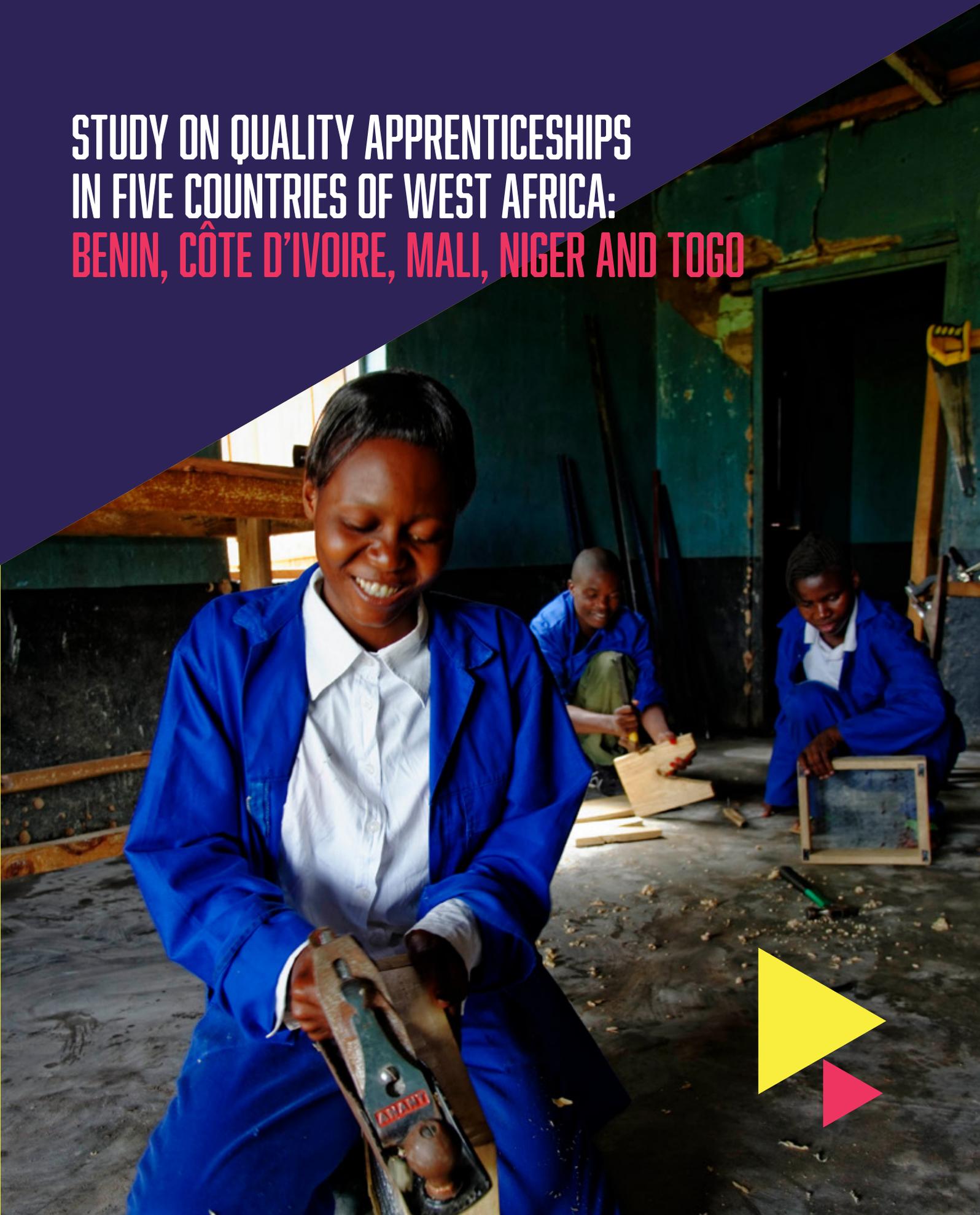




International
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 **DECENT JOBS
FOR YOUTH**

STUDY ON QUALITY APPRENTICESHIPS IN FIVE COUNTRIES OF WEST AFRICA: BENIN, CÔTE D'IVOIRE, MALI, NIGER AND TOGO



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**Study on quality apprenticeships in five countries of West Africa:
Benin, Côte d'Ivoire, Mali, Niger and Togo**

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ACRONYMS AND ABBREVIATIONS

AGEFOP	National Vocational Training Agency (Côte d'Ivoire)
AGEPE	Agency for Employment Research and Promotion (Côte d'Ivoire)
ANPE	National Employment Agency
APCMM	Standing Assembly of Malian Trade Chambers
APEJ	Youth Employment Agency (Mali)
AQB	attestation de qualification de base (basic training certificate) (Niger)
BEP	brevet d'enseignement professionnel (vocational studies certificate)
BPT	brevet professionnel de technicien (technician certificate) (Niger)
BQP	brevet de qualification professionnelle (vocational skills certificate) (Niger)
BT	brevet de technicien (technician diploma)
BTS	brevet de technicien supérieur (higher technician diploma)
CAFé	women's apprenticeship centre (Mali)
CAP	certificat d'aptitude professionnelle (vocational training certificate)
CED	educational development centre (Mali)
CEI	education centre for integration (Mali)
CFA	certificat de fin d'apprentissage (apprenticeship completion certificate) (Togo)
VTC	vocational training centre
CGECI	Confederation of Entreprises of Côte d'Ivoire
COFPA	Operational Unit for Vocational Training in the Craft Sector (Mali)
CQM	certificat de qualification au métier (craft skills certificate)
CQP	certificat de qualification professionnelle (certificate of vocational training)
FAFPA	Vocational Training and Apprenticeship Support Fund (Mali and Niger)
FCFA	CFA franc
FDFP	Vocational Training Development Fund (Côte d'Ivoire)
FNAFPP	National Fund for Apprenticeship, Training and Skills Development (Togo)
FNS	National Solidarity Fund (Côte d'Ivoire)
FNAM	National Federation of Malian Craftspersons
FNAN	National Crafts Association of Niger
FNAT	National Crafts Association of Togo
FODEFCA	Development Fund for In-service Training and Apprenticeship (Benin)
ILO	International Labour Organization
MJECC	Ministry for Youth, Employment and Citizenship Building (Mali)
MEP/T	Ministry of Vocational and Technical Education (Niger)
METFIP	Ministry for Technical Education, Training and Vocational Integration (Togo)
METFP	Ministry for Technical and Vocational Education and Training (Benin, Côte d'Ivoire and Togo)
NGO	non-governmental organization
OEF	Employment and Training Observatory (Mali)
ONEF	National Observatory for Employment and Vocational Training
OPA	professional craftspersons' body
OSH	occupational safety and health
PPE	personal protective equipment
SMIG	salaire minimum interprofessionnel garanti (guaranteed minimum wage)
TFP	technical and financial partner
TPA	taxe patronale d'apprentissage (apprentice tax on employers)
TVET	Technical and Vocational Education and Training
VAE	work experience validation

FOREWORD

The Global Initiative for Decent Jobs for Youth seeks to facilitate increased action and impact on youth employment in the framework of the 2030 Agenda for Sustainable Development. It aims to bring together local, national, regional and international partners in a strategic and inclusive alliance to ensure policy convergence, stimulate innovative thinking and mobilize resources for more and better investments in youth employment. This initiative is led and managed by the International Labour Organization (ILO) in accordance with a strategy endorsed by the United Nations System Chief Executives Board for Coordination.

The project on “Support to the Global Initiative for Decent Jobs for Youth in the Sahel Region” is the first one led by the ILO under the Global Initiative. With a view to improving the creation of and access to decent jobs for young people in the Sahel subregion, particularly in Burkina Faso, it promotes cooperation, strengthened regional capacity and the sharing of knowledge, innovative programmes and evidence-based labour market policies.

The project focuses mainly on promoting quality apprenticeships. The ILO approach embraces six key elements: 1) meaningful social dialogue; 2) clear roles and responsibilities; 3) a robust regulatory framework; 4) equitable funding arrangements; 5) strong labour market relevance; and 6) inclusiveness.

Besides the study on Burkina Faso, the country where the project activities are concentrated, the ILO has commissioned a sub-regional study focusing on quality apprenticeships in West Africa, covering Benin, Côte d’Ivoire, Mali, Niger and Togo. Its intention in launching this study is to analyse the vocational apprenticeship systems and then to make recommendations for a transition to systems based on the quality apprenticeship model advocated by the ILO.

The discrepancy between training programmes and the human resource needs of the labour market is a topic of current concern. Few countries are immune to this situation. The problem of the mismatch between training and employment is one that causes serious concern to governments, social partners and civil society organizations, to the extent that experts and decision-makers present studies and strategies at national, regional and international meetings. Currently, the deployment of human resources in the labour market is the subject of much worldwide debate and research.

The ILO believes that human resources development must involve the key players – from planning to evaluation, including the formulation and delivery of training policies and programmes, countries’ various stakeholders have an important role to play.

It is only by doing this that ILO quality apprenticeship systems can be established that will bring sure benefit to governments, employers’ and workers’ organizations and, above all, to youth who are vulnerable, unemployed, underemployed or living in poverty.

Through this comparative study conducted in five West African nations, the ILO hopes to make its contribution towards finding appropriate and realistic solutions to the thorny issue of the mismatch between training and employment.

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EXECUTIVE SUMMARY

This examination of quality apprenticeships in West Africa includes a case study on each of five countries: Benin, Côte d'Ivoire, Mali, Niger and Togo. The apprenticeship system in each country is compared against the six key elements of ILO quality apprenticeship. All the countries have dual (formal) apprenticeship systems combining a 75-80 per cent practical element in the workshop/enterprise with a 20-25 per cent element at a vocational training centre (VTC) or technical and vocational school.

Meaningful social dialogue on dual (formal) apprenticeship is mainly conducted with the professional craftspersons' bodies (OPAs) (national craft federations and chambers of trade), which are the most affected by this type of apprenticeship in the different countries. The social partners (employers and trade unions) are also involved, but tentatively. Dual (formal) apprenticeship has made little progress in the modern enterprises in these countries.

Each of the countries has a legal and regulatory framework based mainly on a labour code and implementing decrees, together with, in some of them, specific laws relating to vocational training and apprenticeship. These regulations apply only partly to the traditional (informal) apprenticeship which still exists in all the countries, along with its attendant weaknesses such as long and variable terms of apprenticeship, absence of learning programmes and lack of any written contract. However, some countries have taken steps to certify traditional (informal) apprenticeship over and above the apprenticeship completion certificate (CFA). They have introduced the basic training certificate (AQB) and craft skills certificate (CQM) for youth in traditional (informal) apprenticeship. The certificate of vocational training (CQP) is the first-level qualification in dual (formal) apprenticeship. Niger has introduced apprenticeship qualifications higher than the CQP, namely the vocational skills certificate (BQP) and the technician certificate (BPT).

Roles and responsibilities are clearly defined in the existing regulations, although the various parties may not take them up, often because of lack of funding but also because of poor coordination among stakeholders.

With regard to funding arrangements, the five countries have all established bodies to finance vocational training and apprenticeship. These are the Development Fund for In-service Training and Apprenticeship (FODEFCA) in Benin, the Vocational Training Development Fund (FDFP) in Côte d'Ivoire, the Vocational Training and Apprenticeship Support Fund (FAFPA) in Mali and Niger and the National Fund for Apprenticeship, Training and Skills Development (FNAFPP) in Togo. All these funds are supplied from support projects set up by technical and financial partners (TFPs) and from the countries' annual budget allocations, which are treated as contributions against the apprentice tax levied on employers (taxe patronale d'apprentissage-TPA). Errors and omissions excepted, only the FDFP in Côte d'Ivoire receives all of its TPA. The reality is that the financial resources in these funds are insufficient to meet the specific demand for apprenticeship. We note, moreover, that in most of the countries there is no mechanism for calculating the real costs of apprenticeship based on a cost-sharing formula between the government, enterprises (employers) and the educational community (families and apprentices).

Efforts have been made to make systems more relevant to the labour market, with all the countries having adopted a competency-based approach which is implemented with professional involvement. Each country has an employment observatory which has conducted useful sectoral studies on promising markets in accordance with specific national and territorial needs. However, in our view more use should be made of the results of these studies in prospective assessments of apprenticeship programmes in relation to the labour market.

The apprenticeship systems in all the countries are inclusive and open to all. Nevertheless, no support measures have been put in place for disadvantaged youth (out-of-school young people or early leavers, young mothers, vulnerable or disabled, etc.). A genuinely inclusive apprenticeship scheme should involve specific human resources (skilled trainers

and teachers), suitable teaching materials, targeted programmes and differentiated or personalized teaching approaches.

Concerning the strengths of the various apprenticeship systems and the challenges faced, national recommendations are made. For each country, these involve measures to upgrade traditional (informal) apprenticeships in the first instance, then measures for transition from dual (formal) apprenticeship to ILO quality apprenticeship at the second stage.

