training, the level of skills acquired, working conditions, entrepreneurship, employability beyond the local community and young women's access to non-traditional occupations. It is crucial that such provisions build on existing apprenticeship practices in the informal economy and do not drive out existing "good" practices while aiming to address deficiencies. It is likewise important to view these policy approaches as complementing efforts to expand the formal TVET system and other initiatives to improve national skills development systems.

This "Resource Guide," serves two main purposes. First, it provides a set of proven tools for assessing informal apprenticeship systems. It provides practical "how to" information on the use of assessment tools to examine apprenticeship from the perspectives of industry clusters, communities, training institutions and apprentices. Findings from assessments carried out in Tanzania, Malawi, Egypt, Ghana, and Mali are presented throughout. It also shares findings from a research conducted jointly with the ILO's International Programme

to Eliminate Child Labour, IPEC. The tools themselves, and examples of the knowledge they have generated, are presented here in the hope that their use by researchers in governments and other agencies will broaden the knowledge base on informal apprenticeship systems.

Second, the "Resource Guide" presents a framework of policy options that can be used to strengthen informal apprenticeship systems and address their weaknesses. This part of the Guide provides insightful illustrations of national policies to upgrade informal apprenticeship in many African countries, drawn from national sources and research published by other organizations. The policy approaches are presented in a comprehensive framework within which the impact of targeted or wide-ranging policy interventions can be better understood and evaluated. This part of the Guide is a "work in progress," in that many of these policy options are being piloted through ILO technical cooperation projects on skills development in Niger, Zimbabwe, Benin, and Burkina Faso, as well as in Bangladesh. They are presented here in "real time," as an introduction, while we are still learning about their implementation and impact.

In sharing the assessment tools as well as the set of policy approaches, this "Resource Guide" aims to improve understanding of informal apprenticeship systems and stimulate efforts to realise more of their potential to boost employability, income opportunities and decent work for many more young people in Africa. I look forward to sharing more of what we learn from the current partnerships with constituents about what works under which conditions and with what resources to improve informal apprenticeship systems.

I am grateful to Christine Hofmann, ILO Skills Development Officer, for writing this document and for supporting the technical cooperation projects in applying these tools and monitoring their implementation and results. I would like to thank Irmgard Nübler for having identified the need for this Guide and for having conceptualized its development based on research she carried out from her former position as ILO Senior Skills Development Specialist and also acknowledge her comments on various drafts of the Guide. I would also like to thank the ILO Regional Office for Africa in Addis Ababa and the ILO Office in Dar es Salaam for their support in developing this Resource Guide.

I would also like to recognize the work of skills specialists in ILO field offices in carrying out country studies on informal apprenticeship and backstopping technical cooperation projects: Ashwani Aggarwal (Southern and Eastern Africa), Luca Azzoni (North Africa), Paul Comyn and Akiko Sakamoto (South Asia). I am grateful to them, and to skills specialists in the Department, in particular Laura Brewer, Michael Axmann, Jim Windell, Christian Joussein and Girma Agune, for their comments and suggestions on earlier versions of this Guide, and also to other specialists inside and outside the ILO who provided comments and contributions to the Guide: Begoña Casanueva, Sophie de Coninck, Tatiana Cyro Costa, Tiina Eskola, Julia Faldt, Youcef Ghellab, Marketa von Hagen, Malte Luebker, Philippe Marcadent, Susan Maybud, Ragwane Mbaye, Afonso Mendonça Reis, Yoshie Noguchi, Patricia Richter, Constanze Schimmel, and Merten Sievers.

Christine Evans-Klock
Director
Skills and Employability Department
International Labour Organization

Contents

List of Boxes, Figures and Tables

BOXES

FIGURES

TABLES

Abbreviations

BDS	BUSINESS DEVELOPMENT SERVICE
IPEC	INTERNATIONAL PROGRAM FOR THE ELIMINATION OF CHILD LABOUR
MC	MASTER CRAFTSPERSON
MSE	MICRO AND SMALL ENTERPRISE
NGO	NON-GOVERNMENTAL ORGANIZATION
OSH	OCCUPATIONAL SAFETY AND HEALTH
SITE	STRENGTHENING INFORMAL TRAINING AND ENTERPRISE
SIYB	START AND IMPROVE YOUR BUSINESS
SME	SMALL AND MEDIUM ENTERPRISE
SW	SKILLED WORKER
TVET	TECHNICAL VOCATIONAL EDUCATION AND TRAINING

Glossary of key terms

Informal apprenticeship	Informal apprenticeship refers to the system by which a young learner (the apprentice) acquires the skills for a trade or craft in a micro- or small enterprise learning and working side by side with an experienced craftsperson. Apprentice and master craftsperson conclude a training agreement that is embedded in local norms and traditions of a society. Costs of training are shared between apprentice and master craftsperson.
Formal apprenticeship	Formal apprenticeship refers to a system by which a learner (the apprentice) acquires the skills for a trade or craft in an enterprise learning and working side by side with an experienced craftsperson, usually complemented by classroom-based instruction. Apprentice, master craftsperson/employer and the training provider conclude a training agreement that is regulated by formal laws and acts. Costs of training are shared between apprentice, master craftsperson/ employer and the government.
Formal training	Instruction given in education and training institutions or specially designed training areas, including enterprises in formal apprenticeship systems. Training is structured and systematic, and follows pre-defined content and precise learning objectives.
National training system	All forms of skills development relevant for the world of work provided in schools, training centres or enterprises that are recognized by governmental authorities or by bodies authorized by the government to do so. Training delivered within the national training system has access to government funding or other training resources provided by the government.
Trade	An occupation in which people gain skills.
Workplace learning / on-the job training	Learning or training undertaken in the workplace, usually on the job or on-site.

Purpose of the resource guide

Informal apprenticeship refers to the system by which a young learner acquires the skills for a trade or craft in a micro- or small enterprise, learning and working side-by-side with an experienced craftsperson.

This publication promotes a policy learning approach to build on the strengths of informal apprenticeship systems and reap their potential. It provides an overview of what we know about upgrading informal apprenticeship for decision-makers in ministries, trade unions and employers' organizations, ILO skills and employment specialists in the field, and training experts in other international or national development agencies who are dealing with or envisage dealing with the training system of the informal economy.

It adds value for policy-makers and training experts by raising the relevant issues and proposing a new conceptual approach: this approach views informal apprenticeship not as a "primitive practice", or "exploitation of young people" – as it has often been stigmatized – but as the training system of the informal economy that has evolved out of the traditional family and kinship based apprenticeship, and that has potential to develop. It goes beyond the neoclassical human capital and labour market models that perceive apprenticeship only as a contract between two parties. By contrast, this resource guide looks at apprenticeship training through the lenses of institutions and acknowledges that it is embedded in a society's institutions – both formal and informal. Evidence from advanced countries shows that a successful transition to modern apprenticeship systems is possible: developing the institutional framework means strengthening incentives and benefits from apprenticeship training, improving the decent work component, and securing public funding to finance the upgrading.

The challenge of policies is to analyze, understand, and modify these institutions and rules, introduce new ones, or expand formal rules to be applied in informal apprenticeship.

The aim of the resource guide is:

- to enhance understanding of apprenticeship systems in the informal economy by providing definitions, and a conceptual framework to describe their functioning;
- to provide tools for the assessment of informal apprenticeship systems;
- to explain the issues to be addressed such as quality and relevance of skills training, transition from school to apprenticeship, gender, financing, recognition of skills, equitable access to apprenticeship and decent work;
- to provide guiding questions and some policy options to pilot upgrading interventions that will lead to policy learning and ultimately enable the reform of national training policies;
- to present selected good practice examples from different African countries to show what has worked, under which conditions, what has not worked and why.

Informal apprenticeship has long been a neglected area of national training policies. This resource guide attempts to shift informal apprenticeship back into the focus of national priorities for enhancing skills and youth employability. In the past few years, some African countries have started to embark on training reforms that are inclusive of informal apprenticeship. Cognizant of these promising developments, the guide aims to pave the way for well informed interventions and policies that take existing traditional rules and local norms into account. Since developments are very recent, the resource guide remains a "work in progress".

Upgrading informal apprenticeship

Upgrading informal apprenticeship means the gradual improvement of a training system embedded in the culture and traditions of African societies. It aims at making the informal apprenticeship system more dynamic to respond to current and future changes and to support the creation of dynamic local economies that benefit from innovation and entrepreneurship in apprenticeship trades (ILO, 2008a).

Informal apprenticeship systems work, because they are entrenched in a set of customs, norms and traditions that are shared in the community and among people of a trade. This system of customs and rules creates the right conditions for informal apprenticeship to make economic sense, for both the trainer - the master craftsperson, and the learner - the apprentice (Nübler et al., 2009).

Informal apprenticeship systems, however, do not always work well. Some interventions have tried to establish an entirely new and formalized system, disregarding the existing traditions and norms. Many of these systems have failed, or have proven to be too expensive to expand and cater to substantial numbers of trainers and learners in informal apprenticeship.

This resource guide does not promote the creation of an entirely new training system. It aims to promote the gradual improvement of an indigenous training system. It calls for identifying and overcoming the system's weaknesses step by step, which eventually includes creating linkages with formal institutions of training, and for greater recognition of its contributions as part of the national training system.

The benefits of upgrading informal apprenticeship

Upgrading informal apprenticeship can serve different purposes. The objectives decision-makers will define depend on the particular situation in their country, institutional set-ups and on country policy priorities.

Benefits for an effective training system

Informal apprenticeship systems are paramount for the development of local economies. They ensure that skills are transmitted from one generation to the next. Informal apprenticeship is a major source of skills for young people in many African countries while the formal training system has limited potential to cater for all youth that strive to improve their skills. Informal apprenticeship is a cost-effective training system since tools and equipment are already available in the enterprise and do not have to be purchased for training purposes only – a major reason why formal, centre-based training systems are so expensive. Moreover, informal apprentices acquire broad occupational competence in line with business needs, are inducted into the business culture, and thus often find jobs more easily than graduates from the formal training system. Yet, in order to participate in globalized markets and stimulate dynamic local economies, upgrading interventions need to increase skills levels, enhance craftspersons' ability to innovate and diversify, and encourage new knowledge and technologies to be adopted by enterprises. Upgrading interventions also need to address existing weaknesses that impede the systems effectiveness.

Benefits for youth employment

Youth un- and underemployment is a major concern for most African countries. Young people are trapped in a vicious cycle of low skills, low productivity and low income. Improving the technical and vocational skills of young people, and rendering them more productive, is one way to break the vicious cycle and enhance employability of youth to improve their prospects for a well-paying and decent job. Enabling access to trusted and widely accepted skills recognition schemes can also facilitate transi-

tions to better paying and more decent jobs. For graduate apprentices who set up their own business, providing additional business skills will facilitate their transition to self-employment.

Benefits for apprentices and master craftspersons

An upgraded informal apprenticeship system can address decent work deficits in informal apprenticeship such as low occupational safety and health standards, inadequate social protection, and exclusion of disadvantaged groups or gender segregation. In addition, an upgraded system will ensure that apprentices in informal apprenticeship acquire all the technical and vocational skills of the trade to become a qualified craftsperson; acquire theory knowledge to be better equipped to solve unforeseen technical problems, adapt to changing technologies, and acquire business skills to be prepared for future self-employment; receive a formal recognition of their skills at the end of their apprenticeship; enjoy improved transitions from education to apprenticeship; benefit from social dialogue and are not exploited.

An upgraded system will enhance employability of apprentices graduating from informal apprenticeship so that they are able to obtain decent work with a decent income, and are able to contribute actively to higher productivity and diversification in the enterprise and industry they will work in. This applies to wage employment and to self-employment. Graduated apprentices should also be able to meet the necessary requirements in terms of skills and qualifications to access jobs in the formal economy. If they prefer to become self-employed they need to possess the necessary knowledge and skills to formalize their business.

For master craftspersons, an upgraded system will ensure that they have access to further training to update their technical and business skills; benefit from improved cooperation and coordination between small enterprises and between small, medium and large enterprises; have access to credit and business development services to improve their business and raise productivity.

Benefits for enterprise development

Informal apprenticeship can be an entry point to address business development. Upgrading the skills of master craftspersons including business skills, is likely to have positive impacts on business performance and growth. Micro- and small enterprises often face insecurity regarding property rights, and often cannot access credit or business development services that are restricted to enterprises in the formal economy. By upgrading the informal apprenticeship system, incentives could be set to encourage the transition from the informal to the formal economy, e.g. by registering enterprises as providers of apprenticeship training and therefore allowing access to skills upgrading courses.

Benefits for social partners

Improving informal apprenticeship is also a means of strengthening the role of social partners. Both workers and employers have incentives to increase the workers' skills base – employers for the sake of productivity and workers for improved earnings and employability. In most African countries, however, the level of organization of workers in micro- and small enterprises is very low, and the level of organization of small businesses depends on the country context and trade. Several African countries have developed strong crafts associations at local, regional and some at national level which can play a crucial role in upgrading informal apprenticeship – and some already do. Workers' organizations need to be strengthened to play a more active part in training arrangements in the informal economy, for example by organizing the voice of apprentices. An upgraded apprenticeship system can create these entry points and thus foster social dialogue.

How to use the resource guide

The publication is structured in four sections. The first section defines apprenticeship and the second provides the rationale for interventions. Section 3 describes how to assess informal apprenticeship and Section 4 discusses the main issues to address. Each section can be used as separate modules and can be supplemented with additional resources if need be. Section 4 is followed by key messages on upgrading informal apprenticeship.

Overview of sections

Section 1: Defining apprenticeship		
1.1 The elements of apprenticeship	1.2 Viewing apprenticeship as a training system	1.3 Formal and informal apprenticeship systems
Section 2: Understanding informal apprenticeship systems in Africa: rationale for interventions		
2.1 The importance of rules in informal apprenticeship	2.2 Policy options: strengthen, modify, expand or replace rules	2.3 Changing apprenticeship systems – lessons from history
Section 3: Assessing informal apprenticeship systems		
3.1 Do African statistical systems provide information about informal apprenticeship?	3.2 Does informal apprenticeship exist and what are its characteristics?	
3.3 Analyzing the policy context	3.4 Discussing and evaluating findings – Organizing a stakeholder workshop	
Section 4: Relevant issues for upgrading informal apprenticeship		
4.1 Strengthening the institutional framework for higher quality training		
Issue 1: Share knowledge through business associations	*Issue 2: Enhance access to new skills*	*Issue 3: Monitor and assure training quality*
4.2 Financing informal apprenticeship		
Issue 4: Make existing financing mechanisms more effective: contracts and social enforcement	*Issue 5: Improve access to additional and secure sources of funding*	
4.3 Practices in informal apprenticeship: Modifying or replacing "bad" rules		
Issue 6: Strengthen gender equality in informal apprenticeship	*Issue 7: Improve decent work in informal apprenticeship*	
4.4 Improving linkages between informal apprenticeship and formal systems		
Issue 8: Promote linkages between formal education and informal apprenticeship	*Issue 9: Promote inclusion in national training system*	*Issue 10: Institutionalize recognition of skills acquired in informal apprenticeship*	*Issue 11: Develop micro- and small businesses and support formalization*

References for all sections are at the end of the document. A collection of empirical studies conducted on informal apprenticeship is included in Annex 1.

The document is conceived as a resource to guide the design of interventions and of policy-making on informal apprenticeship. It is not a detailed operational guide on improving the indigenous training system in African countries. It will, however, guide the way for assessing and discussing informal apprenticeship at national level, and aims to create renewed policy attention with the objective to help training specialists identify the right pathway to improving the system and start linking – step-by-step – informal apprenticeship with the national training system.

SECTION 1

Defining apprenticeship

1

Section 1
Defining apprenticeship

This section describes:

- how the ILO defines apprenticeship
- what makes apprenticeship a system
- the difference between formal and informal apprenticeship

1.1 The elements of apprenticeship

Apprenticeship (formal and informal) is a widely used term. Some consider it as a mode of learning: acquiring skills at the workplace in a structured manner. Others think of apprenticeship in a "dual" way as a combination of school-based and enterprise-based learning and training. Apprenticeship is often mistaken for training modes or concepts that appear similar. Some countries have introduced their own denominations for different training systems.

This resource guide proposes five defining elements of apprenticeship which reflect the view that both formal and informal apprenticeship is more than a mode of learning, but a training system. It therefore clearly distinguishes apprenticeship, internship and enterprise attachment as explained in boxes 1 and 2.

Section two will get back to these five elements relating them more specifically to the African context and what this guide understands by *informal apprenticeship*.

Apprenticeship is composed of five defining elements:

Element 1: Master craftsperson/employer and apprentice conclude an agreement (training contract)

Apprenticeship is based on an agreement between a trainee, the apprentice, and a trainer, the master craftsperson. This agreement entails the rights and duties of both parties involved in the agreement: the trainer, the trainee, and sometimes also the parents of the trainee. In formal apprenticeships, training providers might be a third contract party. This contract binds all parties and ensures that skills are transmitted from an experienced worker to a learner.

Element 2: The apprentice achieves occupational competence for a trade (training content)

Apprenticeship leads to a certain level of competence in a trade. The knowledge, skills and competence that the apprentice acquires are broad and related to the trade so that, at the end of apprenticeship, the graduated apprentice is able to perform all tasks relevant for the mastery of the trade, be it hairdresser, car mechanic, blacksmith or any other occupation. It is important that apprentices when completing apprenticeship have gained a level of skills that makes them employable.

Element 3: Training is workplace-based and integrated into the production process (training process)

Apprenticeship is always enterprise-based, and training is integrated into the production process.

DID YOU KNOW?

Box 1: Apprenticeship or enterprise attachment?

Centre-based training is often supplemented by periods of practical training in a business. This workplace based training is mostly referred to as enterprise attachment. In these cases, students are registered with a training centre and it is often the centre that contacts businesses to arrange short-term attachments of students. While important practical skills are imparted in the business, the core training remains with the training centre. Assessments are usually taken there.

Apprenticeship starts from a training contract between apprentice and employer. The employer commits to training all relevant skills for a trade. In structured or dual apprenticeship, workplace based learning is supplemented by theory classes in vocational schools; yet the business remains the heart of training. Assessments are usually taken in businesses, or, in dual or structured apprenticeship, both in vocational schools and at the workplace.

As the enterprise provides services to customers, the apprentice observes and learns side by side with an experienced worker or master trainer while he or she works. Structured or dual apprenticeship complements learning and training at the workplace with school-based instruction or courses at vocational training centres. However, the heart of apprenticeship and the training process remains the enterprise.

DID YOU KNOW?

Box 2: Apprenticeship or internship?

Both forms of training are workplace based and follow a similar learning process of guidance by an experienced worker. Yet, they differ in three essential aspects:

- Internships are shorter than apprenticeships. Durations for internships usually vary between four weeks and six months, while apprenticeships usually vary between one and four years, depending on the trade.

- Internships cover a limited set of skills relevant for an occupation. Apprenticeships, by contrast, aim to impart all skills needed to master a trade, which explains the longer duration.

- For apprenticeship, the heart of learning takes place in a business. Here is where the major share of skills is acquired. In structured or dual apprenticeships, this workplace training is supplemented by classroom-based theoretical courses. Interns usually acquire their main knowledge and skills at a training centre or a university, and only learn supplementary skills through an internship. Internships for job re-entrants at mid-career level provide practical experience to re-enter the labour market; prior experience in the trade is required.

Element 4: The apprentice is a young person

Traditionally, apprenticeship addresses young people. There are a number of economic and social/psychological reasons why this is the case. First, training for a trade can yield economic returns for the whole working life. It therefore makes economic sense to invest at the beginning of one's career: apprenticeship is considered an initial vocational training (in contrast to continuous training). Previous knowledge or work experience is commonly not required which enables access for young learners. Second, remuneration for apprentices is normally low: young people are more willing to accept a low remuneration as they might still live with their parents and often do not have to sustain a family. Third, the type of learning from an experienced worker is better suited for young learners: young learners accept and respect the experienced worker's authority more easily than older learners.

Yet, some countries do not fix age limits for formal apprenticeships. In Australia, for example, modern apprenticeship is open to people of all ages. However, apprentices' wages in Australia are relatively high in order to maintain attractiveness for older learners.

Element 5: The costs of apprenticeship are shared between master craftsperson/employer and apprentice

Apprenticeships are always financed both by the apprentice and the master craftsperson/employer. Employers or master craftspersons incur training costs and expect to recoup their training investment over the course of the apprenticeship, since the apprentice contributes productively to the business. They often pay a wage or pocket money or provide in-kind contributions, yet apprentices' wages will always be below the wage of a skilled worker. Apprentices who are learning while working pay with their labour service, and sometimes also contribute through fees or in-kind contributions. The apprenticeship agreement balances the financial arrangement so that training becomes affordable and makes economic sense for both parties.

In formal or dual apprenticeship systems, governments cover parts of the cost through tax rebates, subsidies, grants, or by financing the school-based learning.

© ILO/Marcel Crozet

1.2 Viewing apprenticeship as a training system

Apprenticeship as it was described in the previous section is a training arrangement between an employer and an apprentice.

The following chart illustrates this agreement: apprentices receive training and an apprenticeship wage or allowances, while the employer or master craftsperson benefits from the apprentice's labour service, and sometimes also from training fees.

Yet, if apprenticeship was only a private agreement between one single employer and an apprentice, it could not be called a training system. Systems require rules that set the framework for the training agreement, and thus regulate how employers and apprentices should behave. Apprenticeship is embedded in rules and regulations that are shared among employers in an industry or trade. Employers and also apprentices therefore know what to expect from an apprenticeship agreement.[1]

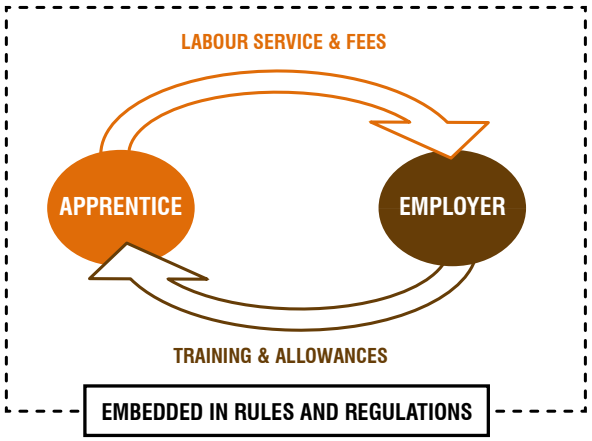


Figure 1: A training agreement embedded in rules and regulations

Rules of behaviour in apprenticeship are more detailed than the five elements that define apprenticeship above. Rules shape the framework in which apprenticeship takes place, specify the content of the training agreement and provide guidance on some or all of the following areas:

© ILO/Sarita Ryan

Table 1: Rules in apprenticeship

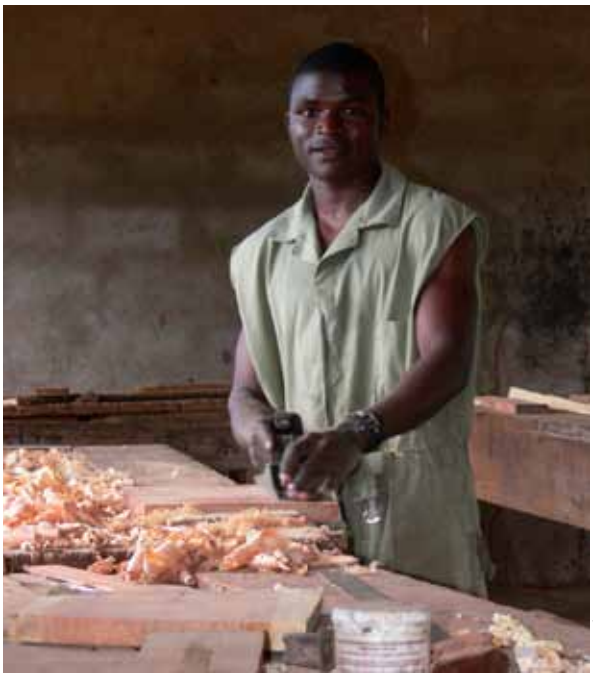
Rules can determine:	For the content of the training agreement, rules can also determine:
• How employers select apprentices and how apprentices select employers; • How training becomes cost-effective; • How skills of apprentices are tested and recognized after graduation; • How to assure quality of training; • Who is allowed to set up a new business; • etc.	• How apprenticeship is financed; • How long the training will last; • Working conditions and working hours; • Content and process of training; • What happens if the contract is breached; • Questions of liability; • If/how employers cover social protection of apprentices, etc.

Source: Author based on Nübler et al., 2009.

1. Conceptualizing informal apprenticeship as an institutional approach goes beyond descriptive work, as defined and discussed at an ILO expert meeting on upgrading informal apprenticeship in 2007 (ILO, 2008a)

Apprenticeship is seen as a training system because training agreements between master craftspersons and apprentices are embedded in a framework of rules and regulations that are commonly shared.

These rules of behaviour can be formal or informal. In either case, the point is that apprenticeships are not ad hoc arrangements between individuals but are local institutions and are governed as part of communities or business clusters.



© ILO/Clemens Greiner

1.3 Formal and informal apprenticeship systems

The section above has explained what apprenticeship is and why it can be considered a system. There is another important distinction to make: between formal and informal apprenticeship systems.

Apprenticeship exists either as:

- a **formal training system** following formal and written rules, such as training laws, regulations, acts etc. These formal rules are enforced by formal mechanisms such as the labour court, collective bargaining agreements, education boards, chambers of commerce, labour inspectors, etc.
- **or an informal training system** following informal rules such as social norms, customs, conventions or cultural values. These informal rules are socially enforced by informal mechanisms such as reputation, reciprocity, social sanctions, shunning, ostracism, religious beliefs and so forth.

It is crucial to understand that the distinction between formal and informal does not mean effective or ineffective.

Informal rules and mechanisms can be as effective as formal ones, if not more effective.

Informal (traditional) inheritance law, for example, favouring male over female heritage in patrilineal societies, is often much stronger than formal inheritance law which treats both sexes equally (Jütting et al., 2008). Informal rules can therefore rather be called the "rules in use" as opposed to the rules established by law. This example, however, shows that informal rules can also thwart development goals, such as achieving gender equality.

DID YOU KNOW?

Box 3: Traditional or informal apprenticeship?

Some sources prefer the term "traditional apprenticeship" over the term "informal apprenticeship". This guide, however, distinguishes between the two terms:

Traditional apprenticeship describes the system of skills transmission from a father or a mother to one of their children, including close family members. Traditional apprenticeship usually includes a "moral upbringing" of the apprentice.

Informal apprenticeship is more open than traditional apprenticeship and apprentices come from outside the family or kin group. Notwithstanding, a master craftsperson training informal apprentices, might also train their own child as *traditional apprentice.*

The African context: weak formal apprenticeship systems...

Formal apprenticeship legislation exists in many African countries. The number of current apprentices learning under formal apprenticeship regulations, however, is very small. In several countries, privatization of para-statal enterprises in the 1980s and

90s has led to a drastic decline in formal apprenticeship as large private companies considered formal apprenticeship to be too costly, or they felt that training centres were outdated. Apprentices' demand for formal apprenticeship is low due to strict entry requirements, and usually low labour market absorption rates (OECD, 2008; Adams and Johanson, 2004; Atchoarena and Delluc, 2002).

...and widespread informal apprenticeship systems

By contrast, informal apprenticeship is widespread in most African countries. It is entrenched in local traditions and culture and follows a large number of diverse informal rules that are based on reputation, social sanctions, or reciprocity. Informal apprenticeship is considered by far the most important source of skills training in Africa. In Ghana, informal and traditional apprenticeship is considered to be responsible for the majority of all skills development in the country. It accounts for almost 90 per cent of all trades training in Benin, Senegal and Cameroon, and trains more young people than the formal apprenticeship system in Morocco (see e.g. Walther and Filipiak, 2007, p. 175; Haan, 2006, p. 161, 163; Korboe, 2001). In Ivory Coast, for example, 350.000 - 450.000 apprentices work in 150.000 micro- and small enterprises in crafts and handicrafts (Koné, 2001), while the formal apprenticeship system trained 3700 apprentices in 2009.

DID YOU KNOW?

Box 4: Apprentice or family helper?

Family helpers are also often mistaken for apprentices.

Family helpers are unpaid family members who assist in the business part-time or full-time. They are skilled or low-skilled and can perform all possible tasks in a business. Their primary objective is to support business activities.

Apprentices join a business in order to learn a trade. They can be compensated or not, learn and work part-time or full-time.

Traditional apprentices, who are children of the master craftsperson therefore have a double role: They can be considered both apprentice and family helper.

A number of empirical studies to describe how informal apprenticeship works have been undertaken, starting in the late 1970s until most recently. Yet many of these studies lack a conceptual and analytical framework. While in many countries, informal apprenticeship remains mostly unknown at a statistical level (Atchoarena and Delluc, 2002), some countries collect information through national level surveys (see Section 3.1).

☘ **Annex 1** provides a list of major empirical studies on informal apprenticeship undertaken in Africa.

All studies have confirmed that informal apprenticeship in Africa follows the elements of apprenticeship described in Section 1.1. Table 2 provides an overview.

Contracts between employer and apprentice (or apprentice's parents, depending on the apprentice's age) exist in informal apprenticeship. Most of them are concluded orally, but are nonetheless socially binding (**Element 1**). Apprenticeship transmits the skills of a trade, such as blacksmith, car mechanic, tailor, hairdresser, etc. In some East African countries, apprentices ask to be trained in specific skills for shorter periods of time. This is only considered apprenticeship if the skills level acquired makes them employable (**Element 2**). The training is entirely workplace-based. Often, master craftspersons follow an informal training plan[2] (**Element 3**).

All over Africa, informal apprenticeship is a system frequented by young people. In West Africa, apprentices tend to be younger than in East Africa. This is why the perceived risk of child labour among apprentices appears to be higher in West Africa (**Element 4**). In all informal apprenticeship arrangements, the costs of training are shared: master craftspersons invest time and resources to train, and the apprentice contributes to the businesses' products and services. Additional transfers such as fees, in-kind contributions, provision of tools, allowances, pocket money or wages depend on the country, trade and local context. Section 4.2 provides further details on the financing arrangements (**Element 5**).

2. Apprentices usually start with an introductory phase of observation and imitation, followed by a phase devoted to instruction in tools and the undertaking of simple tasks under supervision and correction. Then, the apprentice starts to perform more complex tasks, participates in the finishing of products and learns to negotiate with customers (Nübler et al., 2009; Walther and Filipiak, 2007).

Table 2: The elements of apprenticeship – formal versus informal

Elements of apprenticeship	Formal apprenticeship	Informal apprenticeship
Training contract between employer and apprentice	Written contract between employer, apprentice and sometimes training centres/schools	Oral or written contract between master craftsperson, apprentice and sometimes apprentice's parents
Apprentice achieves occupational competence for a trade	Broad skills that enable mastery of a trade	Broad skills that enable mastery of a trade
Training is workplace-based and integrated into the production process	Training is workplace-based and usually complemented by courses in training centres/schools; formal curricula or training plans	Training is entirely workplace-based, often following an informal training plan
Apprentice is a young person	Usually the case, some regulations include age limits, others do not	Usually the case, risk of child labour
Costs of apprenticeship are shared between employer and apprentice	Employer invests time and resources (including apprentice's wage), apprentices provide labour service, government provides financial support	Master craftsperson invests time and resources (pocket money, in-kind), apprentice provides labour service and sometimes fees

Source: Author.

© ILO/Marcel Crozet

SECTION 2

Understanding informal apprenticeship systems: Rationale for interventions

2

Section 2
Understanding informal apprenticeship systems: Rationale for interventions

This section describes:

- the importance of rules in informal apprenticeship
- types of policy options to change rules
- how apprenticeship systems have changed in the past

This section explains the role of the conceptual framework for designing interventions to upgrade informal apprenticeship. It discusses that existing rules in informal apprenticeship need to be strengthened, modified, expanded or replaced by new rules. It therefore prepares the ground for the policy issues discussed in Section 4.

2.1 The importance of rules in informal apprenticeship

Section 1 has clarified that informal apprenticeship systems depend on rules such as customs, social norms or traditions that often define a set of mutual expectations.

Why are rules important?

Rules, if they are well enforced, are the stabilizers of informal apprenticeship systems. Rules in informal apprenticeship make the behaviour of apprentices and master craftspersons more predictable and thus create trust in the training agreement. This means that rules make it easier to conclude new apprenticeship contracts as the conditions are well known to both sides and do not have to be renegotiated for every new contract. Studies show that most master craftspersons have been informal apprentices themselves, so they carry on traditions and perpetuate rules (Aggarwal et al. 2010; Nübler et al., 2009; STATECO, 2005).

Some of these rules are central for the functioning of the system, as they provide incentives to participate in apprenticeship and invest in training.

All informal apprenticeship systems are embedded in rules. If they were not, training probably would not take place.

Other rules deal with issues related to decent work. These rules can be "good" in the sense that they promote decent work such as the non-liability of apprentices in case they damage tools or equipment, or "bad" if they allow, for example, young children below working age to become apprentices.

How do rules function?

Rules are enforced through a number of mechanisms. They ensure that all parties stick to the rules in apprenticeship. While in formal training systems, labour courts, labour inspectors or the police take up this role, in informal apprenticeship, other mechanisms are in place such as:

- social sanctions by small business associations (see Box 5);
- the good reputation of master craftspersons and businesses and the fear of losing it;
- reciprocity, as apprentices and master craftspersons expect benefits from cooperating in future;
- local traditions, moral or religious beliefs.

EXAMPLE

Box 5: Social sanctions in Togo

In Togo, local car mechanics sanctioned a newcomer: they impeded a young man by physical force to open a new business in town. This man was not welcome as he had not apprenticed with any of the local craftspersons – which is seen as a prerequisite for setting up a business. In this case, sanctioning has become a means to ensure quality among local craftspersons and to keep competition under control.

Source: Fluitman and Oudin, 1991.

Table 3: Strengths of informal apprenticeship

Strengths	Related rules
Self-regulating training system that provides employable skills to large numbers of youth	Set of rules embedded in social norms and traditions that establish incentives for master craftspersons and apprentices to conclude training agreements
Training is cost-effective	Financing of informal apprenticeship is shared between master craftsperson and apprentice. The apprentice's commitment to stay for a certain period enables cost recovery by the master craftsperson. Moreover, training is workplace-based and equipment and tools already exist
Informal apprenticeship enables access to skills training for poor youth in urban and rural areas	Admission to informal apprenticeship is usually not based on educational achievement. Flexible financing arrangements allow for payment of fees in instalments, or lower fees for longer durations
Skills are relevant for the world of work: training is part of the production process, skills taught are practical and include customer relation skills and work attitudes	Master craftspersons transmit to apprentices all skills relevant to master a trade and to be employable
Apprentices are inducted in a business network and therefore enjoy high levels of employability	Apprentices are part of the master craftsperson's business, build up client relations, and benefit from the master craftsperson's business contacts when graduating from informal apprenticeship

Source: Author based on empirical studies.

2.2 Policy options: strengthen, modify, expand or replace rules

Informal apprenticeship systems show a number of weaknesses and shortcomings ranging from decent work deficits, to quality of training issues and the risk of exploitation (see Box 6). All these weaknesses relate to rules, and can be grouped into three different situations:

1. The existing rule is a "bad rule" (leads to negative or unwanted outcomes). For example, with respect to gender discrimination, many trades are male-dominated and do not encourage girls to join, because it is "against the tradition".

2. The existing rules are not well enough enforced. For example, apprenticeship risks to be too long if apprentices are not allowed to leave when apprenticeship period ends, or risks to transmit incomplete skills sets if apprentices leave before apprenticeship period ends.

3. There is no rule that deals with the issue. For example, the question if a master craftsperson covers health costs in case of occupational injury or not is not organized uniformly across the sector, nor did the apprenticeship contract specify this.

Each type of shortcoming requires a different policy approach. First, "bad rules" need to be modified or replaced so that practices in informal apprenticeship are in line with decent work principles. Second, existing rules need to be strengthened or expanded if rules are not well enough enforced but are crucial for a functioning informal apprenticeship system. This relates, for example, to better enforcing apprenticeship durations that are paramount for a fair cost-sharing arrangement (see also Section 4.2). Third, interventions need to establish new rules in informal apprenticeship if certain issues are not addressed.

Upgrading informal apprenticeship means addressing the weaknesses of the system while preserving the strengths to ensure that skills are transmitted. Yet it also means improving the performance of informal apprenticeship systems so that they support the creation of dynamic local economies that benefit from innovation and entrepreneurship. Facilitating entry of new skills and technologies, for example, is an issue largely absent in informal apprenticeship systems that build on the transmission of existing skills.

DID YOU KNOW?

Box 6: Exploitation in informal apprenticeship

Many people associate informal apprenticeship with exploitation. "Exploitation" can be defined as the "Utilization of another person for selfish purposes", or as the "Act of victimizing someone and treating them unfairly".

Informal apprenticeship is often seen as exploitative, since young people work in a workshop for very low or no compensation, and for a considerable amount of time. Utilizing apprentices as "cheap labor" in a business is regarded as selfish behavior of business owners and/or master craftspersons. It is considered an unfair treatment and abuse of apprentices' labor service.

If apprentices joined the workshop merely as workers, the arguments above would hold.

Yet, in informal apprenticeship, apprentices join a workshop to learn a trade and thus provide their labor service in exchange for receiving training and skills. Their contribution to the businesses' productivity compensates for the training cost incurred by the master craftsperson. The apprenticeship duration needs to be commensurate with the time it takes to become a competent craftsperson, and needs to balance the financial arrangement: at the end of the apprenticeship period, the master craftsperson needs to have recouped the training investment – if not, they would not be inclined to enter into another apprenticeship agreement.

Informal apprenticeship can become exploitative when master craftspersons do not provide the skills they committed to train. Keeping apprentices for overly long periods without passing on the skills of the trade is an exploitative practice. Some master craftspersons bind apprentices to the workshop by deliberately keeping certain key skills to themselves. These "trade secrets" prevent apprentices from leaving the workshop as they have not yet acquired all skills relevant for the trade[3].

Mechanisms currently in place to prevent exploitative forms of informal apprenticeship are embedded in the social network of clients and neighboring businesses: master craftspersons who are known for exploiting their apprentices jeopardize their good reputation in the local community. This is likely to negatively affect their customer base, future support from other businesses, and future demand for apprenticeship.

Policies to counter exploitative practices need to strengthen enforcement of training contracts by conducting monitoring visits or by establishing a focal point where apprentices can file a complaint if they do not receive sufficient training.

3. In extreme cases, informal apprenticeship arrangements mask forced labour (Convention on Forced Labour (No. 29) and Abolition of Forced Labour Convention (No. 105)), if the end of apprenticeship is delayed due to excessive liberation fees, and unilateral termination by apprentices risks loss of social status, exclusion from future employment and/or financial penalties. (ILO, 2007c, para. 36)

It is therefore crucial to devise mechanisms that spur innovation and the uptake of new skills and technologies to foster diversification and dynamism and allow informal apprenticeship systems to participate in globalization.

Bad rules need to be modified or replaced. Existing rules that are not well enough enforced need to be strengthened or expanded. New rules need to be created if an issue is not addressed by existing rules.

To illustrate this, the following table lists issues, potential weaknesses of rules in informal apprenticeships related to this issue, and examples of policy options to address the weakness. The issues and policy options are covered in more detail in Section 4.

It is important to keep in mind that not all informal apprenticeship systems show all of these weaknesses. Some will be more prevalent in one country, and some in others. The reason why a weakness exists might also differ from one place and one trade to another. This is why it is so crucial to conduct in-depth assessments of informal apprenticeship systems in order to understand the rules in place, and why certain weaknesses exist. Section 3 provides a methodology to assess informal apprenticeship systems.

Table 4: Issues and weaknesses in informal apprenticeship

Issue	Weakness	Reason for weakness	Type of shortcoming	Policy option
Training quality	Lack of access to new skills or technology	Traditional skills transmission mechanism perpetuates existing skills	Rule does not exist	Establish links with larger enterprises or formal training institutions and foster cooperation among businesses. Provide skills upgrading courses for master craftspersons and apprentices
Gender in informal apprenticeship	Perpetuates occupational segregation, restricts opportunities for girls	Traditional gender patterns and beliefs in society	"Bad rule"	Create awareness among businesses to change recruitment practices, empower girls to apply for apprenticeships in traditionally male trades. Encourage women MCs in non-traditional trades
Child labour	Risk of child labour in apprenticeship, meaning that youth are hired as apprentices below the legal working age[1]	Traditional recruitment practices	"Bad rule"	Advocate for different recruitment practices
		Low enforcement of minimal age law	Rule is not sufficiently enforced	Strengthen existing rule by stricter inspection and raising awareness among businesses
		Low availability of secondary education in the country, high school drop-out rates and lack of alternatives	Rule does not exist	Invest in pre-vocational training, lower school drop-out rates, and expand secondary schooling
Recognition of skills by potential employers	Recognition is restricted to the local area or network of the master craftsperson	Local customs limit skills recognition to the master craftsperson's network	"Bad rule"	Expand the scope of recognition by introducing credentials by business associations or formal training centres with credibility and wider outreach

Source: Author, based on ILO, 2008a.[4]

4. ILO Minimum Age Convention, 1973 (No. 138), sets the minimum age for employment at 15. A member country whose economy and educational facilities are insufficiently developed may initially specify a minimum age of 14.

2.3 Changing apprenticeship systems – lessons from history

How can apprenticeship systems be changed? This section takes a look at historical developments and provides empirical evidence to analyze how apprenticeship systems have evolved in the past and what role government policies have played. It will show that policies can both destroy or support the upgrading of the apprenticeship system by intervening in the institutional framework. Changing economic, social and political demands have led to pressures on the institutional framework and to government policies which have determined whether apprenticeship was upgraded to a modern training system, or whether it was destroyed.

Policy interventions can both destroy or support the upgrading of informal apprenticeship systems by altering the institutional framework.

Training systems are the product of constant changes

Training systems are at the same time subject to and product of constant changes - even more so in a globalized, inter-linked world with global value chains and markets that easily extend from local to regional, from national to international level. Training systems are subject to change as they are closely interlinked with society, labour markets and skills needs generated in economies. This means that changes in production structures, value systems or social phenomena affect the way training systems are organized. Consequently, they are the product of constant changes as the adaptation to external pressures and new circumstances yields ever new features of training systems.

Apprenticeship has dynamically evolved and adjusted to external changes in many countries. Some countries have deliberately taken measures to modify apprenticeship systems and have achieved an improvement and modernization of apprenticeship (e.g. Germany). Others have seen their apprenticeship systems weaken or disappear as historic developments changed the framework in which it was embedded (e.g. France, United Kingdom or Japan).

The African case: from traditional to informal apprenticeship

Informal apprenticeship in African societies has existed for many generations and has evolved from traditional apprenticeship systems that were largely focused on skills transmission within families or extended families. An increased specialization, demographic pressures and intensified division of labour have encouraged the apprenticeship system to overcome the close family circle and expand to wider kinship groups and social networks in the locality. Apprenticeship adapted to the new context and introduced new patterns such as charging of fees, paying training allowances or organizing liberation ceremonies for graduated apprentices.

The European case: the evolution or destruction of guilds-based apprenticeship

In the Middle Ages, the craft sectors in Europe established a fairly homogeneous vocational training system. This training was based on the transmission of skills of a trade from an experienced master craftsperson to a young learner who was bound to work in the employer's workshop for the entire training duration: it was an apprenticeship system. The craftspersons' associations, the guilds, privileged to control access to a manual craft, established and supervised certain rules for apprenticeship that all master craftspersons and apprentices were bound to follow. Political turmoil around the French Revolution and economic shifts in the light of industrialization brought about changes to apprenticeship. The following examples illustrate how apprenticeship has changed as a consequence of new economic, social and political demand in these different socio-economic, political and cultural contexts.

In **France**, vocational training was controlled by professional associations, the guilds. During the

© ILO/Sarita Ryan

© ILO/Marcel Crozet

French Revolution, the guild's privileges were increasingly under attack by liberal ideas of the age of enlightenment. Ultimately, all guilds were abolished in 1791. Suppressing the guilds did not only deteriorate the quality of arts and crafts, but it eroded the training mechanism, a former privilege of the guilds. Apprenticeship degenerated to a merely private agreement between master craftsperson and apprentice. Rules that assured quality no longer existed, e.g. a skilled craftsperson no longer required a proof of qualification to open a business. Consequently, apprenticeship declined both in number and in quality, and school-based vocational training gained importance. As provisions for a monitoring and control system of apprenticeship did not exist (managed by the guilds before), the system lost its good reputation and craftspersons lost control of vocational training (Nübler, 1990). There were several attempts to revive apprenticeship, starting in 1919 when enterprises were officially re-authorized to provide training through structured apprenticeship, until very recent training system reforms. Nonetheless, apprenticeship has until today not recovered its previous importance and only trains around 6.7 per cent of an age cohort in France (CEDEFOP, 2008, p. 29).

In **Germany**, by contrast, guilds were not abolished in the 18th or 19th century. Their rights were curtailed, but they continued to exist as private organizations. Through an amended trade code, the newly founded chambers of commerce regained the autonomous right to establish apprenticeship regulations; the associations' corporation rights were re-established shortly after. Later, quality assurance mechanisms were established: employers were required to prove their status as skilled craftspersons to be allowed to take on apprentices; and chambers were entitled to exert control over apprenticeship. Dual training, meaning the compulsory attendance of complementary theory courses in schools (usually one day per week) was introduced by law in 1938. In 1969, a vocational training act provided a legal framework to ensure social partners' participation in training. The chambers, however, remain the main supervisory body for implementation and also organize examinations (Nübler, 1997). Apprenticeship remains the major route to skills in Germany today: around 60 per cent of youth (of an age cohort) become apprentices in the dual system (BMBF, 2008; Misko, 2006).

What can we learn from these experiences?

The section above summarizes different experiences of institutional change in apprenticeship. The examples reveal that economic, technological, social or political forces have shaped the development of apprenticeship systems throughout history. They have exerted pressure on the institutional framework. Some apprenticeship systems have disappeared, while others evolved into formal and modern apprenticeship systems by adjusting to the new economic, social and political needs.

Changes in laws and regulations can quickly and irreversibly destroy incentives to participate in apprenticeship, like the abolishment of the guilds in France that had enforced apprenticeship rules. Without institutions to ensure quality of training, the reputation of apprenticeship deteriorates, it is no longer valued and such attitudes can hardly be reversed. Reforms in laws and regulations that integrate the new demands and pressures into the institutional framework without destroying the incentive system can result in modern training systems. Apprenticeship in France remains seen as a system for disadvantaged youth with difficulties in school, while in Germany, dual apprenticeship has a high reputation and is known to be a reliable pathway to decent employment.

African societies face a number of current challenges and opportunities listed in Box 7 that may cause spontaneous and unintended effects on informal

Table 5: Overview of changes in apprenticeship systems

Country	Type of change	Policy response
African countries	From traditional to informal apprenticeship	None – change is based on demographic and economic pressures
France	Weakening of apprenticeship, decline in quality and quantity	Abolition of guilds which led to destruction of institutional framework and erosion of training mechanism
Germany	From guilds-based to dual apprenticeship	Successive policy reform, strengthening of chambers of commerce

Source: Author.

© ILO/Sarita Ryan

apprenticeship and its institutional framework. On the one hand, increased competition, scarcity of natural resources or rapid technological change in certain sectors might challenge traditional production processes and thus affect training content and process. On the other hand, new occupations in the energy or communication sector can create new demand for informal apprenticeship, and new rules will have to be established in these trades. Enforcement of rules can become jeopardized through the weakening of social networks, spurred by increased migration flows (ILO, 2008a).

Major social disruptions such as wars, revolution, health pandemics or natural disasters can also alter apprenticeship systems by destroying either their rules or their enforcement (North, 1990). Civil war in Angola for example practically ruined the informal apprenticeship system as social cohesion, a prerequisite for many ways to enforce social rules, was weakened (Walther, 2006a, p. 21). Yet, post-conflict settings can also entail opportunities to establish better rules: for example if women break into new fields of work that were considered masculine prior to the conflict.

Against this background, it is paramount to bear in mind that deliberate interventions in the system can cause intended and unintended effects in apprenticeship systems. Interventions can easily cause a system's collapse and dismantle the incentives that currently nurture it.

Governments and decision makers need to understand the functioning of informal apprenticeship systems in order to take policy measures that build on the institutional and local cultural context of apprenticeship.

DID YOU KNOW?

Box 7: Current challenges and opportunities for informal apprenticeship in Africa

- Rapid technological change due to liberalized global trade and influx of modern tools and products on African markets
- Shifts in demand through the expansion of certain sectors, e.g. tourism;
- Improved access to regional, national or international markets and thus increased competition;
- Emergence of new trades such as IT-related trades, trades in services or in electrical equipments;
- Rural-urban migration and its influence on social networks, business associations or other cooperative structures;
- Environmental changes that can lead to scarcity of resources or that require adjustments in agricultural production, energy sources, transportation, etc.

© ILO/Clemens Gréher

SECTION 3

Assessing informal apprenticeship systems

3

Section 3
Assessing informal apprenticeship systems

This section describes:

- if and how statistical systems capture information about informal apprenticeship
- how to assess the extent, nature and functioning of informal apprenticeship at the country or sector level
- how to use stakeholder workshops to validate survey findings and discuss the state of informal apprenticeship.

This section turns attention to the specific situation of informal apprenticeship in different country contexts. Before planning interventions, pilot programmes or policies, it is crucial to thoroughly assess the existing situation. Efforts to upgrade informal apprenticeship begin with analyzing and understanding its strengths and weaknesses, the threats it might be exposed to and, most importantly, its potential.

Every country has a different formal and informal institutional context and therefore proper analysis of the country-specific institutions, rules, enforcement mechanisms and relevant organizations is key for successful upgrading.

3.1 Do African statistical systems provide information about informal apprenticeship?

The following section provides an overview of the type of information collected through statistical systems at national level.

In a number of African countries, national level surveys such as Labour Force Surveys, Household Surveys, Welfare Indicator Surveys or surveys particularly designed for the informal sector (such as 1-2-3 Surveys) collect information about apprenticeship. Since there is no internationally agreed statistical standard definition of "apprentice", countries use national definitions.

Most commonly, *apprentice* is one category of current employment status, or main economic activity in the past x months/days. Also, it is listed among training history options (usually *apprenticeship*, sometimes also *informal apprenticeship*), or specifically among out-of-school training options. In some questionnaires, apprenticeship is mentioned as an option among reasons for changing localities. Some countries have a specific question on whether the interviewee has ever been an apprentice.

Several questionnaires provide further details on the type of enterprise (public/private, formal/informal, small and micro/large, private person) where the apprenticeship took place, which is usually sufficient to determine if the apprenticeship has been formal or informal (in case formal apprentices exist). When questionnaires do not distinguish between formal or informal apprenticeship, estimates for numbers of informal apprentices can still be obtained, since numbers of formal apprentices are generally recorded in registries. Some questionnaires are not sufficiently detailed and use *student/apprentice* or *intern/apprentice* as one category.

Some questionnaires provide the option of "paid apprentice" and "non-paid apprentice". This classification is problematic, since in fact, many apprentices receive food, or some pocket money, but would not consider this a "wage". So the responses will vary depending on the apprentices' interpretation. Some questionnaires only offer one of the two options, which risks even greater inaccuracy. A better way to

capture information about apprentices' compensation is to provide a list of options including accommodation, in-kind allowances and pocket money/ remuneration.

Some questions enquire about additional information, such as the length of the apprenticeship period, if certificates are provided at the end of apprenticeship, if fees are paid and by whom, at what age apprenticeship was done, how many new apprentices an enterprise is going to employ in the following year and if the enterprise would hire former apprentices when employing a skilled worker; or if interviewees attended additional training courses.

Table 6 provides an overview of questions, and lists indicators that can be tracked. Tracking these indicators, however, is compromised by the fact that most African countries conduct national surveys only every few years. In any case, the survey results can serve as baseline for the indicators in order to monitor and evaluate interventions.

Table 6: Overview of questions on informal apprenticeship in national surveys

Survey question	Further questions	Country example	Proposed indicator
Have you ever been an apprentice?		Ghana (GLSS 2005) Nigeria (NLSS 2003) Rwanda (EICV 1998) Guinea (EIBC 1994)	Share of working population that has learnt a trade by means of (formal or informal) apprenticeship
What is your current employment status?		Most countries	Number and share of current (formal and informal) apprentices in the workforce
What was your main economic activity in the past x months/days?	Is the place of apprenticeship a public, formal private or informal private enterprise?	Algeria (ENMNV 1995) Morocco (ENNVM 1991)	Number and share of current informal apprentices in the workforce
What is your training history?/Did you follow out-of-school training?/ Did you learn a trade?		Ivory Coast (ENVM 1998) Madagascar (EPM 2001) Tunisia (EAME 2007) Uganda (UNHS 2003)	Share of working population that has learnt a trade by means of apprenticeship
	Type of training: informal apprenticeship	Tanzania (ILFS 2006) Zambia (LFS 2005)	
How are you remunerated? (options include: daily, weekly, by task, in-kind etc.)		Benin (EDMC 1996) Burkina Faso (1-2-3 2003)	Share of apprentices receiving wage/in-kind compensation; Share of apprentices without any kind of compensation (except for being trained)
What do you receive from the employer for free?		Kenya (LFCLS 1998)	Average compensation in-kind received by apprentices
	Have you received free lodging?	Guinea (EIBC 1994) Rwanda (EICV 1998)	Share of apprentices receiving free lodging

Survey question	Further questions	Country example	Proposed indicator
Why did you come to this town?/Why did you leave your home?		Cameroon (E123 1992) Rwanda (EICV 1998)	Share of people moving in order to access apprenticeship
Is there a certificate at the end of apprenticeship?		Algeria (ENMNV 1995) Morocco (ENNVM 1991)	Share of apprentices receiving a certificate upon completion
How long does/did the apprenticeship last?		Benin (EDMC 1996) Ghana (GLSS 2005) Guinea (EIBC 1994) Nigeria (NLSS 2003) Rwanda (EICV 1998) Zambia	Average duration of apprenticeship and variability
Did you pay fees for apprenticeship in the past x months		Benin (EDMC 1996) Ghana (GLSS 2005) Guinea (EIBC 1994) Nigeria (NLSS 2003) Rwanda (EICV 1998)	Share of apprentices paying fees; average amount paid and variability
	Fees are paid by whom?	Ivory Coast (ENVM 1998) Nigeria (NLSS 2003) Guinea (EIBC 1994)	Share of apprentices covering the cost of apprenticeship on their own
At what age did you receive skill training?		Zambia (LFS 2005)	Share of former and current informal apprentices below national minimal working age
Have you received additional training courses during the past x months?	In which subjects?	Morocco (ENNVM 2006) Algeria (ENMNV 1995) Nigeria (NLSS 2003) Rwanda (EICV 1998)	Share of apprentices benefiting from complementary courses
How many new apprentices are you going to employ next year?	If you are going to employ a skilled worker next year, whom will you employ? (former apprentices as one option)	Cameroon (E123 1992)	Share of apprentices among expected future staff; share of former apprentices among expected future skilled workers

Source: Author based on review of surveys in 45 African countries.

In countries where statistical sources allow for clear definition of informal apprentices, additional analysis can be conducted including:

- age of apprentices
- sex of apprentices
- educational background
- level of household income (from household surveys)
- employment outcome of former apprentices (current level of income)
- etc.

If sample sizes are sufficiently large, data on informal apprenticeship can be disaggregated by occupation. This provides a much better insight into apprenticeship practices which most often are occupation-specific.

3.2 Does informal apprenticeship exist and what are its characteristics?

In order to collect more detailed and comprehensive information about the functioning of informal apprenticeship, this resource guide proposes a research methodology, developed and tested by the ILO Skills and Employability Department.

A four-step approach to assessing the informal apprenticeship system

This document recommends a four-step approach to assessing a national informal apprenticeship system. This approach helps:

- assess if young people in a specific country acquire skills through an informal apprenticeship system, and in which occupations; and
- understand how the system works, what are its outcomes and weaknesses.

The resource guide includes research tools that help conduct the assessment. These tools need to be adapted to the country context, but provide clear

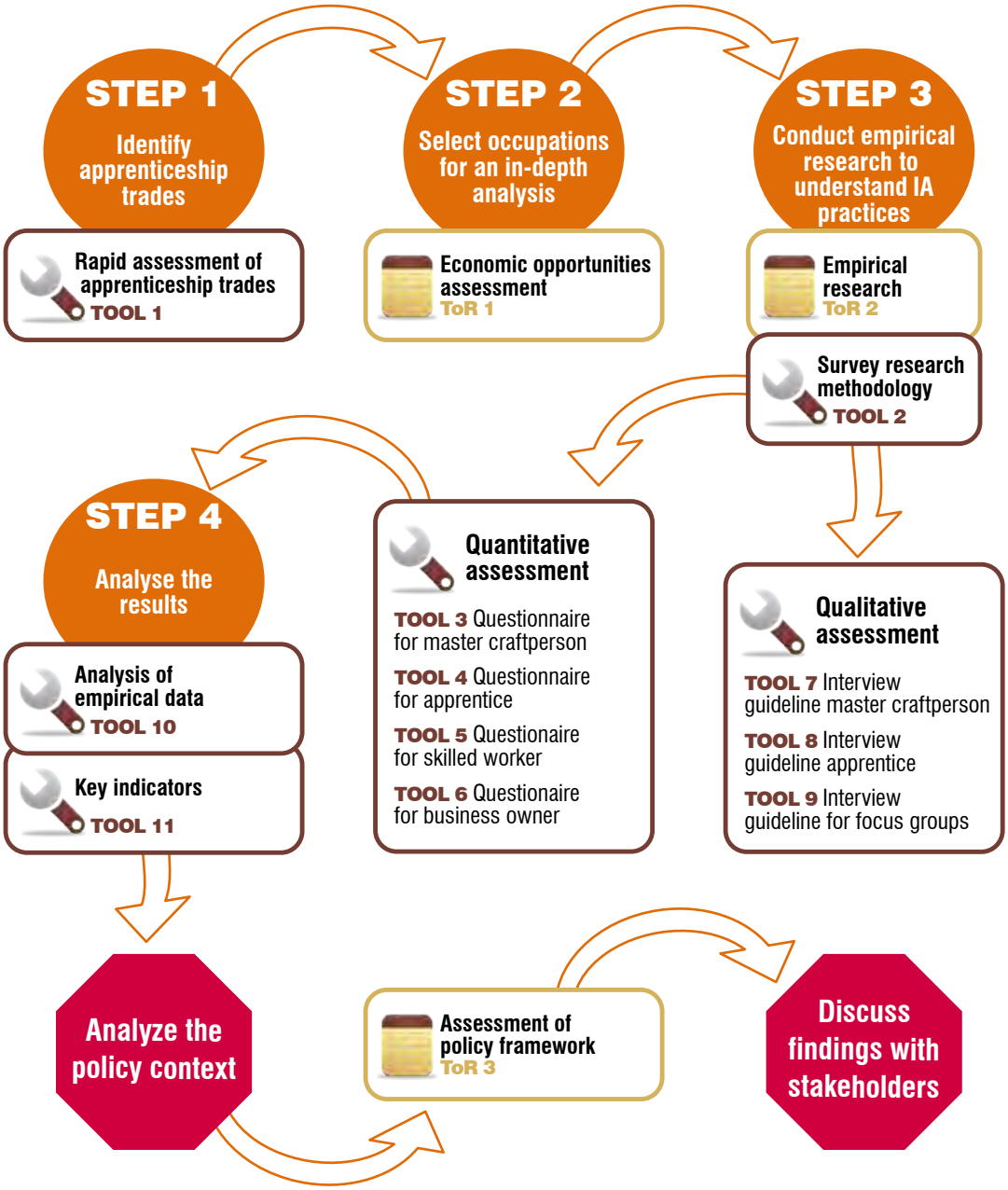


Figure 2: Overview of assessment process and research tools

guidance on which aspects of informal apprenticeship to cover and how to do this.

The four steps consist of (1) identifying trades and occupations, (2) selecting occupations for an in-depth analysis; (3) conducting quantitative and qualitative empirical research; and (4) analyzing the findings.

Step 1: Identifying apprenticeship trades and occupations

A rapid field assessment addressing questions to owners of small businesses helps determine the trades and occupations where apprenticeship is prevalent. It enquires about:

- the way skills are acquired;
- the status of young people in the business;
- a general idea of the training content;
- the importance of a training agreement;
- the duration of the apprenticeship period.

If the rapid assessment shows that informal apprenticeship is not common, and thus that skills transmission in the country's economy does not take place by means of apprenticeship, it is necessary to consider different approaches for skills upgrading.

Box 8 describes common apprenticeship occupations.

A more detailed list is included in Annex 2.

TOOL 1: Rapid assessment to identify trades and occupations that are taught by means of informal apprenticeship

All research tools can be found in Annex 3 and 4.

Step 2: Selecting occupations for an in-depth analysis

After having conducted a rapid assessment, and having identified occupations that feature informal apprenticeship, specific trades or occupations need to be selected for a more in-depth study of the practices in informal apprenticeship. The selection of occupations for the research should be based on the following two criteria:

1) The occupation has a good potential for growth and development helping to increase motivation, supply and demand for apprenticeship as well as returns to apprenticeship training. This could be due to potential links to national or international value chains or the contribution of certain apprenticeship trades to other national development goals such as clean water and sanitation, expanding infrastructure etc. This is crucial as upgrading interventions might start with a selected number of occupations testing different approaches before extending the approach to other/all apprenticeship occupations.

DID YOU KNOW?

Box 8: Occupations in informal apprenticeship

Traditionally, apprenticeship developed in the crafts sector. Most informal apprenticeship systems can therefore be found in trades such as carpentry, welding, hair dressing, tailoring, blacksmithing, masonry, weaving etc. Nevertheless, modern trades such as car mechanics, electrical services or plumbing have also developed informal apprenticeship systems.

In some countries, occupations in the service sector such as catering and hotel services display similar patterns.

Formal apprenticeship systems in countries like Austria, Germany or Switzerland also include the commerce, banking, retail and agricultural sector.

In Africa, agricultural skills in rural areas are mostly transmitted from parents to children, which means by way of traditional and not informal apprenticeship.

See Annex 2 for a list of common occupations.

2) The occupation should be gender-balanced so that female-dominated occupations are also included.

Informal apprenticeship is often characterized by strong occupational segregation and many occupations are male-dominated while some of them are female-dominated. In order to achieve gender balance, particular attention needs to be paid to select trades and occupations that include both young women and men as apprentices.

Select occupations that include both male and female apprentices.

The growth or development potential of occupations can be evaluated in many different ways. It is largely determined by the possible market demand in the respective economic sector. Assessments of the

economic sector need to include future growth potential and risks that might jeopardize sector growth. For occupations, the analysis needs to look at current market saturation and the overall attractiveness of the trade.

This information should be matched with a literature review of suitable documents on the economic perspectives of the respective region, such as national development strategies, sector assessments, national skills development strategies and so forth.

☙ Draft terms of reference are included in Annex 3.

ToR 1: Terms of reference for economic opportunities assessment to enquire about growth potential of sectors and occupations

The following ILO documents can also guide the assessment:

- ILO. 2009a. Training for rural economic empowerment (TREE). Manual, Volume III: Economic opportunities assessment, Skills and Employability Department (Geneva, ILO).
- Herr, M; Muzira, T. 2009. Value Chain Development for Decent Work. A guide for development practitioners, government and private sector initiatives (Geneva, ILO).

Ideally, the proposed occupations for an in-depth analysis should be validated by local stakeholders.

Step 3: Conducting empirical research to understand rules and practices in informal apprenticeship

The assessment proposed in this resource guide includes a quantitative and a qualitative part which are mutually supportive. Research tools including questionnaires and interview guidelines are proposed to guide the assessment of informal apprenticeship practices (see Annex 4).

The empirical research should be carried out by a researcher or a team of researchers.

☙ Draft terms of reference are included in Annex 3.

ToR 2: Terms of Reference for empirical research to understand rules and practices in informal apprenticeship

The quantitative research covers master craftspersons, skilled workers and apprentices through a **questionnaire based survey**. For this survey, a representative number of enterprises need to be covered in each selected trade. In each enterprise, all apprentices, skilled workers and master craftspersons should be interviewed.

A questionnaire for business owners is also included in case the business owner and not the master craftsperson concludes apprenticeship agreements. This characteristic depends on the economic structure of the trade and on customs. In order to obtain valid data, the research methodology has to be adapted in these cases: the questionnaire for master craftspersons should be shortened, and the business owner has to be interviewed separately.

Sampling presents a challenge to research in the informal economy, in particular when business registries do not exist. Geographical maps can serve as sampling frame; if no maps exist, different random sample strategies can be applied such as convenience sampling or snowball-sampling techniques.

This methodology does not include a tracer study of apprentices who completed their apprenticeship. It collects information about labour market insertion of graduate apprentices by asking master craftspersons about what happened to their former apprentices.

☙ A detailed description of the methodology can be found in Annex 4.

TOOL 2: Survey research methodology (quantitative research)

☙ The following standardized questionnaires serve as tools to conduct the quantitative research (see Annex 4).

TOOL 3: Questionnaire for master craftspersons (quantitative research)

TOOL 4: Questionnaire for apprentices (quantitative research)

TOOL 5: Questionnaire for skilled workers (quantitative research)

TOOL 6: Questionnaire for business owners (quantitative research)

The data collected need to be entered and processed with the help of a computerized databank. Programmes such as Excel or SBSS can serve this purpose. The numbering of questions in the different questionnaires is compatible so that information can be stored in one database.

The qualitative research provides additional information to round off data that is difficult to collect through standardized questionnaires, and to provide background information and context for the interpretation of data collected in a quantitative study. Therefore, the researcher or research team to analyse and interpret the data should also conduct qualitative interviews with a small number of master craftspersons and apprentices of all selected trades based on an **interview guideline**. It proved particularly useful to interview businesses with advanced technology, as these entrepreneurs usually have a better understanding of the skills and training needs and the technological bottlenecks within the sectors.

Depending on whether the master craftsperson has already been included in the quantitative survey, the interview guideline needs to be shortened. The interviewer may also adapt the range of questions as the interview develops and may focus on selected aspects.

The interview guideline includes questions on:

- the business environment/future prospects in the sector;
- the perception and role of informal apprenticeship;
- the role of social networks and social sanctions;
- the cost of equipment that apprentices need to bring;
- the description of the training process; and
- knowledge about formal arrangements in place.

TOOL 7: Interview guideline for master craftspersons (qualitative research)

TOOL 8: Interview guideline for apprentices (qualitative research)

Information obtained through qualitative interviews is more difficult to process in a standardized and computerized way. Transcribing qualitative interviews one-by-one, or summarizing responses (by sector) for each of the questions is one option to keep records.

This in-depth assessment can be simplified in case craftspersons in the selected trade are well organized.

In case the selected occupations have a high level of organization and are therefore well represented by business associations, individual in-depth interviews might not be necessary. Focus group discussions with selected representatives that are well-informed about practices in informal apprenticeship for the concerned trade might yield sufficient information. The discussion should follow the list of questions raised in tool 9.

TOOL 9: Interview guideline for focus group discussions (qualitative research)

© ILO/Christine Hofman

Step 4: Analyzing the results

Statistical programmes assist the research team to process the data and present findings in tables, figures or graphs. The following frame helps to structure and organize the results obtained from the quantitative survey. Information from the qualitative research supports the interpretation of the data.

All data should be analyzed and presented disaggregated by sex and occupation. A questionnaire index and questions help analyze the data according to the following broad thematic areas and sub-sections. These sub-sections reflect the broad areas covered in Section 4 on issues and policy options to upgrade informal apprenticeship:

- Economic and social context;
- Quality of training including training outcome and financial returns of informal apprenticeship;
- Financing informal apprenticeship, including training investment and shared benefits;
- Practices in informal apprenticeship, including recruitment processes, content of apprenticeship contracts, working conditions, and enforcement mechanisms;
- Linkages between informal apprenticeship and the formal systems.

TOOL 10: Tool for analysis of empirical data: thematic questions and index

The following papers have utilized the ILO research tools presented above. The way they present the findings of the research can also guide the analysis.

- Nübler, I.; Hofmann, C.; Greiner, C. 2009. *Understanding informal apprenticeship – Findings from empirical research in Tanzania*, Employment Sector Working Paper No. 32, Skills and Employability department (Geneva, ILO).
- Aggarwal, A.; Hofmann, C.; Phiri, A. 2010. *A study on informal apprenticeship in Malawi*, Employment Report No. 9, Skills and Employability Department, ILO Decent Work Team for Southern and Eastern Africa (Geneva, ILO).

© ILO/Clemens Greiner

Monitoring progress: Baseline indicators obtained through the research

The research findings can be used to obtain baseline information on a number of indicators that can be tracked. The following table proposes a number of indicators and gives country examples.

TOOL 11: Selected key indicators obtained from the research

Table 7: Proposed indicators and examples from country studies

Area of interest	Proposed indicator	Country examples[5]
Institutionalization of informal apprenticeship system	Share of apprentices leaving the workshop without finishing informal apprenticeship (within the last two years)	In Egypt, drop-out rates are very high. For every apprentice who completes apprenticeship, 1.3 apprentices drop out before apprenticeship ends
	Average duration of informal apprenticeship and variability	Apprenticeship periods in car mechanics in Southern Tanzania, e.g., are on average 34 months, with a standard deviation of 17 months
	Share of apprentices who are well informed about conditions included in the apprenticeship agreement	In Malawi, while 90 per cent of apprentices agree with their master craftsperson that working hours were part of the training agreement, less than half are aware of social protection measures put in place
Employment outcome	Share of apprentices who set up their own business after graduating from informal apprenticeship within the last 2 years	In Tanzania, 80 per cent of former apprentices set up their own business, against 19 per cent in Malawi
	Share of apprentices who found a job in a larger (formal) enterprise or the public sector after graduating from informal apprenticeship	In Tanzania, only 1 per cent of former apprentices found a job in a larger enterprise; in Malawi, 18 per cent of former apprentices did so
	Share of apprentices who either set up their own business, or are employed in a micro-, small or larger enterprise	90 per cent in Tanzania, 85 per cent in Malawi
Access	Share of female apprentices among graduates of the last two years	In Tanzania, 36 per cent of apprentice graduates in the selected trades of the last two years were female
	Share of female apprentices, skilled workers and master craftspersons currently in the trade	In Tanzania, while 95 per cent of apprentices in tailoring are female, only 64 per cent of skilled workers and 50 per cent of tailor master craftspersons are female
Decent work (child labour)	Share of apprentices who started apprenticeship below working age	Whereas in Egypt, nearly 60 per cent of all apprentices started their apprenticeship below the age of 15; in Tanzania only 7 out of 378 started below the age of 15, which equals 1.8 per cent

5. Based on Nübler et al. 2009; Aggarwal et al. 2010; El Mahdi, 2011, and calculations based on raw data.

3.3 Analyzing the policy context

It is important to put research findings into perspective in two regards:

- What are legal and policy provisions for formal and informal apprenticeship? and
- What are the existing linkages between informal apprenticeship and the formal training system?

Depending on available information and level of awareness of informal apprenticeship in the country, these two questions can either be answered by experts at the stakeholder workshop (see Section 3.4) or can be researched separately. Annex 3 proposes Terms of Reference for a separate study aiming to answer the questions by means of a literature review and interviews with key stakeholders.

ToR 3: Terms of reference for a study to assess the policy framework of informal apprenticeship and existing linkages between informal apprenticeship and the formal training system

Findings from this study would then complement the findings of the quantitative and qualitative assessment of the informal apprenticeship system.

In order to validate the findings, they should be presented and discussed at a local or national stakeholders' workshop, keeping in mind the main country's objectives to upgrade informal apprenticeship systems.

© ILO/Clemens Greiner

3.4 Discussing and evaluating findings – Organizing a stakeholder workshop

Stakeholder workshops at local, regional or national level are useful to gather all relevant people to reach an enhanced understanding of informal apprenticeship and to discuss the potential of upgrading the system. Stakeholder workshops are an important means of raising awareness on policy issues, exchange divergent views and arrive at common solutions. A one-day workshop to kick-off discussions on informal apprenticeship is proposed.

Workshop goals

- Raise awareness of the informal apprenticeship system at policy level
- Share findings from the empirical research and assessment of the policy context
- Discuss policy options for upgrading informal apprenticeship

Understand the problem - don't copy solutions

Composition of the group

It is crucial that the workshop brings together experts from different backgrounds, roles and responsibilities to be able to discuss the research findings from different perspectives.

The group for the workshop should therefore comprise government representatives from the area of labour, training, planning, youth, industry and so forth. Since informal apprenticeship is embedded in communities and local economic systems, it is important for representatives of local, municipal, sub-regional as well as national government bodies to participate. Representatives of the national training system and of large non-formal training providers (such as NGOs, religious organizations etc.) should be present, including NGOs active in upgrading informal apprenticeship.

Moreover, workers' and employers' organizations need to be represented. In particular, small business associations and federations organizing workers and businesses in the informal economy should play an important role during the workshop. These organizations need to represent master craftspersons. Furthermore, youth groups or associations of parents can contribute the voice of apprentices.

It has often proved very helpful to arrange for the services of an experienced objective facilitator who will be accepted by the different stakeholders. Furthermore, it is important to fix roles and responsibilities between facilitator and organizers as well as presenters beforehand in order to be able to structure the workshop well and get relevant results. A good facilitator will be able to apply methodologies and/or visualization techniques that bring out the different views and important points clearly.

Workshop agenda

The workshop agenda needs to be designed and adjusted according to the specific country context. It is a useful tool to disseminate findings of the assessment, raise awareness among decision-makers and call for support for reforms. In order to do so, it should include the following elements. Table 8 provides an overview for a possible agenda.

1. Introduction of the policy context

The introduction lays out the policy context in which potential interventions for informal apprenticeship need to be embedded, such as youth employment or skills development policies and strategies. In case policy or legal documents on informal apprenticeship, or political support for upgrading informal apprenticeship already exist, a policy-maker can clarify the specific context and background for existing policy frameworks.

2. Presentation of the findings of empirical research

The research team that conducted the empirical study should present their findings according to the thematic areas and questions described above (Tool 10, Annex 4). This frame will allow for a comprehensive analysis of the informal apprenticeship system and will enhance understanding of how it functions, what local rules and customs are in place and how they are enforced. The presentation will also point to the major strengths and weaknesses of the informal apprenticeship system. In addition, it can point to knowledge gaps that the research did not manage to address and that require further consideration.

In order to put the informal apprenticeship system into the national economy's context, the research team, if need be supported by other national experts, can also present the labour market structure in the sectors analyzed (self-employment, wage employment, competitiveness), and present patterns of production relations (large scale production, small scale production, linkages with larger enterprises etc.).

3. Presentation of existing linkages between formal and informal training system

A representative of the formal training system, or alternatively the expert who prepared the study on the policy context and existing linkages (ToR 3, Annex 3) presents the existing linkages between the formal and informal training system already in place in the country. The linkages can range from financial support, to numbers of informal apprentices that participate in (part-time) training courses or skills assessments, numbers of master craftspersons and skilled workers from small businesses who participate in skills upgrading courses or skills assessment, existing cooperation between training providers and small businesses in terms of use of expensive tools or equipment, accreditation of business as training providers and so forth.

4. Discussion of pros and cons of upgrading informal apprenticeship

After these presentations, the workshop participants should discuss whether or not it is desirable in their country to undertake efforts to upgrade informal apprenticeship.

5. Identification and prioritization of major issues pertinent to upgrading informal apprenticeship in the country

The analysis of the research findings has revealed major strengths and weaknesses of the system. Now, workshop participants could identify and prioritize major issues to be addressed by upgrading interventions. Section 4 of the resource guide discusses 11 major issues that arose from past analysis and experience.

6. Discussion of particular issues

Depending on availability of time, some of the issues identified can be discussed more in detail. This can be done through brainstorming in plenary or in small groups. This discussion could end by setting up working groups to prepare plans of action on agreed issues.

7. Conclusion and follow-up

The organizers provide a wrap-up of results and conclusions and define ways to follow up on this workshop.

© ILO/Clemens Greiner

SECTION 4

Issues and policy options for upgrading informal apprenticeship systems

4

Section 4
Issues and policy options for upgrading informal apprenticeship systems

This section describes:

- important issues to take into consideration when upgrading informal apprenticeship
- policy options to address these issues
- country experiences
- questions that will guide the design of upgrading approaches

Informal apprenticeship systems play a key role in providing skills for youth in Africa. The previous sections provided the background to understand informal apprenticeship as a system of rules that enables training to take place on the one hand, and that is responsible for weaknesses on the other. Informal apprenticeship is described as a dynamic system that responds to changes in the institutional framework. Therefore, it is paramount to understand how informal apprenticeship systems can be upgraded to improve their functioning without creating deadlocks. Section 3 presented a methodology to assess the particular features of informal apprenticeship in a country and provided guidance to interpret and discuss the findings.

This section is designed to support the planning of interventions and of policy-making on informal apprenticeship. It is, however, not a detailed operational guide to improve the indigenous training system in African countries in one go. Instead, it is designed to help training experts and policy-makers identify the right pathway to start linking – step-by-step – informal apprenticeship with the national training system. It draws on project and program experience from a number of African countries, and gives guidance on options to pilot test interventions and policies in a given context to enable policy learning.

© ILO/Palazzo

The section is organized into four main policy areas. Each area is followed by issues which may be more or less relevant to the informal apprenticeship system in a particular country. A number of questions will help determine whether upgrading interventions need to address these issues or not. Then, different policy options are presented and country examples illustrate how they were put in practice. Each section closes with additional questions to guide the selection of an effective approach.

The different issues and policy options demonstrate that there are numerous ways and measures that help improve the performance of informal apprenticeship systems. Addressing only one issue will already introduce change. Yet for a system to operate at its full potential, this resource guide calls for analyzing and consecutively addressing all issues covered.

Any reform process can create resistance to change due to short term considerations, power relations, or other vested interests. Hence the nature of this resistance needs to be understood, and how it can be overcome. Furthermore, the role of networks, organizations and associations in apprenticeship training – such as small business associations or apprentice organizations – needs to be understood, and how policy-makers can contribute to building effective networks. If businesses providing informal apprenticeship are organized, all upgrading interventions should be based as much as possible on the active engagement of these associations.


© ILO/Sarita Ryan

Many master craftspersons, skilled workers and apprentices have not benefitted from formal or non-formal (NGOs, religious organizations etc.) training provision, nor have they received government support for the skills transmission system they organize. Consequently, they do not know what benefits to expect from potential interventions. This lack of experience can lead to scepticism about interventions. Businesses might also fear that "policy support" means regulations and additional costs (Chen, 2005). Evidence shows, however, that as soon as master craftspersons or apprentices experience the benefit of interventions, they are willing to participate.[6]

Interventions should apply a participatory approach, and focus on awareness raising about the potential benefits of upgrading informal apprenticeship.

Creating role models for others to follow is another important approach to keep in mind.

The resource guide should not entice the reader into copying approaches, but into understanding and prioritizing the specific challenges and potential solutions for upgrading informal apprenticeship in a given country.

Table 8: Overview of policy areas and issues relevant for upgrading informal apprenticeship

4.1 Strengthening the institutional framework for higher quality training			
Issue 1: Share knowledge through business associations	Issue 2: Enhance access to new skills	Issue 3: Monitor and assure training quality	
4.2 Financing informal apprenticeship			
Issue 4: Make existing financing mechanisms more effective: contracts and social enforcement	Issue 5: Improve access to additional and secure sources of funding		
4.3 Practices in informal apprenticeship: Modifying or replacing "bad" rules			
Issue 6: Strengthen gender equality in informal apprenticeship	Issue 7: Improve decent work in informal apprenticeship		
4.4 Improving linkages between informal apprenticeship and formal systems			
Issue 8: Promote linkages between formal education and informal apprenticeship	Issue 9: Promote inclusion in national training system	Issue 10: Institutionalize recognition of skills acquired in informal apprenticeship	Issue 11: Develop micro- and small businesses and support formalization

6. See for example experience from two projects in Kenya: World Bank Small Enterprise Training and Technology Project (MSETTP) and Strengthening Informal Training and Enterprise (SITE), in: Haan, Hans (2006) "Training for Work in the Informal Micro-Enterprise Sector – Fresh Evidence from Sub-sahara Africa"– Technical and Vocational Education and Training Series UNEVOC Springer; and Adams, A. ; Johanson, Richard, K., 2004. Skills Development in Sub-Saharan Africa, Regional and Sectoral Studies (Washington, D.C., World Bank).

4.1 Strengthening the institutional framework for higher quality training

The economic and social context of informal apprenticeship determines how rules in informal apprenticeship are shaped and enforced. The rules are responsible for the quality of training and thus influence the flow of knowledge, skills and training tools within the trade sector (Issue 1), access to new skills (Issue 2), and quality assurance mechanisms (Issue 3). This sub-section will deal with ways to strengthen the institutional framework for higher quality training.

Mechanisms for quality assurance, monitoring and enforcing training contracts will need to build on institutions such as local governments, business associations, training providers, or community organizations. Upgrading interventions need to be designed in a way that all small businesses can potentially participate. This approach focuses on creating an institutional environment with mechanisms that allow all businesses interested in upgrading informal apprenticeship to join. This will require an effective information policy to make sure that businesses in the concerned industries or trades are aware of the options and mechanisms in place.

Some upgrading interventions have targeted a small number of pre-selected businesses. Depending on the pre-selection criteria, businesses with more advanced skills, technologies or equipment were selected so that bridging skills gaps between informal apprenticeship and the formal training system is easier to achieve. Establishing "role model businesses" can have a positive effect on other businesses and attract them into joining the new system. In addition, information sharing will be less costly.

While this approach might appear more feasible in the short-run as design and feed-back mechanisms are easier to integrate, there are several long-term challenges: restricting upgrading to a small sample of businesses at the top end of small businesses in the industry concerned can widen the skills and technology gap between businesses and therefore discourage other businesses and confine them to "business as usual" in informal apprenticeship. Moreover, this approach can create privileged positions among businesses that might then be defended and create resistances for future changes. Devising a system for only a small number of businesses also risks to be designed in a very costly way so that expanding it at a later stage might pose difficulties. This resource guide promotes the strengthening of the institutional framework for an upgraded system that benefits large numbers of businesses from the beginning and aims at long-term systemic change and sustainable solutions.

© ILO/Marcel Crozet

Issue 1: Share knowledge through business associations

In many countries, small business associations have developed around shared interests: expanding their business, keeping pace with technological changes, accessing small credits and reliable markets, and so forth. Common interests within one industry or trade are often stronger than across trades, despite businesses being direct competitors. Some collaborative efforts of small businesses do not require formal structures and are maintained through networks. More institutionalized forms of cooperation are associations or entrepreneurs' cooperatives[7] with elected representatives, which can also be formally registered and recognized by the public sector.

Apprenticeship is an initial training system not only serving the interest of young people or of an individual enterprise but training qualified workers for a trade sector. Since enterprises in the informal economy often possess varying degrees of skills, equipment or tools, sharing knowledge and skills within the sector will enhance the overall quality of training in businesses. Cooperation between small businesses can therefore be vital for upgrading informal apprenticeship.

Cooperation can improve the business environment and thus benefit apprentices through better quality material, improved access to tools, upgraded skills of master craftspersons etc. (Smith, 2006). This collaboration can include purchasing material for consumption and production to benefit from discounts, joint marketing of products, pooling resources and joining forces to acquire or provide goods and/or services, joint supply to larger enterprises or the public sector, sharing of expensive tools, taking on the lease of premises for joint occupancy (e.g. craft centres), sharing of information and knowledge on new developments in the market, running training schemes, joint savings, access to financial or to insurance services.

If business associations exist, it is crucial to design all upgrading activities in close collaboration with them as they represent the voice of master craftspersons and small businesses. If cooperation between businesses is loose, approaches will have to consider either addressing individual businesses to improve the flow of knowledge and skills or helping businesses strengthen their capacity to organize. Other institutions such as training centres or local community organizations can help strengthen collaboration.

Policy options for sharing knowledge through business associations

There are different policy options depending on the level of organization of small businesses.

- If businesses are organized at local, regional or national level, it is paramount to build on existing small business organizations when upgrading informal apprenticeship.

Is this issue relevant for informal apprenticeship in the specific country context?

Guiding questions – Issue 1: Share knowledge through business associations

Do small businesses in apprenticeship trades cooperate (e.g. in sharing equipment, borrowing labour, exchanging experience, joint purchasing or marketing etc.)? Can this cooperation build a basis for enhanced collaboration regarding upgrading informal apprenticeship?

Do business associations exist? Are they prevalent in the selected industries/trades?

What is their organizational degree? What are their institutional/human resources/ financial capacity?

How does knowledge, skills and training tools flow within the trade sectors selected for upgrading informal apprenticeship?

7. An entrepreneurs cooperative is a special form of cooperative. It differs in that its members are predominantly entrepreneurs, enterprises, self-employed persons and professionals, sometimes municipalities or other public bodies. Members can be legal entities or individuals. Membership is taken for the sake of obtaining services, which are of importance to members businesses. Members expect benefits to income and economic well being, not primarily for consumer, social or cultural reasons. Based on definition used in "Göler von Ravensburg, N. 2011. Economic and other benefits of entrepreneurs cooperatives as a specific form of enterprise cluster (ILO Dar es Salaam)

- If businesses cooperate loosely, it will be beneficial to mobilize them to organize for informal apprenticeship upgrading.
- One way to stimulate cooperation in informal apprenticeship is to establish rotation systems.

POLICY OPTION ISSUE 1

Build on existing small business associations

Small business organizations represent the interests of small business owners and master craftspersons who train apprentices. When policies or programmes to improve informal apprenticeship are designed, existing business associations should be involved from planning to implementing, monitoring, and assessing in order to include the view of those most closely concerned.

Placing business associations in the driver's seat is crucial for sustainability of upgrading interventions.

Business associations play an important role in addressing the issues and challenges described in this section of the document. They can be instrumental for improving the business environment for small enterprises, they can become involved in quality assurance of training, standard setting, devising complementary courses, recognition of skills, and in recognizing and enforcing training contracts. In the context of facilitating the flow of knowledge and skills within the sector, business associations can strengthen existing knowledge sharing mechanisms by helping identify experts for particular client demands that a business is unable to meet.

There are a couple of challenges to consider when involving business associations in upgrading informal apprenticeship:

- Overcoming mistrust or ignorance between public authorities and business associations. Public authorities often lack knowledge about existing small business associations. Consequently, there is no tradition of involving small businesses in decision-making and trust needs to be built in the first place. Likewise, business associations might be reluctant to collaborate with public authorities, as the association itself or its members are often informal and fear punishment for not being registered. Trust-building measures are crucial to overcome this barrier.
- Improving institutional capacity. Small business organizations often have a low institutional and human resource capacity and very limited funds so that their ability to become involved in upgrading informal apprenticeship can be constrained. In this case, it is important to strengthen the institutional capacity before being able to work on upgrading the system. This does not always have to be complex; sometimes basic measures such as clarifying communication and membership structures so that they match the human resource capacity can already make a substantial difference.
- Achieving high organizational level. In order not to exclude non-members from upgrading interventions, it is advisable to assist business associations in extending their membership. In some countries, governments have created/induced small business organizations. These organizations do not always represent the interests of their members, but rather serve as intermediaries for government concerns. When building upgrading interventions on small business associations, it is crucial to ensure that they voice the interests of micro- and small businesses.
- Raising awareness of skills as a key issue. Small business associations might not consider training to be a priority concern. Issues like access to credit or to new markets might appear more pressing. If this is the case, benefits of improving informal apprenticeship such as productivity gains need to be clarified.

POLICY OPTION ISSUE 1

Mobilize small businesses to organize for upgrading informal apprenticeship

If business associations are scattered or collaboration between businesses is loose, interventions should firstly focus on mobilizing small businesses. Many micro- and small businesses are unaware of the benefits of enhanced cooperation, so disseminating information and good practices in organizing around shared interests, about ways to cooperate and forms of organization, is crucial. Revealing common interests among master craftspersons and small businesses promotes the idea of cooperation instead of competition. It is also helpful to build on existing collaborations between businesses such as borrowing equipment, sharing knowledge etc. and expand the scope of cooperation. These existing experiences can be reinforced and guide cooperative efforts to improve informal apprenticeship.

Some of the challenges interventions can face:

- Overcoming mistrust between businesses. In societies or cultures with low levels of social trust and therefore limited experience in cooperation, the major challenge will be to change the culture of cooperation within an industry or trade. If individualism and harsh competition dominate the business environment, it will be difficult to change this culture hostile to business cooperation.
- Rebuilding social cohesion after times of social disruption: In some countries, civil war has destroyed or weakened social cohesion which is also likely to impede collaborative efforts. Regaining confidence in neighbours and social networks, and retrieving trust to cooperate with others is a long process that requires multiple efforts from many stakeholders. Engagement which supports the building of trust is very important in these scenarios.
- Overcoming negative connotations of cooperation from past regimes: in some countries, governments imposed cooperatives with compulsory membership. Interventions promoting business cooperation are likely to face opposition because of this political heritage. Today, one of the guiding principles of cooperatives or business associations is voluntary and open membership (See Cooperative Principles and Values, Annex to ILO Rec. 193 on the Promotion of Cooperatives, ILO 2002).

LESSON LEARNT

Box 9: Strengthening business associations in Niger

One of the objectives of the Continuous Vocational Training and Apprenticeship Support Programme implemented by the ILO in Niger was to strengthen the membership base of the National Crafts Association (Federation National des Artisans du Niger, FNAN). In order to reinforce organizational capacity, FNAN assigned roles within the association more clearly, organized its structure by occupations, developed regional and local branches, and spread information about the benefits of organizing by word of mouth.

From 1999 to 2009, FNAN's membership base more than quadrupled (from 18.000 to 70.000 members) including a rise in member organizations from 99 to 527 of a total of 820 crafts associations at national level. This represents 64 per cent of the organized crafts sector. Today, FNAN is recognized as an important voice of the crafts sector in Niger and participates in national tripartite political structures.

This process has enabled the close involvement of business associations in debates about upgrading informal apprenticeship. FNAN plays a major role in monitoring and quality assurance of a pilot project of structured dual apprenticeship.

This publication can only briefly touch upon strategies to strengthen cooperation. The ILO has longstanding experience in helping small businesses in the informal economy organize.

The following ILO publications can help guide interventions and are all available at www.ilo.org:[8]:

"Let's organize! A SYNDICOOP handbook for trade unions and cooperatives about organizing workers in the informal economy", published by ILO/COOP in 2006.

Organizing Workers in the Informal Sector. A strategy for trade union – cooperative action, COOP Working Paper 01-1, published by EMP/COOP in 2001.

How to work as an extension worker to organize workers in the informal economy, published by EMP/COOP in 2004.

Organizing out of poverty: stories from the grassroots: How the SYNDICOOP approach has worked in East Africa, published by EMP/COOP in 2006.

Managing Small Business Associations, Trainers manual and Reader, 2007.

Session plan for a course on setting up Women's Business Associations.

POLICY OPTION ISSUE 1

Establish rotation systems for apprentices

One mechanism to improve the flow of knowledge, skills and training tools within a trade sector is a system of rotation of apprentices among businesses. This approach proposes that, for a limited amount of time, master craftspersons send their apprentices to other businesses with different specializations. There, apprentices acquire additional skills in a new business environment and thus benefit from the skills of other master craftspersons. At the same time, apprentices from other workshops can fill the gap left by the rotating apprentice, so that no shortage of labour occurs.

8. For more tools and practical examples please also visit: www.ilo.org/coopafrica and www.ilo.org/wed.

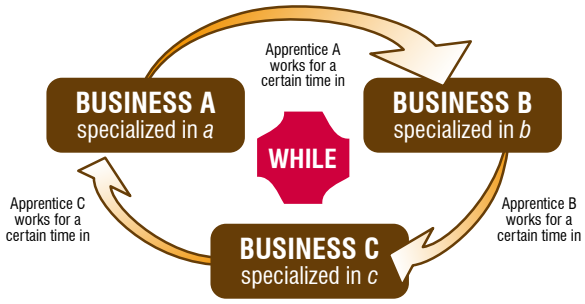


Figure 3: Rotation system for apprentices

A rotation system of this kind can be highly beneficial not only for the apprentice in terms of additional skills and learning experience, but also for the master craftsperson as he or she will benefit from the new skills of the apprentice and the intensified cooperation with other businesses.

A rotation system could be a new rule introduced in informal apprenticeship. It could partially replace an existing tradition: the master craftsperson's full responsibility for the apprentice's training. And, it would add new responsibilities: training apprentices from other workshops for a limited amount of time.