Finally, general recommendations are made concerning:

- the strengthening of social dialogue through greater involvement by employers and trade unions and the development of apprenticeships in large modern enterprises;
- compliance with the existing laws and regulations on OSH, apprentice wages, strict enforcement of apprenticeship contracts, the endorsement of apprenticeship diplomas in inter-occupational collective agreements, and the promotion of pathways between apprenticeship schemes and conventional TVET systems;
- clarification of all the roles and responsibilities set out in the above-mentioned regulations, by introducing quadripartite consultation frameworks (government, employers, trade unions and apprenticeship operators) together with monitoring and evaluation arrangements to enhance apprenticeship quality;
- the introduction of equitable funding arrangements based on various taxes, with a strong plea for all TPA to be reimbursed to the organizations that finance apprenticeship. The support measures for equitable funding are responsibility sharing for apprenticeship among the various parties (State, enterprise, apprentice and training centre) and sound governance of the various dedicated funds;
- the development of apprenticeship systems which are relevant to the labour market, through the adoption of a national strategy to help integrate apprenticeship graduates. This strategy implies professional involvement in curriculum design (training and certification toolkits) and in the recruitment of apprentices. If the entrants and the system are of good quality, the leavers should also be of good quality, with profiles that match labour market needs in terms of both employment and self-employment;
- an inclusive system open to all, offering human resources, material and financial support measures. In order to include disadvantaged target groups such as vulnerable or disabled youth and those who are either out of school or have left school early, there is need for skilled trainers, teaching resources and appropriate facilities for each case.

The general recommendations apply to the five countries in differing degrees, but also to all francophone West African countries, in view of the similarities in their education systems, particularly their apprenticeship systems.



INTRODUCTION

INTRODUCTION

The project on Support to the Global Initiative for Decent Jobs for Youth in the Sahel region falls within the framework of the Global Initiative on Decent Jobs for Youth, which aims to improve the effectiveness and scope of the actions taken by countries to promote decent work for youth, through multi-stakeholder partnerships, evidence-based policies and the scaling-up of effective and innovative measures.

The project aims to provide strategic advice and to strengthen the capacities of political decision-makers, social partners, the private sector and national institutions to help them design and implement a national framework and initiatives for promoting quality apprenticeships. This objective will be achieved by analysing the current situation, developing or adapting knowledge products suited to their context, providing advice based on factual data and organizing capacity-strengthening workshops. The analysis of vocational apprenticeship systems in the context of the ILO quality apprenticeship model is part of this approach.

Following a description of the study objectives and the methodology adopted, and the definition of certain concepts relating to apprenticeships, the case study for each country comprises four parts. Each case study discusses the country's apprenticeship system, its characteristics in relation to the key elements of the ILO quality apprenticeship, its strengths and weaknesses, and proposes recommendations for transition to the ILO quality apprenticeship model. The final section is devoted to general recommendations followed by a general conclusion.

STUDY OBJECTIVES

The main objective of this study is to conduct case studies of five countries (Benin, Côte d'Ivoire, Mali, Niger and Togo) in order to examine their vocational apprenticeship systems and propose recommendations for transition to apprenticeship systems which conform to the ILO quality apprenticeship model.

The specific objectives are:

- to examine the apprenticeship systems in place in each of the five countries and analyse their compatibility with the quality apprenticeship system promoted by the ILO;
- to identify the challenges and opportunities facing each country's apprenticeship system and consider each key element with a view to transition towards an ILO quality apprenticeship system;
- to propose recommendations for upgrading and for transition to an ILO quality apprenticeship system in each of the five countries, as well as general recommendations applicable to all the countries.

METHODOLOGY ADOPTED

- A. This study consisted of documentary research on the apprenticeship systems in each of the five countries.
- B. Documentary research was carried out online and through certain in-country resources via email and telephone. A questionnaire was devised and distributed to resource persons proposed by the ILO and to recognized experts in certain countries. The design of the questionnaire¹ drew largely on the six key elements under consideration. The questionnaire was sent out by email on 2 July 2019.

¹ See annex 6.

- C. The documentary research continued with the resource persons in the countries, who each received the first version of each case study, addressing the six key elements of the ILO quality apprenticeship, for amendment. This approach brought added value to the various items in the initial questionnaire.
- D. The third stage was the production of the final report. This comprised in-depth analysis of the strengths (assets and opportunities) and weaknesses (challenges) of each country's apprenticeship scheme, together with recommendations and conclusions for each, taking into account the comments of the ILO experts.

DEFINITION OF CONCEPTS

Traditional (informal) apprenticeship

Traditional (informal) apprenticeship denotes a system in which the young learner (apprentice) acquires the skills for a trade or craft in a micro- or small enterprise, by learning and working alongside an experienced craftsperson. The apprentice and the master craftsperson conclude a training agreement that is embedded in the local norms and traditions of a society. Training costs are shared between the apprentice and the master craftsperson².

Traditional apprenticeship as practised for many years in the five countries and examined in this report is informal. It is made up of a set of learning practices not covered by the national regulations on apprenticeship in force in the country concerned. In the present study, the expression "traditional (informal) apprenticeship" is used.

Placement at the workshop of a master craftsperson is done at the request of the apprentice's family. There is no established programme, and the length of the apprenticeship varies according to the trade and the intentions of the master craftsperson. There is no written contract and no social protection.

Periods spent by youth at social advancement centres engaged in task-based learning of a trade, as in Burkina Faso, also constitute informal apprenticeship. These young people are regarded as undergoing apprenticeship and contribute to the centre's production, either through knitting or cutting/sewing. Everything in these centres is done as in the workshops of master craftspersons. Again, there is no established programme, the length of stay is not fixed, and there is neither a fixed contract nor social protection.

By contrast, the vocational training provided at private or public centres, covering theoretical courses and practical tasks carried out entirely within those centres, is not regarded as apprenticeship, except when the term is being misused. This is informal vocational skills training³. In Burkina Faso there is a set of specifications for vocational training centres, and all such structures are encouraged to comply with the regulations.

Dual (formal) apprenticeship

A dual (formal) apprenticeship consists of a set of learning practices subject to a country's laws and regulations (Labour Code and apprenticeship decrees, specific laws on vocational training and apprenticeship in certain countries, ministerial orders, etc.). The duality relates to learning at two training sites, namely a workshop/enterprise and a vocational training centre.

Dual apprenticeship has its origins in the German-speaking countries. In Germany, Switzerland and Austria, for example, the week is spent at two training locations, with generally four to five days in the workshop or enterprise and one to two days at the training centre, under an established progress plan. In the countries that feature in this study, the regulations stipulate that an apprenticeship should be spent in an enterprise for 75-80 per cent of the time and in a training centre for 20-25 per cent of the time.

² ILO (2012).

³ Ganou (2007).

In the literature, reference is sometimes made to “dual-type apprenticeship” and not to “dual apprenticeship”, as is the case in Germany or Switzerland. However, in the current study, the term “dual (formal) apprenticeship” is used.

The ILO model of quality apprenticeship

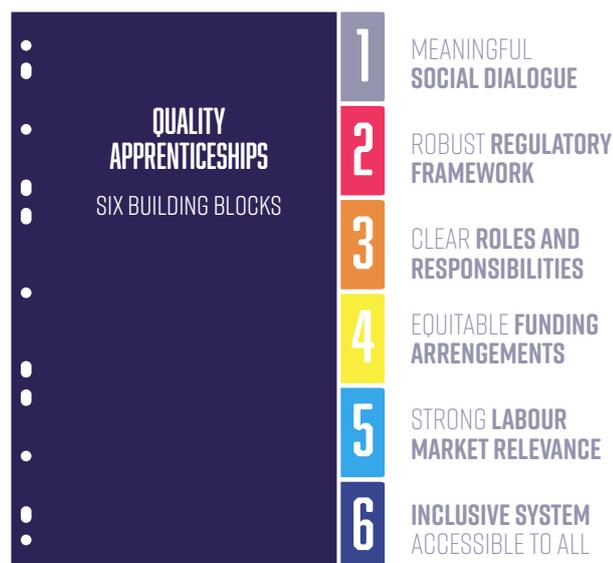
According to the ILO, a quality apprenticeship is a unique form of technical and vocational education and training (TVET) which combines on-the-job training and off-the-job learning to enable learners to acquire the knowledge, skills and competencies required to carry out a specific occupation.

These apprenticeship systems are regulated and financed by laws, collective agreements and policy decisions arising from social dialogue. In ILO quality apprenticeship, a written contract details the respective roles and responsibilities of the apprentice and the employer, and the apprentices receive remuneration and standard social protection coverage. Following a clearly defined and structured period of training and the successful completion of a formal assessment, apprentices obtain a recognized qualification.

The ILO quality apprenticeship system is based on six key elements:

- meaningful social dialogue;
- a robust regulatory framework;
- clear roles and responsibilities;
- equitable funding arrangements;
- strong labour market relevance;
- inclusiveness.

The ILO model of quality apprenticeship is a dual (formal) apprenticeship system in which the six key elements feature strongly.



CROSS-CUTTING CHARACTERISTICS OF THE APPRENTICESHIP SYSTEMS IN THE FIVE COUNTRIES

Traditional (informal) apprenticeship

Traditional (informal) apprenticeship in the five countries is particularly marked by its weaknesses, as shown in table 1. However, there is some transfer of know-how (practical) and soft skills (behavioural). It also offers informal (CFA) or formal (CQM) certification.

TABLE 1

Characteristics and actors in traditional (informal) apprenticeship

CHARACTERISTICS	ACTORS
<p>The main characteristics of the traditional (informal) apprenticeship are:</p> <ul style="list-style-type: none"> ■ choice of trade through affinity or kinship with a workshop head and/or master craftsman; ■ no written regulations; ■ long and variable duration; ■ no written apprenticeship contract; ■ low apprentice educational level; ■ low technical level of most master craftsmen; ■ variable apprenticeship costs*; ■ no written training programme; ■ no theoretical training; ■ no OSH training; ■ no insurance; ■ workshop practice confined to the needs of the master craftsman; ■ transfer of know-how; ■ transfer of soft skills; ■ availability of informal (CFA) or formal (CQM) certification. 	<p>The main actors in a traditional informal apprenticeship are:</p> <ul style="list-style-type: none"> ■ the family of the apprentice for apprenticeship placement procedures and fee payment; ■ the workshop head, generally the master craftsman, who provides the training and awards the completion certificate; ■ the OPAs via the trade and the public authorities (ministries) for the CQM.

* The costs are shared between the family of the apprentice and the head of the workshop; the apprentice may receive a non-fixed wage on becoming productive.

Dual (formal) apprenticeship

For the purposes of this study, we propose a dual (formal) apprenticeship system built around 17 components:

1. Legislation and regulation;
2. Choice of sector/specialization/trade;
3. Design of programmes, toolkits and curricula (competency-based approach) with progress plans at the enterprise and the centre;
4. Apprentice information, guidance and recruitment (offer of apprenticeship places);
5. A valid apprenticeship contract;
6. Funding;
7. Acquisition of additional equipment and materials for workshops and centres;
8. Further training for master craftsmen;

9. Further training for centre trainers;
10. Practical training in a workshop/enterprise;
11. Technical training at a centre;
12. Administrative monitoring;
13. Technical and educational supervision;
14. Summative assessment with certification and possible pathways to conventional TVET;
15. Assistance with integration (employment and self-employment);
16. Leaver follow-up;
17. Post-apprenticeship evaluation.

Financing of apprenticeships

The governments in the five countries have established funding bodies to help finance dual formal apprenticeship. However, a study conducted by the French Development Agency (AFD)⁴, a member of the African Network of Institutions and Vocational Training Funds (RAFPRO), reveals their weaknesses. Some of the results of the study are summarized below.