It is paramount to make the benefits of rotation systems apparent to master craftspersons and to their apprentices, and design them in close consultation with master craftspersons. These systems can also be supported through business associations, community groups or other stakeholders. Rotation systems in informal apprenticeship so far only exist based on the initiative and commitment of individual master craftspersons, e.g. in carpentry in Benin, and not based on the initiative of a business association.

In particular in rural areas, where apprentices face more difficulties to acquire all skills necessary to competently master a trade by learning in only one business, an option would be to establish an apprenticeship agreement with the business association. The association would then ensure that apprentices work for a number of businesses with different specializations so that they acquire a broader set of skills for the trade.

What is the right approach for the country?

Guiding questions – Issue 1: Share knowledge through business associations

Actors and change agents:

Who needs to be involved to strengthen the flow of knowledge, skills and training tools in the trades selected for upgrading?

Are business associations strong enough to take up an active role in upgrading informal apprenticeship? Do they need to be strengthened first?

Are there other organizations or actors that need to be involved such as community organizations or training providers?

Institutions and institutional capacity:

What are the levels of trust and the state of dialogue between small business associations and policy makers?

Which of the policy options described will be most appropriate (in view of success and sustainability) for upgrading informal apprenticeship?

What is needed to strengthen the institutional framework?

Financial sustainability:

What is needed to ensure that business associations have sufficient financial means to become involved in upgrading informal apprenticeship?

Is the approach financially sustainable to improve informal apprenticeship for a large number of businesses?

Issue 2: Enhance access to new skills

A major issue in informal apprenticeship is the lack of access of master craftspersons and their apprentices to new skills and technology. Working in small businesses in the informal economy confines them to a limited pool of knowledge and impedes them from catching up with new technological developments.

Better and more up-to-date skills would enable master craftspersons and apprentices to improve productivity of the enterprise, increase income and diversify products and services and potentially broaden the businesses' customer base. They could become involved in national and global value chains and improve the local production capacity. Moreover, access to theoretical knowledge and modern skills would permit small businesses to better adapt to rapidly changing environments and consequently enhance adaptability and employability of graduated apprentices.

At present, access to new skills is limited to the social network of master craftspersons, as formal training providers do not cater to businesses in the informal economy, and other support structures are scarce. Linkages with large enterprises are often limited, so that advanced technology does not "trickle down" to small businesses. Research has shown that master craftspersons often share knowledge with other craftspersons in their trade. Informal networks serve as a source of knowledge and skills by helping identify experts. If a client demands a service which one master craftsperson is unable to provide, there are two ways of responding: ether craftspersons send the client to another business which is known to be capable of providing the service. In this case, knowledge and skills are not shared: the experts keep their knowledge. Or, professional networks assist and send an expert (generally another master craftsperson or skilled worker) to the respective business which the client approached. The expert receives compensation for showing how to solve the problem while the master craftsperson acquires the new skills. This entails the potential that new knowledge and skills, once introduced into the network of small businesses, will spread.

Mechanisms need to be designed to strengthen the existing knowledge sharing practices and facilitate access to new and up-to-date skills for master craftspersons and their apprentices. These rules will strengthen the institutional framework of informal apprenticeship. Major sources of new skills are:

- the formal or non-formal (such as NGOs, religious organizations etc.) training system;
- enterprises in the formal economy; and
- business support services or market intermediaries.

Policy options for improving access to new skills

POLICY OPTION ISSUE 2 **Offer courses for master craftspersons**

If master craftspersons access new skills, apprentices will also benefit, provided that master craftspersons share their new knowledge in the business. Introducing training offers for master craftspersons through the formal or non-formal training system will create a new mechanism for continuing training of apprenticeship trainers. Offering skills upgrading courses through business associations allows for economies of scale since it is easier to reach a sufficient number of craftspersons interested in training, and helps strengthen service provision by associations.

Is this issue relevant for informal apprenticeship in the specific country context?

Guiding questions – Issue 2: Improve access to new skills

What is the level of technology in businesses that provide informal apprenticeship?

Are there mechanisms in place that allow master craftspersons and apprentices to access new skills? Do they work well?

Do formal or non-formal training providers train workers in the informal economy?

What is the level of business linkages between businesses that provide apprenticeship and larger businesses with more advanced technology?

Are there other support services for businesses that train apprentices? Do skills play a role in the services provided?

Any type of training offer needs to be based on a sound identification of training needs. If training content does not match master craftspersons' expectations, they will not participate. Coordinating with small business associations is highly useful in this respect.

A proposed training needs assessment of master craftspersons/skilled workers is included in Annex 5.

Training needs assessment of master craftspersons / skilled workers

LESSON LEARNT

Box 10: Skills upgrading for master craftspersons in Tanzania

The Vocational Education and Training Authority (VETA) in Tanzania, in cooperation with the German Technical Cooperation (GTZ), introduced the "Integrated Training and Entrepreneurship Promotion" (INTEP) programme in 1998-2001. The programme aimed to improve informal apprenticeship through upgrading technical skills and training capacity of craftspersons. INTEP conducted training needs assessment, analysed the local labour market, designed an integrated training approach (including technical, management and literacy skills) and identified local trainers to deliver short training courses in different trades: food preparation, mushroom growing, carpentry finishing, vegetable and plant nursery, oil pressing and building.

The approach proved successful in that it increased the quality of goods and services produced in small businesses, along with sales and profits. A participatory approach to plan training content proved to be important, as did mixing business skills with technical training and literacy skills.

An assessment concluded that it would have been more effective to develop separate training packages for master craftspersons and workers. They were trained jointly, but were found to have different training needs. All training was subsidized, although trainees had to contribute either with their travel, lunch or a small fee. As subsidies were provided by GTZ, INTEP courses were drastically reduced when donor funding expired.

Source: Haan, 2006; Adams and Johanson, 2004, p. 213.

Training needs can also be assessed based on a competency chart or skills checklist produced for the particular occupation. Master craftspersons or skilled workers pick competencies they are interested in. In this case, it is important to distinguish if skills are picked, because:

a) the person has never heard of these skills and is curious to learn them;

b) the person is aware of the skills, but has no command of them;

c) the person already has a good command of the skills, but sees room for improvement.

Each answer requires a different training approach, so mixing people with different expectations should be avoided. If competency charts stem from different countries or locations within the country, the skills requirements might differ and charts should only be used as an orientation to help identify training needs. The additional needs assessment (see Annex 5) is recommended.

Training courses can be offered in technical skills; trade-related theory; design skills; business related skills such as accounting, workflow organization or negotiating with customers or suppliers; waste reduction; or in skills for moving up-market where consumers can afford better quality, in order to integrate into value chains supplying larger enterprises, or to become eligible for public tenders. Some of these courses might already exist, but form parts of larger training programs for full-time students enrolled in vocational training, and so are currently not open for master craftspersons.

Training can be organized in different ways, e.g. through master trainers that train groups of master craftspersons at their own business premises, courses in formal or non-formal training centres, organized by business associations, through mobile training centres in vehicles that move from one location to the next, or through individual guidance by training coaches.

Activities should be organized in collaboration with formal training authorities (not necessarily formal training centres), or with specialized apprenticeship authorities so that institutional linkages with the formal training system can be established.

The cost of these "train the trainer" courses and the master craftsperson's potential contribution need to be determined in advance and assessed against the participants' ability to pay. In several countries, national training funds provide subsidies for ad-hoc courses or for systematic skills upgrading of master craftspersons involved in dual/structured apprenticeship systems such as in Benin. Timing of courses is critical as the training should not interfere with business operations and should take into account craftpersons' possible family responsibilities. Most importantly, training offers for master craftspersons should be permanent, and not only on an ad-hoc basis, recognizing the important role master craftspersons play for a well-functioning apprenticeship system. Certificates of attendance should be provided.

POLICY OPTION ISSUE 2

Offer courses for apprentices

Likewise, new mechanisms can be devised to enable access of apprentices to further training, in particular to theoretical knowledge that provides room for reflection and complements the practical skills they learn at the workplace. While purely centre-based training is often deficient in terms of practical work experience, apprentices lack theory about materials, measurement or functioning of certain processes related to their trade.

The selection of content, timing and cost issues for the courses need to be determined with master craftspersons and be based on a training needs assessment as mentioned above.

LESSON LEARNT

Box 11: Skills upgrading for master craftspersons in Kenya

The Kenyan NGO SITE (Strengthening Informal Training and Enterprise), with support from the NGO Appropriate Technology, implemented a project in the 90s to improve master craftspersons' (MC) skills and support training institutes to cater for master craftspersons through continuous training.

On the one hand, the project faced an important challenge as MCs initially were not willing to take training for new technical skills; they felt they were experienced enough. On the other hand, MCs were interested in improving the overall delivery and management of apprenticeship training. The lessons learnt by SITE were the need to develop a more participatory approach towards making the return on training more evident for MCs, and the delivery mode and schedules more flexible. The participation rate in training rose from 20 to 90 per cent of master craftspersons addressed.

Besides pedagogical skills, business and technical skills were also included in the courses. As a result of the project activities, MCs reduced the time and cost of training (as apprentices became more productive at an earlier stage), content and quality of training improved, MCs increased the number of apprentices they took in by 15-20 per cent, sales increased by 57 per cent and profits by 25 per cent.

Source: Haan, 2006; Adams and Johanson, 2004; African Union, 2007.

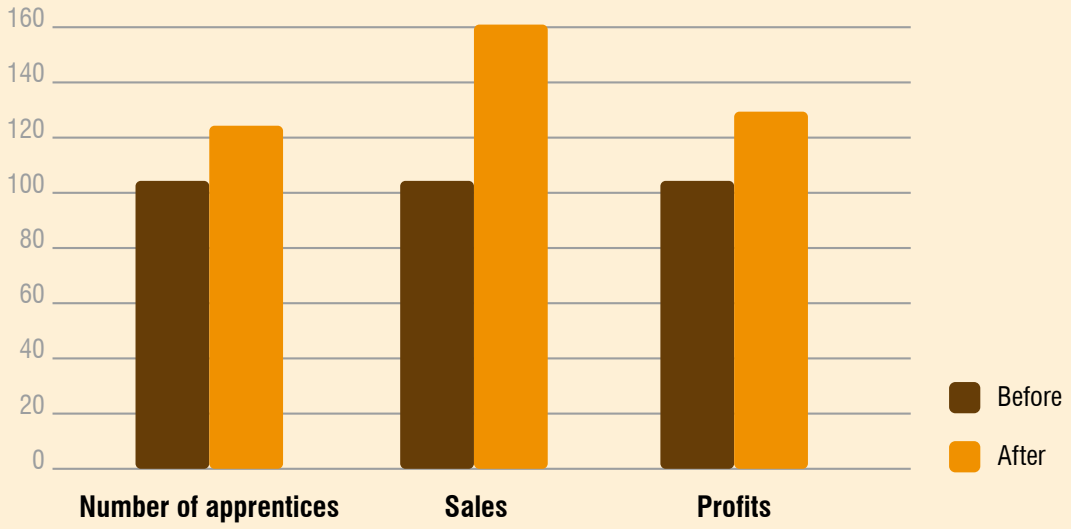


Figure 4: SITE project outcome in numbers

Upgrading approaches in countries that introduced dual apprenticeship have set up alternating training periods at the workplace and at training centres during the whole apprenticeship period. A simpler system of complementary courses for apprentices could envisage a short course in the beginning about their rights and duties, where to go in case of conflict, occupational health and safety; a course in the middle of apprenticeship could provide some theory basics of the trade; and a course at the end could provide assistance about accessing micro-finance, setting up a business or cooperative etc.

When providing courses for apprentices, offer separate courses for master craftspersons and skilled workers.

Past experiences have shown that providing skills upgrading only for apprentices and not for master craftspersons is likely to cause disruptions with master craftspersons. All three groups in small businesses, master craftspersons, skilled workers and apprentices, need to be able to access new skills. Due to different levels of experience and age, it is advisable to offer separate courses for apprentices, master craftspersons and skilled workers (see also Box 10).

POLICY OPTION ISSUE 2 **Improve linkages to larger enterprises**

Besides strengthening cooperation between informal apprenticeship and the formal or non-formal training system, access to new skills can also be achieved through cooperation with other enterprises (see Box 12). In many African countries, cooperation between large and small enterprises, in particular in the crafts sector, is very weak.

EXAMPLE

Box 13: Integrating small crafts businesses in the supply chain in South Africa

The Cape Craft and Design Institute (CCDI) was funded by the provincial government in the South African Western Cape Province. Its mission is to facilitate access to formal markets by informal micro-enterprises in the craft sector. The non-profit institute functions as an intermediary for approximately 800 businesses in the craft sector. It provides training and informs about the market and design input; consolidates volumes from small producers; secures large export orders, divides them between small producers; and assumes the financial risk.

Large enterprises usually apply and operate more advanced machines and technology than small businesses. Large enterprises are therefore a valuable source of new skills for master craftspersons and apprentices.

Strengthening backward and forward linkages in the supply chain is one means of improving quality of products and enabling access to new skills (see Box 13). Small metal workshops could, for example, supply larger producers. In order to ensure sustained levels of quality delivery, these producers can impart courses to workers in supplier workshops: master craftspersons and apprentices could access new skills. Apart from direct production linkages, inviting local craftspersons to enterprise premises could be of interest to large enterprises in order to identify skilled craftspersons for potential future recruitment, or to broaden the customer base for their products.

LESSON LEARNT

Box 12: A large enterprise providing training of craftspersons in Cameroon

A large manufacturer of paints and varnishes, Compagnie Equatorial des Peintures (CEP), provided training to car mechanics, carpenters and welders working in the informal economy. A small business association, the Chambre d'Artisans de l'Ouest (CHART), with technical support from the German Development Service (DED), and further institutional support by a larger business association, the Syndicat des Artisans de Menoa (SYNADEM), requested the training. The large paint manufacturer already provided training on types of paint and blending colours to its main customers (paint wholesalers) and for workers from large garages.

For the training of craftspersons from garages and other workshops in the informal economy, CEP hired a nationally accredited training provider, Formateurs Associées (FOAS), and co-designed a training programme on spray painting facilities, preparation of surfaces, application of paint, usage of equipment and preparation of quotations, both in theory and practice. The training took place in a spray painting facility of SYNADEM. The cost of the 4-day training was shared between CEP, CHART/SYNADEM, and the participants.

The training proved successful: participants gained access to new skills and CEP identified a new marketing channel to increase their sales to informal economy operators.

Source: Haan, 2006.

For master craftspersons, skilled workers and apprentices, courses by large enterprises or visits to their premises can broaden horizons; awaken interest for new tools or improved processes, and strengthen the ability to design new products or services. This cooperation could be organized through business associations, chambers of commerce, local governments, business service centres, or training providers.

POLICY OPTION ISSUE 2

Strengthen entrepreneurship and business skills among apprentices and master craftspersons

Many apprentices opt for self-employment after graduating from informal apprenticeship. They will have acquired a number of important entrepreneurship skills by then: they are familiar with suppliers and buyers, the business culture, dealing with clients and some will also know how to negotiate prices. However, many still lack other fundamental entrepreneurship skills such as accounting, book-keeping, marketing and so forth that are critical to succeed as entrepreneurs.

Master craftspersons often express a need to improve their entrepreneurial and business skills. Courses in entrepreneurship and guidance on how to set up or improve a business can be offered to apprentices and master craftspersons alike, by public or private training providers, NGOs, business development services or by employment services.

EXAMPLE

Box 14: Strengthening women entrepreneurs

The emergence and growth of women entrepreneurs is a global trend, with many countries working to stimulate women's entrepreneurship development as a means to grow the economy and enhance gender equality. The ILO's Women's Entrepreneurship Development (WED) strategy supports the development of an environment that is conducive to women's entrepreneurship development by identifying and removing obstacles, building institutional capacity and developing tools and support services for women entrepreneurs.

The ILO has built expertise in women-specific enterprise activities over the past ten years through its technical cooperation portfolio on Women's Entrepreneurship Development and Gender Equality (WEDGE) projects. Since the project's inception in 2002, WEDGE has expanded its operations to 24 countries, 14 of which are located in Africa. The program ensures that all entrepreneurship education tools used in schools, colleges and universities are gender sensitive. Its success lies in practical guidance for women starting, formalizing and developing their enterprises, establishing a knowledge base on women entrepreneurs, and innovative support services. *Source: ILO, 2009a.*

© ILO/Fiorente

The ILO has developed a management-training program for small businesses:

Start and Improve Your Business (SIYB)[9]
to strengthen local business development service (BDS) providers to deliver business management training that will make it possible for micro- and small-scale entrepreneurs to start and improve their businesses thereby creating sustainable jobs for themselves and others. SIYB has been introduced in more than 100 countries and is available in many languages.

Guides to conduct feasibility studies for women's entrepreneurship and to develop strategies to match the skills supply with market demand are for example:

GET ahead for women in enterprise training package and resource kit

Women's Entrepreneurship Development. Capacity building guide

Count Us In! How to make sure that women with disabilities can participate effectively in mainstream women's entrepreneurship development activities.

© ILO/Marcel Crozet

What is the right approach for the country?

Guiding questions – Issue 2: Improve access to new skills

Actors and change agents:

Which actors, institutions or groups are best positioned to establish or strengthen mechanisms to improve access to new skills and technologies?

Who offers/funds existing skills upgrading courses for craftspersons or apprentices?

Institutions and institutional capacity:

How can new skills best be acquired? Are they locally available or do they need to be "imported"?

What skills are needed? What types of complementary courses are already available? Which courses need to be newly designed? For whom? How could a permanent offer be established?

Where do linkages to larger businesses or the formal training systems already exist and where can they be strengthened?

Financial sustainability:

How much would it cost to set up a permanent course offer/linkages to larger enterprises?

Can master craftspersons contribute to costs (travel, lunch, fees) – and if so, how much?

How much would it cost to maintain this system? Are these funds available?

9. SIYB factsheets and the SIYB Implementation Strategy, both can be downloaded at www.ilo.org/siyb

Issue 3: Monitor and assure quality of training

The social nature of learning within a "community of practice" is the core of informal apprenticeship and the reason for apprentices to join. Although the mechanism itself is well established, the quality of the training often varies between businesses and quality assurance mechanisms can be weak.

One could argue that a master craftsperson with a reputation of being a lousy trainer might not be able to attract apprentices. This would imply a "natural pre-selection" of apprenticeship trainers based on knowledge that spreads in the community. One could also argue that the quality of training in formal training centres is not uniform either. Yet, the specific context of informal apprenticeship poses different challenges:

Skills levels of master craftspersons can differ: master craftspersons commonly have not passed a uniform skills test. Nevertheless, there are mechanisms that ensure a certain level of skills within a trade. Many master craftspersons have acquired their skills through informal apprenticeship and thus had to prove to their master craftsperson that they were proficient in the trade. In some countries, business associations play an important role in maintaining a trade's reputation by keeping an eye on master craftspersons' skills. These mechanisms can be stronger or weaker depending on the country context.

Master craftspersons often lack pedagogical skills: most master craftspersons have never learned how to teach. So the talent of master craftspersons to train will affect training quality. However, empirical studies demonstrate that most master craftspersons have a training plan for apprentices in mind: starting with observation and explanation of tools, imitation of easy tasks under close supervision and feed-back from the master craftsperson or other experienced workers, moving towards more complex tasks and less supervision to ultimately being able to independently work with clients.

Workshops have different levels of available equipment: another reason for varying quality of training, as studies have shown, is the state of a workshop's equipment. Workshops might not have the latest tools or machines, many operate manual tools as they do not have access to electricity, and many cannot afford materials used solely for training purposes, which means that apprentices' scope for practice is limited.

Is this issue relevant for informal apprenticeship in the specific country context?

Guiding questions – Issue 3: Monitor and assure quality of training

Does training quality in terms of training content and process differ widely from one business to another in apprenticeship trades?

Does the level of technology and equipment differ between businesses of these trades?

What kind of quality assurance mechanisms are already in place that could be strengthened?

Policy options for monitoring and assuring quality of training

POLICY OPTION ISSUE 3 **Ensure that only qualified craftspersons become trainers**

It is important to understand the mechanisms and informal rules for a craftsperson to become a master craftsperson. These (informal) requirements can vary from country to country and may define what qualifies a craftsperson to:

- *Open a business*: in some countries and trades, master craftspersons, who want to open a business, must have graduated from apprenticeship themselves. This is a mechanism to keep up quality among businesses in the trade. In other countries, certain trades have traditionally been reserved for a particular ethnic group.
- *Train apprentices*: for example, customs might dictate that skilled workers need to have acquired a certain amount of work experience before becoming a master craftsperson and training apprentices.

Empirical research in Malawi for example shows that master craftspersons had to gain a considerable amount of experience to be accepted as a trainer within the community: it took them on average 4.6 years from the time they started to learn a trade until they opened their own businesses. It then took another 3.2 years to start training apprentices.

It is crucial to retain existing quality assurance mechanisms. In some cases, business associations play the watchdog and make sure no craftsperson acts against the existing customs. In other cases, it might be society that enforces the customs: if no apprentice is willing to approach a craftsperson, this person will not train until potential apprentices have gained trust in their competence and good reputation.

Where no such reputation-based selection exists, master craftspersons would only be selected based on family or kinship reflecting the personal relation of the potential trainer to the apprentice. If this is the case, quality assurance of training is usually weak: neither clients or other civil society groups nor business associations can take on a role as watchdogs.

Interventions should help strengthen the existing mechanisms, and help complement them.

1. Business associations could for example be assisted in offering training courses in pedagogical skills to enhance master craftspersons' capacity as trainers. The courses could focus on improving teaching capacity and ability to better integrate training into the business activities. This might entail knowledge about how to organize training in the workshop and how to assign different people to take over parts of the training. Training could also include awareness raising on minimal standards for apprenticeship contracts related to working time, liability, maximum apprenticeship periods, and knowledge on adjusting apprenticeship to accommodate persons with different types of disabilities. It is vital to establish a permanent access for master craftspersons to these types of courses, recognizing the important role master craftspersons play for a well-functioning apprenticeship system.

2. Another approach – in particular where reputation-based selection of master craftspersons is weak - would be to undertake technical tests of master craftspersons. The business association or an institution of the formal training system could take this test and award the "right" to train. Yet, unlike in the first case, master craftspersons, who already train apprentices, need to have an incentive to take the test. If there are no additional incentives, such as providing skills upgrading, getting improved access to business development services or finance etc., it might be difficult to motivate master craftspersons to participate. Moreover, tests need to be designed in a cost-effective way, undertaken by qualified and recognized people, and take into account that some master craftspersons might be illiterate.

POLICY OPTION ISSUE 3

Formally recognize businesses as training providers and inspect training conditions

Another way to complement existing informal rules on quality assurance is to formally recognize businesses as training providers by regularly inspecting training conditions.

LESSON LEARNT

Box 15: Business associations monitoring training quality – examples from Senegal and Niger

In Senegal, the Automobile Business Association PROMECABILE introduced structured apprenticeship training in 2001 combining enterprise-based training and training in formal training centers. Prior to including a small business in the structured apprenticeship program, PROMECABILE assesses if the business complies with the requirements concerning:

- **standard of equipment;**
- **volume of production; and**
- **the master craftsperson's ability as a trainer (character, technical level, pedagogical and relational skills).**

In Niger, the National Crafts Association (Fédération National des Artisans, FNAN) established the position of training officers in all decentralized branches. These officers are responsible for selecting master craftspersons for pilot experiences to upgrade informal apprenticeship based on:

- **the enterprises' standard of equipment and material available for training; and**
- **the master craftsperson's technical skills.**

Both cases were successful in ensuring that training quality in an upgraded apprenticeship system meets certain standards. They have, however, not aimed at improving overall training quality for the whole sector. Rather, they selected businesses that already met the requirements and so included a positive selection of master craftspersons in upgraded apprenticeship programs.

Source: Walther, 2006b; Walther, 2008; ILO, 2008b.

This can be done by introducing an "outsider" as "training inspector" to check the training conditions for apprenticeship in an enterprise. This could include checking if apprentices are integrated into the work process, if tools are available, if the ratio between apprentices and craftspersons in the business enables adequate supervision, and if the work load is sufficient to keep all apprentices in the workshop busy. For a successful functioning of a monitoring system of this kind, the "training inspectors" need to be recognized by the master craftspersons. Ideally, training inspectors are affiliated to a business association, which improves their trustworthiness, and master craftspersons are actively involved in establishing the criteria to be assessed. The monitoring system needs to be in master craftspersons' own interest to improve the training process not only in their businesses, but in all businesses in their trade and locality. If training inspectors are introduced by governments or training institutions without the consent of master craftspersons, strong enforcement mechanisms would be needed (e.g. penalties) to achieve expected results.

Only when a business meets these criteria, it is eligible for recognition as provider of apprenticeship.

The status of a recognized business that provides apprenticeship training could also entail certain privileges giving incentives for master craftspersons to join. These incentives can include improved access to subsidized but conditioned credit, skills upgrading courses for master craftspersons or apprentices, or business development services.

© ILO/Clemens Greiner

LESSON LEARNT

Box 16: Tools for improved apprenticeship

Business associations selecting tools in Ghana

The World Bank Vocational Skills and Informal Sector Support Project (VSP) (1995-2001) provided businesses with tool-kits for apprentices at subsidized prices. Business associations were in charge of approving the sample tools that the programme would provide. However, the choice of tools was unsatisfactory to many master craftspersons who claimed they were of inferior quality. This experience suggests that institutional capacity is crucial to ensure smooth implementation. In this case, cash subsidies to buy tools in the market could have been more effective than pre-selecting tool-boxes centrally (Palmer, 2009; Palmer, 2007).

Sharing equipment in Cameroon

The Federation of Artisans in Menoa (SYNADEM, Syndicat des Artisans de Menoa) is a business association representing 150 members in the car repair industry. The association purchased a spray painting facility, which its members can utilize for a small user fee. The common facility is incorporated in apprenticeship training and therefore improves training quality.

Source: Haan, 2006.

Since shortage of tools, quality equipment and material for training are mentioned by many master craftspersons as a barrier to improving training quality, mechanisms to enhance access to tools – in particular for businesses that do not yet reach the required level to be recognized as a training provider – can be helpful such as:

- encouraging the sharing of equipment among businesses through machine parks or common facilities that can be used for a small fee;
- providing subsidies to purchase material, equipment or tools at a lower price, or credit guarantees, administered by business associations, training centres or other institutions, including adjusted equipment or tools or making accommodations to workplaces to include persons with certain types of disabilities as apprentices.

POLICY OPTION ISSUE 3

Skills standards and monitor learning process of apprentices

Another approach to ensuring training quality in workshops is to empower master craftspersons to set quality standards for apprenticeship in their occupation and to monitor the learning process of apprentices.

Skill standards in apprenticeship can set the minimal skills requirements for graduated apprentices. They can therefore serve as a basis for preparing training plans and courses for both master craftspersons and apprentices.

This approach modifies an important tradition in informal apprenticeship: only the master craftsperson is responsible for the design of the training process in their workshop. Interventions of this kind affect the master craftsperson's authority, and therefore might face opposition. It is therefore paramount to involve master craftspersons and business associations in the design, planning and implementation to ensure the standard's enforcement. Skill standards are often defined jointly by business associations, other professional bodies, trade unions, government representatives and representatives of the formal training system (see Box 17 for a successful example).

High quality standards ensure that a good reputation of the trade or industry can be maintained. Master craftspersons can agree on common standards, on mechanisms to ensure that the training content and process abide by common criteria, and also on ways to assess the skills of graduated apprentices.

It is interesting to note that apprenticeships regulated by medieval guilds in Europe did not define a common set of skills standards. As long as the master craftsperson was a member of the guild, quality assurance was assumed. Graduated apprentices had to go on a "journey" for about three to five years and work in different businesses. This mechanism not only ensured dissemination of new technologies and skills, but was also a means to regularize the skills levels of a "journeyman". Therefore, further regulation of the skill content of apprenticeship training was seen as unnecessary.

© Grigory Kubatyan

LESSON LEARNT

Box 17: Defining skills standards in Mali

In Mali, the National Federation of Malian Craftspersons (Fédération National des Artisans du Mali, FNAM), assisted by Swisscontact and building on ILO cooperation in the 80s and early 90s, established eight training programmes building on the existing informal apprenticeship system. Expert practitioners including master craftspersons who were members of FNAM identified the skills needed for each occupation in a participatory workshop using an occupational analysis method. The results lead to the development of training curricula for all trades which were accredited by the National Vocational Training Directorate (Direction National de la Formation). This participatory approach helped business associations to assume ownership over the process.

Source: Fofana, 2008.

When skill standards are established, there are two ways of ensuring that they are enforced: by holding skill tests at the end of apprenticeship to verify if apprentices have learnt all skills stipulated in the standard (for more in-depth discussion see Issue 10 on skills recognition), by documenting and monitoring the training process, or by both.

The latter approach has been applied in a number of projects through so-called "log-books" or "competency checklists" for apprentices. Apprentices regularly fill in special books to document what they have learnt in the business – in line with the agreed skill standard – and have it signed by the master craftsperson. This type of monitoring through a feed-back mechanism also requires an outside institution to regularly check progress on the basis of the log-books, provide assistance to master craftspersons to improve training if needed and also enforce sanction in case of repetitive non-compliance. This could be a business association, a training centre, a community organization etc. As with the interventions described above, this approach will more likely succeed if the new rules (introduction of log-books, content to be expected and authority to monitor) are designed and implemented jointly with the master craftspersons.

LESSON LEARNT

Box 18: The use of log books in Benin, Togo and Senegal

In both Togo and Benin, governments initiated a process to improve informal apprenticeship, embedded in the principles of dual apprenticeship. In both countries, log books were introduced as tools to document the training process of apprentices. The books have to be regularly filled in by apprentices, with the support of local trainers. These local trainers operate as connecting agents between formal training centres and the master craftsperson and help apprentices and illiterate master craftspersons fill in the apprentices' log books (Walther, 2008).

In Senegal, the Project to support training of neo-literate people (PAFPNA), sponsored by Canadian development assistance used a similar approach to monitor training quality:

Apprentices mark the skills they believe to master on a "tick guide", including the date, and sign it. Then, master craftspersons sign the apprentice's book once they also believe the apprentice masters that particular skill. Finally, a training supervisor who visits the workshop regularly checks by observation or request if the apprentice is able to perform this task and possesses the skill as reported (Walther, 2006b; Paul Gérin-Lajoie Foundation, 2006).

In all three countries, the regular feed-back between apprentices, master craftspersons and external trainers/supervisors is beneficial for training progress and improves quality.

The effectiveness of log-books depends on:

- level of specificity – too general log books are not meaningful;
- level of literacy of apprentices and master craftspersons; and
- regular monitoring by reliable and accepted outsiders.

What is the right approach for the country?

Guiding questions – Issue 3: Monitor and assure quality of training

Actors and change agents:

Which actors are most trusted by master craftspersons?

Which actors, institutions or groups are best positioned to become involved in quality assurance mechanisms or take the lead?

Institutions and institutional capacity:

What are the local requirements to become a master craftsperson? How can they be strengthened?

Which approach appears more feasible and promising: ensuring that only qualified craftspersons become trainers, recognizing businesses as training providers or establishing skill standards?

What are incentives for master craftspersons to participate in new mechanisms?

How can (institutional) sustainability of the new mechanism be assured?

Financial sustainability:

Compare different policy option's costs.

Can master craftspersons contribute to costs and would they be willing to?

How much would it cost to maintain the chosen quality assurance system? Are these funds available?

4.2 Financing informal apprenticeship

Financing is a key issue in all training systems.

While informal apprenticeship constitutes the most widespread form of skill acquisition in most African countries, it remains neglected by public sources of funding for training. Currently, the system is self-financing, funded entirely through financial and non-financial contributions by master craftspersons and apprentices or their parents.

Master craftspersons make their business available as a learning space, they provide training, and often small wages, pocket-money or in-kind contributions to apprentices. Depending on the tradition within the trade and locality, or depending on the personal preference of the master craftsperson, the compensation of apprentices increases over time.

Apprentices provide their labour service and sometimes also pay fees: usually at the beginning, or consecutively.

Measuring the real cost of apprenticeship training is very difficult as a recent study in Germany showed (see Box 19). Studies in Ghana and Tanzania found that in most cases, the allowance paid by the master craftsperson throughout the entire apprenticeship period exceeds the fees paid by the apprentice (Nübler et al., 2009; Breyer, 2007). The system also allows for flexibility since master craftspersons adapt the amount of fees they charge to the financial capacity of the apprentice/ the apprentice's family, also allowing youth from poor backgrounds to participate in apprenticeship. The study in Tanzania confirmed that businesses that did not compensate apprentices for their labour service, charged lower fees than compensating firms.

There are two models that explain the way financing in apprenticeship is organized. The first describes a well established apprenticeship system, in which master craftspersons invest in training. The second describes a weaker and less developed apprenticeship system. Well enforced rules, traditions and framework conditions of the particular trade and locality determine which model of apprenticeship financing is in place.

In the first model, master craftspersons invest in training apprentices from the beginning of the apprenticeship in order to improve apprentices' productivity. Sometimes fees help to compensate the master craftsperson's investment. Since productivity of apprentices is still low, this period is a net investment period for master craftspersons. At a certain point, the apprentice's productivity is higher than the training investment (including the apprentice's compensation which remains considerably lower than a skilled worker's wage). Now, the master craftsperson recovers investment. This financing arrangement shows that apprenticeships need to be sufficiently long for master craftspersons to recoup their training investment.

EXAMPLE

Box 19: Study in Germany: Measuring the cost-benefit of apprenticeship for enterprises

A recent study in Germany measured the cost-benefit of apprenticeship for enterprises through a self-evaluation tool developed for enterprises. The training cost includes staff cost of trainees (training allowances, statutory and voluntary social security contributions), staff costs of trainers (full-time, part-time and external trainers), operational costs and other costs (teaching and learning material, work clothes, training management and fees paid to competent bodies). The training benefit is calculated through wages of skilled workers that would need to be employed to do the current productive work of apprentices. In addition, there are opportunity benefits that can hardly be measured: Enterprises save recruitment costs for new staff since the best apprentices can be hired by the enterprise; fluctuation, mismatches and familiarization periods of new staff are not needed; skills gaps are less likely; and wages tend to be more stable since externally recruited staff usually receives slightly higher initial wages.

The study found that the majority of enterprises realized net returns (without factoring in opportunity benefits), but that figures varied widely from one firm to another. Generally, enterprises from the crafts sector had higher gains than the ones from commerce or the service sector, small enterprises realized higher gains than large enterprises, and apprenticeships in occupations with high wages for skilled workers were usually more cost-effective. Yet, even within an occupation the study found large differences between companies, which imply that the way the apprenticeship is organized at company level also has considerable impact on the cost-benefit ratio.

Source: Rauner et al., 2010.

Findings from a study in Malawi confirm this: master craftspersons who charge fees offer apprenticeships that are slightly shorter than the mean. In addition, master craftspersons who offer shorter apprenticeships pay lower weekly wages than other master craftspersons (among those that pay weekly wages at all). This means that shorter periods, meaning less time to recover training investment, are possible due to charging fees and compensating apprentices less.

If apprentices leave apprenticeship too early, master craftspersons would lose their investment. Consequently, they would not be inclined to enter into new apprenticeship agreements, since the risk of losing training investment is too high. Master craftspersons therefore only train if apprentices make a credible commitment to stay during the recovery period. Apprentices need the right incentives to finish informal apprenticeship – which are embedded in social norms and practices: they expect benefits from acquiring all skills necessary for the mastery of the trade, such as societal recognition, access to well-paying jobs, gaining support from the master craftsperson for future employability, and building up a network of clients.

This model of apprenticeship financing builds on a relationship of trust between master craftsperson and apprentice, and is oriented towards long-term training that aims to sustain a certain quality of skills within the trade.

These well established apprenticeship systems often fix the apprenticeship duration: in these cases, both sides know what to expect. Sometimes, the end of apprenticeship is marked through a graduation ceremony where master craftspersons from the neighbourhood are invited, apprentices or their parents are expected to cover the cost, master craftspersons would often receive a gift from the apprentice, and the apprentice is inducted into the final "secrets" of the trade.

For this type of arrangement, conflicts about the timing of graduation might only arise when apprentices are exceptionally fast learners (and ask for earlier graduation) or when apprentices are exceptionally slow learners (and master craftspersons would like to extend the apprenticeship period, because the apprentice's labour service has not yet made up for the master craftsperson's training investment).

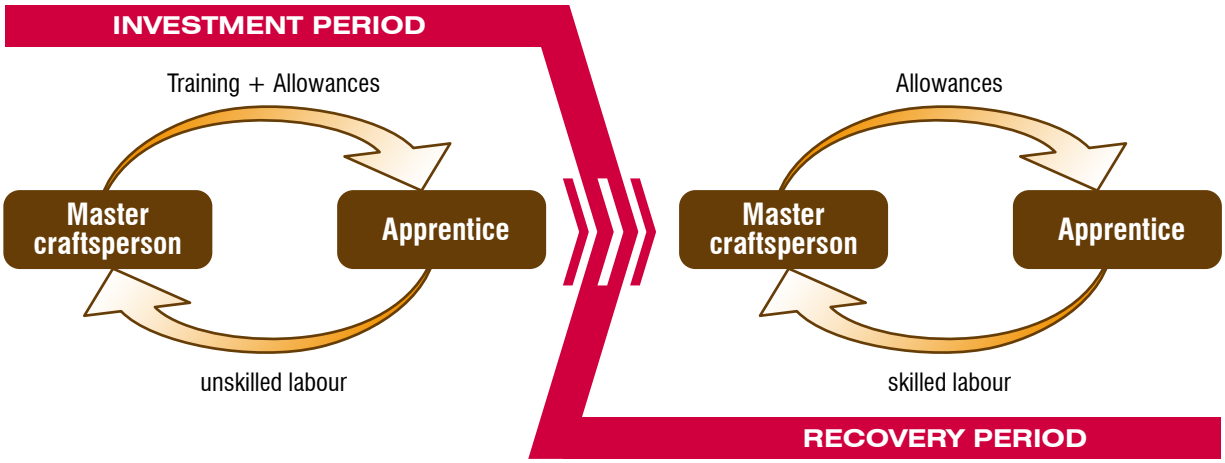


Figure 5: Financing arrangement in a well established formal or informal apprenticeship system.
Source: Nübler and Buckup, 2007.

The second model describes a weaker and less established apprenticeship system. This system is built on a less trustful relationship between master craftspersons and apprentices: training agreements are more often subject to breaches. In order not to risk losing investment, master craftspersons tend to invest very little into training, usually do not pay compensation from the outset, and wait until apprentices have reached a certain level of productivity (initial period).

Only then would master craftspersons start to train according to the apprentice's productivity, and pay allowances (productive period).

Compared to the scenario above, skills are transmitted at a later stage. And since rules for apprentices to stay until they are fully competent are less well enforced, we would expect more apprentices to leave the business before they have achieved full mastery

of the trade. Master craftspersons, in turn, rely less on apprentices to stay, so they themselves have less incentives to teach all skills of the trade.

In less established apprenticeship systems, training is more short-term oriented, and it is more common that apprentices leave the business with incomplete skill sets, which lowers their chance for decent employment.

Possible explanations for weaker apprenticeship systems are decreasing market potential in the trade, harsh competition due to high numbers of applicants (demographic change, increased migration to towns where informal apprenticeship is available), weak traditions or changing mindsets of master craftspersons and apprentices towards short-term orientation. This difference has, however, never been thoroughly studied.

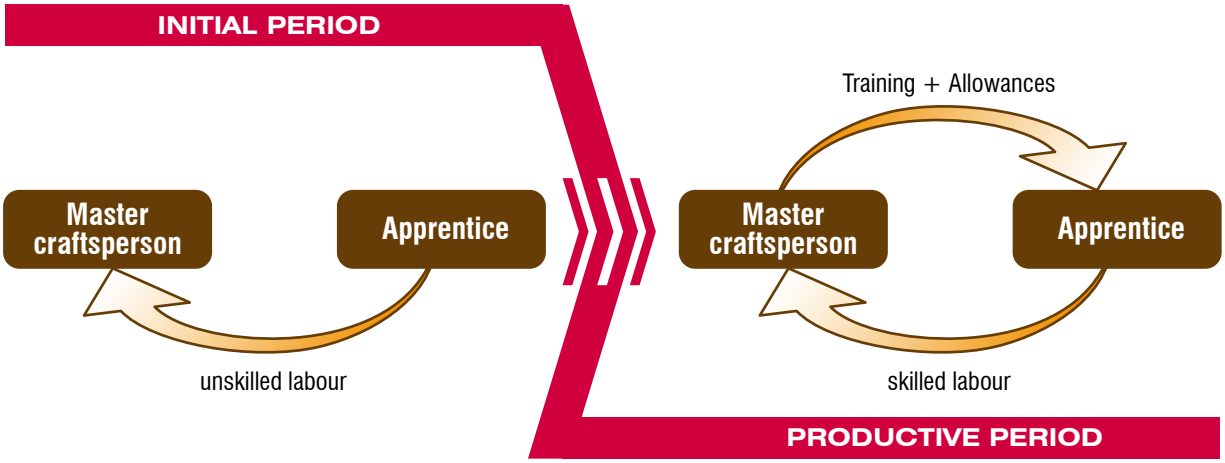


Figure 6: Financing arrangement in a less established informal apprenticeship system. Source: Author based on Nübler and Buckup, 2007.

Many people still associate informal apprenticeship with exploitation. As described in Section 2, Box 6, this publication argues that paying little or no remuneration to apprentices cannot be equalled with unfair treatment. As long as apprentices receive training, informal apprenticeship in itself cannot be considered exploitation, since apprentices need to co-finance their training through their own labour service. Employing apprentices based on a training agreement is different to employing low-skilled helpers. Yet exploitative practices can still be found: in the case of well established apprenticeship systems, they can relate to prolonged apprenticeship periods at the end of apprenticeship when no more skills are transferred and training costs are already recovered. In less well established systems, exploitative practices relate to prolonged initial periods in which apprentices do not receive the training master craftspersons committed to, or when master craftspersons deliberately keep certain skills to themselves to prevent that apprentices become fully competent. This practice is reported in Burkina Faso, for example.[10]

With regard to the two models of financing described above, and thus the two different types of apprenticeship contexts, different policies are needed to strengthen apprenticeship. Whereas in the first case, upgrading the well established informal apprenticeship system can focus on the quality of training, decent work outcomes, linkages to formal systems and mobilizing additional sources of funding; the second case also needs to focus on strengthening the (rules and enforcement mechanisms of the) training agreement. This can be achieved, for example, by strengthening the training contract and creating public awareness of the benefits of well established apprenticeship systems to reinforce apprenticeship culture in a society (Issue 4).

Awareness among policy-makers needs to be improved when advocating for training reforms and securing stable public funding for upgrading informal apprenticeship (Issue 5).

10. Défis de l'apprentissage au Burkina Faso, 2010, Emission RFI, www.rfi.fr

Issue 4: Make existing financing mechanisms more effective: contracts and social enforcement

Informal apprenticeship systems in some trades and localities are less well established, suffer from lower levels of trust between master craftsperson and apprentice, and lack the benefit of effective enforcement mechanisms. They are oriented more towards shorter-term training solutions than towards keeping up a high level of skills within the trade. The latter is more desirable since higher skilled youth is likely to gain decent employment, realize higher levels of innovation and are better prepared to respond to future change.

First, contracts in informal apprenticeship can be strengthened by modifying contract rules. The mostly orally concluded training agreement stipulates the rights and duties of master craftsperson and apprentice for the duration of apprenticeship. Including third parties in the conclusion of a training agreement, and/or introducing written contracts with minimum requirements can help stabilize the training agreement and enhance willingness of master craftspersons to invest in training upfront.

Second, contracts can be strengthened by improving the social enforcement of contracts. The reputation of informal apprenticeship in society is an important factor for its well-functioning. If apprenticeship is seen as a good and effective way to acquire the skills in a trade, and master craftspersons and graduated apprentices are well respected, there will be a higher likelihood that training agreements are respected and enforced through reciprocity. Another means would be strengthening existing conflict resolution mechanisms in case of contract breaches.

Policy options for making existing financing mechanisms more effective

POLICY OPTION ISSUE 4

Include a third party when concluding apprenticeship contracts

The apprenticeship contract concluded between master craftspersons and apprentices (or the apprentices' parents) can gain credibility when a third party becomes involved. This party could be the local business association, a community group, a training provider or a representative of the local government. Concluding the contract in front of a recognized and credible witness is likely to strengthen both parties' commitment to abide by the agreement. It should also be agreed under what conditions the contract can be terminated.

In case master craftsperson and apprentice are literate, the apprenticeship contract is preferably concluded in a written way so that both parties can revert back to it at a later stage – also relying on a third party to reinforce the contract.

POLICY OPTION ISSUE 4

Establish a conflict resolution mechanism

A conflict resolution mechanism could provide a platform for both master craftsperson and apprentice to issue complaints. Master craftspersons could revert to the conflict resolution mechanism if apprentices misbehave. Apprentices, in turn, could present a complaint, e.g. when master craftspersons excessively

Is this issue relevant for informal apprenticeship in the specific country context?

Guiding questions – Issue 4: Make existing financing mechanisms more effective

Does informal apprenticeship in the selected trades follow rather the first or the second model of financial arrangements? If it follows the second model, can contracts be strengthened?

Do apprenticeship agreements include fixed apprenticeship periods? If not, are apprenticeship periods comparable within a trade?

Do many apprentices leave the business before finishing their informal apprenticeship? If so, what are the reasons? What are the incentives for apprentices to stay until apprenticeship ends?

What are termination criteria for informal apprenticeship? Are these criteria transparent for apprentices? Do many apprentices risk staying overly long periods in apprenticeship?

Will improved societal awareness about the benefits of informal apprenticeship be able to strengthen rules in informal apprenticeship?

EXAMPLE

Box 20: A traditional conflict resolution system in Maghreb countries

The Muhtasib was the public official in traditional urban markets in Arab countries such as Morocco or Tunisia. Muhtasibs had the right to settle disputes on their own judgment. This traditional function has been maintained in small communities in rural areas or in neighbourhoods in smaller cities.

Muhtasibs were often master practitioners and were recognised by their moral values, wisdom and social status. When two parties (master craftspersons, clients or apprentices) have conflicting views on trade agreements, measurements or contracts, they could address the Muhtasib to help them solve the conflict. A Muhtasib uses his social legitimacy and credibility to reason between the two parties to solve the dispute. Muhtasibs have no legal authority but their views and decisions are commonly respected.

Source: Dostal and Kraus, 2005.

extend the apprenticeship period. It is crucial that this conflict resolution mechanism is recognized by all participating parties and has a moral or legal power to enforce decisions, for example through social ostracism or legal penalties. A business association or respected community group could play this role.

In case traditional conflict resolution mechanisms, e.g. by local chiefs, are already in place, these can be strengthened and promoted.

POLICY OPTION ISSUE 4

Negotiate the apprenticeship period

Not all apprenticeship agreements, depending on locality, trade and local customs, fix the duration of the apprenticeship period. In these cases, graduation ceremonies are less widespread and different criteria determine the end of apprenticeship:

- master craftspersons conduct an informal skills assessment to judge whether the apprentice is competent;
- master craftspersons judge from the client's trust in the apprentice's products and services and thus consider apprentices to be competent as soon as they independently deal with clients;
- the decision is left to the discretion of the master craftspersons and their economic reasoning at what point the apprentice has repaid the full training cost through their labour service. This situation becomes more problematic if the master craftsperson deliberately retains certain skills in order to impede that apprentices gain full competence in the trade and would be able to set up their own business.

The first two criteria are competence-based, while the third criterion depends solely on the master craftsperson's judgment.

Where apprenticeship periods are not fixed, apprentices often do not know on what basis the master craftsperson will determine the end of apprenticeship. And even if they know that the master craftsperson applies a competence-based approach, there is no objective verifiable indicator for apprentices to understand the master craftsperson's decision. Even more so in relation to the third, discretion-based criterion: the timing of the master craftsperson's decision that an apprentice is ready to graduate remains non-transparent for apprentices. Such a situation provides an opportunity for master craftspersons to keep apprentices for overly long periods, claiming they are not yet competent or have not yet been productive enough for the business. Yet, master craftspersons showing this type of behaviour might risk losing their good reputation in the community, as word spreads rapidly.

Include a negotiated apprenticeship period in all apprenticeship contracts.

Businesses within a trade might want to establish a minimum and a maximum duration for each apprenticeship, making sure that master craftspersons are capable of recovering their investment and at the same time do not keep apprentices for overly long periods. All master craftspersons for a given trade or occupation would need to respect this duration. This could be enforced by a monitoring system, or through business associations, community organizations, trade unions or youth groups who raise awareness among apprentices and promote fixed durations. A participatory approach is crucial to balance different interests of master craftspersons and apprentices while maintaining the incentives to continue participation in apprenticeship.

Empirical studies on informal apprenticeship have revealed that flexibility in training duration also

allows master craftspersons to lower apprenticeship fees at the cost of a longer apprenticeship period. This mechanism enables access to apprenticeship for youth from poorer families. This possibility should be retained.

POLICY OPTION ISSUE 4

Launch media campaign on the benefits of informal apprenticeship

Media campaigns can mobilize public support for an improved apprenticeship system to enhance willingness of master craftspersons and apprentices to participate, improve its reputation and strengthen societal mechanisms of enforcement. Sometimes, master craftspersons fear that informal apprenticeship practices are illegal, without being well informed about national legislation. Public campaigns can help bridge information gaps and dispel concerns among master craftspersons.

People to be addressed are master craftspersons and apprentices involved in apprenticeship, businesses considering offering apprenticeship and youth and their parents thinking of joining informal apprenticeship. Since media is a crucial partner in public awareness raising, workshops and seminars for journalists to disseminate information about the potential of informal apprenticeship can be useful. Identifying celebrities or role models as ambassadors for apprenticeship could also be a measure to promote the reputation of informal apprenticeship. Campaigns

DID YOU KNOW?

Box 21: Social perceptions of informal apprenticeship – a training of last resort?

Informal apprenticeship is often stigmatized as being a training system of last resort for disadvantaged youth. This might be the case for some, as entry barriers in terms of educational achievement are usually low, and school drop-outs can access informal apprenticeship. However, this perception does not reflect realities in Africa, where artisanship and its longstanding historic traditions often enjoy high social respect and occupy an important position in social stratification. Data from the Ghana Living Standards Survey 2005/2006 suggests that apprenticeship is accessible for youth from all income backgrounds (consumption levels used as a proxy), but those in the lowest consumption quintile demonstrate lower rates of participation (Adams, 2009).

Moreover, apprenticeship serves for many youth as a useful and successful pathway to the world of work. Also, apprenticeship implies that youth has to abandon a certain lifestyle of liberty, hanging around with friends, and earning money casually. Whoever joins a workshop to train as an apprentice has to conform to regularity, obey rules at work and accept to receive very little pocket money. If informal apprenticeship was only the last resort for youth, they would probably not be willing to renounce this liberal lifestyle.

© ILO/Marcel Crozet

can also address schools and their role in promoting informal apprenticeship as a pathway to decent work, providing vocational guidance on the selection of trades and organizing information days jointly with employment services, business associations or other community groups.

Public awareness-raising on the potential of informal apprenticeship will highlight different messages according to the country context. By all means, it is key to involve master craftspersons in the design of public campaigns or events in order to reflect their views, and to point to support structures set up to reinforce and upgrade the existing system.

POLICY OPTION ISSUE 4

Create awards for successful and innovative apprenticeship practice

Another policy option to create public awareness for a more effective apprenticeship system is to establish awards for master craftspersons or businesses. The award can be obtained based on successful and innovative apprenticeship practice, be it the cooperation between several businesses of a trade, the cooperation with a large enterprise, the use or development of new training material or innovative teaching methods. The awarding institution can be public or private.

Stimulating competition for good practice examples in informal apprenticeships raises the self-esteem of those involved and demonstrates that a well-functioning apprenticeship system is of high societal value. Ultimately, it has the potential to increase incentives for master craftspersons and apprentices to adhere to the training agreement, improve the level of trust between the two parties and contribute to a more effective informal apprenticeship system.

What is the right approach for the country?

Guiding questions – Issue 4: Make existing financing mechanisms more effective

Actors and change agents:

Who are the actors that could best balance master craftspersons' need to recoup their training investment and apprentice's interest to have clear criteria for contract termination?

Are there local or traditional authorities that are involved in conflict resolution mechanisms and that could become involved in enforcing rules in informal apprenticeship?

What is the media's view on informal apprenticeship? Will they support a public campaign?

Who could become a public spokesperson for upgrading informal apprenticeship? Which organizations are crucial to involve for a broad public outreach? Schools, radio stations, TV programs, community centers, religious groups, etc.

Institutions and institutional capacity:

What are the advantages and disadvantages of either of the approaches: introducing a third party to contract conclusion, strengthening/establishing a conflict resolution mechanism, or negotiating the apprenticeship period?

What are the current practices? Can some of the existing good practices of master craftspersons revealed through the empirical study be expanded to other master craftspersons in the occupation or be introduced into other occupations?

Which public or private institution has the credibility and capacity to announce and promote an award for successful and innovative apprenticeship practice?

Financial sustainability:

Identify the most suitable and most cost-effective solution.

Issue 5: Improve access to additional and secure sources of funding

This section discusses how reforms to upgrade informal apprenticeship could be financed and stable public financing could be developed.

The lack of access to additional and secure sources of funding constrains the development of informal apprenticeship and traps master craftspersons and apprentices in informal economies with limited access to new skills, technology and ideas for diversification and productivity increases. The system's contribution to the national skills base is commonly not recognized by public financial support. Why?

First, a major challenge is that statistical data on informal apprenticeship is usually weak (see Section 3.1) and thus poses difficulties in terms of cost calculations. For example, the car-repair sector in Senegal is estimated to train about 300,000 apprentices whilst the formal training system hardly teaches more than 20,000 pupils.

Second, policies to reach out to these large numbers of apprentices will have to be well targeted and unit costs will need to be reasonable. Policy-makers might generally be more reluctant to increase spending on TVET, as the unit cost is commonly known to be much higher than for general secondary education. This is due to smaller student-teacher ratios in vocational training centres, expensive training equipment and costly training materials that are "wasted" in practical training. This situation, however, is different to the reality of informal apprenticeship systems that already has trainers (master craftspersons), equipment and material available in the enterprise. Consequently, interventions to improve the informal apprenticeship system will have much lower unit costs – in particular if they attempt to strengthen existing rules and (informal) institutions and build up new institutional links to the existing training system.

Third, informal apprenticeship often has a low reputation among the highly educated policy makers which leads to reluctance towards its inclusion in national policies. Promoting high-end technologies often appears more attractive to decision makers than promoting vocational trades.

Fourth, the voice of employers and workers in micro- and small enterprises in the informal economy needs to be strengthened in public debate, so that policy-makers pay more attention to their views on the potential for upgrading informal apprenticeship. Fifth, receiving political support to increase financial support for informal apprenticeship is difficult, since existing institutions have their stakes to defend.

Institutional rigidities and vested interests embedded in the existing formal training system need to be overcome.

Yet despite roadblocks, some countries have started to include informal apprenticeship in national policy-making. Governments begin to recognize the importance of the informal economy for socio-economic development and are aware of the need to find ways to develop and train both workers in the informal economy and in modern enterprises.

Policy options for improving access to additional and secure sources of funding

Mobilizing public funds to support the upgrading of informal apprenticeship requires the inclusion of informal apprenticeship in the national skills development strategy. Since it will be advisable to test certain policy approaches as a first step of a reform process before adopting legislation, funding will need to be provided for pilot experiences. In order to mobilize political support for these experiments, it is paramount to involve Ministries of Labour, Education, Finance and Planning, and organizations of workers

Is this issue relevant for informal apprenticeship in the specific country context?

Guiding questions – Issue 5: Improve access to additional and secure sources of funding

How is informal apprenticeship financed? Is it sustained merely by private funds and investment stems from master craftspersons, apprentices, or apprentice's parents? Or does informal apprenticeship also benefit from other sources of funding?

What is policy-makers' perception of informal apprenticeship? Has it been taken into account in policy-making so far?

Can political support be organized around allocating additional funding to upgrade informal apprenticeship?

and employers in discussions on upgrading informal apprenticeship from the outset. These stakeholders need to be consulted, and included in assessments, priority setting and the choice of policy instruments. A participatory approach is the basic requirement to win political support for allocating additional funding to upgrade informal apprenticeship or to divert existing funds from centre-based vocational training to informal apprenticeship.

EXAMPLE

Box 22: Government funding for informal apprenticeship in Ghana

Based on the 2004 Education Reform White Paper, the Government of Ghana introduced the National Apprenticeship Program (NAP). The initial design of the program targeted 64.000 students out of the 162.000 Junior High School graduates to either access informal apprenticeship with a stipend or to join a formal vocational training institute. The stipend should cover the first year training fee, training materials, toolkits, as well as training in English, entrepreneurship skills and mathematics once a week. The program offered a three day pedagogical training for master craftspersons and curriculum training for vocational training institutions managers. The initial yearly cost per apprentice was estimated at US$700 where US$300 accounted for a one year apprentice stipend alone. Altogether this implied a yearly budget of US$46 Million.

In April 2008, the NAP was re-organized and the budget cut to US$6 million. By this time government officials and development partners had expressed concerns on the program's content. Informal apprenticeship until then had been fully financed privately at a cost of US$150-200 for a three year apprenticeship period including training fees and equipment (paid by apprentices or their parents).

Finally, the program targeted 15,000 junior high school graduates of which 10,000 should be trained by 2,000 master craftspersons. Master craftspersons and managers of vocational training institutes will still receive three days of pedagogical/curriculum training. The yearly unit cost to train apprentices fell from US$700 to US$400 as apprentice stipends and tool-kits funding were reduced. Training materials and training fees remain included (Palmer, 2009).

The case demonstrates an interesting intent to allocate public funding to include informal apprenticeship in national skills development policies.

POLICY OPTION ISSUE 5

Raise awareness among decision makers to make public funds available for informal apprenticeship

A political skills development strategy inclusive of informal apprenticeship should recognize that upgrading informal apprenticeship has a large potential to contribute to economic and social development of the country. Workshops, discussions, meetings and study tours to countries that are successfully improving informal apprenticeship can contribute to raising awareness, and demonstrate the potential embedded in informal apprenticeship.

Any awareness raising activities need to take the existing institutional setting into account. This means that shifting the national skills development strategy to a strategy inclusive of informal apprenticeship might face opposition from existing formal training structures. These institutional realities need to be thoroughly examined and taken into account.

POLICY OPTION ISSUE 5

Identify potential sources of funding

Informal apprenticeship can benefit from a variety of sources of funding. Depending on the country context, the institutional setup of the formal training system and available funds from the private sector or the central government's budget, funding solutions will differ considerably. For upgrading informal apprenticeship systems embedded in social networks and local traditions, it is important to plan for sustainable sources of funding with long time horizons in order to effectively sustain change.

Generally, there are four possible sources of long-term funding:

1. Funding through private sources. The current informal apprenticeship system is purely based on private sources of funding. Upgrading interventions will need to assess if master craftspersons and/or apprentices are capable and willing to spend additional resources for an improved training system and access to new and more up-to-date skills. Improved access to microfinance is discussed more in detail in Issue 11.

2. Funding through public sources. Depending on the governance structure in the country, Ministries

LESSON LEARNT

Box 23: Shifting funding sources from donors to national training funds in Mali

The Swiss Development Cooperation assisted in introducing a structured (dual) informal apprenticeship programme in 1989. 100 per cent of the centre-based training was initially provided by donor funding. Later, beneficiaries were charged a 10 per cent training fee, and from 1997 onwards, the Professional Training and Apprenticeship Support Fund (Fonds d'Appui à la Formation Professionnelle et à l'Apprentissage, FAFPA) took over 70 - 90 per cent of the cost.

FAFPA was set up in 1997 following an agreement with the World Bank. Mainly funded by a 2 per cent training levy charged to formal sector enterprises, the fund's objective is to provide technical and financial assistance for skills development. From 1997-2006, FAFPA allocated 1.1 billion FCFA for the training of 11,811 apprentices (1393 women) who participated in dual apprenticeship. In 2006, FAFPA spent about 50 per cent of its overall budget to support the informal economy.

Challenges regarding sustainability of funding relate to the overall funds available through FAFPA which are not sufficient to considerably expand the outreach of structured apprenticeship. The fund is also reported to have slow and complex administrative, financial and contractual procedures with business associations and training centres which limit its effectiveness. Finally, FAFPA has to cater for formal sector enterprises that finance the fund which implies a natural limit to the funds ability to allocate funds to dual apprenticeship. At a given moment, the formal sector may advocate for a smaller share of the fund being allocated to training for the informal economy.

Source: Haidara, 2008; Fofana, 2008.

of Education or Ministries of Labour disburse funds for technical and vocational training, often around 2-6 per cent of the overall educational budget. Funds for upgrading informal apprenticeship could be allocated from this source, or be coupled with funds from regional authorities, local governments, the central budget, or other ministries that are interested in the development of certain industries etc.

3. Funding through training funds. These funds are common in most West African countries and in some East African countries. They are generally fed by payroll taxes on large enterprises from the formal economy. In some countries, they are supported by donor funds or additionally supported through government funds. These funds traditionally provide training cost reimbursement to contributing companies. Some of the problems training funds in Africa have been faced with are: non-compliance by employers, diversion of resources to uses other than training and generation of surpluses leading to misuse of funds. The weakness is due to the limited industrial base of the modern sector in sub-Saharan Africa. However, in some West African countries, training fund boards – usually composed of government, employer and worker representatives – decided to allocate money for training in the informal economy, including for upgrading informal apprenticeship (see Box 23)

4. Long-term donor support. Some multilateral donors, bilateral donors or non-governmental organizations are already involved in programs to upgrade informal apprenticeship (see Box 24). Yet, funding from multilateral or bilateral donors in particular is often restricted to three to five years of support. Given donors' rapidly shifting priorities and resulting short-term donor policies, it is questionable whether an informal training system can be notably improved in these short time frames. Therefore, large NGOs or religious institutions sometimes provide a more sustainable funding framework.

Securing additional sources of funding is a prerequisite for upgrading informal apprenticeship. Some informal rules and customs can be changed without considerable cost, but others will require substantial additional resources. Compared with expanding formal technical and vocational education and training provision, it is very likely that upgrading informal apprenticeship will be much more cost-effective and will improve training for a larger group of youth.

The country's policy context is decisive for the right selection of interventions and policy options that yield the highest benefit for upgrading informal apprenticeship. It is crucial to find arrangements that do not skew the incentives of apprentices or master craftspersons to participate in the system. At the same time, they need to improve overall outcomes in terms of employability and decent work and contribute to socio-economic development by fostering dynamic informal apprenticeship systems.

EXAMPLE

Box 24: Providing direct financial support through training vouchers in Kenya

A World Bank Small Enterprise Training and Technology Project (MSETTP) introduced a voucher system in Kenya through a 24 Million USD loan in the 90s. The project aimed at upgrading the skills of 10 per cent of the SMEs manufacturing sector (32.000 companies) providing access to technology, marketing information and infrastructures. The target groups were workers in small and micro enterprises with a special focus on women. Beneficiaries could purchase training vouchers at 10-30 per cent of their face value.

As a result of the project, participating SMEs saw their mean monthly sales rise from 140 USD to 300 USD as opposed to the control group with a 2 per cent fall in revenues. 13 per cent of the beneficiary group developed new products against 2 per cent in the control group. After having taken basic skills training, participants were reported to be willing to pay for the full cost of advanced skills training.

Master craftspersons trained 85 per cent of the program beneficiaries. Evidence suggests that their success was partly due to the fact that master craftspersons changed their training offer according to the vouchers criteria by condensing, costing and packaging their training.

Public and private training institutions trained only 15 per cent of the voucher led demand, as mainly public providers proved to be too inflexible to quickly adjust their training supply. Overall, the project increased training demand, promoted the development of new training programs, and identified new training needs.

However, some concern was also expressed: excess subsidization through vouchers distorted the training market. If training providers cannot provide training at a price trainees can sustain, as soon as the external funds end, these providers will disappear. Therefore, the project's sustainability was rated as doubtful. Anecdotal evidence also suggests that some trainers and trainees split the voucher money without conducting training. Voucher programs thus need strong enforcement mechanisms and a sound institutional setup. The effect of training vouchers on the existing informal apprenticeship system was not evaluated.

Source: Riley and Steel, 2000; Haan, 2006.

What is the right approach for the country?

Guiding questions – Issue 5: Improve access to additional and secure sources of funding

Actors and change agents:

Are advocates of informal apprenticeship represented in funding bodies? How can they play an active role in securing additional funds?

Institutions and institutional capacity:

What type of awareness raising among policy-makers would be most effective?

Which sources of funding are most appropriate for supporting informal apprenticeship?

What are the advantages and disadvantages of either of the sources of funding? Which ones yield the highest benefit being at the same time sustainable?

How would the new financing mechanism affect existing financing mechanisms of informal apprenticeship? Does it skew incentives? Does it create incentives for master craftspersons to take on more apprentices than their businesses' workload can sustain? Does it create disincentives to participate in informal apprenticeship?

Financial sustainability:

Can apprentices or master craftspersons contribute to the additional costs of upgrading informal apprenticeship?

How can interventions be designed to cater for large groups of apprentices without overly increasing the cost?

4.3 Practices in informal apprenticeship: modifying or replacing "bad" rules

Practices in informal apprenticeship relate to a number of issues that are at the heart of the ILO. Gender equality (Issue 6) and additional decent work concerns (Issue 7) are recurring items in discussions around informal apprenticeship. Existing informal rules might be "bad" rules, such as excluding women from traditionally male occupations, or recruiting children below legal working age, since they counteract development objectives. Usually, formal rules stipulated in government legislation provide for non-discrimination or set a clear minimum working age. Yet these laws often do not reach out to the informal economy. Interventions need to address "bad" informal rules and attempt to modify or replace them.

© ILO/Marcel Crozet

Issue 6: Strengthen gender equality in informal apprenticeship

Apprenticeship in the informal economy remains segregated along gender lines. Many of the trades and occupations that have developed informal apprenticeship systems over generations are male-dominated. Traditionally, male weavers, blacksmiths, shoemakers or carpenters passed on their knowledge and skills to their sons. As pointed out in Section 2, traditional apprenticeship has opened up to include apprentices from outside the family or kinship. While the group of potential craftspersons broadened, gender patterns were mostly retained.

Young women traditionally acquire skills related to the household or child-rearing from their mothers, such as food preparation, basket making, pottery, hair-dressing, embroidery, midwifery, and sometimes tailoring. Some of these activities have also developed into informal apprenticeship trades, perpetuating gender patterns within this training system.

Sex remains a determinant in terms of access to apprenticeship because of stereotypes, or lack of practical support related to gender roles (e.g. care responsibilities), and in terms of criteria related to the quality of work (e.g. earning potential, career advancement). As there are generally more male-dominated trades offering training through informal apprenticeship, the system caters to many more men than women. Technology-intensive trades such as car mechanics or welding are mainly reserved for young men. These trades also tend to have higher earning potentials. In more female-dominated trades, such as tailoring, studies found that the share of male skilled tailors and master craftspersons was much higher than among apprentices. This may be explained by higher barriers for female tailors to start their own business (such as lack of collateral for credit, insufficient access to information and markets, family responsibilities, etc.), preventing trained female tailors to become master craftspersons. Recent studies have confirmed that gender barriers persist, although some

Is this issue relevant for informal apprenticeship in the specific country context?

Guiding questions – Issue 6: Gender equality in informal apprenticeship

Is access to certain trades and occupations segregated along gender lines?

Do more young men benefit from informal apprenticeship than young women?

Are there differences between men and women apprentices in terms of quality of work (e.g. earning potential, career advancement, occupational safety and health, working hours)?

apprentices in modern trades such as electrical services were female. In Ghana, by contrast, according to the National Living Standards Survey 2005/2006, female participation in apprenticeship nearly doubled from 1992 to 2006, while male participation only increased by 20 per cent. Participation rates are now on a par (Adams, 2009).

Policy options for improved gender equality in informal apprenticeship

The ILO is committed to bridging gender gaps in informal apprenticeship to improve opportunities of men and women to access skills and training for decent and productive work. There are two principal pathways to achieve this:

- Break gender barriers by increasing demand for informal apprenticeship in male-dominated trades among young women (and for female-dominated trades among young men), and by addressing gender stereotypes of master craftspersons so that recruitment practices are based on talent, behaviour and competence and not on gender considerations.
- Devise new apprenticeships in trades or occupations without pre-defined gender patterns.

POLICY OPTION ISSUE 6 **Break gender barriers**

Breaking existing gender barriers is crucial to increase the participation of young women in informal apprenticeship and to improve access of both young men and women to trades and occupations traditionally reserved for the other sex. This can be achieved by encouraging youth to apply for apprenticeships commonly associated with the other sex, and by raising awareness among master craftspersons to change attitudes and break stereotype gender roles, and by including informal apprenticeship in vocational guidance and career counselling through established channels and in new and innovative ways.

First, as women usually face stronger discrimination in informal apprenticeship, it is crucial to start with overcoming logistical barriers (e.g. balancing childcare, household and work responsibilities), economic (e.g. less access to financial resources) and cultural barriers (e.g. stereotypical gender roles in society) to apprenticeships for young women. Logistical or economic barriers might need to be addressed through positive action and special measures such as stipends or subsidies. Awareness-raising campaigns can help improve equity in access to certain trades and occupations dominated by gender stereotypes and prejudice. In case women groups exist at community, regional or national level, they should be involved in designing interventions. Men entering female-dominated trades will also help break gender barriers in society.

Second, master craftspersons need to be convinced of the benefits of hiring youth from both sexes: they widen the talent pool so that they can choose the best candidate for apprenticeship and also for recruitment of graduated apprentices as skilled workers in their own business; and they potentially widen their customer base since customers might prefer to be served by a person of the same or the other sex.

Third, vocational guidance and career counselling should also include informal apprenticeship (see Issue 8). Then, counsellors need to pay particular attention to discarding gender-based expectations among future apprentices. They should also be trained to pay more attention to probing questions related to a person's skills and aptitudes to identify a suitable occupation rather than basing guidance on economic opportunities that risk being gender-biased.

POLICY OPTION ISSUE 6 **Devise apprenticeships in new trades or occupations**

As the majority of informal apprenticeships still cater to young men, occupations will need to be identified where gender segregation does not yet exist, e.g. in

© ILO/C.Marcel Crozet

more modern trades or occupations such as electrical services, radio and TV repair etc. In some of these trades, informal apprenticeship systems will already be in place, in others, not yet. This is where interventions could focus on consulting with existing businesses and master craftspersons, be they men or women, to start training young people by way of apprenticeship.

Establishing an informal apprenticeship system where the tradition is not yet in place is likely to be very difficult and might require strong additional incentives for master craftspersons to engage in apprenticeship training. Yet for the purpose of bridging gender gaps, it appears to be an option worth investigating.

Some of the non-traditional occupations could also be found among "green jobs", jobs that reduce the environmental impact of enterprises and economic sectors, ultimately to levels that are sustainable. Areas for potential new informal apprenticeships could be eco-tourism, recycling, or renewable energy (see Box 25).

Additional tools to consult at www.ilo.org are:

RURAL SKILLS TRAINING - A Generic Manual on Training for Rural Economic Empowerment (TREE) – Volume VII: Gender awareness and advocacy

ILO Tools for Women's entrepreneurship development (WEDGE)

LESSON LEARNT

Box 25: Bridging the gender divide: solar electric installation in Zimbabwe

The Informal Sector Training and Resources Network (ISTARN) project in Zimbabwe aimed at improving informal apprenticeship by linking small businesses and their apprentices with training centers that provide complementary training and other services such as a business support package after graduation.

Among the trades selected was solar electric installation as a new and "green" occupation where gender stereotypes did not yet exist. The aim of the project was to attract at least 30 per cent of female participants. This target was comfortably met.

Source: Grunwald, Nell and Shapiro, 2005; GTZ, 2000.

What is the right approach for the country?

Guiding questions – Issue 6: Gender equality in informal apprenticeship

Actors and change agents:

Which are the groups at community, regional or national level promoting equal rights between women and men that could be involved in awareness raising activities?

What other stakeholders are best placed to support awareness raising campaigns for gender equality?

Institutions and institutional capacity:

Which trades or occupations do not show gender stereotypes?

What is needed to devise new informal apprenticeships? Why have the respective trades or occupations not developed an apprenticeship system so far?

Issue 7: Improve decent work in informal apprenticeship

Not all practices in informal apprenticeship are in line with the ILO decent work agenda. The decent work agenda is based on four strategic objectives: promoting fundamental principles and rights at work and international labour standards; encouraging employment and income opportunities; enhancing social protection and social security; and strengthening social dialogue and tripartism.

Weaknesses related to decent work in informal apprenticeship are more difficult to address than in formal apprenticeship, because legal provisions stipulated in labour laws and acts in the country often do not reach out to the informal economy.

Promoting fundamental principles and rights at work and labour standards needs to use different measures than those applied in the formal economy.

© ILO/Marcel Crozet

The informal economy itself has established rules that regulate working relations and apprenticeship conditions in small businesses. Yet, these informal rules might not correspond with the legal texts, for example regarding equal access of youth to apprenticeship: while laws call for non-discrimination, local customs and traditional beliefs might still largely segregate access to apprenticeship in certain trades along ethnic or religious lines. Additionally, informal rules and customs such as the fact that many master craftspersons cover the cost of apprentices' medical treatment in case of sickness or occupational injury might not be sufficiently enforced. As a result, several businesses will not behave accordingly, apprentices have nowhere to complain, and businesses will not be penalized for this behaviour.

Informal apprenticeship has shortcomings related to decent work in six main areas. The first four areas refer to standards and employment issues, the fifth and sixth relate to social protection and social dialogue.

1. Lack of transparency in apprenticeship contracts: apprentices are not always fully aware of the conditions they subscribe to when concluding an oral or written apprenticeship contract with the master craftsperson, often also through their parents.

2. Poor working conditions: many apprentices work very long hours, occupational health and safety measures are not applied, wages are low and paid annual leave does often not exist.

3. Risk of child labour: child labour means work by a child when the child is too young or when the work is not suitable. This can happen also in informal apprenticeship. In these cases,

Is this issue relevant for informal apprenticeship in the specific country context?

Guiding questions – Issue 7: Decent work in informal apprenticeship

What are the major shortcomings related to decent work in the different apprenticeship trades?

What are the "bad" rules that need to be modified or replaced?

Which ones should be tackled first?

apprenticeship prevents children from attending formal education, and constrains their full physical and mental development. The ILO Minimum age convention (No. 138) stipulates a minimum age for apprentices and a minimum for work which by its nature or the circumstances in which it is carried out is likely to jeopardize the health, safety or morals of young persons.

4. Unequal access to apprenticeship: the general rule is that master craftspersons select apprentices from their social network or the local community, and often also apply further criteria such as talent for the work, previous work experience, or working morale. Disadvantaged groups among youth will usually face difficulties in accessing informal apprenticeship. This is particularly the case for youth who are not part of the local social network, which means for example young migrants in countries of destination, for returning migrants, and for youth migrating from rural areas. Other disadvantaged groups may face barriers to apprenticeship such as youth from ethnic minorities that are stigmatized by society, young people living with HIV, or young people with disabilities.[10] An estimated 4 million young men and women aged 15-24 were living with HIV or AIDS in sub-Saharan Africa (UNAIDS, 2010). Disabled young people may face various types of barriers depending on the nature of a person's impairment. Barriers can be physical (such as architectural and transport); information and communication (such as training formats and approaches that are inaccessible to disabled people); policy and legal (such as lack of laws or policies to foster their inclusion or right to participate); institutional (such as lack of policy implementation, staff capacity); or attitudinal (such as negative attitudes, stereotypes and outright discrimination). The barriers to participation that those with disabilities often face is further compounded by unequal gender relations, leaving many girls and women with disabilities less likely to access education, training and employment than disabled boys and men or their non-disabled peers (ILO, 2009d, p. 256). Furthermore, apprenticeship fees might pose a barrier to youth from very poor families.

5. Weak social protection: hardly any apprentice enjoys formal insurance against disease, accidents, liability or invalidity. However, depending on the trade and local traditions, master craftspersons cover the cost of health treatment in case of illness or occupational accidents, broken tools and so forth (Nübler et al., 2009; Aggarwal et al., 2010).

6. Absence of social dialogue: informal apprenticeship does not count on institutionalized mechanisms of social dialogue. The presence of trade unions and employers organizations in the informal economy is usually weak. Small business organizations can organize the voice of master craftspersons. Yet, for apprentices, it is much less common to voice their interest or join forces with other apprentices to negotiate better conditions for apprenticeship.

Policy options for improving decent work in informal apprenticeship

POLICY OPTION ISSUE 7 — Ensure that apprenticeship contracts are transparent

Empirical research shows that apprenticeship agreements differ in content and that some apprentices are ill-informed about apprenticeship conditions, periods, questions of liability etc. which favours abuses.

This resource guide recommends clarifying the following aspects in all apprenticeship agreements, regardless if they are written or oral.

- The apprentice will acquire all skills relevant to competently master the trade.
- Both master and apprentices are bound to adhere to the apprenticeship agreement. Under what conditions can the contract be terminated?
- How long is the apprenticeship expected to last? (see also Issue 4)
- What are the expected working hours?
- Is the apprentice/Are the apprentice's parents requested to pay apprenticeship fees? If so, how much and when are they due?
- Will the apprentice receive wage/pocket money or in-kind support? Will it increase over the course of apprenticeship?

10. In recent years there has been a major shift in approach to dealing with disabled people. The international norm, called the rights-based approach, is based on the social model of disability which suggests that the disadvantages faced by disabled people are largely the result of socially-induced barriers, not the person's impairment.

- Is there a trial period? How long will it last?
- Is the apprentice entitled to leave days? If so, how many?
- What happens in case the apprentice is sick or has an occupational injury? Who covers health expenses?
- What happens in case the apprentice breaks tools?

In order to implement this, business associations, community organizations, local governments, or other trusted organizations can promote this approach and monitor its application. One option mentioned in Issue 4 is to include a credible third party when concluding apprenticeship agreements. General awareness raising among parents and future apprentices in schools and through media also has the potential to improve transparency of apprenticeship contracts.

POLICY OPTION ISSUE 7

Improve working conditions

Poor working conditions are often a result of the overall business environment in the industry concerned. If overall economic returns of the business are low, consequently, wages and income will be low, working hours tend to be longer and entitlements such as paid annual leave will be less common. Issue 11 deals with how a conducive business environment can support formalization of businesses.

Poor working conditions can also be the result of customs and norms in the informal economy that are not in line with national standards and fundamental principles and rights at work. In these cases, interventions need to analyze these customs and find ways to change them. If the problem does not lie in the customs itself, but in a lack of enforcement – as pointed out above with regard to cost of medical treatment – different interventions need to be designed to improve compliance with these rules of behaviour in the informal economy. In the following, two possible approaches are discussed more in detail.

- Examining working hours: if working hours are excessive, which is generally defined as more than 48 hours per week, a close examination is required to determine to what extent time is spent on work, training or idleness. Working time needs to be re-examined to reduce idle time and reorganize work schedules to allow for productivity increases. Existing experiences to improve working time in the informal economy build on community organizations that receive capacity building and awareness raising, and act as multipliers to attempt to influence practices in small enterprises. A similar function could be played by small business associations who advocate for a maximum amount of working hours among their members. Structured apprenticeship approaches like in Benin, Mali or Niger have set a weekly maximum working time for apprentices in line with national labour laws. These approaches also operate with monitoring mechanisms that ensure enforcement.

LESSON LEARNT

Box 26: Attempting to improve working time through the Nigerian National Open Apprenticeship Scheme

The National Open Apprenticeship System (NOAS) was established in 1987 to use informal apprenticeship as part of the Nigerian national training program.

NOAS apprentices joined small enterprises that already trained apprentices. Master craftspersons received a payment and apprentices received monthly allowances plus theory classes. NOAS apprentices were expected to abide by national formal working time (9 - 17h) while other apprentices had to adapt to more flexible arrangements of up to 12 hours working time per day according to the work load, or delays due to power failures, sometimes entailing long idle periods when they would be sent to do farming, household work, etc.

According to an evaluation conducted in 2005, master craftspersons deplored that NOAS apprentices failed to become sufficiently competent because of the shorter working (and learning) time and thus were not prepared for possible hardship during (self-) employment after graduating from apprenticeship.

Source: Palmer, 2007; Evawoma-Enuku and Mgbor, 2005.

11. Available at: http://www.ilo.org/travail/whatwedo/instructionmaterials/lang--en/WCMS_121229/index.htm

- Improving occupational safety and health (OSH) for master craftspersons and apprentices: occupational safety and health measures are often not known to workers in the informal economy. Yet they can prevent serious accidents and diseases at work. Courses on OSH for master craftspersons are usually more successful if being integrated with other measures, such as improving productivity and controlling environmental impacts. These should also build on local practices with active stakeholder participation. Courses for apprentices and master craftspersons could be offered as part of complementary training in formal or non-formal training centres, or in small enterprises.

The following ILO training tools, available at www.ilo.org address OSH issues in an integrated way:

ILO Work Improvement in Small Enterprises (WISE), including ILO WISE + Trainer's Guide and WISE + Action Manual[11]

Work improvement in neighbourhood development (WIND)

Participatory Action Oriented Training (PAOT)

Work improvement for save home (WISH)

Work adjustment for Recycling and Managing Waste (WARM)

Work improvement in small construction sites (WISCON)

POLICY OPTION ISSUE 7

Abolish child labour in informal apprenticeship

The aim of abolishing child labour in informal apprenticeship is to rise the age of young people entering apprenticeship to the national minimum working age, stop hazardous work and improve safety and health at the workplace.

In several countries, child labour in informal apprenticeship continues to prevail. Schooling and pre-vocational offers do not reach out to all children and school drop-outs, or children that have never attended school, and search for opportunities to enter the labour market. Informal apprenticeship is often the most accessible pathway to acquire the skills of a trade. Whereas studies have found that apprentices in East Africa tend to be relatively older, West or North African apprenticeship systems often recruit very young apprentices. The legal minimum age established at national level is usually not enforced in the informal economy, and no mechanisms are in place to prevent underage youth from accessing apprenticeship.

The minimum age for apprenticeship is 14 if carried out in accordance with conditions prescribed by the competent authority (which is a person or body that is mandated to put these conditions in a legally binding instrument, such as a law, order, decree or regulation) and as a part of an approved training programme.[12] Countries that are upgrading their informal apprenticeship system (e.g. Benin) comply with these requirements. Yet in most other countries where informal apprenticeship does not follow formal rules and regulations, the special minimum age for apprenticeship (14 years) does not apply. In these countries, the minimum age for apprentices in informal apprenticeship will be the minimum age for admission to employment set up in the national legislation (generally 15, but may be 14 or 16 depending on the country) (ILO Minimum Age Convention, 1973 (No. 138) - Article 2).

Informal apprenticeship is also considered child labour if apprentices under the age of 18 are engaged in hazardous type or conditions of work. If they do, it is labelled a "worst form of child labour" (ILO Minimum Age Convention, 1973 (No. 138) - Article 3). The list of hazardous work is determined at national level in consultation with workers and employers. Some work is considered hazardous by nature, other by its circumstances. In the latter case, OSH measures at the workplace could turn hazardous work into safe work. Besides, hazardous work may be exceptionally authorized by the competent authority from the age of 16 if the health, safety or morals are fully protected and if apprentices have received adequate and specific instruction or training.

12. ILO Minimum Age Convention, 1973 (No. 138) - Article 6. The following African countries ratified the Convention: Algeria, Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo, Democratic Republic of the Congo, Côte d'Ivoire, Djibouti, Egypt, Equatorial Guinea, Eritrea, Ethiopia, Gabon, Gambia, Guinea-Bissau, Guinea, Kenya, Lesotho, Libyan Arab Jamahiriya, Madagascar, Malawi, Mali, Mauritania, Mauritius, Morocco, Mozambique, Namibia, Niger, Nigeria, Rwanda, Sao Tome and Principe, Senegal, Seychelles, South Africa, Sudan, Swaziland, Tanzania United Republic of, Togo, Tunisia, Uganda, Zambia, Zimbabwe.

Apprentices need to comply with national minimum working age legislation and are not allowed to be engaged in hazardous work if under 18. If informal apprenticeship is upgraded and recognized by the national training system, the minimum age for admission is 14 and may be exceptionally lowered to 16 for hazardous work if properly protected and supervised.

The ILO's International Programme on the Elimination of Child Labour (IPEC) is working towards this goal and combines a large number of different approaches from providing support for income generating activities to parents, to strengthening counselling services and raising awareness of child labour in school, among others.

Three strategies directly related to informal apprenticeship are:

- Expanding schooling or pre-vocational training as a long-term solution: Issue 8 on transitions to informal apprenticeship discusses ways to prevent child labour by providing pre-vocational training, expanding access to formal schooling, or reducing drop-out rates, so that youth does not enter the labour market below minimum working age. Providing pathways for youth who leave school below legal working age is critical to keep them within structured learning programs and allow for their transition to informal apprenticeship. If they drop out of school at an early age without having access to further institutional arrangements, it is likely that they will be lost for training, which requires mastery of basic skills as well as discipline and commitment.

- Ensuring that the workplace and the work is safe for apprentices aged 14-17, and that master craftspersons supervise properly if youth is operating machines etc. Training and awareness raising on occupational safety and health issues, in particular related to work considered hazardous for young apprentices, is required for both master craftspersons and apprentices. It is advisable to offer courses on OSH in conjunction with technical or business skills that master craftspersons usually consider more readily applicable and tend to attend more willingly.

- Implementing monitoring mechanisms: these interventions represent a short-term solution to preventing child labour in informal apprenticeship. Business associations, chambers of commerce, community organizations, social protection agencies or the government can set-up monitoring mechanisms to control the minimum age, the safety of the workplace and the work of apprentices in businesses, including if supervision is appropriate. If cases of under-age youth or hazardous work are identified, penalties will be due, and/or alternatives need to be discussed with the master craftsperson, the apprentice and the apprentice's parents how to bridge the period until the apprentice has reached the legal minimum age, and how to improve safety.

The following toolkits are available on www.ilo.org/ipec

ILO-IPEC. Safe work for youth toolkit. STAY SAFE! - Packet for young workers. Geneva 2008

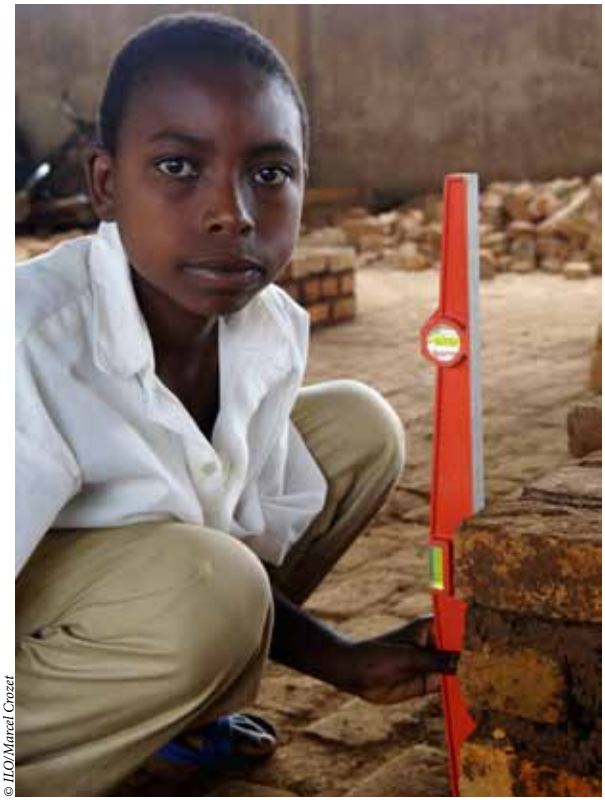
ILO-IPEC. Safe work for youth toolkit. KEEP THEM SAFE - Packet for employers. Geneva 2008

ILO-IPEC. Safe work for youth toolkit. SAFE WORK FOR YOUTH - Packet for administrators. Geneva 2008

ILO-IPEC. Eliminating child labour step by step.

ILO-IPEC and ITCILO. Children formerly associated with armed forces and groups. "How-to" guide on economic reintegration. Turin 2010 (module 4.1 on vocational skills training and module 8.2 on occupational safety and health and other working condition)

ILO-IPEC and ITCILO. Practical Guide to Child Labour Reporting.



© ILO/Marcel Crozet

POLICY OPTION ISSUE 7

Improve equal access to apprenticeship

Enhancing equal access to informal apprenticeship is a broad area that requires a variety of different approaches:

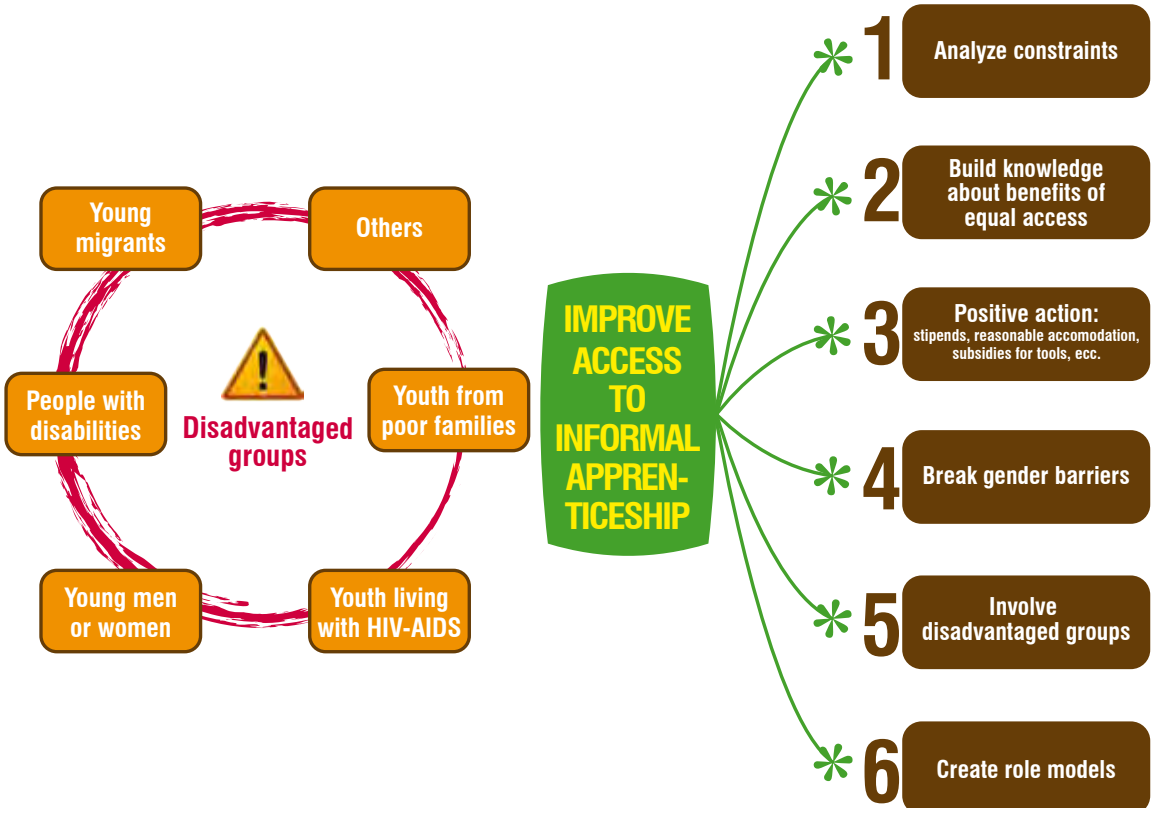


Figure 7: Improving equal access to informal apprenticeship

1. Analyze for what groups, and why access to informal apprenticeship is constrained: The first and most important step is to assess motives for apprentices to participate in apprenticeship, selection criteria of master craftspersons, and possible access barriers. The research tool presented in Section 3 provides some insights. Comments can also be received at the stakeholder workshop. For further analysis, discussions with community groups, organizations of people with disabilities, or parents, can be helpful to identify further customs and informal rules that pose barriers to access.