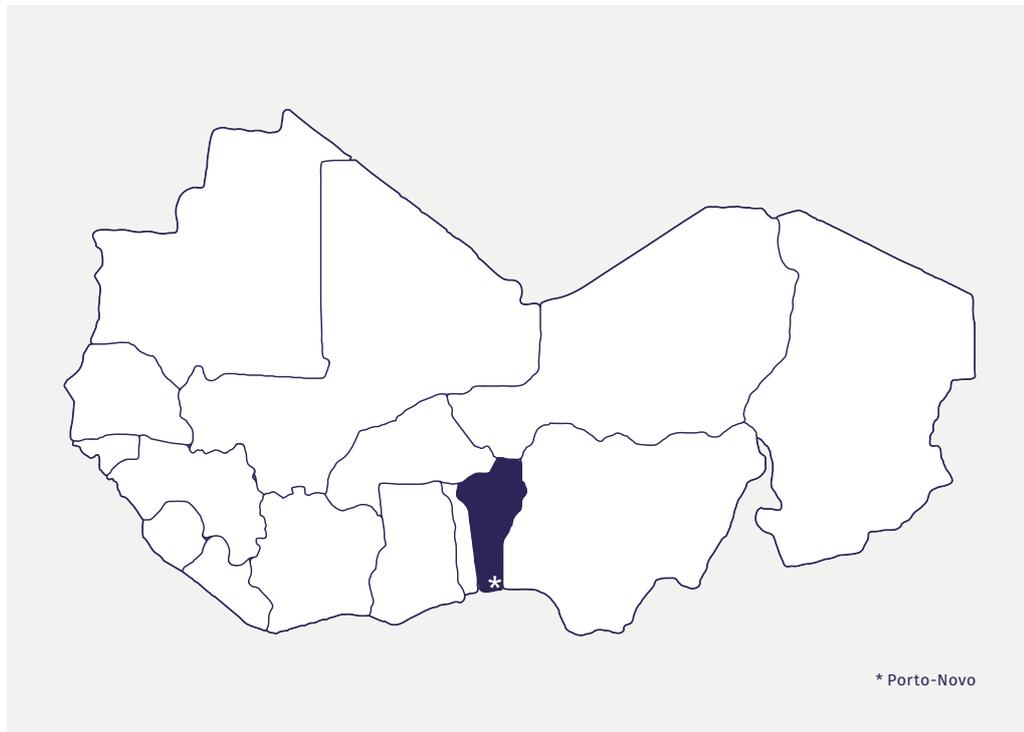
- A common feature of the funding bodies is that they have to meet multiple objectives (in-service vocational training in the formal and informal sectors, apprenticeship, reintegration of vulnerable groups...), which means that resources are spread thinly.
- The funds also function as “windows” for receiving requests on a case-by-case basis and as support mechanisms for implementing national policy on employment and skills development.
- Most of the funding bodies have only a portion of their intended resources available, and receive income in the form of piecemeal grants whose amounts are set yearly in accordance with countries’ budgetary constraints.
- In the main, the funding bodies fail to take partner-based management to its logical conclusion and operate under direct or indirect governmental supervision, which prevents them from developing the training capacity required to meet the needs of the economy and the world of work.
- The funding bodies lack the means to meet their obligations; often, more than 50 per cent of their operations are financed externally. Budget usage is also problematic (disbursement rate, excessive management costs).
- The funding bodies need to be refocused towards a limited number of targets: creating the resources and culture for in-service vocational training in formal and informal enterprises, establishing apprenticeship as a genuine means of achieving qualification and integration and, in so doing, initiating a template for partnership-based and independent management of technical and vocational skills development.
- The funding bodies lack the organized system of information, monitoring and evaluation that would enable them to establish good and effective dialogue within RAFPRO, enhance their operations in a consistent and effective manner and achieve their intended results.

⁴ Walther et al. (2014).

1

CASE STUDY:
BENIN





1. CASE STUDY: BENIN

The apprenticeship system in Benin, as in the other countries, comprises traditional (informal) apprenticeship and dual (formal) apprenticeship. The case study describes how the dual (formal) apprenticeship system functions, its characteristics, outlines its strengths and weaknesses and formulates recommendations for a transition to ILO quality apprenticeship.

TRADITIONAL (INFORMAL) APPRENTICESHIP

In Benin, traditional (informal) apprenticeship retains its close links to the informal sector⁵ and to artisanal production, while the industrial sector remains largely closed to apprenticeship. The training, entirely practical, is not regulated by the government and no set training programme exists. It includes youth who have completed elementary education as well as those who have never been to school. Master craftspersons and apprentices are bound by an apprenticeship contract, most often oral, and each apprentice pays the costs of the apprenticeship. These can amount to 160,000 FCFA⁶ for the length of the apprenticeship, which represents a considerable burden on families.

A particular feature of traditional (informal) apprenticeship in Benin is that it has undergone a certain improvement thanks to the public authorities' involvement in certification. In 2013, the government introduced the CQM to traditional (informal) apprenticeship. This is a State-recognized certificate which officially endorses the skills acquired by the apprentice for the purposes of carrying out a trade. It has now replaced the CFA issued by master craftspersons to apprentices on their release.

⁵ See Swisscontact, [L'évolution de la formation professionnelle artisanale au Bénin](#) [The evolution of vocational craft training in Benin].

⁶ Walther and Filipiak (2007).

The craft skills certificate (CQM)

The vocational training leading to the CQM, institutionalized in 2013, is an improvement on the time-honoured traditional (informal) apprenticeship. The CQM in fact signifies the certification of training rather than the training itself. Its two-fold objective is to give apprentices of generally low ability (especially in the French language) a government-validated certificate and to bring order to the process of certifying the release of apprentices by imposing some minimum requirements. The CQM is thus the first step on the way to craftsman status, in other words a validation of experience denoting progress from apprentice to craftsman; it requires no training other than that provided by the master craftsman. The candidates for the CQM are out-of-school youth or early leavers, at least 16 years old, who have followed training, as well as craftsmen in the informal sector undergoing further skills training. The training leading to the CQM is entirely practical and takes place in workshops or craft centres. The length depends on the trade and is set by the artisan collectives. The certificates are State-recognized and entitle their holders to start their own enterprise as qualified craftsmen.

DUAL (FORMAL) APPRENTICESHIP

The difficult economic and social situation in Benin has generated projects designed to improve the established method of training. This intention to move beyond the status quo was first developed in 1982 as part of the “Production scolaire artisanale” project funded by Swiss Cooperation in Benin. Its aim was to introduce pupils to productive craft activities through secondary school lessons devoted to cooperative activities. Then, in 1993, the Abomey vocational training centre was instrumental in developing a new initial vocational training system in Benin: dual-type vocational training. Other projects have contributed to the thinking on how to upgrade apprenticeship training in Benin. One example is the support project for vocational training development that received financial assistance from the World Bank and led to the creation of FODEFCA.

Dual (formal) apprenticeship, introduced in 2005, leads to the CQP. The training is carried out at two different sites: the craft enterprise (craft workshop) and a public or private vocational training centre (VTC) – hence the term “dual”. This type of training is intended for out-of-school youth and exists, for the time being, only in the craft sector, whereas a different model is applied in industry and agriculture. The apprenticeship normally lasts three years (32 weeks per year) and must not exceed four years. During this time the apprentice attends the VTC on one day per week, or 20 per cent of the time, and spends the remaining four days, or 80 per cent of the time, in the workshop. The entry criteria are: possession of a written and legal apprenticeship contract; enrolment as a candidate for dual apprenticeship by a master craftsman or a centre; at least 14 years of age, unless exempted by a labour inspector; six months’ practical experience in a workshop –the minimum required for a chosen trade. Entry to the VTC is by selection test.

Figure 1 is a diagram of the dual (formal) system of apprenticeship in Benin, showing the contributions made to each component by the various stakeholders and partners.

Details of the questionnaire replies for the Benin case study are contained in **appendix 1**.

FIGURE 1

Benin – Dual (formal) apprenticeship system leading to CQP certification

- Components of dual (formal) apprenticeship**
- 1 Legislation, regulations;
 - 2 Choice of sector/specialization/occupation;
 - 3 Design of programmes, toolkits and curricula (competency-based approach) with progress plans at the enterprise and the centre;
 - 4 Apprentice information, guidance and recruitment (offer of apprenticeship places);
 - 5 Valid apprenticeship contract;
 - 6 Funding;
 - 7 Acquisition of additional equipment and materials for workshops and centres;
 - 8 Further training for master craftspersons;
 - 9 Further training for centre trainers;
 - 10 Practical training in a workshop/enterprise;
 - 11 Technical training at a centre;
 - 12 Administrative monitoring;
 - 13 Technical and educational supervision;
 - 14 Summative assessment with certification and possible pathways to conventional TVET;
 - 15 Assistance with integration (employment and self-employment);
 - 16 Leaver follow-up;
 - 17 Post-apprenticeship evaluation.

Contribution to the components of dual (formal) apprenticeship

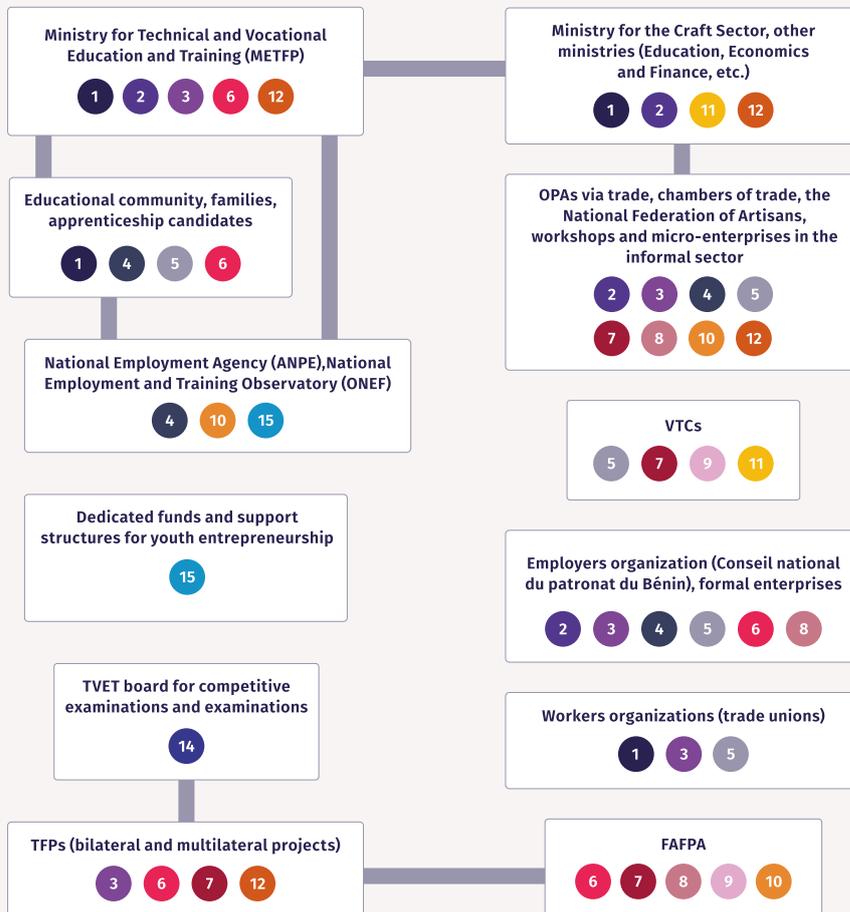


TABLE 2

Characteristics of dual (formal) apprenticeship in Benin

Key elements of ILO quality apprenticeship	Characteristics in relation to each key element
Meaningful social dialogue	The Ministry for Technical and Vocational Education and Training (METFP), together with other ministries such as that responsible for crafts, organizes meaningful social dialogue between the government and the social partners (employers and unions), but above all with the chambers of trade. It falls within the State's remit to accredit training centres and award TVET certificates and diplomas.
Robust regulatory framework	In addition to the 1998 Labour Code ¹ , the regulatory framework has been strengthened by two decrees, Nos 2005-118 and 2010-641 ² . The certificate of qualification for dual (formal) apprenticeship, the CQP, is recognized by the State. It is appreciated by the private sector although not written into the inter-occupational collective agreements like the vocational training certificate (CAP) in conventional technical education. The apprenticeship contract is established, but the conditions governing remuneration to apprentices by enterprise heads are not always respected.
Clear roles and responsibilities	The National Employment Agency (ANPE) has a role in informing, guiding and selecting apprentices. The social partners (employers and unions) are not really involved in the design, implementation and monitoring of apprenticeship arrangements. However, the chambers of trade and the National Federation of Artisans play a significant part in the reorganized apprenticeship.
Equitable funding arrangements	Despite the existence of FODEFCA, funding is insufficient. This funding body receives annual budgetary allocations and support from TFPs, and also finances training activities other than apprenticeship ³ . FODEFCA has begun calculating apprenticeship costs by training year and by speciality ⁴ , but this has not led to the adoption of a mechanism for sharing costs among the stakeholders in the system.
Strong labour market relevance	In Benin the National Employment and Training Observatory (ONEF) conducts studies of promising growth sectors by region. However, insufficient use is made of the Observatory's products in anticipating skills requirements in the labour market. Nevertheless, the adoption of the competency-based approach, based on preliminary sectoral studies and the preparation of crafts and skills toolkits with strong OPA involvement, fosters labour market relevance.
Inclusiveness	The regulatory instruments (decrees) on apprenticeship do not provide for positive discrimination towards specific disadvantaged groups. There are no reliable disaggregated statistics on the disadvantaged groups in the apprenticeship system.

¹ Republic of Benin (1998).

² Decrees concerning, respectively, Policy on and introduction into TVET of a vocational training system based on dual-type apprenticeship, and The certification of vocational apprenticeship qualifications in Benin.

³ See AFD (2014).

⁴ Walther and Filipiak (2007).

STRENGTHS AND WEAKNESSES OF THE APPRENTICESHIP SYSTEM IN BENIN

This study places emphasis on dual (formal) apprenticeship with a view to its transition to ILO quality apprenticeship. Nevertheless, the strengths and weaknesses of the traditional (informal) apprenticeship are also highlighted with a view to upgrading it. This approach will be applied to the case studies of Benin and the other four countries.

STRENGTHS

Regulatory framework. On the legislative front, in addition to the 1998 Labour Code, decrees Nos 2005-118 and 2010-641 setting out the roles of the various stakeholders constitute assets to the process of organizing and managing the system and its transition to ILO quality apprenticeship.

Developed system. The development of dual (formal) apprenticeship is also an asset. This type of apprenticeship involves the social partners in its monitoring and implementation. They work as equal partners with governmental bodies to assess and certify apprentices, thus helping to establish meaningful social dialogue regarding ILO quality apprenticeship.