2. Build knowledge and capacity on the benefits of equal access: apart from the ILO's fundamental principle to promote non-discrimination at work, including with regard to HIV or AIDS (see Box 27) there is also an economic argument why disadvantaged groups should be included in informal apprenticeship leading to productive employment. Without access to training and skills, these groups forego the opportunity to contribute actively to the country's economy and development. Their economic potential will be lost for society. This is why awareness raising and capacity building among business associations, community organizations, local governments and the general public is crucial to show the benefits of overcoming and changing social norms, convictions and established behaviours that hinder equal access. Individual master craftspersons, apprentices and their parents are the ultimate target group for awareness raising and knowledge building activities to promote the inclusion of disadvantaged groups in informal apprenticeship. They are the ones who apply informal rules along the lines of gender, religion, descent etc. and therefore are the main actors to change them. Their change of behaviour and thus change of informal rules and customs will, however, also depend on changes in public

opinion, which in some instances can be rapid and abrupt, yet, often can take a generation to bear fruit. Depending on the country, traditional authorities or other community leaders, even in towns and big cities, might be important actors to engage with.

3. Positive action to improve access: disadvantaged groups can also receive particular attention by project interventions or through the assistance of local groups that have specialized in attending them. Positive action means interventions that provide additional advantage to particular groups, e.g. to girls, to youth with disabilities, or to young migrants, in order to counter their disadvantage and achieve equal opportunities for all. After having assessed the local conditions and reasons for exclusion in informal apprenticeship, positive action can imply:

   - monetary stipends or technical support for disadvantaged youth that help them access informal apprenticeship and for example pay the required fees;
   - provision of reasonable accommodation[13] for apprentices and/or the businesses to be able to facilitate training and enable full contribution of the apprentice to the business's products and services, e.g. installing a ramp for wheelchair user; adjusting and modifying machinery or equipment (e.g. raising or lowering a chair); providing support measures like allowing more time for training for a slow learner; offering different modes of communication such as writing for deaf persons, etc;
   - subsidized or improved access to tools (see also issue 3); or
   - assistance to identify a master craftsperson who would take on the young person as apprentice (see Box 28).

4. Break gender barriers: policy options for improving access for young women to informal apprenticeship are discussed more in detail in Issue 6.

5. Involve disadvantaged groups in analysis, capacity building and pro-active measures: for all types of measures, it is paramount to involve disadvantaged groups in decision-making processes and in designing activities. While raising awareness of master craftspersons strengthens the potential

DID YOU KNOW?

Box 27: ILO Recommendation concerning HIV and AIDS and the World of Work, 2010 (No. 200)

A new ILO Recommendation concerning HIV and AIDS and the World of Work establishes the following principles:

• The HIV response should be recognized as contributing to the realization of human rights, fundamental freedoms and gender equality for all.

• There should be no discrimination or stigmatization of workers on grounds of real or perceived HIV status.

• Prevention of all means of HIV transmission should be a fundamental priority.

• Workplaces should facilitate access to HIV prevention, treatment, care and support.

• Workers should be able to participate in the design, implementation and evaluation of HIV programmes.

• Prevention efforts should address specific risks of occupational transmission of HIV, tuberculosis and related diseases.

• Privacy and confidentiality should be ensured with regard to HIV status.

• There should be no mandatory HIV testing or screening for employment purposes.

• The workplace response should be part of national policies and programmes, including those related to labour, education, social protection and health

This means that no apprentice should have to take an HIV test to prove that she or he is HIV negative neither as applicants nor should HIV infection be a cause for dismissal. For young people living with HIV, they have the right to work for as long as they are medically fit to do so. The employer should make the necessary arrangements to allow the person to continue working, for example by allowing time off for doctor visits.

13. "Reasonable accommodation refers to necessary and appropriate modification and adjustments to a training or workplace that do not impose a disproportionate or undue burden. The purpose of reasonable accommodation is to ensure that people with disabilities enjoy or exercise, on an equal basis with others, all human rights and fundamental freedoms – in this case the ability to participate in training and eventually employment." (ILO, 2009c, p. 258)

supply of informal apprenticeship for disadvantaged apprentices, involving potential apprentices and strengthening their voice will enhance the demand for apprenticeship.

6. Create role models: another well-known approach to encourage disadvantaged groups to participate in informal apprenticeship is to create role models by publicizing stories of successful master craftswomen, entrepreneurs with disabilities etc. Where possible include them in the interventions or measures adopted so that these good examples can motivate and encourage others to achieve the same.

The following tools are available:

RURAL SKILLS TRAINING - A Generic Manual on Training for Rural Economic Empowerment (TREE), Volume VIII: Including people with disabilities in the TREE programme

Replicating Success Tool Kit. Alleviating poverty through peer training

Skills Development through Community-Based Rehabilitation. A Good Practice Guide.

Opportunity in Crisis: Preventing HIV from early adolescence to young adulthood (UNICEF, 2011)

LESSON LEARNT

Box 28: Socioeconomic reintegration of children associated with armed forces or armed groups (CAFFAG) by means of informal apprenticeship

In post conflict countries, CAFFAGs belong to the group of disadvantaged youth facing difficulties in accessing training. Socio-economic reintegration measures consider skills training as an important component of integration into the world of work besides psycho-social support measures among others.

A recent ILO study looked into the effectiveness of socio-economic reintegration of CAFFAGs by means of informal apprenticeship in two regions, one in Ivory Coast and one in the Democratic Republic of Congo. Beneficiaries were placed in pre-selected workshops, and master craftspersons received financial or in-kind support to accommodate them.

Interventions had positive effects on the informal apprenticeship system from which future apprentices are likely to benefit such as improved training capacity of workshops, and enhanced awareness of child protection issues among master craftspersons. Some master craftspersons might also continue with new practices introduced in the system such as written contracts or certification.

Yet, the study found that local rules and practices of informal apprenticeship had not been studied sufficiently prior to interventions which would have improved the design of interventions (for example regarding financial arrangements). Moreover, apprenticeship trades were not selected based on a proper assessment of local economic opportunities which is likely to lead to oversupply of skilled workers in certain sectors. Above, there is a real risk that interventions negatively affect the local informal apprenticeship system regarding (i) market saturation of certain occupations and (ii) crowding-out of local youth since master craftspersons might prefer training beneficiaries subsidized by implementing agencies.

While master craftspersons generally apply the same rules in terms of compensation, liability, etc. to beneficiaries and other apprentices (meaning they abide by local apprenticeship practices), reintegration programs are usually too short to match common apprenticeship periods. If beneficiaries are trained for much shorter periods than other apprentices, they risk being less skilled and less employable. In Ivory Coast, where local apprenticeship traditions are strong, some master craftspersons have kept beneficiaries in their workshops to finish apprenticeship after reintegration programs had ended – which should be regarded as successful reintegration.

The study recommends that reintegration by means of informal apprenticeship needs to stick as closely as possible to local practices. If apprenticeship are longer than the duration of reintegration programs, agencies should aim to keep beneficiaries in apprenticeship. Entrepreneurship skills and tools (commonly part of post-training support) thus need to be provided when beneficiaries are still in training. In contexts where it is less likely that apprentices stay on in the workshops where they were placed, implementing agencies need to negotiate clear contract conditions and monitor them closely. In the case of large numbers of beneficiaries, comprehensive market assessment is needed to identify opportunities beyond the existing trades. A limited number of beneficiaries can be placed with master craftspersons; others should receive training in new trades with economic potential through external trainers – and not via informal apprenticeship.

(ILO, 2010)

POLICY OPTION ISSUE 7

Enhance social protection

Lack of social protection is a defining characteristic of informal jobs. The objective of interventions is to extend social security to all workers in the informal economy, including to apprentices, and thus facilitate transition of employment relations to formality. When countries are trying to extend social protection to informal economy workers, these approaches should consider informal apprenticeship. Some means of action to extend coverage of insurance schemes to master craftspersons and apprentices are briefly mentioned in the following:

- Extend existing statutory social security schemes: social insurance schemes in African countries tend to cover nearly exclusively public servants and employees in medium to large enterprises of the formal economy. Efforts to extend the coverage of social insurance have been successful when they included the adaptation of benefits, contributions and operations to the characteristics of some categories of informal economy workers. This may include giving beneficiaries a choice whether to affiliate to all branches (pensions, health care, etc.), according to their needs and contributory capacity; more flexible contribution payments to take into account income fluctuations or seasonal revenues; introducing specific mechanisms to determine contribution levels when real incomes are difficult to assess; reducing the costs of registration; and offering small-scale contributors "simplified schemes" in terms of both registration and compliance with tax obligations.

- Other approaches attempt to link statutory social insurance schemes with community-based social protection schemes.

- Apply community-based social protection schemes: these schemes encompass institutions established by civil society, e.g. cooperatives, NGOs, associations or micro-finance institutions that among other objectives facilitate often the access of their members to insurance products such as related to health or accidents etc. These delivery channels are usually small-scale and decentralized and often include a close participation of insured persons in their management (part of them are often called "micro-insurance schemes"). In order to extend social protection to master craftspersons and apprentices in the informal economy, community-based schemes could provide flexible and local solutions adapted to the needs of master craftspersons and apprentices, notably when social insurance is not well developed.

- Promote access to HIV prevention, treatment, care and support. A vast majority remain uninformed about sex and sexually transmitted infections (UNICEF, 2011). Often young people are not aware that they are living with HIV and condom use continues to remain at a low level. In sub-Saharan Africa, young women account for more than 72 per cent of all young people living with HIV (UNICEF, 2011). The Recommendation concerning HIV and AIDS and the world of work, 2010 (No. 200) (see Box 27) calls on member States to take special measures to protect young workers against HIV infection. Young working women and men should be protected against sexual abuse and exploitation in their workplace. They should also be able to access objective sexual and reproductive health education through their workplace, through youth employment initiatives and services (ILO, 2010a).

Some upgraded informal apprenticeship systems have included social protection for apprentices in their program. The Senegalese business association PROMECABILE, for example, has signed an agreement with the Social Security Office to include their members in the statutory health insurance coverage (Walther, 2008, p.112).

The ILO currently applies a number of different approaches to expand social security: the STEP program e.g. provides access to health care through community-based schemes and the extension of social insurance. The ILO Micro-insurance innovation facility seeks to increase the availability of quality insurance for the developing world's low-income families to help them guard against risk and overcome poverty.

The following tools are available at the Global Extension of Social Security website:[14]

Extending Social Security to All. A guide through challenges and options

Health Micro-insurance Schemes: Feasibility Study Guide. Volumes 1 and 2

Health Micro-insurance Schemes. Monitoring and Evaluation Guide. Volumes 1 and 2

13. http://www.socialsecurityextension.org

POLICY OPTION ISSUE 7

Strengthen social dialogue

Social dialogue is at the heart of the ILO. Every intervention to improve decent work is fundamentally linked to social dialogue. Social dialogue means the active involvement of workers and employers organizations in policy processes that relate to the world of work. Collective agreements at company, regional, sector or national level are one form of social dialogue.

In informal apprenticeship, social dialogue can take place at several levels: at national policy level, at sector level, and at company level. Social dialogue on informal apprenticeship at national or sector level is generally weak (or non-existent), as businesses and workers in the informal economy are not well represented in policy-making processes at these levels. Trade unions and employers organizations used to recruit their members mainly from the formal economy. In some countries, small business associations have developed national umbrella organizations that increasingly raise their voice in national policy-making. Similarly, there are countries in which trade associations at local level organize small businesses of one sector and get involved in local policy processes. At company level, collective bargaining is very rare, as labour rights are neither well-known by employees in the informal economy, nor are they easily enforceable.

A survey among African trade unions in 2011 (Hofmann, C.; Mbaye, R.; Salmon, D., 2011) shows that collaboration among workers' organizations and organizations of micro- and small businesses is increasing. Nearly 80 per cent of the 23 participating workers' organizations from 14 countries have affiliates that organize workers in the informal economy. According to the survey, every second workers' organization has frequent working relations with organizations of micro- and small enterprises (meaning several times per year); only 23 per cent do not have working relations. The type of social dialogue takes the form of exchange of information, and joining forces for policy advocacy. Half of the respondents take concerns of micro- and small business associations into account when negotiating with the government. Topics of collaboration are listed in order of importance: social protection, capacity building, working conditions, freedom of association, and labour law. In two countries, collaboration was reported on skills development issues: in South Africa with regard to a joint position on the Skills Development Bill, and in Togo on the implementation of end of apprenticeship exams.

While business associations exist in several countries and represent the voice of business owners or master craftspersons, apprentices are very rarely organized.

There are a number of possible interventions to strengthen social dialogue in informal apprenticeship:

- Build knowledge and capacity among national trade unions and employers organizations: at national level, workers' and employers' organizations need to become more knowledgeable about the situation of informal apprenticeship in their country. Capacity building needs to include information on the potential of informal apprenticeship to contribute to the national skills base and to dynamizing local economies and national development. Social partners need to understand the crucial role of both apprentices and master craftspersons for safeguarding the transmission of skills in the informal economy, in order to start developing strategies to include the improvement of informal apprenticeship in their advocacy strategies.
- Strengthen small business organizations to advocate for policy-making on informal apprenticeship: wherever small business organizations exist, they should be strengthened to raise

DID YOU KNOW?

Box 29. Benefits for social partners to engage in upgrading informal apprenticeship

Workers and employers equally benefit from better skills through enhanced employability of workers and productivity of enterprises. Reaching agreement on improving skills development in the country between organizations of workers and employers is generally less conflictual than on other topics.

For workers' organizations

Engaging in discussions on improving informal apprenticeship is a means of reaching out to potential new members. A stronger membership base, in turn, strengthens the organizations' positions on the social dialogue scene.

For employers' organizations

Apprentices, if properly trained, will create businesses and could become members of employers' organizations. Becoming involved in discussions on upgrading informal apprenticeship is therefore also a strategy for employers' organizations to reach out to potential new members.

awareness on the value of informal apprenticeship among policy makers and advocate for improved conditions and support for upgrading. They will require capacity building on how to voice interests and promote the concerns of their members (see also Issue 1).

- Help apprentices raise their voice and organize: apprentices, if informed about the potential of organizing, can form alliances within an enterprise or at community level to collectively negotiate improved working conditions such as paid annual leave, improved pay or liability issues. Organizing will boost information sharing among apprentices, including from different businesses, which will strengthen their position when negotiating with their master craftsperson. Additionally, apprentices from different businesses could also address a small business association to negotiate apprenticeship conditions collectively. Youth associations can assist apprentices in organizing. Also, associations of parents exist in some countries such as in Benin. Since they represent the voice of apprentices, they can engage in social dialogue with master craftspersons and their associations. It is important to keep in mind that informal apprenticeship is regulated by informal rules and norms of behaviour. If, for example, the relationship between apprentice and master craftsperson is so hierarchical that it does not allow the apprentice to question any decision of the master craftsperson, introducing collective or individual negotiations about apprenticeship conditions might be a long and difficult process.

What is the right approach for the country?

Guiding questions – Issue 7: Decent work in informal apprenticeship

Actors and change agents:

Which actors, institutions or groups are best positioned to become involved or take the lead in any of the approaches mentioned above?

Are social partners at national level involved in social dialogue on informal apprenticeship? Are small business organizations, youth organizations or associations of parents involved in social dialogue at local level?

Institutions and institutional capacity:

How can "bad" rules be addressed? Is it realistic to modify existing rules, can "good" formal rules be expanded? Can rules be replaced?

What kind of social protection scheme (e.g. community-based) already exists? Could they be expanded to include apprentices and master craftspersons?

Are measures in place to fight child labour? Are they relevant for informal apprenticeship?

What measures have already proven successful to improve access of disadvantaged groups to training?

Can stricter enforcement of existing rules be a viable solution to reduce decent work deficits? What could be trusted institutions?

Financial sustainability:

According to the decent work challenges identified in informal apprenticeship in your country, which approach is the most cost-efficient one?

Can the approach be maintained for large numbers of apprentices?

Can master craftspersons contribute to costs?

4.4 Improving linkages between informal apprenticeship and formal systems

This sub-section focuses on four issues relevant for linking informal apprenticeship with the formal education and training system, and with the formal economy. Issue 8 discusses institutional linkages between formal education and informal apprenticeship – that is transitions prior to joining informal apprenticeship; Issue 9 looks at how to include informal apprenticeship in the national training system, in particular regarding the role of skills development policies and laws. The recognition of skills is discussed as a separate issue due to its importance for future employability of graduated apprentices (Issue 10). Issue 11 finally looks at the business environment and argues that efforts to develop and formalize businesses could also have a potentially strong impact oninformal apprenticeship. Improving human resources available to SMEs can help them adopt new technologies, improve productivity, and help achieve competitiveness in formal markets.

© ILO/Marcel Crozet

Issue 8: Promote linkages between formal education and informal apprenticeship

In most African countries, informal apprenticeship is an important pathway to the world of work: to self-employment or wage employment, primarily in the informal economy. Transitions to informal apprenticeship would be most efficient if young people started an apprenticeship upon finishing school and reaching working age.

Transitions to working life pose serious challenges for African youth. Still, many youth in Africa enter working life directly, without benefitting from formal schooling.[14] They start working as unpaid family members, often in rural areas, or follow low-skilled income generating activities in the service sector or in petty trade in urban areas. Others, who have finished school or dropped out of formal schooling, face long periods of inactivity in transitioning from school to work. Vulnerability to long unsuccessful transitions however varies greatly between countries.

It is desirable that youth follows a seamless pathway of education and training into the world of work. If transitions from one learning provider to another and into productive employment are smooth, education and training time is used most efficiently. If long time lags interrupt the education and training flow, youth will not only fail to remember the knowledge and skills they acquired and did not utilize, but will also lose the habit of abiding to a structured schedule and learning environment.

Depending on the specific country context, two major challenges regarding transitions to informal apprenticeship are recurring:

1. Evidence from West African countries shows that **apprentices are often too young**: apprentices who have never attended school, finished or dropped out of school below legal working age

Is this issue relevant for informal apprenticeship in the specific country context?

Guiding questions – Issue 8: Improve linkages between formal education and informal apprenticeship

How old are apprentices when they enter informal apprenticeship in your country? Do they tend to be too young or too old, or are transitions from school to informal apprenticeship smooth?

What are the rules and customs for master craftspersons to select apprentices and vice versa? Are these customs responsible for long and inefficient transitions?

14. Net school enrolment rates in sub-Saharan Africa are at 70 per cent on average (UNESCO, 2009).

EXAMPLE

Box 30: ECDs in Mali: non-formal education and pre-vocational training to out-of-school youth

Education Centres for Development, ECDs, (Centres d'éducation pour le développement, CED) were originally introduced in Mali by the NGO Plan International in 1994. They target 9-15 year-olds in rural areas that have never been to school or that dropped out and would otherwise be at risk of becoming child labourers. ECDs provide a four-year course in functional literacy followed by a two-year period of pre-vocational skills training which may partly take place in craft workshops.

In 2000, the Government of Mali included ECDs in the Decennial Programme of Educational Development, expanding coverage from 88 centres operated by Plan International to 860 government-run centres. The program effectively started in 2003, when 22'925 young people had registered. Some centres offered the same program for a new cohort of youth in 2005.

ECDs are under the responsibility of the National Centre of Non Formal Education Resources of the Ministry of Basic Education, as well as the Centres for Functional Literacy and the Centres for Female Learning. While the state ensures the educators' salaries, pedagogical material, and recruits, trains and monitors trainers; communities are in charge of providing the classroom, contribute to the trainer's salary, and define and finance the activities of the pre-vocational cycle. Data from the Permanent Household Survey 2004 ranks ECD graduates high in terms of employment outcome: their unemployment level is lowest among all, and more graduates work as skilled employees. This data, however, does not yet take graduates of the government-funded program into account (see Table 9).

Despite these positive results and the fact that the program's education formula was found relevant in delivering reading, writing and numeracy skills, there were serious implementation challenges:

- The program should have started in 2002, but was delayed one year due to administrative problems.

- Enrolment rates were high as pre-vocational training was mentioned as a major incentive for students to enrol. However, many ECDs finally could not provide pre-vocational training. NGO-run centres offered a shortened two-month period of training. Communities that were responsible for the pre-vocational cycle lacked funding and organizational capacity to deliver what the program had envisaged.

- ECDs do not provide formally recognized certificates, so that transition to formal education was inhibited. Labour market outcomes for the government-led program still need to be assessed.

- A considerable number of students leave the ECDs when they are still below working age, so the ECDs partly failed in providing a bridge between education and the labour market: Drop-out rates at ECDs are high, although comparable to those in formal education (39 per cent at ECDs versus 34 per cent in formal primary education). As pre-vocational training was not provided, the program ended after 4 years. Some students below 9 years of age were enrolled, in particular in rural areas without access to formal schooling. They finished the program below working age.

Source: MED et al., 2006; Weyer, 2007; Walther, 2008

Table 9: Distribution of economically active population from 25 to 35 according to educational level and employment status in Mali, 2004

Educational Level	None	ECD	Coranic School	Basic I	Basic II	General Secondary	Technical & professional secondary	Higher Education	Whole
Senior Executive	0,0	0,0	0,0	0,2	0,0	1,5	0,0	21,2	**0,4**
Middle ranking executive	0,1	0,0	0,0	0,7	1,8	11,0	28,7	18,8	**1,7**
Workers, skilled employees	0,3	12,8	0,0	1,6	5,1	11,5	4,6	3,9	**1,5**
Unskilled	0,1	0,0	0,0	1,1	0,0	0,0	0,0	0,0	**0,2**
Employers, informal	1,4	0,0	10,9	2,3	4,8	0,0	1,9	0,0	**1,8**
Other informal	46,7	66,8	57,0	54,6	53,4	39,9	18,9	0,0	**46,3**
Unemployed	51,0	20,4	32,1	39,5	34,9	36,1	45,6	56,1	**48,2**
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

Source: MED et al., 2006.

fall under the ILO definition of child labour. Working can have deleterious effects on children's health, education and moral well-being. Although still widespread in many African countries, this practice needs to be overcome.[15] The practice is particularly common in countries where primary education ends at the age of 11, 12 or 13 and countries have a low coverage of secondary education.

2. Evidence from Eastern and Southern African countries shows that **apprentices are relatively old** (average entry age of 21 in Tanzania and 23 in Malawi (Nübler et al., 2009; Aggarwal et al., 2010)): when different barriers impede access to apprenticeship, apprentices can also be relatively old. In this case, policy makers need to identify the barriers: are apprenticeship fees too high? Do young people need to earn money before they can afford to access apprenticeship? Do master craftspersons prefer older, more experienced and more responsible youth as apprentices? How long does it take to identify a suitable master craftsperson?

Policy options for improving linkages between formal education and informal apprenticeship

POLICY OPTION ISSUE 8 — Expand schooling or pre-vocational training

If apprentices are below legal working age, transitions to informal apprenticeship need to be improved by expanding schooling or pre-vocational training opportunities. Addressing formal general education in a broad sense includes expanding primary and secondary school coverage, increasing enrolment rates, and decreasing drop-out rates. This requires commitment of the formal education system, also in terms of financing. Many actors are involved in improving the quality and coverage of educational systems in sub-Saharan Africa.[16]

Non-formal education for school drop-outs or other types of post-primary education such as special pre-vocational training courses alternating with short internship periods can be a solution for youth below working age. These pre-vocational courses facilitate vocational orientation and can bridge the age gap of students graduating from primary school below legal working age until they are old enough to join a workshop for informal apprenticeship (see for example Box 30).

POLICY OPTION ISSUE 8 — Identify barriers to access

When apprentices are relatively old because of long time spells between finishing or dropping out of school, policy approaches should aim at smoothening transitions to informal apprenticeship.

Barriers need to be identified such as financial barriers, close social networks, particular requirements by master craftspersons that many youth cannot meet and so forth. Depending on the barriers identified, policy makers can devise appropriate responses, such as, for example, providing financial support for poor youth through apprenticeship grants or loans to cover the cost of fees or of required tools. If recruitment practices by master craftspersons lead to long search periods for apprentices, consultations with master craftspersons or business associations can clarify these practices. Discussions can challenge entry requirements in different trades and thus intend to influence practices in order to smooth transitions.

POLICY OPTION ISSUE 8 — Provide vocational guidance to speed-up transitions

Youth needs good information and guidance to choose a trade and a master craftsperson that suits their expectations. This means, institutions need to be in place to provide this information. So far information on trades and master craftsperson's reputation is spread through informal, social networks, which will often be selective.

In order to inform youth interested in apprenticeship about different options, trades and occupations, common recruitment rules and practices, rights and obligations in apprenticeship, and so forth, vocational guidance could be included in school curricula. If business associations exist, a representative could be invited to talk about how to become a skilled craftsperson by way of apprenticeship. Alternatively, apprenticeship days could be organized in schools, churches or other public premises where master craftspersons present their businesses, promote apprenticeship and recruit potential apprentices.

15. In 29 African countries (for which data is available), 35 per cent of children under the age of 15 work (Fares and Dhushyanth, 2006)

16. See for example Global Monitoring Reports, Education for All Initiative, UNESCO, available at: http://www.unesco.org/education; and ADEA 2008 Biennale on Education in Africa: Beyond Primary education, conference documents available at: http://www.adeanet.org/adeaPortal/adea/Biennale%202008/en_index.htm.

Employment services or agencies catering for youth can also include in their portfolio the provision of vocational guidance on informal apprenticeship trades. Good career choices should be based on interest and aptitude, and should take into consideration personal and environmental factors that may impact on youth's ability to undertake certain occupations.

For further information, please also consult www.ilo.org/skills, and

Career guidance. A resource handbook for low- and middle-income countries

© ILO/Marcel Crozet

What is the right approach for the country?

Guiding questions – Issue 8: Improve linkages between formal education and informal apprenticeship

Actors and change agents:

Which actors would need to be involved in smoothing transitions? Schools, business associations, youth groups, community groups, microfinance institutions, employment services, NGOs, etc.?

Institutions and institutional capacity:

Do pre-vocational training courses already exist and can they be extended?

Is vocational guidance taking place in schools? Is information about informal apprenticeship included in vocational guidance in schools or other service providers?

Are recruitment practices of master craftspersons impeding smooth transitions? What is needed to change them?

Should approaches be implemented at the local level first or should they attempt to operate at the national level? What are the advantages and disadvantages of both options?

Financial sustainability:

What are the cost implications of these measures?

Issue 9: Promote inclusion of informal apprenticeship in national training system

Upgrading informal apprenticeship means building bridges to the formal labour market and the existing formal training system, ultimately leading to the inclusion of informal apprenticeship in the national training system (as defined in the glossary).

EXAMPLE

Box 31: Examples of national policies to upgrade informal apprenticeship

Recently, some countries have started to reflect the value of informal apprenticeship in national policy documents, such as the 2004 Education Reform White paper in Ghana; the Government Program to Improve the Offer of Professional Training for Work (PAMOFPE) in Cameroon 2007-2011; or the Lesotho Education Sector Strategic Plan 2005 – 2015.

Some countries' policy and legal documents already include provisions as to how upgrading informal apprenticeship can be achieved, for example by means of providing complementary training or recognizing skills acquired in informal apprenticeship. Examples for such documents are the National Policy on Education and Technical Training in Burkina Faso (2007); the National Policy on Developing the Artisan Sector in Benin and decrees introducing dual apprenticeship and apprenticeship certificates; the Education Sector Strategic Plan 2006-2015 and the Skills Qualification Framework in The Gambia; the National Policy for Professional Training in Mali (2009); or the Technical Education and Training Policy in Tanzania (1996). While some provisions are relatively detailed, others remain vague.

This resource guide distinguishes between the existing formal training system – built on training laws and acts, defined by being structured and systematic, following pre-defined content and precise learning objectives – and the broader national training system that encompasses informal systems of training provision as well. Including informal apprenticeship as a component of the national training system would recognize the benefits of apprenticeships governed through relationship-based rules at the local level. This would mean that informal apprenticeship is no longer excluded from financing systems and skills recognition systems. The full inclusion of informal apprenticeship within the national training system can easily take ten or 20 years. Effective institutional change takes time.

Most countries have legal provisions for formal apprenticeship. Labour codes (Codes de travail), labour laws, apprenticeship or training acts stipulate the rules of formal apprenticeship. Yet in most African countries, formal apprenticeship has been limited to large enterprises and schemes have never reached large numbers of youth.

In recent years, some countries have started to recognize the value, opportunities and also weaknesses of informal apprenticeship in policy documents (see Box 31). At regional level, the African Union Strategy to Revitalize Technical and Vocational Education and Training in Africa in 2007 also recognizes the importance of traditional (informal) apprenticeship for skills acquisition in the informal economy.

It is crucial that the provisions build on existing apprenticeship practices in the informal economy and do not drive existing "good" practices into illegality, while aiming to improve "bad" practices. The stricter legal provisions are, the less likely it is to include large numbers of youth in the upgraded apprenticeship system.

Is this issue relevant for informal apprenticeship in the specific country context?

Guiding questions – Issue 9: Promote inclusion of informal apprenticeship in national training systems

Does the country have policy/legislation on formal and/or informal apprenticeship? Is the policy/legislation implemented and how does it impact the functioning of informal apprenticeship?

Has the implementation and impact of the policy/legislation been assessed or measured?

What are the existing linkages between informal apprenticeship and the formal training system? What are the current barriers?

How could some of these linkages be strengthened?

Policy options for promoting inclusion of informal apprenticeship in national training systems

POLICY OPTION ISSUE 9

Identify, assess and strengthen existing linkages between informal apprenticeship and the formal training system

National policy and their implementation, including the already existing links between informal apprenticeship and the formal training system have to be studied and assessed carefully (see ToR3, Annex 3). The assessment also needs to take account of mechanisms and systems put in place by business associations and other non-state actors (see Box 32). Based on the findings, interventions can test how existing links can be strengthened and how new links can be established.

Possible linkages relate to:

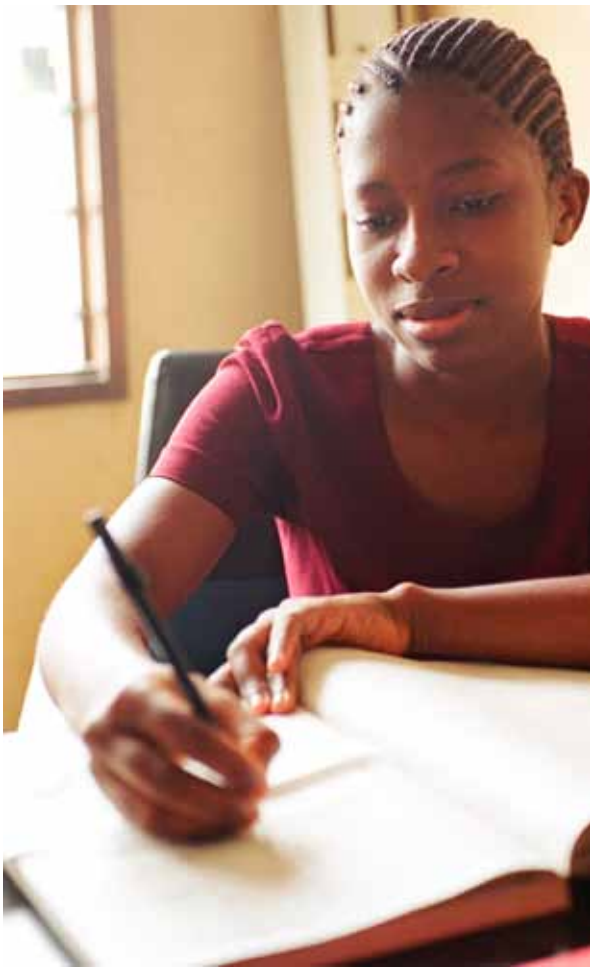
- Recognition of skills, e.g. through participation in skills assessments by apprentices; government recognition of businesses as training providers in informal apprenticeship; possibility of informal apprentices to access further training within the national training system (see Issue 10);

LESSON LEARNT

Box 32: Assessing existing linkages in Burkina Faso

The National Employment Agency (ANPE) in Burkina Faso established a dual training system that aims to place trainees enrolled in public training centres in small businesses for internships/enterprise attachments to complement centre-based training with practical training in a business. Training providers had difficulties in identifying sufficient numbers of craftspersons interested in taking on trainees. Two main reasons seem to be responsible for this reluctance: First, master craftspersons consider trainees "ANPE apprentices" and not their own. The new system replaced the established recruitment process for which master craftspeople traditionally have full responsibility. Second, participating businesses have to abide by certain conditions, including paying contributions to social security schemes, which many are unwilling or unable to pay. The government is currently reassessing the set-up of the system.

Source: Discussions with members of the Federation of Artisans of Burkina Faso (FENA-BF), 2011.



© ILO/Marcel Crozet

- Identification of skill needs through consultations between training providers and small businesses or their associations;
- Training provision, such as participation by master craftspersons, skilled workers or apprentices in skills upgrading courses offered by training providers; or placement of trainees (enrolled in formal training courses) in small businesses for internships/enterprise attachments;
- Use of modern technology, expensive tools or equipment through cooperation between training providers and small businesses or business associations;
- Monitoring of apprenticeship conditions;
- Financial support, e.g. the possibility of business associations or individual master craftspersons to access national training funds and obtain financial support for upgrading their own skills or better equipping their workshop to provide higher quality apprenticeship.

Assessing these linkages is key for understanding their impact on the informal apprenticeship system and

if they effectively improve it. If existing linkages do not work well, reasons for malfunctioning should be identified and action taken to adjust.

Assess if existing linkages help upgrade informal apprenticeship. If they do, strengthen them.

If existing links have positive effects, interventions might look into expanding them, keeping in mind cost-effectiveness and sustainability. All interventions should actively engage small business associations, and other organizations of employers and workers (such as youth groups) concerned.

POLICY OPTION ISSUE 9 — Design and test new institutional linkages and closely monitor and evaluate them

Depending on the quality and outreach of existing institutional linkages, interventions should design and test new linkages. Close monitoring and evaluation is crucial to allow for policy learning and for sustainable improvements in the system. New or strengthened linkages have to build on the rules in informal apprenticeship that ensure that master craftspersons and apprentices conclude training agreements.

New linkages can relate to all issues mentioned in this document:

- improving training quality by improving access to new skills and/or monitoring and assuring training quality;
- making existing financing mechanisms more effective and improving access to additional and secure sources of funding;
- providing incentives for the creation of private or cooperative training centres to increase capacity for complementary training courses for apprentices and master craftspersons. In these cases, it is key to pilot new financing schemes and learn from experiences;
- improving practices in informal apprenticeship related to gender and other elements of decent work;
- improving the transition between informal apprenticeship and formal systems through institutionalized recognition of skills acquired in informal apprenticeship, or formalization of micro- and small businesses.

Designing and testing new linkages is crucial to allow for training system reform to be built on policy learning and propose sustainable improvements for skills development in the country which can inform policy decisions and training laws.

POLICY OPTION ISSUE 9 — Assign responsibility for upgrading apprenticeship to national authority

Institutional set-ups for formal training systems differ widely among African countries: responsibility for technical and vocational education and training can be under Ministries of Labour, ministries of Education, Ministries of Manpower, Youth or others; it can be divided among several Ministries; or it can be fully

EXAMPLE

Box 33: Testing dual apprenticeship in Benin

In the 90s, Benin tested approaches to upgrading informal apprenticeship by introducing dual apprenticeship: in Abomey, the German Hans Seidel foundation funded the construction of a training centre to provide complementary courses for apprentices; and in Cotonou, the Support Office for Artisans (Bureau d'Appui aux Artisans) developed a similar service in collaboration with the Don Bosco training college assisted by Swiss funding.

Both approaches combined informal apprenticeship with classroom-based training for apprentices to top-up practical training with theory and reflections about work processes, and collaborated closely with associations of artisans. The experiences were considered successful and some graduates (in Cotonou) even managed to pass the formal trade test, the Vocational Training Certification (Certificat d'Aptitude Professionnelle, CAP).

These experiences allowed the Ministry of Higher Education and Vocational Training, in cooperation with the Federation of artisans in Benin (Fédération nationale des artisans du Benin, FENAB), to initiate dual apprenticeship within the formal training system and adopt legislation that introduces a new certificate for graduates of this system, the "Certificat de Qualification Professionelle" (CQP).

In 2010, 3500 apprentices were enrolled in the new structured apprenticeship system.

Source: Walther, 2007; Walther, 2008; Tossavi, 2007; Joussein, 2010.


© ILO/Clemens Greiner

assumed by a single Ministry for Technical Education and Vocational Training. Often, some vocational programmes may remain under the supervision of Ministries of health, industry, agriculture, transport etc. (Atchoarena and Delluc, 2002).

Upgrading informal apprenticeship through forging links with the formal training systems means that an existing authority, or alternatively a newly created authority, needs to assume responsibility for the process.

No matter what institutional set-up is chosen to best fit the country context, the active engagement of employers and workers organizations, in particular small business associations, is indispensable for their effectiveness. Depending on the organizational degree of business associations, government authorities should consider to delegate rights and duties related to upgrading informal apprenticeship to business associations or relevant trade chambers, in order to put businesses in the driver's seat and encourage implementation of policies.

Consider what responsibilities and duties related to upgrading informal apprenticeship could be delegated to business associations.

Examples for institutional set-ups are presented in the following:

Ghana: Ghana, for example, has recently established a National Apprenticeship Programme Committee for policy formulation and supervision functions. Its overall role is to advise the COTVET Board (Council for Technical and Vocational Education and Training under the Ministry of Education) on issues related to the maintenance of a credible, effective and efficient (informal) apprenticeship system. The term TVET in Ghana also comprises informal apprenticeship (Bortei-Doku Aryeetey, 2011).

Benin: In Benin, the Ministry of Labour and Public Service is in charge of vocational training but needs to coordinate with the Ministry of Higher Education and Vocational training and the Ministry of Micro-finance and Youth Employment. A Directorate within the Ministry of Labour and Public Service supervises the national training fund (Fonds de Développement de la Formation Continue et de l'Apprentissage - FODEFCA) that finances complementary training of the new dual apprenticeship system, and registers apprenticeship contracts. In order to advance reforms, Ministries establish advisory committees, such as the Steering Committee for Apprenticeship (Comité de Pilotage de l'apprentissage), a new structure set-up by the Ministry of Secondary Education and Vocational Training.[17]

17. Discussion with Jean Tossavi in December 2010, Director of FODEFCA.

POLICY OPTION ISSUE 9

Devise skills development strategy inclusive of informal apprenticeship

Development of national skills development policies should, as a matter of course, include assessing the informal apprenticeship system and look for ways to capitalize on its potential to reach large number of young people while also looking for ways to improve the quality of training and working conditions. The national training system (as defined in the glossary) means all forms of skills development relevant for the world of work provided in schools, training centres or enterprises that are recognized by governmental authorities or by bodies authorized by the government to do so. Training delivered within the national training system has access to government funding or other training resources provided by the government.

A national skills development strategy will require defining pathways for graduated apprentices to resume formal education or access the formal training system. It will also need to address the legal status of master craftspersons and apprentices, which is often not clearly defined in national legislation. There might be legal inconsistencies about the validity of apprenticeship contracts (e.g. when Labour Codes stipulate that apprenticeship contracts have to be written and Artisan Codes stipulate that they can be either written or oral) which should be addressed in national skills development strategies inclusive of informal apprenticeship. Extending employment services and social protection measures to graduated apprentices, and expanding the recognition of acquired skills beyond home communities are further important issues to cover.

What is the right approach for the country?

Guiding questions – Issue 9: Promote inclusion of informal apprenticeship in national training system

Actors and change agents:

Which actors have an interest to push for skills development reform inclusive of informal apprenticeship?

Which actors would be most affected by inclusion of informal apprenticeship in the national training system?

Which actors have been involved in past successful upgrading experiences?

Institutions and institutional capacity:

Which of the existing linkages between informal apprenticeship and the formal training system can be expanded?

If no linkages exist, which issues and policy options appear most promising for piloting upgrading approaches?

For which areas would national actors, in particular the national authority assigned to upgrade informal apprenticeship, require capacity building to introduce pilot approaches or advance reform?

Financial sustainability:

What budget would be needed for pilot approaches?

What budget would the national authority require to devise a national skills strategy inclusive of informal apprenticeship?

What are the cost implications of different policy options?

Issue 10: Institutionalize recognition of skills acquired in informal apprenticeship

The skills of workers – including those trained through informal apprenticeship – are invisible in labour markets. Employers, however, need information about the skills of applicants when hiring. So workers need to have verifiable skills in order to gain access to job opportunities – or to access further training. Likewise, clients require information about a businessperson's skills if they wish to request a service or purchase a product and finance institutions need the same information when responding to loan applications.

The skills of apprentices are best known by their master craftsperson since they observe apprentices for a long period of time and in diverse situations. Hence, master craftspersons are best positioned to assess skills and communicate comprehensive information about the skills of an apprentice who graduates.

There are two main ways of communicating this information, master craftspersons can either:

- spread the information by word of mouth, so that other master craftspersons and potential clients learn about the apprentice's skills. This is the most widespread practice in informal apprenticeship. In some countries, graduation ceremonies serve this purpose by inviting master craftspersons from the neighbourhood; or
- provide a written certificate. This certificate then serves as proof of the apprentice's skills.

However, other businesses or clients will not recognize the skills of a graduated apprentice, unless they know the master craftsperson and trust their judgment. This means, skills recognition depends not only on communicating the information, but requires a reliable source of information. Since the reputation of master craftspersons is usually limited to their local community, the skills of their apprentices will only be recognized within the reach of the social network, no matter whether the information was spread by word of mouth or through a written certificate.

Recognition of skills requires information about a person's skills from a reliable source of information.

Policy options for institutionalizing recognition of skills acquired in informal apprenticeship

POLICY OPTION ISSUE 10

Improve recognition by involving other reliable institutions

As described above, it is paramount to ensure that whoever assesses and certifies skills is reliable. Some institutions already possess reliability such as business associations that are well-known and respected, or the formal training system which is authorized by the government. In both cases, trust in the master craftsperson's judgment is complemented or replaced by trust in another institution.

Small business associations organize businesses and master craftspersons around shared interests. All members of the association belong to the same network and trust in the functioning of the association. If these associations become involved in skills recognition but only operate locally, recognition of skills will remain limited to local levels. In some countries, national umbrella associations that are widely known and recognized represent local, regional or sectoral business associations and thus could guarantee recognition at national level (see Box 34).

The formal training system is established by the national government and represents the official learning pathways, qualifications and training institutions that are

Is this issue relevant for informal apprenticeship in the specific country context?

Guiding questions – Issue 10: Institutionalize recognition of skills acquired in informal apprenticeship

How are skills of apprentices graduating from informal apprenticeship recognized in the labour market?

Are there graduation ceremonies that spread information about a graduate's skills? Are written certificates provided? Do business associations play a role in recognizing skills of graduated apprentices?

Are there mechanisms in place to provide for national recognition of skills?

publicly recognized at national level. Trust can be tied either to:

- the whole system;
- particular training institutions;
- recognized national standards; or
- assessment systems or institutions.[18]

All these elements could help enhance the recognition of apprentice's skills.

POLICY OPTION ISSUE 10

Trust in the training institution: Recognize the role of master craftspersons as trainers

In the formal training system, it is common to accredit training providers and award them with the right to issue formal skills certificates. A similar mechanism could be applied for master craftspersons to broaden societal trust in the competence of master craftspersons.

If each master craftsperson is recognized as a training provider, the information they provide on the skills of an apprentice would be trusted by everyone who believes in the certification system. This system can be established either by a business association – out of the community of practice – or by specialized bodies within the formal training system – that often still need to gain societal trust. Mechanisms and criteria to apply can be manifold and can range from skills tests for master craftspersons, or skills upgrading courses, to regular visits to assess the working and training conditions in the business. Recognition procedures could also be tied to the participation of master craftspersons in certain courses, e.g. in pedagogical skills (see also Issue 3). This recognition mechanism should be established on a permanent basis and should be open to all master craftspersons.

POLICY OPTION ISSUE 10

Trust in standards and procedures: Introduce skills assessment of apprentices

Standards and clear assessment procedures can also make the information on skills more reliable.

Standards can be set at national, regional or local level by business associations (see Boxes 34 and 35), by government authorities, or by special committees or bodies set up for this purpose composed of experts, policy-makers, representatives of business and workers' organizations etc. These standards can either relate to the skills content, or to assessment procedures:

- Standards relating to the skills content of the occupation refer to the range of skills to be covered by assessment, or to certain assessment criteria. As particular skills in one trade might differ from region to region, uniform standards applied nationally might be less desirable than standards at regional or local level. Since skills requirements in a trade are likely to change over time, a mechanism to update the skills content should also be planned from the outset.
- Standards relating to the assessment process can determine the way questions are selected, or the composition of the board of assessors: e.g. the master craftsperson who trained the apprentice, master craftspersons appointed by business associations, trainers of the formal training system,

LESSON LEARNT

Box 34: Business association's skills recognition in Ghana rivals that of the formal training system

The Ghana National Tailors and Dressmaking Association conduct a national practical skills test for graduated apprentices twice a year. The one-day exam is organized in around 50 centers throughout the country. Since 2000, around 65.000 apprentices have taken this exam.

Successful candidates are awarded certificates at graduation ceremonies organized by the association at zonal levels. The certificate enables membership in the association, is used to obtain permits and licenses from District Assemblies, and is accepted for acquiring visas under the American Lottery Scheme.

The demand for this certification has increased and holders of certificates issued by National Vocational Training Institutes also take the association's test to enhance their employability in labour markets. The intake of students for tailoring and dressmaking in training institutes of the formal training system has seen a decline in recent years due to the success of the association's recognition system.

Source: Amankrah, 2010.

18. Many African countries, in particular with Anglo-Saxon tradition, have established trade test systems often in close collaboration with the private sector

LESSON LEARNT

Box 35: Linking local business association's skills assessment in Benin to the national training system

Local business associations in Benin established a final (practical) exam for apprentices supervised by the trade association (EFAT – Examen de fin d'apprentissage traditionnel). "First generation" EFATs already existed in a number of trades. With the assistance of the Support Office for Artisans (Bureau d'Appui aux Artisans), "second generation" EFATs establish a partnership between the local government (commune) and the business association, with a focal point within the local administration, and subsequent local level acts that introduce government recognition and certification of graduated apprentices. All 14 communes in the two regions have passed the respective legislation and organize EFATs twice a year. Procedures are strict: different local experts suggest questions/tasks, and the organizing committee draws from the pool of questions, police is present, and names of successful candidates are publicly announced on the radio. Costs range between 10.000 and 15.000 FCFA (20-30 USD) per apprentice. Interestingly, this process has enabled to table other areas of concern for upgrading informal apprenticeship such as apprenticeship periods, fees, etc.

"Third generation" EFATs are planned to include the Departmental Director for Secondary Education and Vocational Training in the assessment committee in order to comply with legal requirements to award the Certificate for Occupational Qualification (CQM), a formal certificate introduced by national legislation in 2005.

Source: Joussein, 2010; ; Interview with Cyr Davadoun, BAA, 2010

representatives of large enterprises, workers', apprentice's or youth representatives, community representatives etc. Technical experts could then have autonomy over the types of questions they ask and tasks they ask apprentices to perform. Tests can be held in the business premises where apprentices trained in order to be closer to the working realities of apprentices, or in other suitable premises such as training centres. It is also crucial to implement mechanisms that guarantee the continued functioning of the new assessment process, that is, for example, the creation of an oversight body.

In several countries, national skills tests, such as trade tests, are already available. The participation is often open to everyone (and subject to a fee), which means that informal apprentices are also allowed to attend. Upon successful completion of the test, participants receive a certificate. Yet these tests are commonly designed for graduates of formal training institutions who have benefited from theoretical instruction which informal apprentices have not. Therefore, informal apprentices are likely to fail these tests. In some countries, such as in Ghana, government institutions have introduced purely practical proficiency tests and therefore already recognize skills of graduated apprentices. Yet so far, uptake by apprentices remains modest. Experience to recognize prior learning, in particular in the context of National Qualification Frameworks, is mixed. Several recognition systems are cumbersome and costly, most established systems have not reached large numbers, and evidence of their use by employers is lacking in many countries (Allais, S. 2010).

For national tests with open participation it is important to note that in the case of graduated apprentices, the timing of skills tests should be agreed with their master craftsperson. This helps avoid that apprentices drop out of apprenticeship before their master craftspersons consider them competent and have recouped their training investment: the workshop would lose an apprentice and would need to shoulder the training cost. A simple solution to this challenge would be to include a clause in national skills test regulations

LESSON LEARNT

Box 36: Piloting assessment of apprentices and master craftspersons in Tanzania

In the framework of a pilot project to upgrade informal apprenticeship in southern Tanzania, the Vocational Education and Training Authority (VETA) piloted competence based assessment of apprentices and master craftspersons in selected trades. The candidates achieved good results in practical work, but lacked trade theory. The involvement of master craftpersons in setting assessment items, and assessing candidates in micro enterprises enhanced candidate's confidence and ownership of the exercise. The pilot found that for efficient assessments, test items need to be comprehensive instead of testing singular modules (from formal curricula); and theoretical knowledge can be tested orally. VETA recommends to offer part-time courses for apprentices and master craftspersons in VET centres and to orient master craftspersons on pedagogical skills. Assessors need to be well trained on setting assessment items, conducting assessment and record keeping of assessment results.

Source: Lukindo et al., 2010.

requiring master craftspersons to agree when their apprentices want to sit the skills exam.

No matter which of the prior policy options are chosen, certification should be provided through written certificates – provided either by master craftspersons who are recognized training providers, or by other competent bodies such as by business associations, other training providers or by public authorities.

All interventions discussed propose introducing to the informal apprenticeship system a new system for improved skills recognition. Through this system, the traditional mechanism of local skills recognition by word of mouth from master craftspersons could be complemented by a new system that allows for wider, at best national level, recognition of skills. These new systems, even though they are tied to trusted organizations, might not possess high level of trust from the very beginning. Only as the new system's use and coverage spreads, will employers, master craftspersons and clients become familiar with it and start recognizing the skills of entirely anonymous graduated apprentices.

Besides enhanced employability of graduates, certificates can also enable access to the formal training system – if pathways are defined and put in place – or allow for other benefits such as access to credit, licenses etc.

What is the right approach for the country?

Guiding questions – Issue 10: Institutionalize recognition of skills acquired in informal apprenticeship

Actors and change agents:

Based on the criteria of outreach, reputation and institutional capacity, who are the actors best positioned to improve skills recognition of graduated apprentices?

Institutions and institutional capacity:

Can existing structures or institutions be used or will new bodies need to be created?

What are the advantages and disadvantages of either of the approaches: recognizing the role of master craftspersons as trainers; or introducing skills assessment by either standardizing the assessment process, or developing skills standards?

What will be the benefits of the newly established certificates? Will they enable graduates to access further training? Will they enable graduates to access more decent jobs?

Institutional capacity of business associations and of the formal training system: Is either institution able to shoulder additional procedures to improve recognition of skills of graduated apprentices?

Levels of trust in either institution among master craftspersons and clients: Do master craftspersons and potential future clients of graduated apprentices have higher levels of trust in the quality of the formal training system or in business associations? Would they acknowledge skills certificates from any of them?

Financial sustainability:

Can the approach be financially sustained for large numbers of apprentices?

Can graduated apprentices contribute to costs or will costs pose a barrier to participation?

Issue 11: Develop micro- and small businesses and support formalization

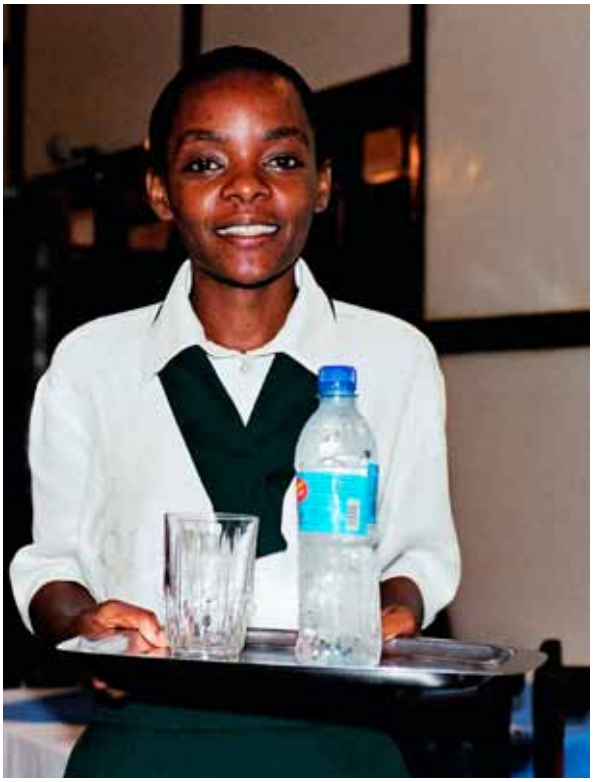
The last issue pertaining to the transition between informal apprenticeship and formal systems relates to the business environment and the support services available to businesses. Improving informal apprenticeship can make a contribution to business development and facilitate the transition from the informal to the formal economy.

The business environment is critical for a business to develop. This entails the formal and informal rules, regulations and laws; monetary, fiscal and enterprise promotion policies; access to markets, input and credit, and so forth. Access to financial services allows for investment in improved technologies and product diversification. Without access to credit, these investments will not happen. Also, the reliability of supply chains is decisive for a sustained production and provision of services. Reliable and solvent clients are paramount for smooth business transactions; and upward market linkages to larger and more advanced enterprises, groups of clients, or public procurement can provide scope for enhanced product quality and skills spill-overs.

Upgrading and formalizing informal enterprises presents an important challenge to the promotion of sustainable enterprises in most developing economies, as businesses in the informal economy are confronted with additional obstacles: they might fear eviction as their business site or undertaking is not officially registered. Enforcing contracts is costly, as they cannot rely on courts or other formal conflict resolution mechanisms. This means, disputes need to be settled on an individual case-by-case basis.

To be sustainable and competitive, enterprises need certain conducive and enabling conditions that allow them to engage in strategies for enhancing productivity and innovation. Policies, institutions and regulations that provide such an environment can make a substantial contribution to business growth, employment creation and improved apprenticeship systems.

The ILO's tripartite constituency agreed on basic conditions for a conducive environment for sustainable enterprises: peace and political stability, good governance, social dialogue, respect for universal human rights, entrepreneurial culture, sound and stable macroeconomic policy, trade and sustainable economic integration, enabling legal and regulatory environment, rule of law and secure property rights, fair competition, access to financial services, education, training and lifelong learning, physical infrastructure, information and communication technology, social justice and social inclusion, adequate social protection, and responsible stewardship of the environment (ILO, 2007a; ILO, 2008c).



© ILO/Marcel Crozet

Is this issue relevant for informal apprenticeship in the specific country context?

Guiding questions – Issue 11

How competitive are businesses in the trades/occupations you have chosen for upgrading?

Are you familiar with the major business constraints in these trades/occupations? What are findings from the informal apprenticeship study?

Is the level of technology and equipment uniform across businesses or are there large differences? Do you know why?

Policy options for developing micro- and small businesses and supporting formalization

This guide will only point to a small number of selected policy options. More substantial guidance on creating an enabling business environment for micro- and small enterprises can be obtained from the ILO Job Creation and Enterprise Development Department. The department also offers a

Training course on "Creating an enabling environment for small enterprise development"

at the International Training Centre in Turin.[19]

Other material is available at www.ilo.org:

Assessing the influence of the business environment on small enterprise employment – An assessment guide - SEED Working Paper No. 71E

Value Chain Development for Decent Work. A guide for development practitioners, government and private sector initiatives, section on addressing the business environment in specific value chains

POLICY OPTION ISSUE 11

Assess the business environment and strengthen capacity of policy-makers for reform

Assessing the business environment is crucial to understand binding business constraints for small businesses that offer apprenticeship. Stakeholders at national, regional and local level, researchers and evaluators need to be involved to analyze how the current regulatory framework affects the ability of small businesses to invest and create employment. The assessment further involves analyzing how the quality and reliability of sales and supplies, access to infrastructure, services and finance affect the ability of small businesses to develop; and to analyze the entrepreneur's regulatory burden and the costs for formalizing informal economy operators.

After identifying and prioritizing constraints, the capacity of policy-makers needs to be strengthened to address these constraints. Policy-makers need to know how to plan and assess different policy options and introduce policy and legal reforms to improve the business environment: for example by lowering regulatory burdens to register businesses, by ensuring property rights and so forth.

POLICY OPTION ISSUE 11

Provide business development services and financial services

Access to business development and financial services is another important condition for a conducive business environment. Business development services provide information and advice on markets and the benefits of value chains, offer support in the form of management training, marketing assistance, technology development and transfer (see also Issue 2), business linkage promotion, and link up with other initiatives that are crucial to the development of enterprises and service markets (e.g. local economic development approaches). These services can be delivered directly by governments or government-related agencies such as employment services; nowadays, evolving good practices also encourage the use of private sector or civil society intermediaries.

Financial services are most often equated with credit but actually embrace a broad range of financial products designed to support enterprise growth, including savings instruments, insurance and equity, money transfer services as well as many different types of credit. For micro- and small businesses providing informal apprenticeship, financial services targeted at low-income clients – commonly referred to as micro-finance – are usually most appropriate. Micro-finance is mainly concerned with the provision of working capital loans but also includes loans for fixed capital, consumer credit, savings, insurance and even money transfer services. Community-based savings groups providing credit to individual group members on the basis of a rotation system have also proven successful as they rely on group-based peer-pressure. Moreover, leasing of equipment and factoring[20] can be useful in facilitating greater access to finance, and some micro-finance institutions already offer these services.

For informal apprenticeship, financial services can either be provided directly to businesses, or they can target apprentices and bridge financial barriers related to apprenticeship. They can be provided by micro-finance institutions or community-based saving groups.

For business owners or master craftspersons, access to finance can indirectly raise the number of apprenticeships offered by facilitating enhanced investment, improving productivity and thus increasing production and the use of labour. As a direct intervention, financial services can be conditioned on the offer of

19. Course material and tools can be downloaded at: http://learning.itcilo.org/entdev/EE/.

20. Factoring is a financial transaction whereby a business sells its accounts receivable (invoices) to a third party at a discount in exchange for immediate money with which to finance continued business. Factoring therefore does not rely on information about the borrower, but about the obligor, which makes it an attractive financing instrument for MSEs in the informal economy.

a certain number of apprenticeship positions, the creation of employment opportunities for graduate apprentices, the investment in training-related equipment and material, abiding by certain training standards, or the master craftsperson's attendance of a training course. Micro-finance institutions that include community goals in their mission statement are more likely to apply such conditions than others that would regard conditions as limiting their market.

Micro-finance services for apprentices could include educational loans, saving products or non-financial services such as financial education. Grants for disadvantaged youth to cover the cost of apprenticeship fees and tools might be another option to overcome barriers to accessing apprenticeship. These interventions need to take into consideration product design, targeting, potential market distortions as well as the self-regulating incentives inherent in informal apprenticeship. At the end of apprenticeship, financial services can help apprentices start up their own business. Young people lack collateral which makes them unattractive to financial service providers. This barrier could be overcome by providing support mechanisms such as guarantee schemes or incentives for micro-finance institutions. Some institutions and organizations, e.g. in Ghana, experiment with extending financial services to youth (Breyer, 2007).

Provide business support and financial services through business or commercially orientated intermediaries rather than directly by donors or governments.

Best practices in the delivery of business development services and financial services suggest careful or selective use of subsidies and encourage, where feasible, cost recovery. There are two main reasons: first, cost recovery strengthens the potential financial sustainability of the service provider and helps nurture the market for such services, and second, it requires getting a measure of true demand to ration supply (ILO, 2007a; ILO, 2008c; Committee of Donor Agencies for Small Enterprise, 2001).

For an extensive resource list on BDS and ILO tools in the area and to a good introductory text, please refer to ILOs BDS website: www.ilo.org/bds

VCD and BDS Resource guide

BDS primer: Developing commercial markets for business development services, 2003[21]

What is the right approach for the country?

Guiding questions – Issue 11

Actors and change agents:

Does the capacity of policy-makers need to be strengthened to carry out reform of business environments?

Do business development services and financial service providers exist and are they accessible for small businesses providing informal apprenticeship? If they are inaccessible, why?

Institutions and institutional capacity:

What are the institutional constraints that impede better service provision for micro- and small businesses?

How could new services build on existing organizations and mechanisms? What is the capacity of these organizations/mechanisms to include additional business services for micro- and small businesses?

How could microfinance institutions be supported to include new products targeted at both apprentices and businesses providing informal apprenticeship?

Financial sustainability:

How would the provision of new financing instruments influence the incentives of master craftspersons and apprentices to engage in informal apprenticeship? What is needed to achieve desirable effects?

21. http://www.value-chains.org/dyn/bds/docs/BDSPrimer2003E.pdf

Key messages for upgrading informal apprenticeship

The objective of upgrading informal apprenticeship systems is to address their weaknesses and improve their potential to increase labour market outcomes for young people and in doing so develop more dynamic economies.

Message 1: Capitalize on the existing system

Fostering improvements from within the existing system is generally the preferred option. If small business associations exist, they need to play the primary role in upgrading informal apprenticeship. Any outside intervention in informal apprenticeship systems needs to be based on a sound understanding of the local practices and the incentives that motivate master craftspersons and apprentices to participate. Interventions need to take account of the dynamics of informal apprenticeship and the existing interactions between the formal and the informal training system, including levels of trust or mistrust between small businesses and government. Understanding the roles of different formal and informal institutions is very important.

Message 2: Strengthen the apprenticeship contract

Apprenticeship systems are not fully effective if many apprentices leave the workshop without finishing their apprenticeship, if master craftspersons keep apprentices for very long periods while keeping certain skills to themselves, or if the conditions of apprenticeship contracts are not sufficiently transparent. Since contracts are often oral, they can be concluded in front of reliable witnesses. Contracts should at least contain provisions about working time, the expected and maximum apprenticeship period, conditions that determine its completion (having acquired all skills), mutual rights and duties including the type of remuneration and/or fees to be paid, duration of a trial period, liability issues, and how conflicts or contract breaches are to be dealt with.

For a socially recognized conflict resolution mechanism, parents' associations can take up the role of advocates for apprentices, in particular where parents or guardians arrange the apprenticeship with a master craftsperson. If apprentices are older and choose master craftspersons independently, other mechanisms are needed. Business associations can take up this role, as well as community groups or trade unions that are trusted locally. To ensure that children below working age are not accepted into apprenticeship, awareness of national minimum age legislation needs to be raised among master craftspersons, parents, business associations and other community groups.

Message 3: Bring new skills into informal apprenticeship

Informal apprentices can only be as good as their teachers. If master craftspersons lack up-to-date skills, this deficiency will be passed on to apprentices. Master craftspersons benefit from short courses in technical, business or teaching skills. With the exception of pilots to try new approaches, master craftspersons should contribute to the charges of these training courses, but the charges should not be so high as to act as an disincentive to participate in the upgraded apprenticeship system. These courses also need to be short in order not to jeopardize business operations. Since many might never have attended formal training, special trainers are required to cater for their particular needs, and incentives such as certificates might be required to motivate them. Besides training, linkages to larger enterprises and improved access to modern technology and material also brings new skills into workplaces that offer informal apprenticeship.

Apprentices benefit from short pre-apprenticeship training to raise awareness about their rights and duties, and develop occupational safety and health, and basic technical skills. A short course in the middle of their apprenticeship can provide basics in the theory of their trade; and a training course at the end of apprenticeship could include entrepreneurship skills and guidance on how to find employment or get finance to set up their own business. Rotation systems that allow apprentices to move to different workshops during their apprenticeship also have the potential to broaden their skills base.

Experience suggests that master craftspersons and apprentices should not be trained together, since their learning needs and social status differ.

Message 4: Enhance the quality and reputation of informal apprenticeship

In some countries, small business associations have introduced skill tests upon completion of apprenticeship to set quality standards within a trade.

These assessments are mostly practical, conducted and verified by independent members of the association, and lead to certificates issued by the association. Depending on the outreach of the association, the certificates provide local, regional or national recognition of the apprentices' skills and therefore enhance their employability. Some government agencies also recognize the certificates for short-term employment, or as a prerequisite to participate in public procurement.

In other countries training content is harmonized by setting skill standards for each trade covered by informal apprenticeship. Skill standards need to be designed in a participatory way involving master craftspersons and their organizations. Competence check-lists or logbooks to be signed by master craftspersons and apprentices can also serve this purpose. The completed logbooks should be verified by a designated expert from a reliable institution who visits the workplace regularly such as a government agency, a training centre, a business association, or an NGO. If combined with assessments and certification at the end of apprenticeship by a credible organization, skill standards and log books can also enhance the recognition of skills and thus improve the employability of graduated apprentices.

Provincial governments can also conclude agreements with local business associations to organize practical end-of-apprenticeship assessments jointly. Assessment committees should be composed of representatives from government, business associations, parents' associations and so forth. The names of successful candidates can be broadcast by radio stations.

Raising the profile of informal apprenticeship can also be achieved by strengthening the role of master craftspersons as trainers: criteria can be introduced that determine whether craftspersons can take on apprentices. Other means to raise the profile of informal apprenticeship include setting up information campaigns, awarding prizes for successful apprenticeship practice, or including informal apprenticeship as an option in vocational guidance in schools or employment services.

Message 5: Improve equal access to informal apprenticeship

Master craftspersons are the ones to select apprentices who are trained in their workshop. This feature is essential for informal apprenticeship to work. Yet, ways need to be found to broaden fair and equal access to training in small businesses.

Women tend to be disadvantaged by the preponderance of male-dominated trades among those offering informal apprenticeship. Other disadvantaged groups, such as youth from migrant backgrounds or youth with disabilities, also face difficulties to be accepted as apprentices.

Addressing stereotypes of master craftspersons so that recruitment practices are based on talent, behaviour and competence and not on gender considerations is an important means to improve fair and equal access to informal apprenticeship. This may be done, for example, by involving community groups in encouraging their members – whether young people, disabled people, or women – to approach master craftspersons for training, and by encouraging women entrepreneurs to accept apprentices.

Message 6: Include informal apprenticeship in the national training system

Several countries have recognized the importance of informal apprenticeship for the national skills base in policy documents. This has the potential to increase outreach and improve efficiency of financing training in the country in the long run. In some cases, provisions for upgrading measures are included, yet implementation of policy tends to lag behind.

In some countries, legal contradictions need to be addressed: artisan codes define the status of apprentices and master craftspersons, and recognize oral apprenticeship contracts. By contrast, labour codes originally regulating formal apprenticeship in larger enterprises call for written contracts and other requirements such as medical exams, registration of apprentices or minimum wages.

Effective legislation to bring the two systems closer together needs to build on current practices and be designed in close collaboration with key stakeholders. For example, a country's training system can recognize skill standards for apprenticeship trades and define pathways for former apprentices into the formal TVET system.

Some countries are piloting dual apprenticeship in order to instil theory, reflection and modern technologies into informal apprenticeship. Apprentices spend part of their training (15-40 per cent) in a training centre or vocational school. Master craftspersons also receive skills upgrading courses. Classroom-based instruction can be provided by

training providers of the formal training system, or by private or non-profit non-formal training centres. Financing is often provided by national training funds stemming from levies paid by large enterprises, or international donors.

Challenges of dual approaches include achieving the right match between the two learning sites for cross-fertilization. Field trainers who visit business sites can help bridge this divide. Formal or non-formal training centres often have insufficient capacity to provide complementary training for large numbers of informal apprentices. Governments can provide incentives for the creation of new private or cooperative training centres, also owned by master craftspersons. These incentives need to be designed with care so that they do not upset the current system. Some dual systems introduced in the effort to upgrade informal apprenticeship may reach only higher-end segments of the informal economy, for example if they require a certain level of education on the part of apprentices or financial contributions by businesses.

Message 7: Take a step-by-step approach

Well-designed approaches aim to overcome the system's weaknesses step-by-step. Upgrading an informally organized system requires time, pilot testing, close monitoring and evaluation that allows for policy learning and adjustment of approaches. Trust between trainers and learners in the informal economy, and actors of the formal training system needs to be built, and the right phasing and combination of interventions is critical.

Strengthening the capacity of small business associations and other groups representing the interests of master craftspersons and apprentices is crucial so that they become proactive change agents. Interventions with a direct benefit to master craftspersons such as skills upgrading courses, or introducing accident insurance schemes for micro- and small businesses might need to precede interventions to standardize training content, or set maximum training durations, as these initiatives provide the incentive for the ongoing involvement of these stakeholders in the upgraded system.

Bibliography

Adams, A. 2009. Skills Development in the Informal Sector of Sub-Saharan Africa, in: *International Handbook of Education for the Changing World of Work. Bridging academic and vocational learning*, R. Mclean, D. Wilson (Eds.) UNESCO/UNEVOC (Springer), pp. cxiii-cxxxv.

__; Johanson, R. 2004. *Skills Development in Sub-Saharan Africa* (Washington D.C., World Bank).

ADEA. 2008. *Technical and Vocational Skills Development in Africa*, Draft summary of key messages, Session 2 at the Biennale on Education in Africa, Beyond Primary Education: Challenges and Approaches to Expanding Learning Opportunities in Africa, May, 5-9 2008 (Maputo, ADEA).

African Union. 2007. *Strategy to Revitalize Technical and Vocational Education and Training (TVET) in Africa*, Meeting of the Bureau of the Conference of Ministers Of Education of the African Union (COMEDAF II+) 29-31 May 2007, Addis Ababa, Ethiopia; available at: www.africa-union.org.

Aggarwal, A.; Hofmann, C.; Phiri, A. 2010. *A study on informal apprenticeship in Malawi,* Employment Report No. 9, Skills and Employability Department, ILO Decent Work Team for Southern and Eastern Africa (Geneva, ILO).

Allais, S. 2010. *The implementation and impact of National Qualifications Frameworks: Report of a study in 16 countries*, Skills and Employability Department (Geneva, ILO).

Amankrah, J. 2010. *Skills recognition systems of informal graduated apprentices in Ghana*, Study commissioned by ILO Skills and Employability Department (Geneva, ILO, unpublished).

Aronson, L. 1989. "To Weave or Not to Weave: Apprenticeship Rules among the Akwete Igbo of Nigeria and the Baule of the Ivory Cost", in *Apprenticeship, From Theory to Method and Back Again*, edited by M. W. Coy (Albany: State University of New York Press).

Atchoarena, D. 2000. *The transition of youth from school to work: issues and policies*, UNESCO/ IIEP, Paris.

__; Delluc, A. 2002. *Revisiting TVET in Sub-Sahara Africa* (UNESCO/IIEP, Paris).

__ ; Niameogo, A. 1998. *Répondre aux besoins des jeunes défavorisés : quelques expériences en Afrique de l'Ouest*, Rapport de l'Atelier sous-régional sur l'éducation et la formation des groupes défavorisés, Ouagadougou, Burkina Faso, 18-21 novembre 1997 (Paris, UNESCO).

Athumani, 2008. *Draft proposal for the upgrading of traditional and institutionalization of modern apprenticeship Training in Tanzania* (Dar es Salaam, ILO, unpublished).

Bas, D. 1989. "On-The-Job Training in Africa", in: International Labour Review, 128, 4, ABI/INFORM Global, pp. 485-496.

Bauer, S.; Finnegan, G.; Haspels, N. 2006. *GET ahead for women in enterprise training package and resource kit* (Bangkok, ILO).

Beck, T.; Demirguc-Kunt, A. 2006. *Small and Medium-Size Enterprises: Access to Finance as a Growth Constraint,* in: Journal of Banking & Finance 30 , pp. 2931–2943.

Biasiato, F. 2007. *Gender notes: Preliminary contribution towards mainstreaming gender throughout the report on "Skills for productivity, employment growth and development"*, background note for the ILO, unpublished document.

Birks, S.; Fluitman, F.; Oudin, X.; Sinclair, C. 1994. *Skills Acquisition in Micro-Enterprises: Evidence from West Africa.* Development Centre Documents (Paris, OECD).

Bortei-Doku Aryeetey, E.; Doh, D.; Andoh, P. 2011. *From Prejudice to Prestige: Vocational Education and Training in Ghana*, Centre for Social Policy Studies, University of Ghana, on behalf of City & Guilds Centre for Skills Development, and the Council for Technical and Vocational Education and Training.

Boterf, G. Le. 1985. "Les apprentis dans le projet d'appui aux petits producteurs urbains de Bamako, Eléments d'une recherche participative et propositions pour l'action", in *L'apprentissage et les apprentis dans les petits métiers urbains, Le cas de l'Afrique francophone*, edited by C. Maldonado and G. L. Boterf (Geneva: International Labour Organization).

Breyer, J. 2007. *Financial arrangements in informal apprenticeships: Determinants and Effects – Findings from urban Ghana*, Employment Sector, Social Finance Programme, Working paper no. 49 (Geneva, ILO).

Brossard, M.; Amelewonou, K. 2005. *Developing secondary education in Africa: Challenges, constraints and room for maneuver*, Paper presented at the regional workshop on secondary education, November 21-25 2005, (Addis Ababa, UNESCO BREDA).

Buckup, S. 2008. *Apprenticeship in West Africa's informal economy: Rules and enforcement mechanisms beyond state governance*, May 2007 (Geneva, ILO, unpublished).

Bundesministerium für Bildung und Forschung (BMBF). 2008. *Berufsbildungsbericht 2008* (Bonn, BMBF).

Carton, M. 1980. *La Formation dans le secteur non structuré* (Geneva, International Labour Organization).

CEDEFOP. 2008. *Vocational education and training in France. Short description*, Luxembourg: Office for Official Publications of the European Communities.

Chen, M. A. 2005. *Rethinking the Informal Economy*, Research Paper No. 2005/10, Paper presented at the EGDI-WIDER Conference on Unlocking Human Potential – Linking the Informal and Formal Sectors in Helsinki, 17-18 September 2004 (EGDI and UNI-WIDER).

Coheur, A.; Jacquier, C.; Schmitt-Diabaté, V. ; Schremmer, J. 2007. *Linkages between statutory social security schemes and community-based social protection mechanisms: A promising new approach* (Geneva, ISSA).

Collège coopérative Provence, Alpes, Méditerranée. 1999. *Les apprentissages en milieu urbain*, Formation professionnelle dans le secteur informel, ministère des Affaires étrangères, Paris.

Committee of Donor Agencies for Small Enterprise Development. 2001. *Business development services for small enterprises: Guiding principles for donor intervention* (Washington, DC, Committee of Donor Agencies for Small Enterprise Development).

Coy, M. W. (ed.) 1989. *Apprenticeship. From Theory to Method and Back Again*, State University of New York Press.Dabalen, A.; Nielsen, H.S.; Rosholm, M. 2003. Labor Markets and Enterprise Training in African Manufacturing (World Bank (Draft)).

Dasgupta, P. 1988. 'Trust as a commodity', in D. Gambetta (ed.): *Trust: Making and breaking cooperative relations* (New York, Basil Blackwell).

Deissinger, 2004. *Apprenticeship systems in England and Germany: decline and survival*, in: CEDEFOP, "Towards a history of vocational education and training (VET) in Europe in a comparative perspective, Proceedings of the first international conference October 2002, Florence", Volume I, Cedefop Panorama series, 103, Luxembourg.

Dilley, R. M. 1989. "Secrets and Skills: Apprenticeship among Tukolor Weavers", in: Coy, M. W. *Apprenticeship. From Theory to Method and back again*, State University of New York Press, New York.

Dostal, W.; Kraus, W. (Eds) 2005. *Shattering tradition: custom, law and the individual in the Muslim Mediterranean* (New York, I.B. Tauris, European Science Foundation).

Duval-Arnoud, C.; Martinot-Lagarde, P. 1994. « Apprentis des villes africaines », in : *Etudes*, vol. 380, n. 5, pp. 601-610.

El Mahdi, A. 2011 *Informal Apprenticeship in the Small Enterprises in Egypt: Alternative Approach*, Decent Work Team for North Africa, Skills and Employability Department (Cairo, ILO, forthcoming).

Evawoma-Enuku, U.; Mgbor, M. 2005. The national directorate of employment's open apprenticeship scheme in Nigeria: new wine in old wineskins? *Education and Training*, 47(4/5): 325-336.

Fares, J.; Dhushyanth, R. 2006. *Child labor across the Developing World: Patterns Correlations and Determinations*, Background paper for World Development Report 2007, World Bank, Washington D.C.

Fluitman, F. 1992. *Traditional Apprenticeship in West Africa: Recent Evidence and Policy Options*, Discussion Paper No. 34. Vocational Training Discussion Papers (Geneva, International Labour Organization).

__; Momo, J. JM. 2002. *Skills and Work in the Informal Sector*. Occasional Papers (Turin, Italy: International Training Centre of the International Labour Organization).

__; Oudin, X. 1991. *Skill Acquisition and Work in Micro-enterprises: Evidence from Lomé, Togo*, Discussion Paper No. 31: Vocational Training Branch (Geneva, ILO).

Fofana, M. 2008. *Amélioration de l'apprentissage dans l'économie informelle : le cas du Mali*, Report produced for the Skills and Employability department (unpublished, Geneva, ILO).

Frazer, G. 2006. *Learning the master's trade: Apprenticeship and human capital in Ghana*. Journal of Development Economics 81 (2):259-298.

Garcia, M.; Fares, J. 2008. "Transitions to Working Life for Africa's Youth", in: *Youth in Africa's Labor Market*, Garcia, M.; Fares, J. (Eds), Directions in Development, Human Development, World Bank, Washington D.C., pp. 15-25.

Göler Von Ravensburg, N. 2011. *Economic and other benefits of entrepreneurs cooperatives as a specific form of enterprise cluster* (ILO Dar es Salaam).

Goody, E. N. 1989. *Learning, Apprenticeship, and the Division of Labour*, in: Coy, M. W. Apprenticeship. From Theory to Method and back again (New York, State University of New York Press).

Grunwald, E.; Nell, M.; Shapiro, J. 2005. *Projects/Programmes aimed at Economic Improvement and Poverty Alleviation through non-formal training in Sub-Sahara Africa* (Eschborn, GTZ).

GTZ. 2000. *Adding value: How to set up and run a Traditional Apprenticeship Programme*, Manual 2, produced by ISTARN Zimbabwe (Berlin, Overall Verlag).

Haan, H. C. 2009. *Training for Work in the Informal Economy*, Skills and Employability Department (Geneva, ILO, unpublished).

__. 2006. *Training for work in the informal micro-enterprise sector*, UNESCO/UNEVOC, Dordrecht.

__. 2002a. *Training for Work in the Informal Sector, new evidence from Eastern and Southern Africa.* Occasional Papers (Turin, Italy: International Training Centre of the International Labour Organization).

__. 2002b. *Training for Work in the Informal Sector: New evidence from Kenya, Tanzania and Uganda*. In InFocus Programme on Skills, Knowledge and Employability, Working Paper No. 11. (Geneva, ILO).

__; Serrière, N. 2002. *Training for work in the informal sector: fresh evidence from western and central Africa* (Turin, ITC/ILO).

Haidara, T. 2008. "Apprenticeship training: Model and stakes" and "Apprenticeship training in Mali Today", Swisscontact in: ILO. *Apprenticeship in the informal economy in Africa*, Workshop report, 3-4 May 2007, Employment Sector, Employment Report n.1 (Geneva, ILO);

Herr, M; Muzira, T. 2009. *Value Chain Development for Decent Work. A guide for development practitioners, government and private sector initiatives* (Geneva, ILO).

Hofmann, C.; Mbaye, R.; Salmon, D. 2011. *Collaboration between workers' organization and organizations of micro- and small enterprises in Africa*. Results of a questionnaire-based survey among workers' organizations at ILC 2011, prepared jointly by ACTRAV, EMP/SKILLS and EMP/SEED (ILO, Geneva, unpublished).

ILO. 2010a. Recommendation concerning HIV and AIDS and the World of Work (No. 200).

__. 2010b. *Etude sur la réintégration d'enfants sortis des forces et groupes armés à travers l'apprentissage informel. Expériences de Korhogo (Côte d'Ivoire) et de Bunia (République Démocratique du Congo)*, International Training Centre of the ILO, International Program for the Elimination of Child Labour (IPEC), Skills and Employability Department (Turin, ITC/ILO).

__. 2009a. *Gender equality at the heart of decent work*. Report VI, International Labour Conference, 98th Session (Geneva, ILO).

__. 2009b. *Sustainable Enterprise Programme: Promoting Job Creation through the Development of Sustainable Enterprises*, Strategic Framework (Geneva, ILO).

__. 2009c. *Skills and entrepreneurship: bridging the technology and gender divide*, Brochure of the campaign on "Gender equality at the heart of decent work" (Geneva, ILO).

__. 2009d. *Green jobs: Improving the climate for gender equality too!* Brochure of the campaign on "Gender equality at the heart of decent work" (Geneva, ILO).

__. 2009e. *Rural Skills Training. A Generic Manual on Training for Rural Economic Empowerment* (TREE), Skills and Employability Department (Geneva, ILO).

__. 2008a. *Apprenticeship in the informal economy in Africa, Workshop report*, 3-4 May 2007, Employment Report No. 1 (ILO, Geneva).

__. 2008b. *Skills for improved productivity, employment growth and development*, ILC Report V, 97th Session (Geneva, ILO).

__. 2008c. *Count Us In! How to make sure that women with disabilities can participate effectively in mainstream women's entrepreneurship development activities* (Geneva, ILO).

__. 2008d *Niger: Programme d'Appui à la formation professionnelle continue et a l'apprentissage*, Document de projet, unpublished.

__. 2008e. *Asian decent work decade resource kit: Competitiveness, productivity and jobs*, Regional Office for Asia and the Pacific (Bangkok, ILO).

__. 2008f. *Replicating Success Tool Kit. A Manual to alleviate poverty through peer training, Subregional Office for East Asia* (Phnom Penh, ILO).

__. 2008g. *Skills Development through Community-Based Rehabilitation*. A Good Practice Guide, Skills and Employability Department (Geneva, ILO).

__. 2007a. *The promotion of sustainable enterprises*, Report VI, International Labour Conference, 96th session (Geneva, ILO).

__. 2007b. *Portability of skills*, Committee on Employment and Social Policy, Governing Body, 298th Session, Geneva, March 2007, GB.298/ESP/3.

__. 2007c. *General Survey concerning the Forced Labour Convention, 1930 (No. 29), and the Abolition of Forced Labour Convention, 1957 (No. 105)*, Report III (Part 1B), International Labour Conference, 96th Session (Geneva, ILO).

__. 2006. *Education as an intervention strategy to eliminate and prevent child labour*. Consolidated Good Practices of the International Programme on the Elimination of Child Labour (IPEC), (Geneva, ILO/IPEC).

__. 2005. *From BDS to Making Markets Work for the Poor*, The 2005 Reader, Annual BDS seminar, by Alexandra O. Miehlbradt and Mary McVay, Small Enterprise Development Programme (Turin, ILO).

__. 2004. *Gender Equality and Decent Work - Good Practices at the Workplace*, Bureau for Gender Equality (Geneva, ILO).

__. 2003a. *The guide for training women economic groups*, Project for Promoting the Linkages between Women's Employment and the Reduction of Child Labour (Dar es Salaam).

__. 2003b. *BDS primer: Developing commercial Markets for business development services*, Seminar reader, Fourth annual BDS seminar, by Alexandra O. Miehlbradt and Mary McVay, Small Enterprise Development Programme (Turin, ILO).

__. 2002. Promotion of Cooperatives, Recommendation No. 193. (Geneva, ILO).

__. 1999. *Decent Work: Report of the Director-General*, 87th Session, International Labour Conference, June 1999 (Geneva, ILO).

__. 1987. *Workshop of Experts on Training in the Urban Informal Sector of Developing Countries*, Turin, 7-11 April 1987, Training Department Geneva, International Centre for Advanced Technical and Vocational Training Turin (Geneva, ILO).

__. 1973. ILO Minimum age convention (No. 138)

ILO/OATUU (Organisation of African Trade Union Unity). 2005. *Training manual: Enhancing African Trade Unions' Capacity for Promoting Gender Equality: Focus on Poverty, Informal Economy and HIV/AIDS.*

Joussein. 2010. *Etude préliminaire à l'élaboration du programme «Compétences pour les jeunes ruraux et urbains pas ou peu alphabétisés en Afrique de l'ouest et australe»* (Geneva, ILO, unpublished).

Jütting, J. et al. 2008. *Informal Institutions. How social norms help or hinder development* (Paris, OECD).

Kail, B. 2003. *Une sélection insidieuse Les savoirs scolaires dans l'apprentissage à Bamako Thèse*, in Cahiers d'Études africaines, XLIII (1-2), 169-170, 2003, pp. 279-298 (Paris).

Kail, B. 1998. *L´insertion des jeunes sur le marché du travail à Bamako (Mali). Enjeux de la scolarisation et de l´insertion professionnelle selon le genre*. Thèse pour l´obtention du grade de Docteur de L´EHESS en Sociologie (Paris : École des Hautes Études en Sciences Sociales).

Karmel, T. ; Mlotkowski, P. 2008. *Modelling the trades: An empirical analysis of trade apprenticeships in Australia, 1967-2006* (NCVER, Adelaide).

Koné, Z. 2001. *Monographie nationale sur l'ETP en Cote d'Ivoire*, version provisoire (Paris, UNESCO-IIEP).

Korboe, D. 2001. *Ghana: Vocational Skills and informal sector support project (VSP): beneficiary impact assessment*, Consultancy report for NACVET/World Bank.

Lave, J. 1977. *Cognitive Consequences of Traditional Apprenticeship Training in West Africa*. Anthropology and Education Quarterly 8:177-180.

__; Wenger, E. 1991. *Situated learning. Legitimate peripheral participation*, Cambridge University Press.

Lewis, G.; Goff, P.; Tarzia, M. 2002. *Increasing the participation of people with disabilities in apprenticeships*, Final report, Western Australian Department of Education and Training, EDGE Training solutions.

Livingstone, I.; Kemigisha, S. 1995. *Some Evidence on Informal Sector Apprenticeship in Uganda*. The Journal of Modern African Studies, Vol. 33, No. 2, pp. 330-342.

Lukindo, L. D.; Athumani, A.; Ngowi, E. N. 2010. *Upgrading of informal apprenticeship training in informal micro-enterprises in Mtwara and Lindi*, VETA Head Office, Dar es Salaam. VETA Head Office.

Maldonado, C. 1989. *Self-training in theory and practice. The programme to support urban informal sector enterprises in French-speaking Africa*, World Employment Programme Research, Working Paper Urbanisation, Informal sector and Employment (Geneva, ILO).

Maldonado, C.; G.L. Boterf (eds.) 1985. *L'apprentissage et les apprentis dans les petits métiers urbains: Le cas de l'Afrique francophone* (Geneva, ILO).

Ministère de l'éducation nationale (MED), Pole de Dakar, World Bank. 2006. *Eléments de diagnostic du système éducatif malien. Le besoin d'une politique éducative nouvelle pour l'atteinte des objectifs du millénaire et la réduction de la pauvreté* (Ministère de l'Education de Base du Mali, Pôle de Dakar, World Bank) ;

Misko, J. 2005. *Vocational education and training in Australia, the United Kingdom and Germany*, National Centre for Vocational Education Research (NCVER, Adelaide).

Monk, C.; Sandefur, J.; Teal, F. 2008. *Does doing an Apprenticeship Pay Off? Evidence from Ghana*.

Mwinuka, J.B. 1996. *The Interdepartmental Project on the Urban Informal Sector*. Promoting Productivity and Social Protection in the Urban Informal Sector (Geneva: International Labour Organization).

Nell, M; Shapiro, J. 1999. *Traditional apprenticeship practice in Dar Es Salaam: A study. Prepared for VETA and GTZ Tanzania* (South Africa).

Nihan, G.; Carton, M.; Sidibé, H. 1979. *Le secteur non structure "moderne" de Bamako, République du Mali. Esquisse des résultats de l´Enquête et propositions pour un programme d´Action.* (Geneva: International Labour Organization).

North, D. C. 1990. *Institutions, Institutional change and economic performance*, Political Economy of Institutions and Decisions (Cambridge, University Press).

Nübler, I. 2008. "Institutions and the finance of general skills training: Evidence from Africa", in D. Kucera and J. Berg (eds.): *Labour market institutions in developing countries* (Geneva, ILO).

__. 2007. *Informal apprenticeship – An institutional approach*, Background paper for a Workshop on upgrading informal apprenticeship in Africa from 3-4 May 2007, Geneva.

__. 1997. *Evolutionary Theory in Education and Training : A comparative analysis of France and Germany*, in: Vierteljahrshefte zur Wirtschaftsforschung, DIW, Heft 2, 66. Jg, p. 215-229.

__. 1990. *Limits to change in training systems: the case of France,* Discussion Paper No. 50, Training Policies Branch (Geneva, ILO).

__; Buckup, S. 2007. *Apprenticeship Systems in the West African Region: An Institutional Framework*, Presentation at the ILO Workshop on Upgrading informal apprenticeship in Africa, 3-4 May 2007 (Geneva, ILO).

__; Hofmann, C.; Greiner, C. 2009. *Understanding informal apprenticeship – Findings from empirical research in Tanzania*, Employment Sector Working Paper No. 32, Skills and Employability Department (Geneva, ILO).

Oda, Y. 2005. *Women working at hairdressing: A case study of a rapidly increasing business among women in urban Ghana*, in: African Study Monographs, Suppl. 29, 83-94, March 2005.

OECD. 2010. *Learning for jobs* (OECD, Paris).

__. 2008. *African Economic Outlook* (Paris, OECD).

Palmer, R. 2009. "Formalising the informal: Ghana's National Apprenticeship Programme" in: *Journal of Vocational Education and Training*, Vol. 61, No. 1, pp. 67-83.

__. 2007. *Policies and Strategies to Improve the Institutional Framework for Informal Apprenticeship Training: The Case of Ghana*, Prepared for the ILO workshop, 'Apprenticeship in the Informal Economy: the West Africa Region', Geneva, 3rd/4th May 2007, unpublished.

Paul Gérin-Lajoie Foundation. 2006. *The PAFPNA Project in Senegal: An efficient and promising literacy project*, Working document for the Biennale on Education in Africa, Libreville, Gabon, March 27-31, 2006, ADEA, available at: http://www.adeanet.org/adeaPortal/adea/biennial-2006/doc/document/A2_3_pafpna_en.pdf

Peil, M. 1970. *The Apprenticeship System in Accra*. In: Africa: Journal of the International African Institute 40 (2):137-150.

Phiri, A. 2009. *Understanding informal apprenticeship – Findings from empirical research in Malawi* (Pretoria, ILO, unpublished).

Quinn, P. 2007. *International Programme on the Elimination of Child Labour - Apprenticeships in the informal economy*, Presentation at a Workshop on Upgrading informal apprenticeship in Africa, Geneva, 3-4 May 2007, IPEC, ILO.

Rauner, F.; Heinemann, L.; Piening, D.; Bischoff, R. 2010. Costs, benefits and quality of apprenticeships – a regional case study, in: *Rediscovering Apprenticeship. Research findings of the International Network on Innovative Apprenticeship* (INAP), F. Rauner, E. Smith (Eds), Technical and vocational education and training series No. 11, (UNESCO-UNEVOC, Springer).

Reynaud, E. 2007. *Social protection and apprenticeship in the informal economy*, Presentation at a Workshop on Upgrading informal apprenticeship in Africa, Geneva, 3-4 May 2007, Social Protection Sector, ILO.

Riley, T. A.; Steel, W. 2000. *Kenya Voucher programme for training and business development services*, in: Levitsky, J (Ed.), Business development services: a review of international experience, (London, ITDG Publications);

Rinehart, R. 2004. *Designing programmes to improve working and employment conditions in the informal economy: A literature review*, Conditions of Work and Employment Series, No. 10 (Geneva, ILO).

Rossel, P. ; Carton, M. ; Jaeger, C. ; Chamoux, M. 1987. *Demain l'artisanat*, Institut universitaire d'études du développement (Paris, Presses Universitaires).

Smith, E. 2010. We're here to help: Agencies dealing with Apprenticeships in Australia, in: Rauner, F.; Smith, E. (Eds). *Rediscovering Apprenticeship. Research findings of the International Network on Innovative Apprenticeship* (INAP) (UNESCO/UNEVOC, Springer).

Smith, S. 2006. *Let's organize ! A SYNDICOOP handbook for trade unions and cooperatives about organizing workers in the informal economy* (Geneva, ILO/ ICA/ ICFTU).

Smits, W.; Stromback, T. 2001. *The Economics of the Apprenticeship System*, Edward Elgar Publishing.

STATECO, 2005. *Methodes statistiques et economiques pour le developpement et la transition*, No. 99 (INSEE, Paris).

Tchami, G. 2007. *Handbook on Cooperatives for use by Workers' Organizations* (Geneva, ILO).

Tossavi, J. 2007. *La formation professionnelle au cœur des politiques de développement*, Conférence GEFOP le 12 novembre 2007, Paris – Atelier 7.