Competency-based approach. The adoption of the competency-based approach to curriculum development for dual (formal) apprenticeship assists the process of adapting apprenticeship programmes to jobs in the various trades. It helps make the apprenticeship system more relevant to the labour market in accordance with the ILO quality apprenticeship model.

Certification. The existence of the CQM issued in the framework of the traditional (informal) apprenticeship since 2013 is also an asset. Replacing the leaving certificate with the CQM has brought nationwide consistency to the certification of apprentices who train in the traditional way with a craftsperson. Despite its disorganized nature, traditional (informal) apprenticeship encourages social and vocational integration. Know-how is acquired through years of observation and imitation until the apprentice becomes fully independent. Interpersonal and life skills are transferred to the apprentice by the craftsperson at the workshop. At the end of a traditional (informal) apprenticeship, the young person does not remain idle⁷.

Pathways. The pathways provided between the CQP delivered under dual (formal) apprenticeship and the conventional TVET diplomas are an important and positive aspect of the system's transition towards ILO quality apprenticeship.

Funding. The creation of FODEFCA is beneficial in the sense that it provides a useful window for training organizations as well as vocational bodies and enterprises.

WEAKNESSES

Instruction. Despite significant progress, dual (formal) apprenticeship in Benin still faces major challenges in trying to move towards ILO quality apprenticeship. One criticism concerns the infrastructures of the craft workshops and VTCs involved in dual (formal) apprenticeship, which are inadequate and do not provide working conditions conducive to the apprentices' sound vocational development. The trainers' and instructors' lack of qualifications is also noted; it means that the level of teaching is low. Also, study programmes are not always followed owing to factors mentioned previously (apprentices below the appropriate standard for some modules, infrastructure unsuited to certain practical exercises, etc.).

Employment services. The components of dual (formal) apprenticeship concerned with the integration of leavers into employment or self-employment, leaver follow-up and post-apprenticeship evaluation do not function effectively owing to lack of dedicated funding.

Types of occupation. The dual (formal) apprenticeship system does not cover all the occupations in craft, agro-food, building and public works, mining, energy and industry.

Diplomas. Although some are recognized by the State, apprenticeship diplomas have not been integrated into inter-occupational collective agreements.

Funding. The inability of FODEFCA to meet requirements is a major constraint on the wider introduction of dual (formal) apprenticeship. This funding body finances vocational training and apprenticeship, yet the funds collected through TPA go first to the Treasury and are then only partly returned in the form of a subsidy, so that there is no guarantee of stable resources and the fund's capacity to function independently is weakened.

⁷ Walther et al. (2006).

Regulatory framework. One major drawback of the apprenticeship system is the large gap between the statutory provisions and the reality on the ground, for example:

- The involvement of the social partners (employers and workers) as required by the instruments on dual (formal) apprenticeship implementation has no real effect. However, the social partners are involved in setting up new programmes (curricula) alongside the OPAs. The latter are also deeply involved in selecting host workshops for apprentices.
- The apprentice remuneration required by the legislation is not always written into dual (formal) apprenticeship contracts.

NATIONAL RECOMMENDATIONS

Our strategy for achieving the objectives of ILO quality apprenticeship in the various countries is to upgrade traditional (informal) apprenticeship by gradually merging it with the existing dual (formal) apprenticeship system. It then becomes possible to aim for the higher standards of ILO quality apprenticeship by using dual (formal) apprenticeship as the starting point. Accordingly, the national recommendations for Benin first address the upgrading of traditional (informal) apprenticeship, then the transition from dual (formal) apprenticeship towards ILO quality apprenticeship.

RECOMMENDATIONS FOR UPGRADING TRADITIONAL (INFORMAL) APPRENTICESHIP

The upgrading of traditional (informal) apprenticeship should be based on the considerations proposed by the ILO⁸ (see box 1).

BOX 1

Key messages for upgrading traditional (informal) apprenticeship in Benin

The objective in upgrading traditional (informal) apprenticeship systems is to address their weaknesses and improve their potential to enhance labour market outcomes for young people. The main messages are:

1. capitalize on the existing system by fostering improvements from within the system itself;
2. strengthen the apprenticeship contract, which, though often oral, can be concluded in front of reliable witnesses and contain all provisions relating to length of apprenticeship period and mutual rights and duties;
3. bring new skills into traditional (informal) apprenticeship through further training for master craftspersons;
4. enhance the quality and reputation of traditional (informal) apprenticeship, through recognition of completion certificates by trade bodies and the State;
5. improve equal access to traditional (informal) apprenticeship by raising awareness among master craftspersons of male-female equality and the need to integrate disadvantaged groups, such as disabled people;
6. include traditional (informal) apprenticeship in the national training system. To do this, some countries must resolve the legal contradictions between artisan codes, which recognize oral contracts, and labour codes which call for written contracts and other requirements. Some countries are currently piloting dual apprenticeship in order to instil theory, reflection and modern technologies into traditional (informal) apprenticeship;
7. take a step-by-step approach, as upgrading an informally organized system requires time, pilot testing, close monitoring and evaluation that allows for policy learning and adjustment of approaches.

⁸ ILO (2012).

RECOMMENDATIONS FOR TRANSITION FROM DUAL (FORMAL) APPRENTICESHIP TO ILO QUALITY APPRENTICESHIP

The questionnaire on the six key elements of ILO quality apprenticeship was sent to resource persons in government and the social partners (employers and trade unions). It concerned dual (formal) apprenticeship as actually implemented in each country under the regulations in force.

To avoid repetition, this section contains only the recommendations specific to each country. All other cross-cutting recommendations are made under the general recommendations.

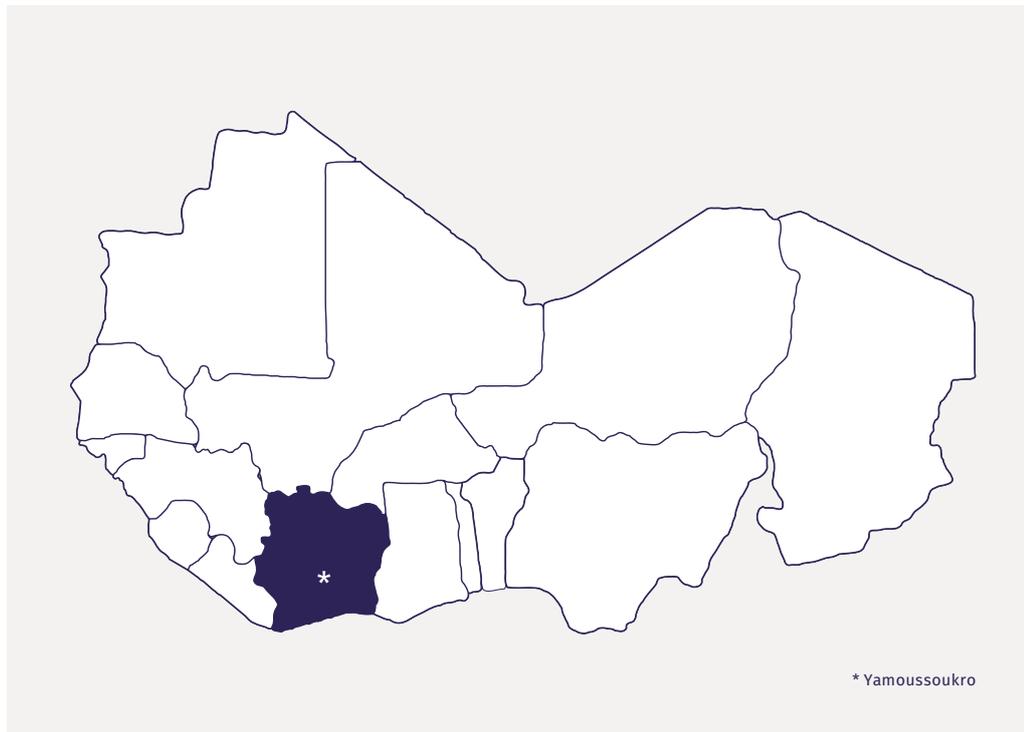
The following specific recommendations are made for Benin:

- establish a sustainable and equitable funding arrangement separate from FODEFCA and the assistance from TFPs. Taxation other than TPA could be introduced to fund apprenticeship. For example, taxes could be imposed on alcohol and tobacco, following the example of the Sport and Recreation Development Fund in Burkina Faso;
- step up the analyses of promising growth sectors conducted by the ONEF for each region and make better use of these products in feasibility studies on the involvement of sectors/specializations/occupations in apprenticeship. The ONEF should be the standing instrument for anticipating skills needs in the economy;
- strengthen the delivery of guidance and information to the educational community and apprentices which is currently done only tentatively by the ANPE.



2

CASE STUDY:
CÔTE D'IVOIRE



2. CASE STUDY: CÔTE D'IVOIRE

Following a brief description of the different types of apprenticeship in Côte d'Ivoire, the case study describes how dual (formal) apprenticeship functions, presents the characteristics of the system, outlines its strengths and weaknesses and makes recommendations for transition to ILO quality apprenticeship.

TRADITIONAL (INFORMAL) APPRENTICESHIP

Apprenticeship to the craft occupations in the informal sector in Côte d'Ivoire is characterized by informal arrangements. There is no signed contract between apprentice and master craftsperson, the apprenticeship lasts several years and is often poorly remunerated or not at all⁹.

The apprentice is closely bound to the master craftsperson through personal dependency. This connection enables the master craftsperson to exploit the apprentice in three ways, in differing combinations: the young person works unpaid; the length of training can be extended arbitrarily; the apprentice is completely at the disposal of the master craftsperson to perform any task requested, even away from the training site.

DUAL (FORMAL) APPRENTICESHIP

Dual (formal) apprenticeship in Côte d'Ivoire has the same basic structure as in the other countries. Its distinctiveness resides in the nature of the partner organizations and stakeholders.

The dual (formal) apprenticeship system in Côte d'Ivoire is described in **figure 2**.

Details of the questionnaire replies for the Côte d'Ivoire case study are contained in **appendix 2**.

⁹ World Bank (2017).