UNAIDS. 2010. *Outlook breaking news. Young people are leading the HIV prevention revolution*. http://data.unaids.org/pub/Outlook/2010/20100713_outlook_youngpeople_en.pdf

UNDP. 2007. *The Legal Empowerment of the Poor: Informal Business*, Draft Report, Prepared for the Commission for the Legal Empowerment of the Poor, October 2007.

UNESCO. 2009. *Regional overview: sub-Saharan Africa – EFA Progress and challenges*, available at: http://unesdoc.unesco.org/images/0017/001784/178418e.pdf

UNICEF, 2011. *Opportunity in Crisis. Preventing HIV from early adolescence to young adulthood.*

Velenchik, A.D. 1995. *Apprenticeship Contracts, Small Enterprises, and Credit Markets in Ghana*. World Bank Economic Review 9 (3):451-475.

Verspoor, A.; Bregman, J. 2008. *At the Crossroads: Choice for Secondary Education in sub-Saharan Africa*, Working document prepared for Session 2 at the Biennale on Education in Africa, Beyond Primary Education: Challenges and Approaches to Expanding Learning Opportunities in Africa, May, 5-9 2008 (Maputo, ADEA).

Walther, R. 2008. *Towards a renewal of apprenticeships in West Africa. Enhancing the Professional Integration of Young People* (Paris, AFD).

__. 2007. *Dual apprenticeship in the informal sector - The cases of Benin, Togo and Senegal*, Keynote presentation at the Workshop on "Apprenticeship in the informal economy in Africa" in Geneva, 3-4 May 2007.

__. 2006a. *La formation professionnelle en secteur informel. Rapport sur l'enquête terrain en Angola*, Document de travail 35, Département de la recherche (Paris, AFD).

__. 2006b. *Vocational Training in the Informal Sector. Report on the Senegal Field Survey* (Paris, Agence Française de Développement).

__. 2006c. *La formation professionnelle en secteur informel – Rapport sur l'enquête terrain au Benin*, document de travaille (Paris, Agence Française de Développement).

__; Krönner, H. 2008. *Skills Development and the World of Work: Challenges for Education and Training*, Working document prepared for Session 3 at the Biennale on Education in Africa, Beyond Primary Education: Challenges and Approaches to Expanding Learning Opportunities in Africa, May, 5-9 2008 (Maputo, ADEA).

__; Filipiak, E. 2007. *Vocational Training in the Informal Sector* (Paris, AFD).

Weyer, F. 2007. *Non-formal education: an alternative for breaking the cycle of intergenerational illiteracy and poverty? A case study on the Centres d'education pour le development in Mali*, presented at the 9th UKFIET International Conference on Education and Development Oxford, 11 – 13 September 2007.

World Bank. 1996. *Staff appraisal Report Republic of Mali. Vocational Education and Training Consolidation Project* (Washington, World Bank).

Ziderman, A. 2001. *Financing Vocational Training to Meet Policy Objectives: Sub-Saharan Africa* (Washington D.C., World Bank).

Annexes

Annex 1 – Selected empirical studies on informal apprenticeship

Countries / (Cities)	Year of study	Trades / Occupations	Methodology	Sample	Full source
Cameroon, Yaoundé	2000 (Dec)	Women´s dressmakers, men´s tailors, women´s hairdressers, wood workers, car mechanics, masonery/ carpentry, radio & electrical repair, leather workers, restaurants, administrative services & cyber cafés, refrigeration repair, metal workers	• Qualitative and quantitative study based on structured interviews • Reverse tracer study • Area sample drawn based on a household budget survey	Stratified sample of 682 micro entrepreneurs (25% women) (at least 50 entrepreneurs per trade were interviewed)	Fluitman, F.; Momo, J. JM. 2002. Skills and Work in the Informal Sector. Occasional Papers (Turin, Italy: International Training Centre of the International Labour Organization)
Egypt, Greater Cairo	2009	Auto mechanics, textile and ready-made clothes, metal works, carpentry	• Quantitative data through questionnaire-based interviews • Qualitative interviews with selected master craftspersons	In 100 micro and small enterprises (25 per trade), 100 master craftspersons, 100 skilled workers and 95 apprentices were interviewed.	El Mahdi, A. 2011. Informal Apprenticeship in the Small Enterprises in Egypt: Alternative Approach, Decent Work Team for North Africa, Skills and Employability Department (Cairo, ILO, forthcoming).
Ghana	2006 (Aug-Sept)	Tailoring, hairdressing, carpentry, mechanics	• Quantitative data through structured interviews • Qualitative interviews with key informants and stakeholders • Focus group discussions	200 micro entrepreneurs and apprentices (50 interviewees per trade)	Breyer, J. 2007. Financial Arrangements in Informal Apprenticeships: Determinants and Effects – Findings from Urban Ghana, Working Paper No 49 (Geneva: International Labour Organization)

Countries / (Cities)	Year of study	Trades / Occupations	Methodology	Sample	Full source
Ghana	2003-2004	No specific trade	• Quantitative and qualitative study • Longitudinal labour market survey (own data) • Data comparison of the Ghanaian Census (1984 and 2000), Ghana Urban Panel Household Survey • Secondary sources	830 individuals interviewed	Monk, C.; Sandefur, J.; Teal, F. 2008. Does doing an Apprenticeship Pay Off? Evidence from Ghana, RECOUP Working Paper 12, Oxford.
Ghana, Greater Accra, Madina	2000-2002	Hairdressing	• qualitative interviews with business owners and apprentices	53 respondents working at 22 salons, purposive sampling	Oda, Y. 2005. Women working at hairdressing: A case study of a rapidly increasing business among women in urban Ghana, in: African Study Monographs, Suppl. 29: 83-94.
Ghana	1992	Manufacturing: food and beverage processing, metal working, textiles and garments, wood working and furniture	• Ghana survey as pilot study for the Regional Program on enterprise Development (RPED, World Bank) • Qualitative and quantitative survey focusing on apprenticeship contracts • 42 food firms • 41 Textiles and garments firms • 54 woodworking and furniture firms • 48 metalworking firms	185 enterprises (40 micro, 81 small, 39 medium sized, 25 large) 545 workers 212 apprentices	Velenchik, A.D. 1995. Apprenticeship Contracts, Small Enterprises, and Credit Markets in Ghana. World Bank Economic Review 9 (3):451-475.

Countries / (Cities)	Year of study	Trades / Occupations	Methodology	Sample	Full source
Ghana	1991-1993; 1998, 1999	Manufacturing: wood working, metal working, food processing	• Mostly quantitative study developing an economic model on apprenticeship and human capital • Data from Ghanaian Manufacturing Enterprise Survey (GMES - one of nine surveys conducted in African countries in the 1990s, part of the WBs Regional Program on Enterprise Development (RPED) surveys) • Data from Ghana Living Standards Survey (GLSS),1998-1999 (comparison of both data sets to draw conclusions) • Secondary sources	Enterprises, no. * Workers, no. *	Frazer, G. 2006. Learning the master's trade: Apprenticeship and human capital in Ghana. Journal of Development Economics 81 (2):259-298.
Ghana, Accra	1968	Goldsmithing, carpentry, tailoring, fitting, printing, radio repairing	• Qualitative surveys (data collection in a training programme in research methods for 2nd year sociology students, University of Ghana)	120 master craftspersons 233 apprentices	Peil, M. 1970. The Apprenticeship System in Accra. In: Africa: Journal of the International African Institute 40 (2):137-150

Countries / (Cities)	Year of study	Trades / Occupations	Methodology	Sample	Full source
Liberia, Monrovia	*	Tailoring	• Qualitative study with anthropological-psychological approach • Participant-observation • Background interviews (qualitative) • Test with 32 hypothetical tailoring problems that require basic arithmetical knowledge	33 master tailors 30 tailor apprentices	Lave, J. 1977. Cognitive Consequences of Traditional Apprenticeship Training in West Africa. Anthropology and Education Quarterly 8:177-180
Malawi	2009	Panel beating/ spray painting, car mechanics, food processing, carpentry and joinery, hair dressing / saloon, welding	• Qualitative research: interviews with selected master craftspersons (master craftspersons) and key informants (interview guideline); in-depth interviews with 10 master craftspersons. • Quantitative research: master craftspersons, skilled workers, apprentices (in local language) • Field study (urban regions Lilongwe and Blantyre)	106 master craftsperson 105 skilled workers 106 apprentices	Aggarwal, A.; Hofmann, C.; Phiri, A. 2010. A study on informal apprenticeship in Malawi, Employment Report No. 9, Skills and Employability Department, ILO Decent Work Team for Southern and Eastern Africa (Geneva, ILO).

Countries / (Cities)	Year of study	Trades / Occupations	Methodology	Sample	Full source
Mali	1994-1995 (studies conducted)	The surveys cover a wide range of trades	• A number of qualitative and quantitative labour market and training studies: 1. Survey of New Employment Opportunities and Vocational Training Needs in the Regions 2. Non-formal Vocational Training and Apprenticeship Training 3. Training Needs of Private Sector Employers and Artisans (survey) 4. Women and Vocational Training: Analysis of Constraints and Needs (survey)	1. Employers and worker in 222 enterprises (75% of employers = informal sector) 2. 500 apprentices, 300 master artisans, 200 apprentices´ families 3. 156 private sector enterprises 4. 200 women	World Bank. 1996. Staff appraisal Report Republic of Mali. Vocational Education and Training Consolidation Project (Washington, World Bank)
Mali, Bamako	1994 – 1995; 1999	Leather goods, carpentry, dyeing, mechanical repair, welding, painting automobile (motorcycles and cars) and repair-maintenance of photocopiers, refrigerators, hi-fi equipment, home appliances or computer	• Qualitative study • Based on 2 field surveys (94-95, 2000) • Secondary sources (studies, literature and data) • Secondary sources	35 employers * apprentices	Kail, B. 2003. Une sélection insidieuse. Les savoirs scolaires dans l'apprentissage à Bamako, Thèse, in Cahiers d'Études africaines, XLIII (1-2), 169-170, 2003, pp. 279-298 (Paris).

Countries / (Cities)	Year of study	Trades / Occupations	Methodology	Sample	Full source
Mali, Bamako	*	Metal working, carpentry, building trade	• Participative survey • Qualitative analysis	44 apprentices	Boterf, G. Le. 1985. "Les apprentis dans le projet d'appui aux petits producteurs urbains de Bamako, Eléments d'une recherche participative et propositions pour l'action", in L'apprentissage et les apprentis dans les petits métiers urbains, Le cas de l'Afrique francophone, edited by C. Maldonado and G. L. Boterf (Geneva: International Labour Organization).
Mali, Bamako	1978	Wood working, metal industry, car mechanics, electrical services, building trade	• Qualitative survey • Research & secondary sources	235 cases representing 1160 enterprises	Nihan, G.; Carton, M.; Sidibé, H. 1979. Le secteur non structure "moderne" de Bamako, République du Mali. Esquisse des résultats de l´Enquête et propositions pour un programme d´Action. (Geneva: International Labour Organization)

Countries / (Cities)	Year of study	Trades / Occupations	Methodology	Sample	Full source
Tanzania	2008	Tailoring, carpentry/ joinery, car mechanics, electrical services, plumbing, local arts (wood carving & painting), food processing	• Qualitative research: interviews with selected master craftspersons (master craftspersons) and key informants (interview guideline); in-depth interviews with 20 master craftspersons. • Quantitative research: master craftspersons, skilled workers, apprentices (in local language) • Field study (urban regions Mtwara and Lindi), visits to workshops (Lindi: 31, Mtwara: 83)	632 people: 114 master craftspersons 378 apprentices 140 assistant skilled workers (only enterprises which currently provide apprenticeship training were included)	Nübler, I.; Hofmann, C.; Greiner C. 2009. Understanding informal apprenticeship – Findings from empirical research in Tanzania. Employment Working paper No. 32 (Geneva: International Labour Organization).
Tanzania, Dar Es Salaam	1999	Masonry, catering, car mechanics, welding, carpentry, hairdressing, child care and tailoring	• Qualitative survey: interviews with questionnaire	330 informal sector enterprises (194 of those had apprentices in the past 5 years, totalling to a number of 1350 apprentices)	Nell, M; Shapiro, J. 1999. Traditional apprenticeship practice in Dar Es Salaam: A study. Prepared for VETA and GTZ Tanzania (South Africa)

Countries / (Cities)	Year of study	Trades / Occupations	Methodology	Sample	Full source
Tanzania (Mwenge, Ubungo, Gerezani, Buguruni, Temeke Stereo)	1996	Mechanics, carpentry /joinery, tailoring, masonry / bricklaying, metal smithery, shoemaking & repair	• Qualitative survey with questionnaire • Two types of questionnaires: one to master craftspersons, one for apprentices (to verify given information by master craftspersons)	30 master craftspersons 10 apprentices	Mwinuka, J.B. 1996. The Interdepartmental Project on the Urban Informal Sector. Promoting Productivity and Social Protection in the Urban Informal Sector (Geneva: International Labour Organization)
Uganda (Katwe, Kisenyi, Bwaise, Nbeeda, Nakawa)	1993	Metalwork, woodwork	• Qualitative and quantitative survey	90 micro-enterprises (45 of each trade)	Livingstone, I.; Kemigisha, S. 1995. Some Evidence on Informal Sector Apprenticeship in Uganda. The Journal of Modern African Studies, Vol. 33, No. 2, pp. 330-342.
Multi-countr y studies					
Nigeria, Ivory Coast	1977-78	Weaving	• Two case studies, qualitative	*	Aronson, L. 1989. “To Weave or Not to Weave: Apprenticeship Rules among the Akwete Igbo of Nigeria and the Baule of the Ivory Cost”, in Apprenticeship, From Theory to Method and Back Again, edited by M. W. Coy (Albany: State University of New York Press).

Countries / (Cities)	Year of study	Trades / Occupations	Methodology	Sample	Full source
Nigeria, Ibadan; Togo, Lomé (comple-me nted by data from Dakar and Niamey).	1992	Masonry, leatherwork, metalwork, carpentry, repair professions, dressmaking, hairdressing, soap making,restaurants, fish smoking	• Qualitative and quantitative survey based on interviews conducted	562 entrepreneurs 128 enterprises in various trades Approx 200 apprentices (Ibadan & Lomé)	Fluitman, F. 1992. Traditional Apprenticeship in West Africa: Recent Evidence and Policy Options, Discussion Paper No. 34. Vocational Training DiscussionPapers (Geneva: International Labour Organization)
Benin, Mali, Mauritania, Senegal	1999	Benin: manufacturing, services,“female” trades; Mali: woodworking, electronics, “female” trades Mauritania: wood and metal working, electronics, “female” trades; Senegal: woodworking, technical repair; food	• Semi-structured qualitative interviews based on two types of questionnaire (entrepreneur, workers) • The case studies give insight in the informal sector in the four countries. • Analysis of the informal urban sector in Sub-Sahara Africa • Analysis of strategies (micro enterprises and apprenticeship)	Benin: public administration, NGO ; entrepreneurs (12) and apprentices (6, 2 workers) Mali: 19 interviews (7 entrepreneurs, 1 technician, 2 workers, 9 apprentices) Mauretania: wood and metal : 3 enterprises (4 entrepreneurs, 3 apprentices, 1 worker) ; electronics : 3 entrepreneurs, 2 workers ; “female” trades : 9 interviews; Senegal: wood: 2 syndicates (4 entrepreneurs, 8 apprentices) ; technical repair: 5 enterprises ; food: 2 syndicates	Ministère des Affaires Étrangères. 2001. Les Apprentissages en Milieu Urbain. Formation professionnelle dans le secteur informel en Afrique (Paris, France)

Countries / (Cities)	Year of study	Trades / Occupations	Methodology	Sample	Full source
Benin Cameroon Ghana Niger Senegal	*	*	• Interviews (cascade methodology), qualitative • 3-4 case studies per country • Secondary sources	*	Haan, H.C.; Nicolas Serrière. 2002. Training for Work in the Informal Sector, Fresh evidence from West and Central Africa. Occasional Papers (Turin, Italy: International Training Centre of the International Labour Organization)
Mali Rwanda Togo	1989	Mali: 23 different trades Rwanda: 30 trades Togo: 18 trades	• Qualitative working paper focusing on training activities and learning mechanisms (achievements related to theoretical questions)	Mali: 1850 artisans (men & women), 1200 apprentices reached through programme Togo: 1220 artisans, 2600 apprentices Rwanda: 3200 artisans, 270 apprentices	Maldonado, C. 1989. Self-training in theory and practice. The programme to support urban informal sector enterprises in French-speaking Africa, World Employment Programme Research, Working Paper Urbanisation, Informal sector and Employment (Geneva: International Labour Organization)

Countries / (Cities)	Year of study	Trades / Occupations	Methodology	Sample	Full source
Mali, Bamako; Togo, Lomé; Mauretania, Nouakchott; Cameroon, Yaoundé	1977-79	*	• Qualitative research based on a survey undertaken • Focuses on the "institution" of apprenticeship, how social values, family etc. determine recruitment and the choice of trade	3941 enterprises (two thirds offer apprenticeships)	Maldonado, C. 1985. "L'apprentissage et la mise en valeur des qualifications dans les petits métiers en Afrique francophone", in L'apprentissage et les apprentis dans les petits métiers urbains, Le cas de l'Afrique francophone, edited by C. Maldonado and G. L. Boterf (Geneva : International Labour Organization)
Ghana; Ivory coast; Kenya; Zambia; Zimbabwe.	1993-1996 (consultations)	Manufacturing sector (food, textile, wood, metal industry)	• Multi-year survey • 1995 survey: Kenya, Zambia, Zimbabwe – training information from owners/managers and workers; Ghana, Côte d'Ivoire only workers information • Data use from the Regional Program on Enterprise Development (RPED) project for Côte d'Ivoire, Ghana, Kenya, Zambia, and Zimbabwe	250 enterprises (in each country, surveyed 2-3 times), focus on micro, small, medium and large companies	Dabalen, A.; Nielsen, H.S.; Rosholm, M. 2003. Labor Markets and Enterprise Training in African Manufacturing (World Bank (Draft))

Countries / (Cities)	Year of study	Trades / Occupations	Methodology	Sample	Full source
Angola; Benin; Cameroon; Ethiopia; Morocco; Senegal; South Africa.	2006 (Mar – Oct)	*	Data analysis Broad-based qualitative stakeholder consultations in all seven countries	*	Walther, R.; E. Filipiak. 2007. Vocational Training in the Informal Sectors. Or: How to stimulate the economies of developing countries? Conclusions of a field survey in seven African countries. Agence Française de Développement (Paris: AFD)
Benin; Mali; Senegal; Togo.	2006, 2007	*	Qualitative survey in the four countries through interviews and focus group discussions	*	Walther, R. 2008. Towards a Renewal of Apprenticeship in West Africa. Enhancing the Professional Integration of Young People. Agence Française de Développement (Paris: AFD)
Dakar (Senegal), Ibadan (Nigeria), Lomé (Togo), Niamey (Niger)	1993	Radio/ TV repair, car repair, tailoring, women´s hairdressing, wooden furniture-making, making of metal goods, providing meals, shoe-making, soap-making, house building, cloth weaving, meat and fish preparation	Survey (based on qualitative questionnaire for all 4 towns, separate but interlinked questionnaire for institutional and pedagogical aspects, apprenticeship) Data based on master craftspersons' data set drawn from the country results Chapter 6 focusing on apprentices and traditional apprenticeship	= 50 Micro-enterprises in each town, 1570 entrepreneurs	Birks, S.; Fluitman, F.; Oudin, X.; Sinclair, C. 1994. Skills Acquisition in Micro-Enterprises: Evidence from West Africa. Development Centre Documents (Paris: OECD)

* = unstated

Annex 2 – List of common informal apprenticeship occupations

(adjusted from list of apprenticeship trades in Ghana)

Food preparation and related trades

- Food preparation and confectionery (bread, pastries, cakes, meat pies, etc.)
- Catering and cooking
- Beverages, (sachet water, cocoa/tea, ice cream, yoghurt, etc.)
- Butchers, fishmongers and related trades
- Food processing (edible oil, palm oil, coconut oil, shea butter)
- Distillery

Traditional health service and related trades

- Traditional birth attendant
- Herbal medicine production, herbalist
- Traditional healers, fetish priests, spiritualists, mallams, divine healers

Personal/grounds service trades

- Hairdressing, barbering, beauty culture
- Janitorial, cleaning, laundry
- Floral decoration, interior designing and decoration
- Funeral decoration, undertaker
- Landscaping
- Hospitality and tourism

Automotive trades

- Auto mechanic
- Construction machinery mechanic
- Marine fitting/boat mechanic
- Motor vehicle electrical/electronics
- Motor vehicle body repairs
- Bicycle mechanic
- Motor bike mechanic
- Vulcanizing

Electrical trades

- General electricals
- Electrical construction
- Electrical machine rewinding
- Radio and T.V. electronics
- ICT installers and servicers
- ICT user support servicers
- Web and multimedia developing
- Telecommunications
- Refrigeration and air-conditioning

Agriculture/fishing/hunting/ forestry trades

- Fishing, fish farming, aquaculture
- Hunting, palm wine/royal palm tapping
- Market-oriented mixed crop and animal production,
- Agricultural machinery mechanic
- Motorised farm and forestry plant/chain saw mechanic
- Floriculture, horticulture
- Charcoal burning

Textiles, apparel and furnishing trades

- Tailoring and dressmaking
- Shoes and leatherworks
- Upholstery
- Textile designing/screen printing/Batik/tie and dye
- Traditional cloth making/weaving
- Orthopaedic tailoring and seamstressing
- Orthopaedic shoemaking

Transportation and material moving trades

- Driving
- Freight handlers, clearing

Creative and performance artists trades

- Artist and sign writing
- Sculpture, carving
- Graphic and multimedia designing
- Photography, multimedia production (video/cassette) etc.
- Broadcasting and recording
- Actors/comedians
- Dancing and choreographing
- Musician, singer, composer
- Sports and fitness

Administrative/support services trades

- Estate agents
- Lotto operator
- Communication/business/call centre operator
- Pastors, evangelists, prophets/preachers/religious workers

Building trades

- Painting and decoration
- Carpentry and joinery
- Furniture making
- Masonry/building and construction
- Building draughtsmanship, surveying
- Tiles and terrazzo making, block making, concreting
- Plumbing, pipe fitting
- Woodwork machining
- Spraying

Mechanical trades

- Mechanical machinery fitting
- Bench fitting
- Boiler maintenance
- Jewelling/goldsmithing
- Blacksmithing
- Lathe turning
- Welding and fabrication
- Office machines, business systems, mechanic and small engines repairs
- Metal moulders, welders, flame cutters, steel benders

Other production-related trades

- Bead making
- Soap, pomade, cosmetics, perfume, hair, care products making
- Musical instruments, sound equipment making
- Craft and related trades (basketry, cane and rope weaving crafts)
- Glass, ceramics, pottery
- Printing and related trades
- Drilling

Annex 3 – Terms of Reference

ToR 1: Terms of reference for economic opportunities assessment to enquire about growth potential of sectors and occupations

Country background

(…)

Objective of the study

To conduct an economic opportunity assessment for occupations offering informal apprenticeship in selected localities.

Tasks of the assignment

- Assess which of the occupations that offer informal apprenticeship (list provided by contracting partner) provides good potential for growth, including upstream and downstream linkages in value chains, access to new markets due to improved infrastructure, increasing demand for higher quality products and services etc. The following questions should be addressed:
  - Which of the occupations are expected to be increasingly in demand in the coming five years?
  - What are potential value chain linkages that businesses in the proposed occupations could benefit from?
  - Does the occupation provide important contributions for the achievement of particular local, regional or national development goals?
  - Is there demand for higher quality products that can currently not be met?
  - What are the risks jeopardizing sector growth?
  - What is the overall reputation of the occupation? Is it attractive for youth?
  - What are current levels of market saturation for the occupations in question?
- Propose five to ten occupations per locality to be selected for in-depth research. Selected occupations need to include both male and female apprentices.
- Present and validate findings at a workshop involving local stakeholder

Methodology

The external collaborator will collect data using both primary and secondary research.

- Desk review of existing studies on local/regional/sectoral or national economic opportunities, value chain assessments, local/regional/sectoral development strategies, plans or policies etc.
- Interviews with key stakeholders including representatives of government, business associations, NGOs, training providers, youth associations etc.
- Interviews with owners of businesses with advanced technology (assuming they generally have a better understanding of market development and bottlenecks within the sectors).

Output

A report of around 20 pages providing a rationale for each occupation proposed for selection.

ToR 2: Terms of Reference for empirical research to understand rules and practices in informal apprenticeship

Country background

(…)

Objective of the study

To conduct in-depth empirical research on the informal apprenticeship system to understand informal apprenticeship practices in selected occupations and localities.

Tasks of the assignment

- Desk review of existing studies on informal apprenticeship or training practices of small businesses in the country.
- Determine the trades/occupations to be covered in consultation with contracting partner, based on findings from rapid assessment and economic opportunities assessment. Selected occupations need to include both male and female apprentices.
- Conduct interviews with master craftspersons, skilled workers and apprentices using standard questionnaires provided by the contracting partner (Tools 3-6).
- Conduct interviews with representatives of business associations, master craftspersons and apprentices using interview guidelines provided by the contracting partner (Tools 7-9)
- Analyse the data and write a report.

Methodology

The external collaborator will collect data using both primary and secondary research. She/ he will adapt questionnaires and interview guidelines provided by the contracting partner to the local conditions. Primary data will be collected through:

- A survey among apprentices, skilled workers, master craftspeople (Tools 3-6). The survey will follow the research methodology described in Tool 2. For each trade, × businesses shall be interviewed.
- In-depth qualitative research with selected apprentices (or in focus group discussions) and master craftspersons (Tools 7-8). In case businesses in the selected occupations have a high level of organization and are therefore well represented by business associations, individual in-depth interviews might not be necessary. Focus group discussions with selected representatives that are well-informed about practices in informal apprenticeship for the concerned trade might yield sufficient information. The discussion should follow interview guidelines in Tool 9.
- In the absence of business associations, selected interviews with key informants (NGOs, local government representatives, trade unions, training centres, etc.) (Tool 9).

The report analysis will follow Tools 10 and 11.

Output

The external collaborator will submit the following to the contracting partner for information and comments:

- The occupations proposed to be selected for the study;
- The adapted research tools including questionnaires (for master craftspeople, skilled workers and apprentice) and interview guidelines (for master craftspeople and apprentices) used for the study. Suggested changes need to be made visible;
- The raw data in electronic format.

Final output: a report of around 50 pages following the structure proposed in Tool 10.

ToR 3: Terms of reference for a study to assess the policy framework of informal apprenticeship and existing linkages between informal apprenticeship and the formal training system

Country background

(…)

Objective of the study

To assess the policy framework of informal apprenticeship and existing linkages between informal apprenticeship and the formal training system.

Tasks of the assignment

The study aims to respond to the following questions:

1. Legal and policy provisions for formal apprenticeship
   - What are current legal and policy provisions for formal apprenticeship (in terms of contract provisions, age, duration, entry requirements, institutional set-up, structure and place of training, certification and assessment procedures, etc.)?
   - How many apprentices are currently trained within this system?
   - Which kind of enterprises provide formal apprenticeship?

2. Legal and policy provisions for upgraded informal apprenticeship
   - What are current legal and policy provisions for upgraded/structured informal apprenticeship (in terms of contract provisions, age, duration, entry requirements, institutional set-up, structure and place of training, certification and assessment procedures, etc.)?
   - How many apprentices are currently trained within this system?
   - Which kind of enterprises provide upgraded informal apprenticeship?

3. Legal status of master craftspeople and apprentices and application of labour law
   - What is the legal status of apprentices and of master craftspeople? Is their status defined?
   - What kind of labour law is applicable to master craftspeople and apprentices (in terms of age requirements, wage, social protection, etc.)?

- Is the practice of informal apprenticeship considered as illegal according to current legislation? Under which conditions?
- What is the legal status of micro- and small businesses in the informal economy? Do they face prosecution or fines?

4. Linkages between informal apprenticeship and the formal training system
   - Are skills of graduated apprentices recognized within the national training system?
   - Do graduated apprentices have the right to take exams that are recognized by the national training system? How many use this option? How many are successful?
   - Are master craftspeople recognized by governments as providers of informal apprenticeship?
   - Does the formal training system consult with master craftspeople to identify skill needs in the economy?
   - Can graduated apprentices access training offers of training providers in the formal training system? Under which conditions?
   - Are skills upgrading courses available for master craftspeople? How many master craftspeople use this option?
   - Are complementary courses available for apprentices in informal apprenticeship? Under which conditions?
   - Do trainees that follow courses in the formal training system have enterprise attachments or spend some time in small businesses as interns? Under which conditions? Do these businesses also provide informal apprenticeship?
   - Can businesses in the informal economy access tools available in training centres of the formal training system?
   - Do institutions of the formal training system monitor certain aspects of informal apprenticeship?
   - Is public funding available to upgrade informal apprenticeship (e.g. through subsidized courses for master craftspeople, courses for apprentices, etc.)?

Methodology

Desk research, interviews with key informants in ministries, employers' and workers' organizations, small business associations, training providers, NGOs, etc.

Output

A report of around 30 pages detailing the issues mentioned above and organized in the following way:

1. Introduction
2. Formal apprenticeship - legal and policy provisions
3. Upgraded informal apprenticeship - legal and policy provisions
4. Legal status of master craftspeople and apprentices and application of labour law
5. Linkages between informal apprenticeship and the formal training system
   a. Recognition
   b. Skill identification
   c. Training provision
   d. Monitoring
   e. Financing
6. Conclusions

Annex 4 – Research tools: Questionnaires, guidelines and tools for analysis

TOOL 1: Rapid assessment to identify trades and occupations that are taught by means of informal apprenticeship

Do not read out text in *italics.*

Questions to address to owners of small businesses:

Male ❑ Female ❑ (please tick)

What is your profession? _____

1. How can young people learn to become a _____ [profession mentioned in previous question]? MULTIPLE ANSWERS POSSIBLE
   a) They can learn the skills in a business like this one.
   b) They can follow a course at a training centre.
   c) They can learn from their parents, relatives or friends.

If answer is a) or includes a), please continue:

2. If a young person learns in your business, what is the young person's status in the business? ONE ANSWER POSSIBLE
   a) Learner
   b) Learner and worker
   c) Worker
   d) No status at all – casual visitor

If answer is a) or b), please continue.

If answer is c), young people are usually employed as low-skilled workers for a low salary or pocket money. They start with simple tasks and learn on-the-job. There is, however, no commitment by the master craftsperson to train them.

If answer is d), young people are allowed to work in the business and can come and leave whenever they want. While they are in the business, they can learn from those that are working there. However, master craftspersons also do not commit to training them.

3. What does the training cover? ONE ANSWER POSSIBLE
   a) All skills relevant for this trade — *Go to question 5*
   b) Only the skills that the apprentice has asked for — *Go to question 4*
   c) Young people learn only particular skills of the trade, namely _____ — *Go to question 4*
   d) Young people learn everything that the business produces during the time they are in the business. — *Go to question 4*

4. When the young person leaves the business after completing the training, do you expect them to have learnt sufficient skills to find a job or open their own business?

   a) YES

   b) NO

   c) I don't know

If answer is a) please continue.

If answer is b) or c) it is questionable if the training can be considered informal apprenticeship. If apprentices ask to learn specific skills (answer 3b), they usually pay for this service. If partial skills acquired do not make apprentices employable, the system has considerable weaknesses. This will need to be examined further.

5. Do you conclude a training agreement with them?

   a) YES b) NO

If answer is a), please continue.

If answer is b) please enquire further about the way skills are transmitted. This is, however, not an informal apprenticeship system.

6. How long does the training usually last? ONE ANSWER POSSIBLE

   a) Three years or longer

   b) One to three years

   c) Six to twelve months

   d) Less than six months

If answer is a) or b), the type of training identified is informal apprenticeship. The young person (or the parents) concludes an agreement with the owner or the master craftsperson that the young person will be trained while working in the business.

If answer is c) or d) it is doubtful if the young person can acquire all skills relevant for the trade in such a short time. However, this will depend on the level of complexity of the skills transmitted. Policy-makers/training experts/project managers need to decide if the training system for this particular occupation should be examined further.

7. How many male and how many female apprentices do you have on average?

   Number of male apprentices _____ Number of female apprentices_____

TOOL 2: Survey research methodology (quantitative research)

The quantitative survey includes four types of questionnaires: one for the master craftsperson, one for skilled workers, one for apprentices, and one for business owners (if need be).

1. **Questionnaire for master craftsperson:**

   The most substantial questionnaire is directed to the master craftsperson and composed of four main sections: questions concerning the business, census information, details on the interviewees training and working biography, and the current practice of apprenticeship.

2. **Questionnaire for skilled workers employed in the business:**

   This short questionnaire is composed of two sections of the master craftspersons' questionnaire: census information and the training and working biography.

3. **Questionnaire for apprentices:**

   The questionnaire for apprentices includes a section on census information and a set of questions on apprenticeship practices.

4. **Questionnaire for business owners:**

   This questionnaire will only be used if Q 112 proves that the business owner, who is not the master craftsperson, negotiates the apprenticeship agreement. Then, the questionnaire for master craftspersons is shortened and the business owner will be interviewed separately. This questionnaire is composed of two sections of the master craftspersons' questionnaire: census information and information on the current practice of apprenticeship.

The questionnaires need to be **translated into the local language**. In order to avoid misunderstandings and data biases it is essential to re-translate the translated version back into English. The process of **re-translation** is highly useful to discuss the different English and local language terms and concepts of work, skills, and learning with local experts, for example a translator who accompanies the research team in case the research team does not speak the local language. It is crucial to identify the right local expressions for apprentices, skilled workers and master craftspeople. The questionnaire needs to be pre-tested and changes incorporated.

Local research assistants need to be instructed in a **1-2 day workshop**. At this workshop the scope and aim of the survey needs to be explained and the relevant interview techniques and sampling strategies trained. This is crucial in order to ensure that enumerators:

- use the same technique for filling out the questionnaire, in order to avoid misunderstanding when data is entered into the database (how to tick, how to strike through, how to indicate that a question was answered differently);
- are familiar with interviewing techniques, how to approach businesses, what local rules and forms of behaviour to respect etc.;
- understand the reasoning and aim of each question. This enables enumerators to explain and repeat a question that was misunderstood by the interviewee.

For sampling, geographical maps can serve as sampling frame from which to start data collection. If no maps exist, different random sample strategies can be applied. Research teams can be sent into different directions along the main roads to look for workshops in the selected trades that currently employ apprentices (convenience sampling). Furthermore, elements of snowball-sampling techniques can also be used: enumerators ask businesses to direct them to other workshops with apprentices.

Enumerators **approach businesses** and ask for the master craftsperson/owner of the business. When the owner/master craftsperson confirms that the business employs apprentices, enumerators ask for their willingness to participate in the survey. Once agreed, the research team starts by interviewing the master craftsperson. Then, all apprentices and skilled workers of that business are expected to also participate. Enumerators read out the introductory statement and interview the present master craftsperson, apprentices and workers individually. Casual labourers and family helpers are not interviewed.

If, as explained above, business owners conclude the contract with apprentices, while master craftspersons (who are employed in the business) only train apprentices, master craftspersons might

not be aware of all contractual details of the apprenticeship agreement. In this case, business owners need to be interviewed separately, and the questionnaire of the master craftsperson is shortened (as indicated in the questionnaire).

If one workshop trains apprentices in different trades (e.g. car mechanics and panel beating), there are usually different master craftspersons who train these trades. If both trades are covered by the research, both master craftspersons need to be interviewed plus their respective apprentices.

Consider if it is appropriate to compensate a business for having participated in this extensive research during business hours.

TOOL 3: Questionnaire for master craftspeople (quantitative research)

INTRODUCTION

"My name is ..... I am carrying out a research project for the International Labour Organization (ILO). The ILO is a United Nations agency that brings together governments, employers and workers of their member States in order to promote decent work throughout the world.

The aim of our research is to better understand the practice of informal apprenticeship. By informal apprenticeship, we understand a situation where all skills relevant for a trade are passed on to a trainee at the workplace under certain conditions that have been agreed upon by the business owner/master craftsperson and the apprentices/the apprentices' parents.

We are doing this research to learn about the current practice of informal apprenticeship, identify its strengths and potentials and to learn about the things that could be improved.

Do you currently train apprentices in this business?

We would like to ask the master craftsperson, the workers and the apprentices in this workshop some questions concerning these issues. Would you be willing to participate?

Please understand that we would like to conduct the interview individually in order to respect the privacy of the persons interviewed.

Please let us know if you don't understand any of the questions we are asking. Everything you tell us will be kept confidential and made anonymous in the report. Can we begin asking the questions now? Thank you very much for your cooperation!

Interviewer	Workshop name	Date

CHECK AFTER INTERVIEWS

Number of Interviews in this workshop: Master craftsperson _____

Apprentices _____

Permanent workers _____

Outcome of Interview:

Complete (1) Incomplete (2)

Signature of Interviewer _____

Signature of Supervisor after check _____

INSTRUCTIONS

Always staple questionnaire pages that belong together.

Do one page at a time.

Write clearly! Non-readable questionnaires have to be re-worked.

If there is more than one master craftsperson in a workshop, please only interview the ones in the trade your research covers. Interview the apprentices trained by these master craftspersons.

If the master craftsperson is not the business owner, and it is the business owner who concludes the apprenticeship agreement, interview the business owner as well (see Q 112)

OBSERVATIONS with regard to working conditions (do apprentices work under hazardous conditions, do they use dangerous machines, do they wear protective clothes, etc.?)

_____

_____

QUESTIONNAIRE FOR MASTER CRAFTSPERSON

BACKGROUND

Number	*Question*	*Answer*	*Tick*		*Go to*
100	Workshop ID				
101	Name of business				
102	Physical address and/or telephone number of the enterprise				
103	Name of master craftsperson interviewed				
104	Geographical area	Geographical area 1			
		Geographical area 2			
105	Occupation	Occupation 1			
		Occupation 2			
		Occupation 3			
		Occupation 4			
		Occupation 5			
		Other (SPECIFY)			
106	Main products/services the business produces/offers				
	Name of interviewer				
107	Code of interviewer				
	Date of interview				
	Time of interview				
108	Language of interview	English			
		Local language X			
		Other (SPECIFY)			

BUSINESS

We will now ask some questions concerning the business/enterprise. As for all the following questions, please always ask if you do not understand a question. Thank you very much for your cooperation!

Number	*Question*	*Answer*	*Tick*		*Go to*
110	Are you the owner of the enterprise?	YES		*go to*	113
		NO			
111	Who is the owner of the enterprise?	a man			
		a woman			
		a group of people (SPECIFY)			
		Other (SPECIFY)			
112	Who concludes apprenticeship agreements?	Master craftsperson			
		Business owner			
		DON´T KNOW			
113	Is this business or the owner a member of any associations? READ LIST, SEVERAL ANSWERS POSSIBLE	None		*go to*	115
		Religious			
		Savings club			
		Professional (sectoral)			
		Chamber of commerce			
		Cooperative			
		Other (SPECIFY)			
114	Please tell us the names of these associations				
115	Is this business registered?	With municipal council/town council			
		With national registry			
		With tax authority			
		With none			
		Other (SPECIFY)			
116	How do you cooperate with other businesses? READ LIST, SEVERAL ANSWERS POSSIBLE	No cooperation		*go to*	118
		Sharing or borrowing of equipment		*go to*	118
		Borrowing of labour		*go to*	118
		Sharing knowledge, giving advice		*go to*	118
		Referring clients to other businesses		*go to*	118
		Cooperation in apprenticeship			
		Other (SPECIFY)			

Number	*Question*	*Answer*	*Tick*		*Go to*
117	If you cooperate in apprenticeship, what does this mean?				
118	How many people are currently working for this business and how many days a week do they work on average for this business? WRITE DOWN NUMBER OF PERSONS AND NUMBER OF DAYS PER WEEK, INCLUDING INTERVIEWEE	Status within business	*No*	*Days*	
		Master craftspeople			
		Permanent workers			
		Casual labourers			
		Apprentices			
		Family helpers (additional to above)			
		Other (SPECIFY)			
119	If this business employs unskilled helpers (not apprentices!), please specify their weekly average income.				
120	Do you have enough work to provide sufficient training opportunities for your apprentices? READ LIST, ONE ANSWER POSSIBLE	Always			
		Often			
		Sometimes			
		Rarely			
121	Are there recurrent/seasonal changes in the workload of your business?	YES		*Go to*	200
		NO			
122	If yes, please specify when workload is low				

LIST OF WORKERS/ APPRENTICES

Name, given name	1 = master craftsperson 2 = skilled worker 3 = apprentice	Interview complete?

CENSUS INFORMATION

We will now ask you some questions concerning your personal data. Please remember, everything you tell us will be kept strictly confidential!