FIGURE 2

Côte d'Ivoire – Dual (formal) apprenticeship system leading to CQP certification

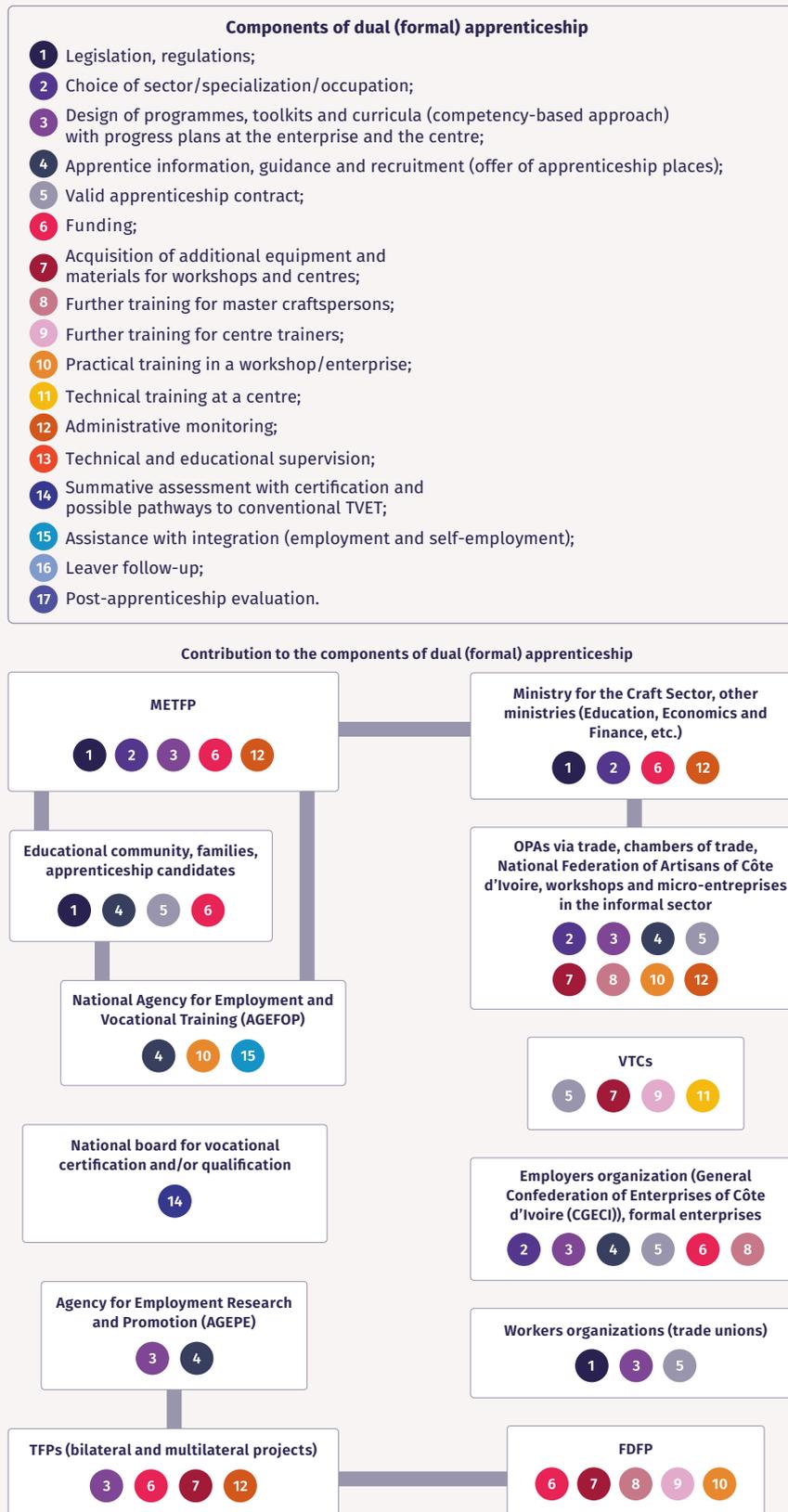


TABLE 3

Characteristics of dual (formal) apprenticeship in Côte d'Ivoire

Key elements of ILO quality apprenticeship	Characteristics in relation to each key element
Meaningful social dialogue	The METFP is the government representative which organizes meaningful social dialogue with the social partners in Côte d'Ivoire.
Robust regulatory framework	Decree No. 2019-118 of 6 February 2019 concerning vocational apprenticeship training, in application of the Labour Code Act No. 2015-532 of 20 July 2015, provides a relatively firm regulatory framework for dual (formal) apprenticeship in Côte d'Ivoire. The official certificate of apprenticeship is the CQP, which is the same qualification in the five countries. The decree on apprenticeship provides for pathways from the CQP to the conventional TVET diplomas (CAP, technician diploma (BT) and higher technician diploma (BTS)). (See box 2 for the dual (formal) apprenticeship qualifications in Côte d'Ivoire.)
Clear roles and responsibilities	In Côte d'Ivoire, the National Agency for Employment and Vocational Training (AGEFOP) handles information, guidance and recruitment in connection with OPAs. The social partners (employers and unions) are not really involved in the design, implementation and monitoring of the apprenticeship system. However, the chambers of trade (through the trade body) and the National Federation of Artisans of Côte d'Ivoire play an important role in dual (formal) apprenticeship.
Equitable funding arrangements	In Côte d'Ivoire the FDFP is the only funding body which receives 100 per cent of its TPA, but it finances training activities other than apprenticeship. A study of the funding sources* shows that the FDFP focuses mainly on skills strengthening for employees in the workplace and youth at the professionalization stage, as well as strengthening assets at the start-up stage, and that this focus is consistent with administrative autonomy and the guarantee of stable revenues through the full repayment of TVA. Initiatives have been taken in Côte d'Ivoire to calculate costs and financial and non-financial benefits to apprentices, but we are not aware of any results from this work.
Strong labour market relevance	The Agency for Employment Research and Promotion (AGEPE), the equivalent of the ONEF, is the standing instrument for anticipating skills requirements. The competency-based approach adopted in all the countries helps to make curricula relevant to the labour market.
Inclusiveness	The regulatory instruments (decrees and implementing orders) do not discriminate in favour of specific disadvantaged groups. There are no reliable disaggregated statistics on the disadvantaged groups in the apprenticeship system. However, the National Solidarity Fund (FNS) is devoted to self-employment projects for disadvantaged persons.

* AFD (2014).

BOX 2

Qualifications and diplomas in dual (formal) apprenticeship in Côte d'Ivoire

In Côte d'Ivoire, the skills training under dual (formal) apprenticeship leads to the award of the CQP.

A young person who has obtained the CQP through dual (formal) apprenticeship may obtain, through in-service training and work experience validation (VAE), diplomas such as the CAP, the BT and the BTS.

The CAP, BT and BTS are part of conventional TVET. The CAP can be taken four years after the vocational studies certificate (BEP) at a technical college or VTC. The BT is taken three years after the CAP. It is the equivalent of the vocational baccalaureate (bac pro) in certain countries. The BTS is at the baccalaureate + 2 level.

The regulations allow for the possibility of obtaining these diplomas through apprenticeship via pathways between the dual (formal) apprenticeship system and conventional TVET.

STRENGTHS AND WEAKNESSES OF THE APPRENTICESHIP SYSTEM IN CÔTE D'IVOIRE

STRENGTHS

Regulatory framework. At the legal and regulatory level, the recent adoption of a specific decree (No. 2019-118) on 6 February 2019 is an asset to the system's organization and management. The roles of the various stakeholders are clearly defined. Chapter II of the decree is entirely given over to defining these roles, including those of the State, the ministry for vocational training, the territorial communities, the public and private training institutions and bodies, the employers' and workers' organizations, and the occupational branches.

Developed system. As in the other countries, the development of dual (formal) apprenticeship is also an asset to the transition to ILO quality apprenticeship, since the two share the same basic structure. This type of apprenticeship automatically involves the social partners in its implementation. The professional bodies also play a part, alongside governmental bodies, in assessing and certifying the apprentices.

Competency-based approach. The adoption of the competency-based approach to curriculum development for dual (formal) apprenticeship is an asset to the process of adapting apprenticeship programmes to jobs in the various occupations.

Pathways. The pathways provided for in Decree No. 2019-118 of 6 February 2019 between dual (formal) apprenticeship certificates and conventional TVET diplomas are a positive and important feature of the system.

Funding. The repayment of all of the TPA to the FDFP offers an example of how to achieve sustainability in the system.

Synergies among stakeholders. The complementarity of action between the AGEFOP, the AGEPE, the FDFP and the FNS constitutes an asset throughout the apprenticeship system. This synergy covers labour market analysis, training design, and the financing of training and projects, including those for disadvantaged persons under the FNS.

WEAKNESSES

To avoid repetition, we can state that the weaknesses of traditional (informal) apprenticeship and dual (formal) apprenticeship in Côte d'Ivoire are the same as those in Benin.

RECOMMENDATIONS FOR TRANSITION FROM DUAL (FORMAL) APPRENTICESHIP TO ILO QUALITY APPRENTICESHIP

The following specific recommendations are made for Côte d'Ivoire:

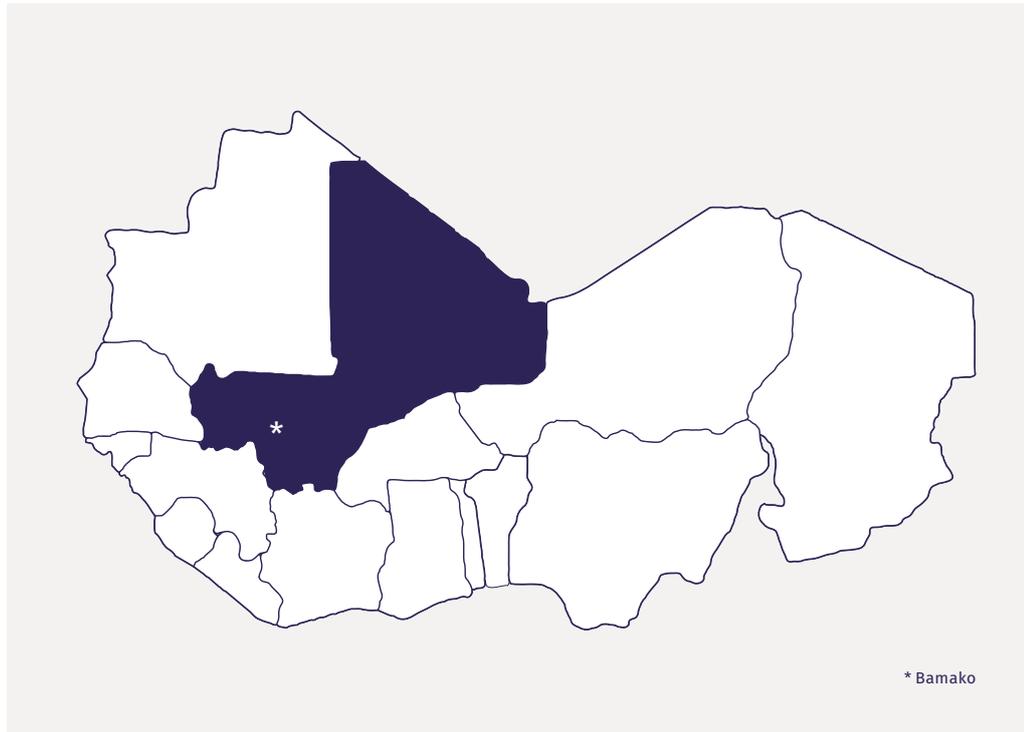
- strengthen the **FDFP** through the TFPs in order to establish sustainable and equitable funding arrangements;
- make careful use of the research conducted by the **AGEPE** to analyse promising growth sectors by region and to analyse opportunities for involving sectors/specializations/occupations in employment;
- strengthen the delivery of guidance and information to the educational community and apprentices currently provided tentatively by the **AGEFOP**.



3

CASE STUDY:
MALI





3. CASE STUDY: MALI

Following a brief description of the different types of apprenticeship in Mali, the case study describes how dual (formal) apprenticeship functions, sets out the characteristics of the system, outlines its strengths and weaknesses and makes recommendations for transition to ILO quality apprenticeship.

TRADITIONAL (INFORMAL) APPRENTICESHIP

Traditional (informal) apprenticeship in Mali is of the same type as that in Benin. It has the same strengths in terms of the place where the craft is learned, the complementary family education and the preparation for social integration. It also has the same weaknesses as in Benin.

However, there is a major difference from Benin: under Mali's social structure¹⁰, a craft enterprise includes the members of the master craftsman's family and the apprentices, who do not receive a fixed wage. In Mali there is also no formal leaving ceremony at the end of the apprenticeship.

DUAL (FORMAL) APPRENTICESHIP

The structure of the dual (formal) apprenticeship system in Mali is shown in **figure 3**.

Details of the questionnaire replies for the Mali case study are contained in **appendix 3**.

¹⁰ Walther and Filipiak (2007).

FIGURE 3

Mali – Dual (formal) apprenticeship system leading to CQP certification

- Components of dual (formal) apprenticeship**
- 1 Legislation, regulations;
 - 2 Choice of sector/specialization/occupation;
 - 3 Design of programmes, toolkits and curricula (competency-based approach) with progress plans at the enterprise and the centre;
 - 4 Apprenticeship information, guidance and recruitment (offer of apprenticeship places);
 - 5 Valid apprenticeship contract;
 - 6 Funding;
 - 7 Acquisition of additional equipment and materials for workshops and centres;
 - 8 Further training for master craftsmen;
 - 9 Further training for centre trainers;
 - 10 Practical training in a workshop/enterprise;
 - 11 Technical training at a centre;
 - 12 Administrative monitoring;
 - 13 Technical and educational supervision;
 - 14 Summative assessment with certification and possible pathways to conventional TVET;
 - 15 Assistance with integration (employment and self-employment);
 - 16 Leaver follow-up;
 - 17 Post-apprenticeship evaluation.

Contribution to the components of dual (formal) apprenticeship

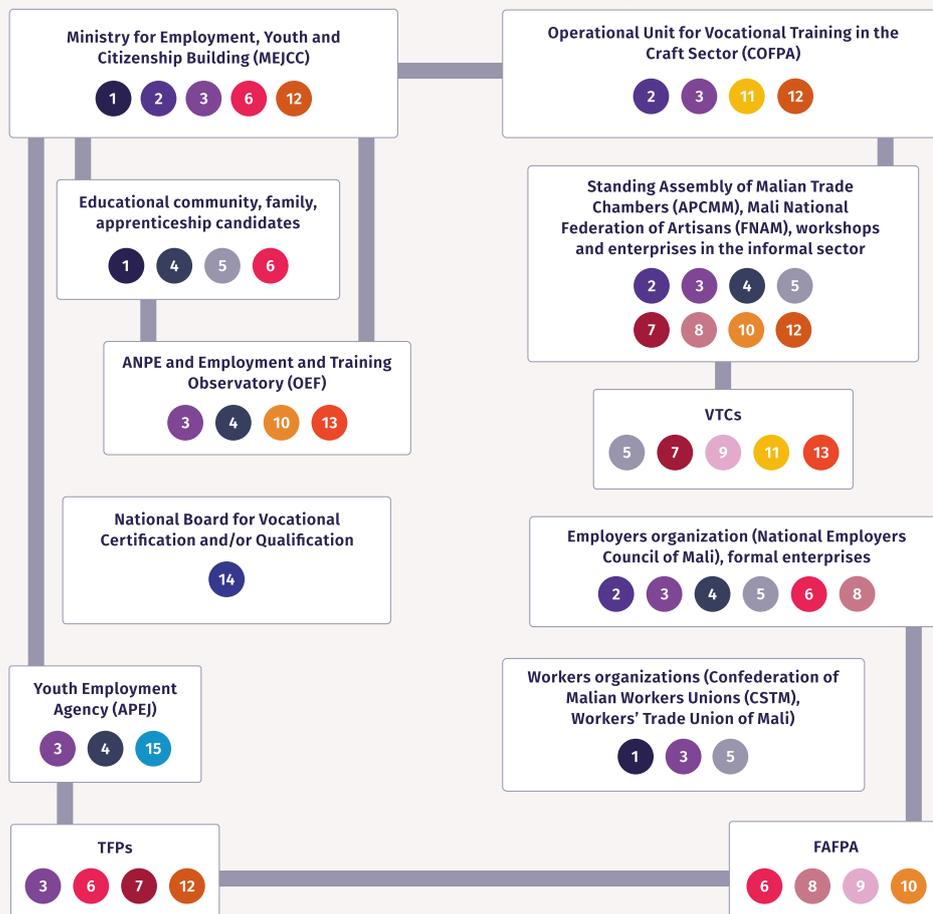


TABLE 4

Characteristics of dual (formal) apprenticeship in Mali

Key elements of ILO quality apprenticeship	Characteristics in relation to each key element
Meaningful social dialogue	In Mali, the Ministry for Employment, Youth and Citizenship Building (MEJCC) supervises apprenticeship institutions and organizes meaningful social dialogue with the social partners (employers and trade unions), but above all with the chambers of trade and the National Federation of Malian Craftspersons (FNAM). It falls within the State's remit to accredit training centres and award official TVET certificates and diplomas.
Robust regulatory framework	The regulatory framework comprises Law No. 2017-021 of 12 June 2017 amending the Labour Code Act No. 92-820 of 23 September 1992. In Mali, the basic qualification in dual (formal) apprenticeship is the CQP.
Clear roles and responsibilities	The social partners (employers and trade unions) are not really involved in the design, implementation and monitoring of the apprenticeship system. However, the Operational Unit for Vocational Training in the Craft Sector (COFPA) and the Standing Assembly of Malian Trade Chambers (APCMM) are involved in this work.
Equitable funding arrangements	Despite the existence of the FAFPA, funding is insufficient. This funding body receives annual budgetary allocations as well as support from TFPs, but it finances training activities other than apprenticeship. We have no information on any initiatives taken to calculate apprenticeship costs.
Strong labour market relevance	The Employment and Training Observatory (OEF), the equivalent of the ONEF, is the standing instrument for anticipating skills needs in the economy. The competency-based approach, which is also institutionalized, fosters professional involvement in the development of curricula and their relevance to the labour market. There is synergy between the OEF, the ANPE and the Youth Employment Agency (APEJ) concerning labour market information and proactive strategies on integration into employment and self-employment.
Inclusiveness	The laws and regulations do not discriminate in favour of specific disadvantaged groups. There are no reliable disaggregated statistics on the disadvantaged groups in the apprenticeship system. Mali has specific structures known as centres of education for development (CED), centres of education for integration (CEI) and centres for female apprenticeship (CAFé). The CEDs are informal centres which provide out-of-school youth with pre-vocational and essential knowledge, in French. The CEIs are similar to the CEDs, but intended for disabled groups or disadvantaged youth. The CAFés offer apprenticeship training with positive discrimination towards women.

STRENGTHS AND WEAKNESSES OF THE APPRENTICESHIP SYSTEM IN MALI

STRENGTHS

Clear roles and responsibilities. In Mali, the main strength of the system lies in its sharing of responsibilities and tasks among the various partners involved. There is synergy between the vocational organizations, the FAFPA and the NGOs and development programmes, which act as one to provide advice, support and additional partnership funding. Among these bodies are also the FNAM, the APCMM and COFPA.

Synergies between stakeholders. There are also synergies between the OEF, the ANPE and the APEJ regarding labour market information and proactive strategies for youth integration into employment and self-employment, all underpinned by the competency-based approach, which has also been adopted in Mali for training and certification toolkits.

WEAKNESSES

The weaknesses of the apprenticeship system in Mali are the same as those in Benin and Côte d'Ivoire.

Types of occupation. Dual (formal) apprenticeship involves only around 10 of the 171 listed occupations¹¹. It is confined exclusively to the craft sector, and reaches only five per cent of its potential public.

RECOMMENDATIONS FOR TRANSITION FROM DUAL (FORMAL) APPRENTICESHIP TO ILO QUALITY APPRENTICESHIP

Only recommendations specific to each country are given in this section. All the cross-cutting recommendations are contained in the general recommendations. The following specific recommendations are made for Mali:

- ensure effective enforcement of the existing laws and regulations on apprenticeship in Mali, with assistance from COFPA, the APCMM and the FNAM;
- establish, separately from the FAFPA and without help from the TFPs, sustainable and equitable funding arrangements. Taxes other than the TPA should be introduced to fund apprenticeships (e.g. taxes on alcohol);
- make careful use of the results of work done by the OEF;
- strengthen the guidance and information services tentatively provided to the educational community and apprentices by the ANPE and the APEJ.

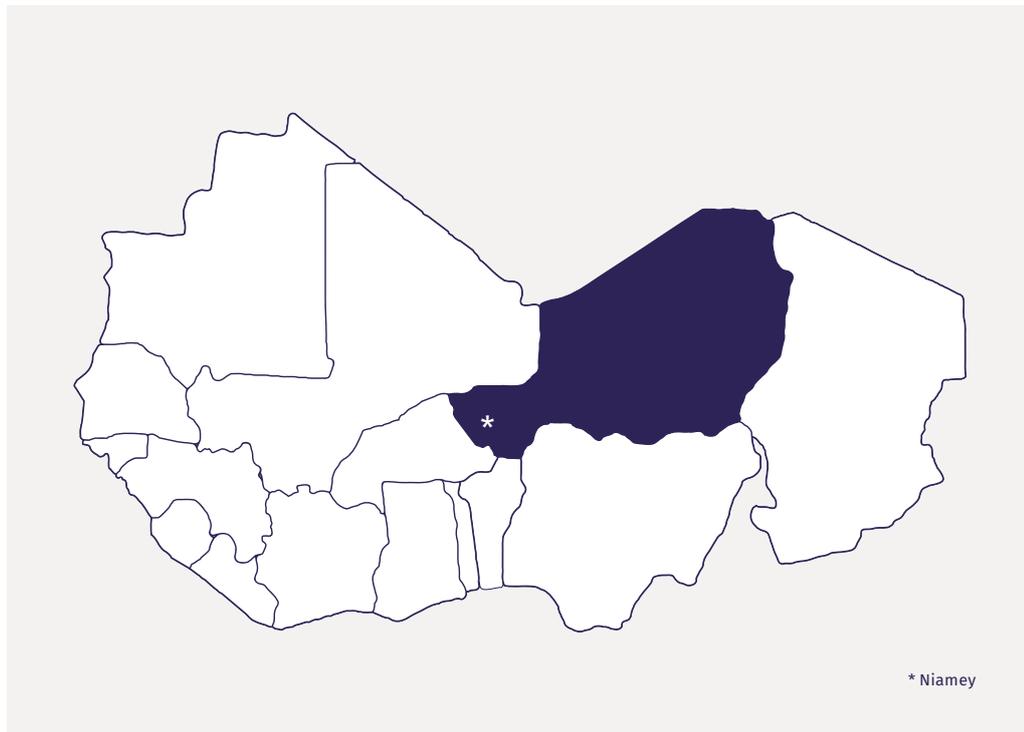
¹¹ Walther and Filipiak (2007).



4

CASE STUDY:
NIGER





4. CASE STUDY: NIGER

Following a brief description of the different types of apprenticeship in Niger, the case study describes how dual (formal) apprenticeship functions, sets out the characteristics of the system, outlines its strengths and weaknesses and makes recommendations for transition to ILO quality apprenticeship.

TRADITIONAL (INFORMAL) APPRENTICESHIP

Traditional (informal) apprenticeship in Niger, like that in Mali, belongs to the Sahelian type¹². It is based on the introduction of a family relationship between the master craftsman and the apprentices. These are brought to the workshop by their parents, who in effect delegate a part of their authority to the master craftsman. The latter becomes responsible for transmitting know-how to the young person, as well as instilling an education and social values relevant to the occupation that he will exercise and to its sociocultural setting. Although there is an oral agreement between the parents and the master craftsman, it does not specify the length of the apprenticeship. That depends on the type of occupation, the techniques in use, the speed at which the apprentice learns and the willingness of the master craftsman to validate that learning. Completion of the apprenticeship does not lead to a diploma, but the master craftsman confers entitlement to a CFA on the basis of his assessment of the apprentice's know-how and technical expertise.

There is no ceremony on starting or leaving. The apprentice is entitled to a minimum wage, which is set once he has mastered the right way of working and is contributing actively to production. The master craftsman can keep the apprentice until he judges that the agreed investment in the training of the apprentice has been repaid. Sometimes the master

¹² Walther and Filipiak (2007).

craftsperson helps the apprentice to set up, treating the apprentice less like a rival than as a family member to whom he still feels a sort of moral obligation.

Since 2018, young people in traditional (informal) apprenticeship have been eligible on an individual basis to receive an official qualification, the CQM, provided they have achieved the necessary practical and technical standards and level of basic general education. The CQM effectively combines certification of basic technical and vocational qualification with a basic general qualification.

DUAL (FORMAL) APPRENTICESHIP

The dual (formal) apprenticeship in Niger is basically organized in the same way as in the other countries in this study. It differs in the contributions made by stakeholders to the various components. **Figure 4** describes the apprenticeship system in Niger.

Details of the questionnaire replies for the Niger case study are contained in **appendix 4**.

TABLE 5

Characteristics of dual (formal) apprenticeship in Niger

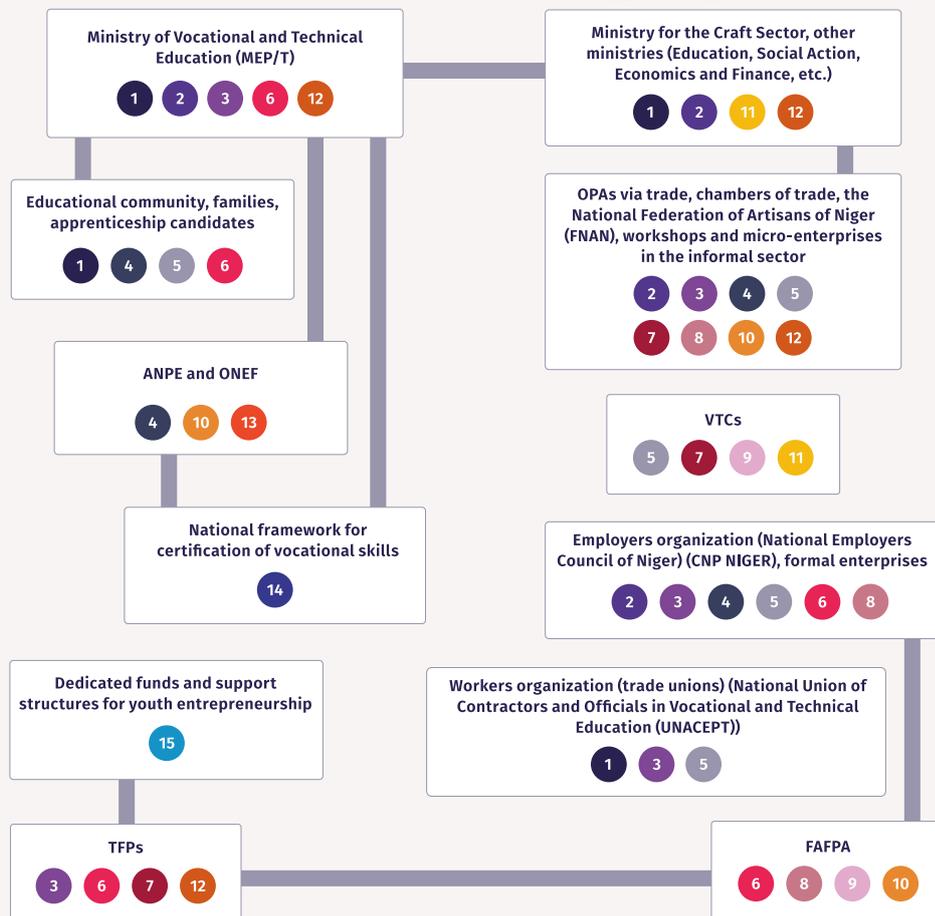
Key elements of ILO quality apprenticeship	Characteristics in relation to each key element
Meaningful social dialogue	In Niger, the Ministry of Vocational and Technical Education (MEP/T) organizes meaningful social dialogue between the government and the social partners (employers and trade unions), but above all with the chambers of trade.
Robust regulatory framework	The regulatory framework has a sound basis through Labour Code Act No. 2012-45 of 25 September 2012, Decree No. 2017-682/PN/MET/PS of 10 August 2017 concerning the regulatory section of the Labour Code, and Decree No. 2018-772/PRN/MEP/T of 2 November 2018 concerning the organizational arrangements for apprenticeship. New qualifications in dual (formal) apprenticeship have been introduced in addition to the CQP, namely the BQP and the BPT (see box 3). All the qualifications in dual (formal) apprenticeship can be obtained through either in-service training or VAE.
Clear roles and responsibilities	The social partners (employers and trade unions) are not really involved in the design, implementation and monitoring of the apprenticeship system. However, the chambers of trade and the National Federation of Artisans of Niger (FNAN) make an important contribution to the reorganized apprenticeship.
Equitable funding arrangements	Despite the existence of the FAFPA, funding is insufficient, as in Benin, Mali and Togo. This funding body receives annual budgetary allocations plus support from the TFPs, but it finances training activities other than apprenticeship.
Strong labour market relevance	In Niger, the ONEF is the standing instrument for anticipating skills needs in the economy. Guidance and advice are provided to young apprenticeship candidates by the technical services of the MEP/T and the ANPE.
Inclusiveness	As in the other countries, the laws and regulations on apprenticeship do not discriminate in favour of specific disadvantaged groups. There are no reliable disaggregated statistics on the disadvantaged groups in the apprenticeship system.