Number	*Question*	*Answer*	*Tick*		*Go to*
200	Name of interviewee				
201	Workshop ID				
202	Number in database				
203	What is your work status? ONE ANSWER POSSIBLE	Master craftsperson			
		Business owner			
		Skilled worker			
		Apprentice			
204	Sex	Male			
		Female			
205	Year of birth				
206	Place of birth	Town of interview			
		Rural area in the country			
		Other urban centre in the country			
		OTHER			
207	Nationality				
208	Since when do you live in town of interview?	YEAR			
209	Religion ONE ANSWER POSSIBLE	Muslim			
		Roman Catholic			
		Lutheran			
		None			
		Other (SPECIFY)			
210	Ethnic group	Ethnic group 1			
		Ethnic group 2			
		Ethnic group 3			
		Ethnic group 4			
		Other (SPECIFY)			
211	Highest level of general education attained READ LIST, ONE ANSWER POSSIBLE	None			
		Incomplete Primary			
		Complete Primary			
		Incomplete Junior Secondary			
		Complete Junior Secondary			
		Incomplete Higher Secondary			

Number	*Question*	*Answer*	*Tick*		*Go to*
		Complete Higher Secondary			
		Tertiary Education			
		Other (SPECIFY)			
216	We would like to better understand how you became a master craftsperson. At what age did you start to learn your current trade?	AGE			
217	Have you been working in other trade areas before?	YES		go to	219
		NO			
218	If yes, please specify the trade area				
219	Did you learn the skills for your trade through informal apprenticeship?	YES		go to	223
		NO			
220	If yes, how long did your apprenticeship last?				
221	Where did you do your informal apprenticeship?	In this workshop			
		In another workshop (specify name and region)			
222	How important for your current occupation are the skills you have learned there? READ LIST, ONE ANSWER POSSIBLE	Very important			
		Important			
		Less important			
		Unimportant			
223	Where else did you learn the skills for the trade of this business? READ LIST, SEVERAL ANSWERS POSSIBLE	Formal vocational training (Training provider in the formal system, Technical school/college)		go to	227
		Non-formal vocational training (evening course, NGO)			
		On the job (no apprenticeship)			
		Observation/guidance from relatives, friends (without being employed)			
		Other (SPECIFY)			
224	Please specify the name of the training institution or NGO				
225	How long did the training(s) last?	MONTHS			
226	How old were you when you finished this training?	AGE			
227	After your apprenticeship/ training, how long did it take you to find employment (including self-employment)?	I found employment immediately			
		less than 6 months			
		6 – 12 months			
		more than 12 months			

Number	*Question*	*Answer*	*Tick*		*Go to*
228	In how many different workshops did you work in your trade before you started to work in this workshop (including the one where you learnt)?	In 1			
		In 2			
		In 3			
		In 4			
		In 5 or more			
229	At what age did you start your own business?	AGE			
230	At what age did you start training apprentices?	AGE			
231	Have you participated in other skills upgrading or business related courses?	YES		go to	233
		NO			
232	If yes, please specify institution, type, duration and content of the course			go to	234
233	If no, why not? READ LIST, SEVERAL ANSWERS POSSIBLE	Appropriate course not available			
		No time to attend such a course			
		No money for attending such a course			
		No need for further skills upgrading			
		Other (SPECIFY)			
234	Would you want to participate in further training?	YES		go to	238
		NO			
235	What skills should be upgraded in further training? READ LIST, SEVERAL ANSWERS POSSIBLE	Technical skills			
		Theoretical background information			
		Workshop organization, workflow of production			
		Maintenance of machines			
		Accounting and cost calculation			
		Purchasing of materials			
		Negotiating with customers			
		Marketing and advertizing			
		Safe handling of tools and materials			
		Literacy/numeracy			
		Teaching skills			
		Other (SPECIFY)			

Number	*Question*	*Answer*	*Tick*		*Go to*
236	Would you be able to pay for a course?	YES			
		NO		*go to*	238
237	If yes, how much in total would you be willing to pay?	Currency/ day			
238	If you need new skills and knowledge for your business, how do you acquire them? READ LIST, SEVERAL ANSWERS POSSIBLE	Talk with other craftspersons			
		Observe other businesses			
		Own ideas			
		Participation in skills upgrading courses			
		Hire a new employee			
		Read books/ instruction material/ internet			
		Other (SPECIFY)			
239	On what basis do you recruit skilled workers? READ LIST, SEVERAL ANSWERS POSSIBLE	Formal certificates			
		Upon recommendation			
		Only when I know them personally			
		They need to demonstrate their skills			
		Trial period			
		OTHER (SPECIFY)			
240	Does your business have access to electricity?	YES			
		NO		*go to*	242
		Other (SPECIFY)			
241	Do you currently use electrical devices for your business operations?	YES		*go to*	243
		NO		*go to*	243
		Other (SPECIFY)		*go to*	243
242	If you had access to electricity, would you use different tools, machines?	YES			
		NO			
		Other (SPECIFY)			
243	Did you or any of your workers or apprentices have any injury at work during the past 6 months? WRITE DOWN NUMBER OF INJURIES	NO			
		Number of injuries			

THE PROCESS OF APPRENTICESHIP

Number	*Question*	*Answer*	*Tick*		*Go to*
300	How many apprentices have finalized their apprenticeship within the last two years?	NUMBER			
301	After graduating, what did these apprentices do? READ LIST AND WRITE DOWN NUMBER OF APPRENTICES		Within the trade learnt (No.)	Outside the trade learnt (No.)	
		Set up own business			
		Are employed in this business			
		Found a job in large enterprises/public sector			
		Found a job in other small business			
		Are unemployed			
		Don´t know			
		Other (SPECIFY)			
302	Within the last two years, how many apprentices have left the workshop before finishing their apprenticeship?	NUMBER			
303	How many female apprentices have finalized their apprenticeship within the last two years?	NUMBER			
304	If you have/have had no or few female apprentices, please tell us the main reason READ LIST, ONE ANSWER POSSIBLE	No female asked to become an apprentice			
		Females cannot do this job			
		By tradition, this is a male business			
		Other (SPECIFY)			
305	How many apprentices with disabilities do you or did you have?	NUMBER			
306	If you have/have had no apprentices with disabilities, please tell us the main reason READ LIST, ONE ANSWER POSSIBLE	No disabled person asked to become an apprentice			
		Disabled persons cannot do this job			
		Other (SPECIFY)			

Number	*Question*	*Answer*	*Tick*		*Go to*
DO NOT READ THIS OUT LOUD If this master craftsperson is not the owner of the business, and it is not for him/her to select apprentices and conclude the apprenticeship agreement (see Q 112), continue with Q 338, leaving out Q 307 – 337, and interview the business owner with the Questionnaire for business owner afterwards.					
307	Why did you decide to train apprentices?				
308	Do you receive many applications? READ LIST, ONE ANSWER POSSIBLE	No, so all apprentices that approach me receive training.			
		No, but I don't take on everyone.			
		Yes, and I try to take them all on to train.			
		Yes, but I can't accept them all, so I have to be selective.			
		OTHER			
309	What determines the number of apprentices you have? (for example: Why do you have 2 apprentices and not 10?) READ LIST, ONE ANSWER POSSIBLE	Availability of tools			
		Availability of work			
		Number of applications received			
		Teaching capacity of master craftsperson			
		OTHER			
310	How do you usually find your apprentices?	Someone introduces apprentice to master craftsperson			
		Apprentices approach master craftsperson directly			
		Master craftsperson approaches potential apprentices			

Number	*Question*	*Answer*	*Tick*		*Go to*
311	What factors do you consider important for selecting your apprentices? READ LIST, SEVERAL ANSWERS POSSIBLE	Kinship/family ties			
		Neighbourhood			
		Recommendation from friend/colleague			
		Same ethnic group			
		Same religious affiliation			
		Level of formal education			
		Previous work experience			
		Talent for this trade			
		Their/ their parents' ability to pay			
		No personal liabilities (family, children)			
		Maturity			
		Trustworthiness			
		Other (SPECIFY)			
312	According to your experience, what is the best age to start an apprenticeship in your trade? READ LIST, ONE ANSWER POSSIBLE	Under 10 years of age			
		11-13 years of age			
		14-16 years of age			
		17-19 years of age			
		20-22 years of age			
		Over 23 years of age			
		Don´t know			
		Other (SPECIFY)			
313	Do you require a minimum level of general education from your apprentices?	YES			
		NO		*go to*	315
314	If yes, what is the minimal level?				
315	Is there a trial period for the apprentice?	YES			
		NO		*go to*	317
316	If yes, please specify the duration				
317	What kind of agreement do you conclude with your apprentices?	Written contract			
		Oral agreement			
		Other (SPECIFY)			

Number	*Question*	*Answer*	*Tick*		*Go to*
318	What is included in the agreement? Issues concerning… READ LIST, SEVERAL ANSWERS POSSIBLE	Food			
		Accommodation			
		Wage			
		Working hours			
		Holidays			
		Content of apprenticeship			
		Certification at the end of apprenticeship			
		Social protection/insurances such as insurances in case of illness and/or accident			
		Working clothes			
		Other (SPECIFY)			
319	Do you agree upon a fixed apprenticeship period/ duration?	YES			
		NO		go to	321
320	How long is this period?	MONTHS		go to	323
321	If you do not fix an apprenticeship period, how do you determine the end of the apprenticeship? READ LIST, ONE ANSWER POSSIBLE	When the apprentice has learnt the trade (skills test)			
		If apprentice is fit enough to get own clients			
		Other (SPECIFY)			
322	How long is the usual period of apprenticeship?	MONTHS			
323	After finalizing apprenticeship, how much would a graduated apprentice earn in your workshop?	On average			
		Minimum			
		Maximum			
324	Does the apprentice/parents have to pay any fee for the training?	YES			
		NO		go to	328
325	How much?	TOTAL			
	IF THE TOTAL AMOUNT IS NOT KNOWN, PLEASE ASK FOR THE WEEKLY/ MONTHLY OR YEARLY FEE, WHATEVER APPLIES	Yearly			
		Monthly			
		Weekly			
326	What determines the amount of fees? READ LIST, SEVERAL ANSWERS POSSIBLE	Every apprentice pays the same			
		The apprentice's/ parents capacity to pay			
		The apprenticeship period/ duration			
		OTHER			

Number	*Question*	*Answer*	*Tick*		*Go to*
327	When is/was the payment due? READ LIST, SEVERAL ANSWERS POSSIBLE	Upon beginning of apprenticeship			
		Consecutive (e.g. weekly) SPECIFY			
		At the end of the apprenticeship			
		Other (SPECIFY)			
328	Do the apprentices receive money for their work (e.g. pocket money, wage)	YES			
		NO		go to	330
329	If yes, please specify the weekly amount	Currency/WEEKLY in the beginning			
		Currency/WEEKLY at the end of apprenticeship			
330	What happens in case your apprentice has to stay home because of illness or because of occupational injury? READ LIST, ONE ANSWER POSSIBLE	Wage/pocket money will be paid			
		Wage/pocket money will not be paid			
		Other (SPECIFY)			
331	Who pays for the doctor in case your apprentice gets sick or has an occupational injury? READ LIST, ONE ANSWER POSSIBLE	Master craftsperson/business owner			
		Apprentice			
		Parents/relatives of apprentice			
		Other (SPECIFY)			
332	What in-kind support do you provide for your apprentices? READ LIST, SEVERAL ANSWERS POSSIBLE	Accommodation			
		Food			
		Working clothes			
		None			
		Other (SPECIFY)			
333	Do your apprentices have to bring own tools and/or raw materials?	YES			
		NO		go to	335
334	If yes, please specify what the apprentices have to bring				
335	What happens in case the apprentice damages tools/materials belonging to the enterprise? READ LIST, ONE ANSWER POSSIBLE	Master/owner makes up for the damage			
		Apprentice/parents makes up for the damage			
		Other (SPECIFY)			
336	Is there a special graduation event?	YES			
		NO			

Number	*Question*	*Answer*	*Tick*		*Go to*
337	What happens, if the apprentice misbehaves? PLEASE SPECIFY				
338	Which kind of skills do you teach your apprentices? READ LIST, SEVERAL ANSWERS POSSIBLE	Technical skills			
		Theoretical background information			
		Workshop organization, workflow of production			
		Maintenance of machines			
		Accounting and cost calculation			
		Purchasing of materials			
		Negotiating with customers			
		Marketing and advertizing			
		Safe handling of tools and material			
		Literacy/numeracy			
		Other (SPECIFY)			
339	How long does it usually take until your apprentice can independently work with clients?	MONTHS			
340	Do you send your apprentices to other businesses to learn skills that your business does not offer?	YES			
		NO		go to	342
341	If yes, please explain				
342	Do your apprentices follow formal assessment and certifications schemes offered by VETA or other training organizations?	NO		go to	344
		YES (SPECIFY)			
343	If yes, who determines when the apprentice can take examinations?	Business owner			
		Master craftsperson			
		Apprentice			
		Parents/ guardians			
		Other (SPECIFY)			
344	Do your apprentices participate in formal skills upgrading courses?	YES			
		NO		go to	347
345	If yes, please specify the kind of courses in which they participate				
346	Who pays for the course?	Business/ Master craftsperson			
		Apprentice/parents			
347	Does the apprentice receive a certificate from your business upon graduation?	YES			
		NO			

Number	*Question*	*Answer*	*Tick*		*Go to*
Now we come to a final set of questions: We are planning to improve apprenticeship training. Please take your time to answer the following questions. Again, thank you very much for your cooperation!					
350	How many hours per week would you allow your apprentices to participate in additional training courses to improve their skills?	Hours/Week			
351	What time would be best for these courses?	In the evenings			
		In the mornings			
		On weekends			
		One day per week			
		Other (SPECIFY)			
352	What types of skills should be upgraded in further training? READ LIST, SEVERAL ANSWERS POSSIBLE	Technical skills			
		Theoretical knowledge			
		Workshop organization, workflow of production			
		Maintenance of machines			
		Accounting and cost calculation			
		Purchasing of materials			
		Negotiating with customers			
		Marketing and advertizing			
		Safe handling of tools and materials			
		Literacy/numeracy			
		Teaching skills			
		Other (SPECIFY)			
353	What else would be needed to improve apprenticeship training?				

TOOL 4: Questionnaire for apprentices (quantitative research)

QUESTIONNAIRE FOR APPRENTICES

CENSUS INFORMATION

We will now ask you some questions concerning your personal data. Please remember, everything you tell us will be kept strictly confidential!

Number	*Question*	*Answer*	*Tick*		*Go to*
200	Name of interviewee				
201	Workshop ID				
202	Number in database				
105	Occupation	Occupation 1			
		Occupation 2			
		Occupation 3			
		Occupation 4			
		Occupation 5			
		Other (SPECIFY)			
203	What is your work status? ONE ANSWER POSSIBLE	Master craftsperson			
		Business owner			
		Skilled worker			
		Apprentice			
204	Sex	Male			
		Female			
205	Year of birth				
206	Place of birth	Town of interview			
		Rural area in the country			
		Other urban centre in the country			
		OTHER			
207	Nationality				
208	Since when do you live in town of interview?	YEAR			
209	Religion ONE ANSWER POSSIBLE	Muslim			
		Roman Catholic			
		Lutheran			
		None			
		Other (SPECIFY)			
210	Ethnic group	Ethnic group 1			
		Ethnic group 2			

Number	*Question*	*Answer*	*Tick*		*Go to*
		Ethnic group 3			
		Ethnic group 4			
		Other (SPECIFY)			
211	Highest level of general education attained READ LIST, ONE ANSWER POSSIBLE	None			
		Incomplete Primary			
		Complete Primary			
		Incomplete Junior Secondary			
		Complete Junior Secondary			
		Incomplete Higher Secondary			
		Complete Higher Secondary			
		Tertiary Education			
		Other (SPECIFY)			
212	Did you participate in any formal or non-formal training before joining this workshop?	Formal vocational training (Training provider in the formal system, Technical school/college)			
		Non-formal vocational training (evening course, NGO)			
		NO		*go to*	214
213	If yes, please specify provider and duration				
214	Are you a relative of the boss/owner?	YES			
		NO		*go to*	250
215	Please specify your relationship (e.g. son, sister)				

APPRENTICE

Surname		*Given name*	*P-ID*		
Number	*Question*	*Answer*	*Tick*		*Go to*
250	Why did you join this workshop? READ LIST, SEVERAL ANSWERS POSSIBLE	I didn't know what else to do			
		To learn the skills of the trade			
		To earn some money now			
		To generate income later			
		Formal training is too expensive			
		I dropped out of school			
		I did not meet the requirements for formal training			
		Someone told me to do so			
251	At what age did you join this workshop?	AGE			
252	How long have you been in this workshop?	MONTHS			
253	What did you do between finishing/leaving school and starting this apprenticeship?				
254	Who selected the craft in which you are currently doing apprenticeship? READ LIST, ONE ANSWER POSSIBLE	Myself			
		My parents/relatives			
		Other (SPECIFY)			
255	How did you choose your current master craftsperson? READ LIST, ONE ANSWER POSSIBLE	It is a friend of the family/ family member			
		Close to home (neighbourhood)			
		Good reputation			
		I had no alternative			
		Master craftsperson charges no fees or low fees			
		Other (SPECIFY)			
256	How did you approach the master craftsperson?	I was introduced to him/her			
		I introduced myself			
		He/she approached me			
257	What is included in the agreement? Issues concerning:... READ LIST, SEVERAL ANSWERS POSSIBLE	Food			
		Accommodation			
		Working hours			
		Holidays			
		Apprenticeship period / duration			
		Content of apprenticeship			

Surname		*Given name*	*P-ID*		
Number	*Question*	*Answer*	*Tick*		*Go to*
		Certification at the end of apprenticeship			
		Social protection/insurances such as insurances in case of illness and/or accident			
		Working clothes			
		Other (SPECIFY)			
258	Did you/your parents/others agree to pay any fee (money) for the apprenticeship?	YES			
		NO		*go to*	260
259	How much?	Currency			
	If the whole amount is not known, please ask for the weekly/ monthly/ YEARLY fee and tick the appropriate period!	In total			
		Yearly			
		Monthly			
		Weekly			
260	Do you receive any wage?	YES		*go to*	262
		NO			
261	Do you receive any pocket money from the master craftsperson/ business owner?	YES			
		NO		*go to*	263
262	If yes, please specify how much you receive in average per week	Currency/WEEK			
263	Has the master craftsperson made you aware of work-related risks?	YES			
		NO			
264	Has the master craftsperson explained measures how to protect yourself from work-related risks?	YES			
		NO			
265	Do you receive extra money from clients (on top of your wage/pocket money)?	YES			
		NO		*go to*	267
266	How much do you receive on average per week?	Currency/ WEEK			
267	How long will your apprenticeship last in total?	MONTHS			
		DO NOT KNOW			
268	How do you know when your apprenticeship ends? READ LIST, ONE ANSWER POSSIBLE	Skills test (SPECIFY)			
		Master determines the end			
		If apprentice gets own clients			
		DO NOT KNOW			
		Other (SPECIFY)			
269	Will you receive a certificate at the end of your apprenticeship?	YES			
		NO		go to	271

Surname		*Given name*	*P-ID*		
Number	*Question*	*Answer*	*Tick*		*Go to*
270	If yes, please specify the kind of certificate				
271	How many hours do you usually work daily in this workshop?	HOURS/DAY			
272	How many days a week do you usually work in this workshop?	DAYS/WEEK			
273	How many weeks can you go on holidays?	WEEKS/YEAR			
274	Do you consider apprenticeship as a means for gainful employment?	YES			
		NO			
275	What could be improved about your apprenticeship?				

Tool 5: Questionnaire for skilled workers (quantitative research)

QUESTIONNAIRE FOR SKILLED WORKER

CENSUS INFORMATION

We will now ask you some questions concerning your personal data. Please remember, everything you tell us will be kept strictly confidential!

Number	*Question*	*Answer*	*Tick*		*Go to*
200	Name of interviewee				
201	Workshop ID				
202	Number in database				
105	Occupation	Occupation 1			
		Occupation 2			
		Occupation 3			
		Occupation 4			
		Occupation 5			
		Other (SPECIFY)			
203	What is your work status? ONE ANSWER POSSIBLE	Master craftsperson			
		Business owner			
		Skilled worker			
		Apprentice			
204	Sex	Male			
		Female			
205	Year of birth				
206	Place of birth	Town of interview			
		Rural area in the country			
		Other urban centre in the country			
		OTHER			
207	Nationality				
208	Since when do you live in town of interview?	YEAR			
209	Religion ONE ANSWER POSSIBLE	Muslim			
		Roman Catholic			
		Lutheran			
		None			
		Other (SPECIFY)			

Number	*Question*	*Answer*	*Tick*		*Go to*
210	Ethnic group	Ethnic group 1			
		Ethnic group 2			
		Ethnic group 3			
		Ethnic group 4			
		Other (SPECIFY)			
211	Highest level of general education attained READ LIST, ONE ANSWER POSSIBLE	None			
		Incomplete Primary			
		Complete Primary			
		Incomplete Junior Secondary			
		Complete Junior Secondary			
		Incomplete Higher Secondary			
		Complete Higher Secondary			
		Tertiary Education			
		Other (SPECIFY)			
214	Are you a relative of the boss/owner?	YES			
		NO		go to	216
215	Please specify your relationship (e.g. son, sister)				
216	We would like to better understand how you became a skilled worker. At what age did you start to learn your current trade?	AGE			
217	Have you been working in other trade areas before?	YES			
		NO		go to	219
218	If yes, please specify the trade area				
219	Did you learn the skills for your trade through informal apprenticeship?	YES			
		NO		go to	223
220	If yes, how long did your apprenticeship last?				
221	Where did you do your informal apprenticeship?	In this workshop			
		In another workshop (specify name and region)			
222	How important for your current occupation are the skills you have learned there? READ LIST, ONE ANSWER POSSIBLE	Very important			
		Important			
		Less important			
		Unimportant			

Number	*Question*	*Answer*	*Tick*		*Go to*
223	Where else did you learn the skills for the trade of this business? READ LIST, SEVERAL ANSWERS POSSIBLE	Formal vocational training (training provider in the formal system, technical school/college)			
		Non-formal vocational training (evening course, NGO)			
		On the job (no apprenticeship)		go to	227
		Observation/guidance from relatives, friends (without being employed)		go to	227
		Other (SPECIFY)			
224	Please specify the name of the training institution or NGO				
225	How long did the training(s) last?	MONTHS			
226	How old were you when you finished this training?	AGE			
227	After your apprenticeship/ training, how long did it take you to find employment (including self-employment)?	I found employment immediately			
		Less than 6 months			
		6 – 12 months			
		More than 12 months			
228	In how many different workshops did you work in your trade before you started to work in this workshop (including the one where you learnt)?	In 1			
		In 2			
		In 3			
		In 4			
		In 5 or more			
231	Have you participated in other skills upgrading or business related courses?	YES			
		NO		go to	233
232	If yes, please specify institution, type, duration and content of the course			go to	234
233	If no, why not? READ LIST, SEVERAL ANSWERS POSSIBLE	Appropriate course not available			
		No time to attend such a course			
		No money for attending such a course			
		No need for further skills upgrading			
		Other (SPECIFY)			
234	Would you want to participate in further training?	YES			
		NO		go to	238

Number	*Question*	*Answer*	*Tick*		*Go to*
235	What skills should be upgraded in further training? READ LIST, SEVERAL ANSWERS POSSIBLE	Technical skills			
		Theoretical background information			
		Workshop organization, workflow of production			
		Maintenance of machines			
		Accounting and cost calculation			
		Purchasing of materials			
		Negotiating with customers			
		Marketing and advertizing			
		Safe handling of tools and materials			
		Literacy/numeracy			
		Teaching skills			
		Other (SPECIFY)			
236	Would you be able to pay for a course?	YES			
		NO		go to	238
237	If yes, how much in total would you be willing to pay?	Currency/ day			
238	If you need new skills and knowledge for your business, how do you acquire them? READ LIST, SEVERAL ANSWERS POSSIBLE	Talk with other craftspersons			
		Observe other businesses			
		Own ideas			
		Participation in skills upgrading courses			
		Read books/ instruction material/ internet			
		Other (SPECIFY)			
244	What is your weekly income?	Currency			

Tool 6: Questionnaire for business owners (quantitative research)

QUESTIONNAIRE FOR BUSINESS OWNER

CENSUS INFORMATION

We will now ask you some questions concerning your personal data. Please remember, everything you tell us will be kept strictly confidential!

Number	*Question*	*Answer*	*Tick*		*Go to*
200	Name of interviewee				
201	Workshop ID				
202	Number in database				
203	What is your work status? ONE ANSWER POSSIBLE	Master craftsperson			
		Business owner			
		Skilled worker			
		Apprentice			
204	Sex	Male			
		Female			
205	Year of birth				
206	Place of birth	Town of interview			
		Rural area in the country			
		Other urban centre in the country			
		OTHER			
207	Nationality				
208	Since when do you live in town of interview?	YEAR			
209	Religion ONE ANSWER POSSIBLE	Muslim			
		Roman Catholic			
		Lutheran			
		None			
		Other (SPECIFY)			
210	Ethnic group	Ethnic group 1			
		Ethnic group 2			
		Ethnic group 3			
		Ethnic group 4			
		Other (SPECIFY)			

Number	*Question*	*Answer*	*Tick*		*Go to*
211	Highest level of general education attained READ LIST, ONE ANSWER POSSIBLE	None			
		Incomplete Primary			
		Complete Primary			
		Incomplete Junior Secondary			
		Complete Junior Secondary			
		Incomplete Higher Secondary			
		Complete Higher Secondary			
		Tertiary Education			
		Other (SPECIFY)			

APPRENTICESHIP PROCESS

Number	*Question*	*Answer*	*Tick*		*Go to*
307	Why did you decide to train apprentices?				
308	Do you receive many applications? READ LIST, ONE ANSWER POSSIBLE	No, so all apprentices that approach me receive training			
		No, but I don't take on everyone			
		Yes, and I try to take them all on to train			
		Yes, but I can't accept them all, so I have to be selective			
		OTHER			
309	What determines the number of apprentices you have? (for example: Why do you have 2 apprentices and not 10?) READ LIST, ONE ANSWER POSSIBLE	Availability of tools			
		Availability of work			
		Number of applications received			
		Teaching capacity of master craftsperson			
		OTHER			
310	How do you usually find your apprentices?	Someone introduces apprentice to master craftsperson			
		Apprentices approach master craftsperson directly			
		Master craftsperson approaches potential apprentices			
311	What factors do you consider important for selecting your apprentices? READ LIST, SEVERAL ANSWERS POSSIBLE	Kinship/family ties			
		Neighbourhood			
		Recommendation from friend/colleague			
		Same ethnic group			
		Same religious affiliation			
		Level of formal education			
		Previous work experience			
		Talent for this trade			
		Their/ their parents' ability to pay			
		No personal liabilities (family, children)			
		Maturity			
		Trustworthiness			
		Other (SPECIFY)			

Number	*Question*	*Answer*	*Tick*		*Go to*
312	According to your experience, what is the best age to start an apprenticeship in your trade? READ LIST, ONE ANSWER POSSIBLE	Under 10 years of age			
		11-13 years of age			
		14-16 years of age			
		17-19 years of age			
		20-22 years of age			
		Over 23 years of age			
		Don´t know			
		Other (SPECIFY)			
313	Do you require a minimum level of general education from your apprentices?	YES			
		NO		go to	315
314	If yes, what is the minimal level?				
315	Is there a trial period for the apprentice?	YES			
		NO		go to	317
316	If yes, please specify the duration				
317	What kind of agreement do you conclude with your apprentices?	Written contract			
		Oral agreement			
		Other (Specify)			
318	What is included in the agreement? Issues concerning… READ LIST, SEVERAL ANSWERS POSSIBLE	Food			
		Accommodation			
		Wage			
		Working hours			
		Holidays			
		Content of apprenticeship			
		Certification at the end of apprenticeship			
		Social protection/insurances such as insurances in case of illness and/or accident			
		Working clothes			
		Other (SPECIFY)			
319	Do you agree upon a fixed apprenticeship period/ duration?	YES			
		NO		go to	321
320	How long is this period?	MONTHS		go to	323
321	If you do not fix an apprenticeship period, how do you determine the end of the apprenticeship? READ LIST, ONE ANSWER POSSIBLE	When the apprentice has learnt the trade (skills test)			
		If apprentice is fit enough to get own clients			
		Other (SPECIFY)			

Number	*Question*	*Answer*	*Tick*		*Go to*
322	How long is the usual period of apprenticeship?	MONTHS			
323	After finalizing apprenticeship, how much would a graduated apprentice earn in your workshop?	On average			
		Minimum			
		Maximum			
324	Does the apprentice/parents have to pay any fee for the training?	YES			
		NO		go to	328
325	How much?	TOTAL			
	IF THE TOTAL AMOUNT IS NOT KNOWN, PLEASE ASK FOR THE WEEKLY/ MONTHLY OR YEARLY FEE, WHATEVER APPLIES	Yearly			
		Monthly			
		Weekly			
326	What determines the amount of fees? READ LIST, SEVERAL ANSWERS POSSIBLE	Every apprentice pays the same			
		The apprentice's/ parents capacity to pay			
		The apprenticeship period/ duration			
		OTHER			
327	When is/was the payment due? READ LIST, SEVERAL ANSWERS POSSIBLE	Upon beginning of apprenticeship			
		Consecutive (e.g. weekly) SPECIFY			
		At the end of the apprenticeship			
		Other (SPECIFY)			
328	Do the apprentices receive money for their work (e.g. pocket money, wage)	YES			
		NO		go to	330
329	If yes, please specify the weekly amount	Currency/WEEKLY in the beginning			
		Currency/WEEKLY at the end of apprenticeship			
330	What happens in case your apprentice has to stay home because of illness or because of occupational injury? READ LIST, ONE ANSWER POSSIBLE	Wage/pocket money will be paid			
		Wage/pocket money will not be paid			
		Other (SPECIFY)			
331	Who pays for the doctor in case your apprentice gets sick or has an occupational injury? READ LIST, ONE ANSWER POSSIBLE	Master craftsperson/business owner			
		Apprentice			
		Parents/relatives of apprentice			
		Other (SPECIFY)			

Number	*Question*	*Answer*	*Tick*		*Go to*
332	What in-kind support do you provide for your apprentices? READ LIST, SEVERAL ANSWERS POSSIBLE	Accommodation			
		Food			
		Working clothes			
		None			
		Other (SPECIFY)			
333	Do your apprentices have to bring own tools and/or raw materials?	YES			
		NO		go to	335
334	If yes, please specify what the apprentices have to bring				
335	What happens in case the apprentice damages tools/materials belonging to the enterprise? READ LIST, ONE ANSWER POSSIBLE	Master/owner makes up for the damage			
		Apprentice/parents makes up for the damage			
		Other (SPECIFY)			
336	Is there a special graduation event?	YES			
		NO			
337	What happens, if the apprentice misbehaves? PLEASE SPECIFY				

TOOL 7: Interview guideline for master craftspeople (qualitative research)

(to be read out)

My name is _____; I am _____. This is …, [introduce research assistant].

The ILO is a United Nations agency that brings together governments, employers and workers of their member States in order to promote decent work throughout the world. We are doing research to explore the practice of informal apprenticeship.

By informal apprenticeship we understand a situation, where all skills relevant for a trade are passed on to a young trainee under certain conditions that have been agreed upon by the business owner/master craftsperson and the apprentice. The ILO would like to better understand the current practices of informal apprenticeship in order to identify possible ways of improving the situation for the businesses and apprentices involved.

Today, we would like to discuss these issues with you. We are very interested in your experiences and your opinion.

Please let us know if any of the questions we are asking are unclear to you. If you feel that this interview lacks any questions or topics you consider to be important for assessing the current situation of informal apprenticeship or possible ways to improve it – please do not hesitate to tell us.

I also would like to ask your permission to record this interview and/or to take notes of our conversation.

Everything you tell us will be kept confidential.

Are there any questions from your side? Can we begin with the interview now? Thank you very much for your cooperation!

GENERAL BACKGROUND

Full Name _____

Age _____

Sex _____

Interview No. _____

City/Town _____

Trade (if applicable) _____

Name and address of workshop (if applicable) _____

Date of Interview _____

Language of Interview _____

If interviewee already responded to survey questionnaire, please only ask **bold** questions

PROFESSIONAL BIOGRAPHY

1. **How did you learn the skills of your trade?** _____
2. Have you completed an informal apprenticeship? _____
3. If you have completed an informal apprenticeship, do you think it was worth it? _____

   _____
4. Did you learn the skills relevant for your current business? _____

   _____
5. Where else did you learn them? _____

   _____

ECONOMIC CONTEXT

6. Do you cooperate or have any business relationships with master crafts persons of other businesses? _____

7. If yes, please tell us what type of relationship you have and how you cooperate. _____

_____

_____

8. How do you learn about new technology and/or materials to improve your skills/services/products? _____

9. **What are obstacles that prevent you from developing your business further, from using better tools and equipment?** _____

_____

_____

10. **Do you expect any future changes in your trade?** _____

11. Is your business registered? If no, why not? _____

_____

THE TRAINING ARRANGEMENT

12. Since when do you train apprentices? _____

13. Why do you train young people? _____

14. **Are there any requirements for master craftspeople to have apprentices? If yes, which?**

15. **If yes, could you elaborate on these requirements?** _____

_____

16. **Are there different kinds of apprentices in your business?** _____

_____

17. **What is the difference between these apprentices?** _____

_____

_____

18. **Do you have skilled workers that have not been apprentices before?** _____

19. **When you take on an apprentice, is the work agreement with each apprentice learning in your business the same or do you apply different rules?** _____

_____

_____

20. **If different, what is different, e.g. regarding fees, duration, etc.?** _____

21. **Do they have to bring their own tools? How much do they cost in total? (*Give time to reflect*)** _____

22. **Have there been any apprentices who have left the business before finishing?**

_____

_____

23. **If yes, why?** _____

_____

24. **If no, how do you make sure that they stay until the end?** _____

THE TRAINING PROCESS

25. **How do you teach/train your apprentices i.e. how do they learn the skills of the trade? Please describe step by step what they learn first, second, etc?** _____

PRACTICES IN APPRENTICESHIP

26. **If someone asks you, under what conditions would you be willing to train his/her son/daughter?**

_____

_____

27. How do you select your apprentices? _____

_____

28. **Do you usually know the parents/guardians of an apprentice?** _____

_____

29. What happens in case of illness or accidents of the apprentices? _____

_____

30. **Is there any difference in treatment of apprentices for illnesses or occupational accident?** _____

31. **If yes, could you please explain the difference?** _____

_____

32. **What would you do if you found out one of your apprentices or workers was living with HIV/AIDS?**

_____

33. Do you provide certificates to the apprentices when they terminate their apprenticeship?

_____

_____

34. If no, why not? _____

35. What happens when the apprentice ends the apprenticeship? Is there a special graduation ceremony? Please describe _____

36. **Do you help them find a job or start up their own business?**

37. **If yes, how?** _____

POTENTIAL FOR UPGRADING

38. **According to your experience, how would you describe the apprenticeship training environment in the country?** _____

39. **Is there anything that needs to be changed in order to improve apprenticeship training?** _____

40. **Are there skills that are important for the trade which cannot be trained in your own business?**

41. **If yes, what are these skills?** _____

42. **Do you know if there are any legal provisions for apprenticeship? Which?** _____

_____

43. **Do you need to register apprentices?**

_____

44. Would you be interested to participate in any supplementary training? If no, why not? _____

45. Who should organize the supplementary training for you and/or for your apprentices? _____

_____

46. Where should the supplementary training take place? _____

_____

_____

47. **Do you know about formal trade tests? What do you think about them?** _____

_____

_____

48. **Do you support your apprentices in participating?** _____

_____

SOCIAL CONTEXT

49. **If your children wished to learn your trade, what would you advise them?** _____

_____

Thank you very much for your time and information

TOOL 8: Interview guideline for apprentices (qualitative research)

(to be read out)

My name is _____; I am _____. This is …, [introduce research assistants].

The ILO is a United Nations agency that brings together governments, employers and workers of their member States in order to promote decent work throughout the world. We are doing research to explore the practice of informal apprenticeship. By informal apprenticeship we understand a situation, where all skills relevant for a trade are passed on to a young trainee under certain conditions that have been agreed upon by the business owner/master craftsperson and the apprentice.

The ILO would like to better understand the current practices of informal apprenticeship in order to identify possible ways of improving the situation for the businesses and apprentices involved. Today, we would like to discuss these issues with you. We are very interested in your experiences and your opinion.

Please let us know if any of the questions we are asking are unclear to you. If you feel that this interview lacks any questions or topics you consider to be important for assessing the current situation of informal apprenticeship or possible ways to improve it – please do not hesitate to tell us.

I also would like to ask your permission to record this interview and/or to take notes of our conversation. Everything you tell us will be kept confidential.

Are there any questions from your side? Can we begin with the interview now? Thank you very much for your cooperation!

GENERAL BACKGROUND

Full name _____

Year of birth _____

Sex _____

Interview no. _____

Location _____

Trade (if applicable) _____

Date of interview _____

Time of interview _____

Place of interview _____

Language of interview _____

SOCIAL CONTEXT

1. Can you please introduce yourself? How old are you, where did you go to school, for how long did you go to school, where do you live (do you live with your parents?)
2. Please tell us, how you became an apprentice? When did you start, what did you do before starting your apprenticeship?
3. How long did it take to find your current master craftsperson?
4. Why did you or your parents choose this trade?
5. What do your friends/relatives think about you being an apprentice?
6. Why did you choose to do an apprenticeship and not take training courses in the formal training system?

TRAINING ARRANGEMENT

7. Why did you choose this master craftsperson?
8. What happens if the master craftsperson is not satisfied with your work?
9. Do you earn extra money from clients? Do older apprentices earn extra money from clients? Does the master craftsperson increase your pay when you work more or have gained more experience?

POTENTIAL FOR UPGRADING

10. How do you like your apprenticeship? Why?
11. What could be improved in your apprenticeship?
12. Are there things/techniques you would like to learn that are not part of your current apprenticeship?
13. Are there enough tools, materials to practice?
14. On average, how many hours per day are you actively working, and how many hours do you have to be present in the workshop?
15. Does your master craftsperson allow you to visit other businesses to learn other skills that you cannot learn in this business?
16. Does your master craftsperson allow you to participate in supplementary training?
17. Do you want to participate in a formal trade test? Why? Why not?
18. Do you have friends being apprentices too? Do you talk with other apprentices about your work?
19. Have you heard about apprentices that are treated badly by their master craftsperson? Does anything happen to this master craftsperson?
20. Do you know of young people who want to become apprentices but did not find a business? Why?

EFFECTIVENESS OF TRAINING

21. Do you have contact with customers/clients by selling your products and/or services?
22. What are your plans after graduation from apprenticeship?
23. If you would like to open up your own business, have you been taught how to register it?

Thank you very much for sparing your time to share with me your experiences here

TOOL 9: Interview guideline for focus group discussions (qualitative research)

(to be read out)

My name is _____; I am _____. This is …,[introduce research assistant].

The ILO is a United Nations agency that brings together governments, employers and workers of their member States in order to promote decent work throughout the world. We are doing research to explore the practice of informal apprenticeship.

By informal apprenticeship we understand a situation, where all skills relevant for a trade are passed on to a young trainee under certain conditions that have been agreed upon by the business owner/master craftsperson and the apprentice. The ILO would like to better understand the current practices of informal apprenticeship in order to identify possible ways of improving the situation for the businesses and apprentices involved.

Today, we would like to discuss these issues with you. We are very interested in your experiences and your opinion. Please let us know if any of the questions we are asking are unclear to you.

If you feel that this interview lacks any questions or topics you consider to be important for assessing the current situation of informal apprenticeship or possible ways to improve it – please do not hesitate to tell us.

I also would like to ask your permission to record this interview and/or to take notes of our conversation.

Everything you tell us will be kept confidential.

Are there any questions from your side? Can we begin with the questions now? Thank you very much for your cooperation!

GENERAL BACKGROUND

Name of association _____

Names of participants _____

_____

_____

_____

Location _____

Trade (if applicable) _____

Date of interview _____

Time of interview _____

Place of interview _____

Language of interview _____

SOCIAL CONTEXT

1. Who can train apprentices? Why do master craftspersons train? Under what conditions would a master craftsperson take on someone as an apprentice? Under what conditions would an apprentice not be accepted?
2. What do apprentices do before joining informal apprenticeship? Do schools offer vocational guidance on informal apprenticeship? Are fees or cost for tools entry barriers for apprentices?

QUALITY OF TRAINING

3. How do master craftspersons and apprentices see apprenticeship? Does this differ from other social group's view?
4. Do master craftspersons follow a training plan?

5. Is training quality monitored?
6. How are associations involved in informal apprenticeship?
7. Do apprentices join other businesses for shorter periods of time to learn additional skills or do they generally stay in the same business until completion?
8. What do master craftspersons think of the quality of formal/ non-formal (by NGOs) skills provision? How high are fees for formal/ non-formal training courses?
9. Do apprentices participate in formal assessments? Why? Why not? What are barriers to take formal assessments? Are there programs in which micro and small enterprises cooperate with or benefit from the formal training system?
10. Are apprentices sufficiently prepared for future self-employment when graduating from informal apprenticeship?

PRACTICES IN INFORMAL APPRENTICESHIP

11. What happens to master craftspersons who treat apprentices badly? What happens to apprentices who run away? What kinds of sanctions are applied? Are there social sanctions through business associations etc.? Are there conflict resolution mechanisms beyond enterprise level?
12. Is the setting up of an enterprise of one's own limited to graduated apprentices?
13. Are policies or laws that regulate apprenticeship known? Are they applicable to informal apprenticeship? What do they say?

POTENTIAL FOR UPGRADING

14. Do you see potential for upgrading? How could informal apprenticeship be improved?
15. How will business activities in the occupations studied be affected by future changes? What is the state of technology? Do businesses supply local, national or international markets?
16. Which skills would craftspeople need to benefit from an expanded market?
17. If additional training courses were offered, who should organize them and how long should they be?

TOOL 10: Tool for analysis of empirical data: thematic questions and index

These questions should be answered based on the information obtained from the questionnaire responses. The information stems either from cross-comparing different data-sets or from qualitative interviews.

ECONOMIC CONTEXT	Thematic questions	Source (No. in questionnaire, QI = qualitative interviews)
General Characteristics of businesses and labour force	What is the average business size? What is the trainer (master craftsperson and skilled worker) – apprentice ratio? Are business owners and master craftspersons identical? Who negotiates apprenticeship contracts then?	110, 111, 112, 118
Business environment and opportunities and challenges of individual trades	How will business activities be affected by future changes? What is the state of technology? Do businesses supply local, national or international markets? How is market access?	120-122, 240-242, QI
Business registration	Are businesses registered with any State Agency? Which and in which trade? Is businesses size related to registration?	115, 118
SOCIAL CONTEXT		
Socio-economic background of staff (gender pattern, age structure, rural-urban provenance, education and training)	What is the share of female apprentices, skilled workers and master craftspersons by trade?	105, 203, 204
	What is the age structure of master craftspersons, skilled workers and apprentices?	203, 205
	Do apprentices join the workshop below legal working age?	251, 312
	What is the educational level of master craftspersons, skilled workers and apprentices per trade? How does it compare with national/regional averages?	203, 211
	What is their training background? Did they attend formal or non-formal training before (or after) informal apprenticeship?	223-226, 231-233, 212, 213
	Have master craftspersons and skilled workers learnt by means of informal apprenticeship, too?	219-222

ECONOMIC CONTEXT	Thematic questions	Source (No. in questionnaire, QI = qualitative interviews)
	How did master craftspersons become trainers of apprentices? How often did they change businesses before opening their own? How long did it take them to take on apprentices after opening their own business? Who can train apprentices?	216-218, 227-230, QI
QUALITY OF TRAINING		
Perception of informal apprenticeship	Why do master craftspersons train? Why do apprentices join? What do they think of quality of formal/ non-formal skills provision? How do master craftspersons and apprentices see apprenticeship? Does this differ from other social group's view?	307, 308, 250, 274, QI
Flow of knowledge and skills within one sector	How do businesses cooperate? Do they belong to business associations? Are associations involved in informal apprenticeship?	113, 114, 116, 117, QI
	Do apprentices join other businesses for shorter periods of time to learn additional skills?	340-341
Training content and process	What skills do they train? How important are business related skills?	338
	Are apprentices prepared for future self-employment? Do master craftspersons follow a training plan?	QI
Access to new skills	Do master craftspersons, skilled worker or apprentices participate in skills upgrading courses outside the enterprise? Are there programs in which enterprises in the informal economy cooperate with or benefit from the formal training system?	223-225, 231-233, 344-346, 238, QI

ECONOMIC CONTEXT		Thematic questions	Source (No. in questionnaire, QI = qualitative interviews)
Training outcome		Are graduated apprentices employable? Where do they work (within same business, in formal economy, other small businesses, or self-employed)?	300, 301
		How long did it take master craftspersons and skilled workers to find employment after graduating from informal apprenticeship?	227
		What are the financial returns to apprenticeship training? What are skilled workers wages compared to apprentices wages/pocket money? Do skilled workers with formal or non-formal training earn better wages?	323, 328, 329, 244, 260-262, 266, 267 211, 223-225, 244
Quality assurance of training		Is training quality monitored?	QI
FINANCING INFORMAL APPRENTICESHIP			
Training investment	For apprentice: fees, tools and labour service	Fees for apprentices	324-327, 258-259
		Tools to bring	333, 334
		Length of the apprenticeship period	320, 322, 252
	For master craftsperson: training investment	Are fees homogenous within a trade? Are fees adapted to the economic situation of the apprentice? Compared to fees for formal/ non-formal training courses, how high are they?	
Shared benefits	For apprentice: allowances, food, accommodation, working clothes etc.	Compensation of apprentices	328, 329, 332, 260-262, 265-266
		How high is the percentage of apprentices not receiving any support? Do these apprentices also pay lower fees?	
		Do allowances increase with growing productivity of apprentices?	252
		Is there a relation between length of apprenticeship period, compensation and training fees?	
	For master craftsperson: labour productivity of apprentice at lower wage than skilled worker or unskilled helper	What is the wage difference between skilled workers and apprentices just before graduating?	234, 329
		Are apprentices competent before their apprenticeship ends?	320, 322, 338
		Are unskilled helpers cheaper or more expensive than apprentices?	119

ECONOMIC CONTEXT		Thematic questions	Source (No. in questionnaire, QI = qualitative interviews)
PRACTICES IN IA			
Training contract		Are apprentices well informed about the content of the training contract (written or oral)? What is included in the contract? If no duration is fixed, are termination criteria clear to apprentices? Are businesses aware of policies and laws regarding apprenticeship?	257, 267 317-321 268 QI
Recruitment and gender		Are some groups excluded from apprenticeship (based on gender, disability, migratory background etc.)? Why are certain groups not represented among apprentices? On what basis are apprentices/ master craftspersons selected? What is the role of social networks? Do apprentices select the trade and master craftsperson or do others select for them? Are there trial periods? Are fees/ cost for tools entry barriers for apprentices?	203, 204, 206-210, 300, 303-306 214, 215, 309-314 254-256 315, 316 QI
Decent work (social security, working hours, liability, occupational safety and health)		Are apprentices covered by master craftspersons in case of illness or occupational injury? Are they liable for broken tools/equipment? Are they informed about safety and health measures? What is the incidence of occupational injury (number of injuries in 6 months per total number of workers) How long do apprentices stay in the business daily? How long are they effectively working? Do they have annual leave?	330, 331, 335 263, 264 243 271, 272 273
Enforce-ment mechan-isms	Reputation of master craftsperson and social networks	How many apprentices leave the workshop before finishing their apprenticeship? What happens to master craftspersons who treat apprentices badly? What happens to apprentices who run away? What kind of sanctions are applied? Are there social sanctions through business associations etc.? Are there conflict resolution mechanisms beyond enterprise level?	300, 302 337, QI

ECONOMIC CONTEXT		Thematic questions	Source (No. in questionnaire, QI = qualitative interviews)
	Expectation of future benefits: or sanctions	Is the setting up of an enterprise of one's own limited to graduated apprentices? Do apprentices cooperate with their master craftsperson after leaving the workshop?	QI
LINKAGES BETWEEN IA AND THE FORMAL SYSTEMS			
Transition from school to apprenticeship		Are there time lags between finishing school and starting apprenticeship? What do apprentices do before joining informal apprenticeship? Is vocational guidance provided on informal apprenticeship?	211, 251, 253, QI
Recognition of skills		How are skills of graduated apprentices recognized? Are there graduation events? Do apprentices receive certificates/ letters of recommendation from master craftspersons? Are there formal skills assessments? How many apprentices participate in formal assessments? Why? What are the barriers to take formal assessments?	239 336 269, 270, 347 342-343, QI
Potential for upgrading (general)		Do master craftspersons and apprentices see potential for upgrading? What needs to be improved? Are they interested in becoming engaged in upgrading measures to improve apprenticeship? What are training needs of master craftspersons, skilled workers and apprentices? Could master craftspersons or skilled workers afford upgrading courses? Are master craftspersons willing to release apprentices for additional training?	275, 353 234 235, 352, QI 236, 237, 346 350, 351

TOOL 11: Selected key indicators obtained from the research

The table summarizes some key indicators that can be obtained from the research.

AREA OF INTEREST	Proposed indicator	Source (no. in questionnaire)
Institutionalization of informal apprenticeship system	Share of apprentices having left without finishing informal apprenticeship (within the last two years)	300, 302
	Average duration of informal apprenticeship and variability	320, 322, 252
	Share of apprentices who are well informed about conditions included in the apprenticeship agreement	257, 267, 318, 320
Employment outcome	Share of apprentices who set up their own business after graduating from informal apprenticeship	301
	Share of apprentices who found a job in a larger (formal) enterprise or the public sector after graduating from informal apprenticeship	301
	Share of apprentices who either set up their own business, or are employed in a micro, small or larger enterprise	301
	Wage after finishing informal apprenticeship, and compared to skilled workers' wages	323, 244
Access	Share of female apprentices among graduates of the last two years	300, 303
	Share of female apprentices, skilled workers and master craftspeople currently in the trade	105, 203, 204
Perception of informal apprenticeship	Share of apprentices considering apprenticeship as a means for gainful employment	274
Decent work (child labour and incidence of occupational injury)	Share of apprentices who started apprenticeship below working age	251, 312
	Number of injuries at work in past 6 months per total number of workers	243, 118

Annex 5 – Training needs assessment of master craftspersons/ skilled workers

1	Name		
2	Name of business		
3	What is your work status?	Master craftsperson	
		Skilled worker	
4	Sex	Male	
		Female	
5	Can you read and write in language X?	YES	
		NO	
6	Can you do simple calculations?	YES	
		NO	
7	Are there any skills needed for your trade that you feel you should improve to produce higher quality goods and services? Which?		
8	Are there situations when you are not able to meet the demand of costumers for your products or services? Why? What kind of skills would you need to meet the demand?		
9	Can you think of other products and services that are in demand or could be in demand in future that you are currently not able to provide? What skills would you need to provide these?		
10[1]	In your view, what constitutes a safe and healthy work environment?		
For the following questions, please rate your current level of knowledge: 4 = excellent (no improvement necessary), 3 = good (minor improvements required), 2 = fair (major improvement desired), 1 = poor (needs to be improved/ replaced totally)			
11	Please explain how you determine the cost of your product or service. For instance, do you examine other sellers' prices, do you bargain with customers, do you calculate direct and indirect costs?		4
			3
			2
			1
12	Describe how you handle the receipts of purchases. For instance, do you keep a receipt book and ledger?		4
			3
			2
			1

[1] Questions 10-15 are taken from the SIYB Entry Form & Baseline questionnaire.

	The following questions are only addressed to master craftspeople and <u>not</u> to skilled workers		
13	What do you do to promote your sales? For instance, do you use sign boards or radio or other types of ads?		4
			3
			2
			1
14	What benefits do your employees receive?		
15	How do you calculate your total profits? For instance, do you use a ledger, a profit or loss statement, or just estimation?		4
			3
			2
			1
16	How do you teach your apprentices the skills for your trade?		4
			3
			2
			1