FIGURE 4

Niger – Dual (formal) apprenticeship leading to certification through the CQP, BQP or BPT

- Components of dual (formal) apprenticeship**
- 1 Legislation, regulations;
 - 2 Choice of sector/specialization/occupation;
 - 3 Design of programmes, toolkits and curricula (competency-based approach) with progress plans at the enterprise and the centre;
 - 4 Apprenticeship information, guidance and recruitment (offer of apprenticeship places);
 - 5 Valid apprenticeship contract;
 - 6 Funding;
 - 7 Acquisition of additional equipment and materials for workshops and centres;
 - 8 Further training for master craftspersons;
 - 9 Further training for centre trainers;
 - 10 Practical training in a workshop/enterprise;
 - 11 Technical training at a centre;
 - 12 Administrative monitoring;
 - 13 Technical and educational supervision;
 - 14 Summative assessment with certification and possible pathways to conventional TVET;
 - 15 Assistance with integration (employment and self-employment);
 - 16 Leaver follow-up;
 - 17 Post-apprenticeship evaluation.

Contribution to the components of dual (formal) apprenticeship



BOX 3

Qualifications in dual (formal) apprenticeship in Niger

The relevant qualifications* are the CQP, the BQP and the BPT.

Candidates for the BQP examination must hold a CQP, a CAP or a junior secondary school diploma (BEPC) plus two years of either dual (formal) apprenticeship training at a workshop/enterprise or residential skills training at a VTC.

Candidates for the BPT examination must have a BQP or a BEP plus two years of either dual (formal) apprenticeship training at a workshop/enterprise or skills training at a residential VTC.

Young people who have completed final-year schooling (but without the baccalaureate) may enrol for the first year of the BPT as part of dual (formal) apprenticeship or of vocational skills training at a residential centre.

We note that these various qualifications incorporate the pathway principle.

* All apprenticeship qualifications in Niger may also be obtained through in-service training and VAE.

STRENGTHS AND WEAKNESSES OF THE APPRENTICESHIP SYSTEM IN NIGER

STRENGTHS

At the legal and regulatory level the system is relatively robust, based on: i) Education Act No. 98-12 of 1 June 1998), as amended by Law No. 2007-24 of 3 July 2007; and ii) Labour Code Act No. 2012-45 of 25 September 2012.

In addition, there are Decree No. 2015-565/PRN/MEP/T of 26 October 2015 establishing the FAFPA as replacement for the FAFPCA, Decree No. 2017-682/PN/MET/PS of 10 August 2017 concerning the regulatory section of the Labour Code and Decree No. 2018-772/PRN/MEP/T of 2 November 2018 concerning the organizational arrangements for apprenticeship.

The introduction of new apprenticeship qualifications such as the AQB and the CQM, of lower level than the CQP, and the BQP and BPT, at a higher level than the CQP, is an important asset that will facilitate the pathways between apprenticeships and conventional TVET.

WEAKNESSES

The weaknesses of the system in Niger are the same as in Benin.

RECOMMENDATIONS FOR TRANSITION FROM DUAL (FORMAL) APPRENTICESHIP TO ILO QUALITY APPRENTICESHIP

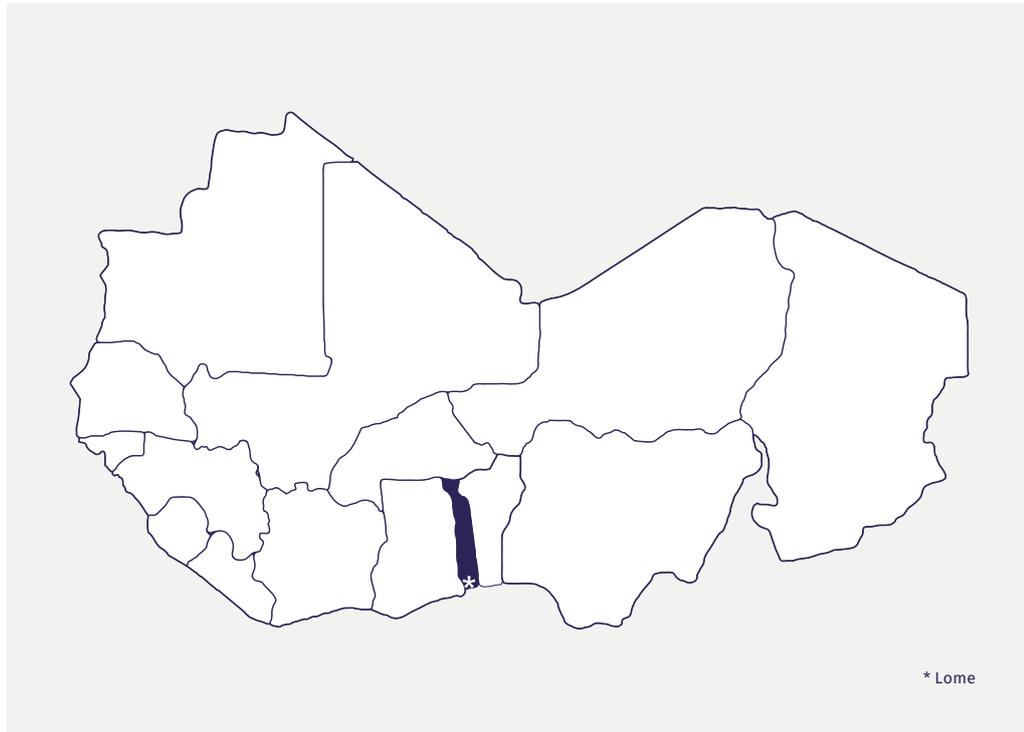
The recommendations for transition from dual (formal) apprenticeship to ILO quality apprenticeship in Niger are the same as for Mali.



5

CASE STUDY:
TOGO





5. CASE STUDY: TOGO

Following a brief description of the different types of apprenticeship in Togo, the case study describes how dual (formal) apprenticeship functions, sets out the characteristics of the system, outlines its strengths and weaknesses and makes recommendations for transition to ILO quality apprenticeship.

TRADITIONAL (INFORMAL) APPRENTICESHIP

Traditional (informal) apprenticeship in Togo, like that in Benin, belongs to the coastal type¹³. It differs from the Sahelian type in that it is remunerated and is thus based on a relationship between the master craftsperson, the apprentice and the latter's family. The pay rates at workshops vary between 50,000 and 150,000 FCFA. The OPAs and, occasionally, the public authorities intervene to regulate the entry and release fees for apprenticeships. There is also seemingly a tacit understanding about the length of the apprenticeship, which is four years¹⁴.

Completion of the apprenticeship is marked by a leaving ceremony to demonstrate that the apprentice has become an experienced professional who is qualified to open a workshop and/or train apprentices himself. The ceremony involves the presentation of a CFA to the apprentice.

DUAL (FORMAL) APPRENTICESHIP

The structure of dual (formal) apprenticeship in Togo is the same as in the other countries. The stakeholders are different.

Figure 5 shows the system of dual (formal) apprenticeship in Togo.

Details of the questionnaire replies for the Togo case study are contained in **appendix 5**.

¹³ Walther and Filipiak (2007).

¹⁴ *Ibid.*

FIGURE 5

Togo – Dual (formal) apprenticeship system leading to CQP certification

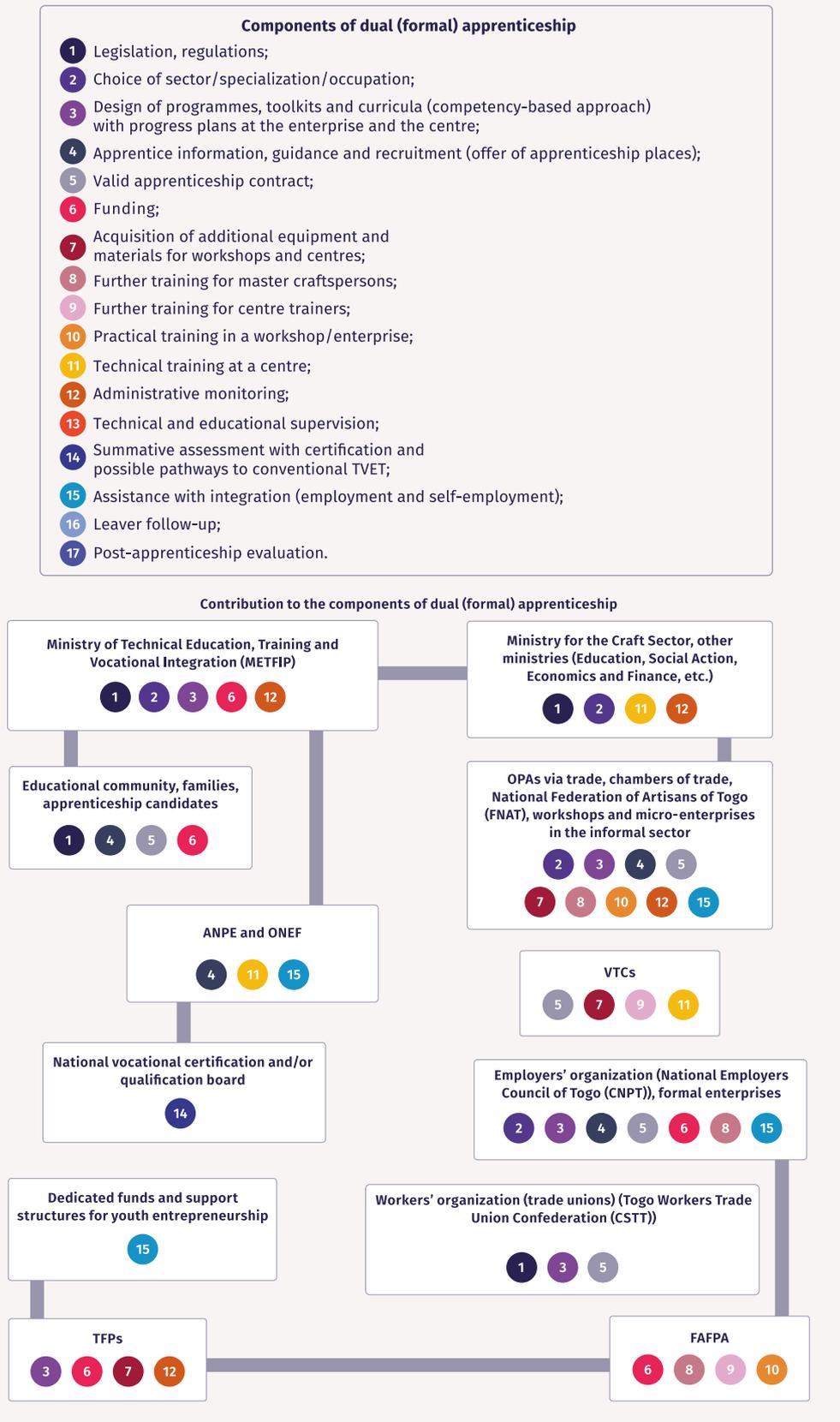


TABLE 6

Characteristics of dual (formal) apprenticeship in Togo

Key elements of ILO quality apprenticeship	Characteristics in relation to each key element
Meaningful social dialogue	In Togo, the Ministry for Technical Education, Training and Vocational Integration (METFIP) maintains meaningful social dialogue between the government and the social partners (employers and trade unions), but above all with the chambers of trade. It falls within the State's remit to accredit training centres and award conventional TVET certificates and diplomas.
Robust regulatory framework	There is a decree specifically concerned with dual-type cooperative apprenticeship, and pathways exist between the CFA and the CQP and, on the other hand, between the CQP and the conventional (formal) TVET diplomas (CAP, BEP, BT, bac pro).
Clear roles and responsibilities	The social partners (employers and trade unions) are not really involved in the design, implementation and monitoring of the apprenticeship system. The chambers of trade and the National Federation of Artisans of Togo (FNAT) play an important role in dual (formal) apprenticeship.
Equitable funding arrangements	The FNAFPP has the same drawbacks as the other funds. It receives annual budgetary allocations as well as support from the TFPs, but finances training activities other than apprenticeship.
Strong labour market relevance	The ANPE provides information and guidance for apprentices. Togo has endorsed the capacity-based approach, like the other countries, with its method of developing curricula using a toolkit of trades and skills. The ONEF is also involved in collecting data on skills needs in the economy.
Inclusiveness	The laws and regulations on apprenticeship do not discriminate in favour of specific disadvantaged groups. There are no reliable disaggregated statistics on the disadvantaged groups in the apprenticeship system.

STRENGTHS AND WEAKNESSES OF THE APPRENTICESHIP SYSTEM IN TOGO

STRENGTHS

Regulatory framework. The relatively robust legal and regulatory framework rests on Framework Act No. 2002-016 of 30 April 2012 on TVET and Order No. 2018/02/METFP/CAB/SG of 1 August 2018 concerning the implementing procedures for dual (formal) apprenticeship.

Role of the private sector. The chambers of trade and the FNAT are involved in monitoring and implementing dual (formal) apprenticeship.

Pathways. The statutory pathways between the CQP issued in dual (formal) apprenticeship and the conventional TVET diplomas (CAP, BEP, BT, etc.) are a strongly positive feature of the system.

Funding. The establishment of the FNAFPP in 2015 has enabled important actions to be taken to the benefit of apprentices, master craftspersons and workers at enterprises.

Education. The relatively high educational level of the apprentices is a significant factor. They are either at the post-primary or early secondary levels, which is an important consideration for the implementation of ILO quality apprenticeship programmes.

WEAKNESSES

The apprenticeship system in Togo has the same weaknesses as that in Benin.

RECOMMENDATIONS FOR TRANSITION FROM DUAL (FORMAL) APPRENTICESHIP TO ILO QUALITY APPRENTICESHIP

The general recommendations for Togo are the same as for the other countries regarding transition from dual (formal) apprenticeship to ILO quality apprenticeship (see the recommendations made in the case study of Niger).





RECOMMENDATIONS

RECOMMENDATIONS

GENERAL

In the introduction it was noted that ILO quality apprenticeship is a dual-type apprenticeship built on six key elements. In general terms, we recommend that each country should reflect on how to include every key-element component shown in **box 4** below.

BOX 4

Dual (formal) apprenticeship components for inclusion

Dialogue social constructif

- Choix de filières/spécialités/métiers.
- Ingénierie des programmes, référentiels et curricula (selon l'APC) avec plans de progression en entreprise et plans de progression en centre.
- Évaluation sommative avec certification et possibilités de passerelles vers l'EFTP classique.

Cadre réglementaire solide

- Législation, réglementation.
- Contrat d'apprentissage effectif.

Rôles et responsabilités clairement définis

- Choix de filières/spécialités/métiers.
- Perfectionnement des maîtres artisans.
- Perfectionnement des formateurs des centres.
- Formation pratique en atelier/entreprise.
- Formation technologique dans un centre.
- Suivi administratif.
- Suivi technico-pédagogique.

Mécanismes de financement équitable

- Financement.
- Acquisition d'équipements et de matières d'œuvre complémentaires pour les ateliers et les centres.

Adéquation au marché du travail

- Ingénierie des programmes, référentiels et curricula (selon l'APC) avec plans de progression en entreprise et plans de progression en centre.
- Évaluation sommative avec certification et possibilités de passerelles vers l'EFTP classique.
- Aide à l'insertion (emploi et auto-emploi).
- Suivi des sortants.
- Évaluation postapprentissage.

Système ouvert à tous

- Information, orientation, recrutement des apprentis (offre de postes d'apprentissage).

SPECIFIC

The recommendations on each of the six key elements apply, in varying degrees, to all five countries, and also to other francophone West African countries given the similarities in their educational systems and apprenticeship arrangements. The following are proposed:

MEANINGFUL SOCIAL DIALOGUE:

- Develop apprenticeship in formal enterprises. The employers' organizations and trade unions will be more closely involved in the apprenticeship system, for example professionals from chambers of trade.

ROBUST REGULATORY FRAMEWORK:

- Apply the Community Code of the West African Economic and Monetary Union (WAEMU)¹⁵. This will encourage a degree of harmonization and synergy among the various countries for the transition to ILO quality apprenticeship;
- Adopt specific laws on apprenticeship, with implementing decrees;
- Ensure the enforcement of the legal and regulatory provisions relating to employment contracts, especially those concerning apprenticeship length, remuneration, certification and pathways to conventional TVET;
- Facilitate pathways from apprenticeship to conventional TVET by:
 - Improving the literacy of the out-of-school youth in traditional (informal) apprenticeship;
 - Developing additional modules in mathematics and French to open up pathways between the CQP and the CAP within conventional TVET;
 - Introducing, as in Niger, qualifications lower than the CQP, like the AQB and the CQM, and others higher than the CQP, namely the BQP and BPT¹⁶. This will facilitate pathways between the apprenticeship system and conventional TVET.

CLEAR ROLES AND RESPONSIBILITIES:

- Introduce consultation frameworks on apprenticeship which regularly bring together representatives of government (ministries and national organizations), employers (employers' organizations and professional bodies), trade unions and operators (training bodies, NGOs and TFPs);
- Establish monitoring and evaluation arrangements for apprenticeship systems. These arrangements, which would ensure quality in the system, would include the monitoring of training, leaver follow-up through an active database, and post-training evaluation.

EQUITABLE FUNDING ARRANGEMENTS:

- In all the countries, work to ensure that the apprenticeship tax is reimbursed to the various bodies that fund apprenticeship;
- Calculate the real cost of ILO quality apprenticeship to each apprentice and propose a cost-sharing mechanism between the educational community (families and apprentices), the State, the employers and the VTCs;

¹⁵ WAEMU (2014).

¹⁶ Proposals for introducing these different apprenticeship qualifications were made some 20 years ago (Ganou (1999)). These qualifications exist today in Burkina Faso.

- Propose and implement a sustainable finance strategy for apprenticeship with the necessary financial contributions.

STRONG LABOUR MARKET RELEVANCE:

- Conduct feasibility studies before establishing new apprenticeship subjects, through careful use of the results of the work done on promising growth sectors in each region by the employment observatories or equivalent bodies;
- Adopt the competency-based approach to develop and effectively implement training and certification toolkits for the occupations involved in apprenticeship;
- Professionalize apprenticeship training by drawing on the competency-based approach and by developing partnerships between enterprises and training centres. The competency-based approach raises the professionalism of apprenticeship through the development of curricula that reflect identified skills. Partnerships between enterprises and training centres raise professional standards by enhancing the professional experience of trainers, who can then be called on to perform real work contracts. In parallel, experienced professionals can provide training at the centres;
- Advocate for apprenticeship qualifications to be approved and incorporated into inter-occupational collective agreements, as in the case of conventional TVET diplomas and their classification by category.

AN INCLUSIVE SYSTEM:

- Adopt a multiple-access strategy for the apprenticeship system which targets disadvantaged groups (young people who are out of school or early leavers, physically disabled or visually impaired, vulnerable, young mothers, etc.). This inclusivity implies differentiated and sometimes personalized learning approaches to apprenticeship together with specific human and financial resources and materials;
- In each country, produce disaggregated statistics and develop databases in order to monitor and evaluate inclusion.



GENERAL CONCLUSION

GENERAL CONCLUSION

Two types of apprenticeship coexist in each of the five countries. They are the traditional (informal) apprenticeship, which is centuries old, and the dual (formal) apprenticeship, which is being tested with the help of technical and funding partners.

In **Benin**, traditional (informal) apprenticeship has been improved through the public authorities' involvement in certification. The CQM was introduced by the State and has received national recognition. It replaces the final apprenticeship examination held by the various trades for those who are leaving apprenticeships. However, significant steps have to be taken to enable transition from this traditional (informal) apprenticeship to the dual (formal) apprenticeship which is undergoing institutionalization. The study suggests that this upgrade should follow the course suggested by the ILO model.

There is ample scope for transition from dual (formal) apprenticeship to ILO quality apprenticeship. The regulatory framework is established, together with specific decrees, and there are a number of recognized partners and stakeholders in the system, including the METFP, which has institutional oversight, the ANPE, the ONEF, FODEFCA, The National Council of Employers, the trade unions, the chambers of trade and the National Federation of Artisans. The approach must be to apply to dual (formal) apprenticeship the six key elements of ILO quality apprenticeship.

In **Côte d'Ivoire**, traditional (informal) apprenticeship has the same characteristics as in Benin, but there is no apprentice leaving ceremony or CQM. The apprenticeship completion certificate is still standard. The study suggests that it should be upgraded and gradually integrated into dual (formal) apprenticeship.

A recent decree adopted in February 2019 (No. 2019-118) strengthened the regulatory framework for dual (formal) apprenticeship, in which the basic qualification is the CQP. We note that the regulations in Côte d'Ivoire provide for pathways between the CQP and the conventional TVET diplomas. The main partners and stakeholders in the dual (formal) apprenticeship system are the METFP, the ANPE, the AGEPE (equivalent to the ONEF), the FDFP, the social partners (CGECI and trade unions) and the craftspersons' organizations (chambers of trade and National Federation of Artisans of Côte d'Ivoire). It is also noted that Côte d'Ivoire is the only one of the five countries featured in the study where the body that funds apprenticeship, the FDFP, receives all of its TPA. The main recommendation for Côte d'Ivoire is to apply the principles of the six key elements to its existing dual (formal) system so as to progress to ILO quality apprenticeship.

In **Mali**, traditional (informal) apprenticeship is of the same type as in the other countries. It has the same weaknesses in its regulations, and the same strengths in terms of the location for the craft apprenticeship, the complementary family education and the preparation for social integration. However, the social structure in Mali determines that a craft enterprise is made up of the master craftsperson's family members as well as the apprentices, who do not receive a fixed wage. There is also no leaving ceremony on completion of the apprenticeship.

The main partners and stakeholders in the dual (formal) apprenticeship system are the MEJCC, the ANPE, the OEF (equivalent to the ONEF), the FAFPA, the social partners (National Employers Council of Mali and trade unions), the OPAs (chambers of trade, FNAM, APCMM) and the VTCs or technical and vocational colleges. Mali is the only country with a national consultation body for dual (formal) apprenticeship, the COFPA, and an employment agency specifically for youth, the APEJ. It is proposed that the principles of the six key elements should be applied to the existing dual (formal) apprenticeship system in Mali in order to achieve the objective of ILO quality apprenticeship.

In **Niger**, traditional (informal) apprenticeship belongs to the Sahelian type, as in Mali. It is based on the introduction of a family relationship between the master craftsperson and the apprentices. No certificate is awarded on completion of the apprenticeship, but the master craftsperson authorizes the apprentice to leave on the basis of his assessment of

the apprentice's know-how and technical expertise. The apprentice is entitled to a minimum wage which is set once he has mastered the right way of working and is contributing actively to production. The master craftsperson can keep the apprentice until he or judges that the agreed investment in the training of the apprentice has been repaid. Sometimes the master craftsperson helps the apprentice to set up, treating the apprentice less as a rival than as a family member to whom he still feels a moral obligation.

The main stakeholders and partners in the dual (formal) apprenticeship system are the MEP/T and its related bodies, the ANPE, the ONEF, the FAFPA, the social partners (National Employers' Council of Niger, trade unions) and the OPAs (chambers of trade and the FNAN). It is important to note that in 2018 Niger took the major step of adopting a number of statutory instruments on vocational training in general, and apprenticeship in particular. A national framework for the certification of vocational skills was created. New qualifications, namely the AQB, the CQM, the BQP and the BPT were introduced to supplement the CQP. As in the other countries, the application of the principles of the six key elements will enable transition to ILO quality apprenticeship.

In **Togo**, traditional (informal) apprenticeship belongs to the coastal type, as in Benin¹⁷. It differs from Sahelian apprenticeship to the extent that it is remunerated and thus based on a relationship between the owner, the apprentice and the latter's family. Pay rates at workshops can vary between 50,000 and 150,000 FCFA. The OPAs and, occasionally, the public authorities intervene to regulate the entry and release fees for apprenticeships. There is also seemingly a tacit rule that the length of the apprenticeship is four years. The completion of apprenticeship leads to a leaving ceremony, which involves the presentation of a CFA to the released apprentice.

The main partners and stakeholders in dual (formal) apprenticeship in Togo are the METFIP and its related bodies, the ANPE, the ONEF and the FNAFPP, the social partners (National Employers Council of Togo and trade unions) and the OPAs (chambers of trade and the FNAT).

The legal framework rests on the Framework Act on TVET, the decree of September 2003 (No.2003-238/PR) concerning apprenticeship, and the recent Order No. 2018/02/METFP/CAB/SG of August 2018 concerning the implementing procedures for vocational training through dual (formal) apprenticeship.

As for the other countries included in the study, the proposal is to apply the principles of the six key elements to the existing dual (formal) apprenticeship system in Togo in order to achieve the objective of ILO quality apprenticeship.

¹⁷ Walther and Filipiak (2007).



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ANNEX

BIBLIOGRAPHY

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APPENDIX 1

DETAILS OF QUESTIONNAIRE REPLIES FOR THE BENIN CASE STUDY

1.1. Meaningful social dialogue		
1.1.1.	Do the social partners – employers' associations and trade unions – enjoy the rights of freedom of association and collective bargaining?	In Benin, the social partners have enjoyed freedom of association rights since the advent of the multi-party system.
1.1.2.	Do the social partners have sufficient technical competence to take part in social dialogue at the national and/or sectoral level on the subject of apprenticeship training?	Appointment to the governing bodies of the trade unions and employers' organizations is not done in accordance with the specific concerns of the education and training sector. Also, the members taking part in various coordination meetings do not always have expertise in apprenticeship matters.
1.1.3.	Are the social partners formally involved in the accreditation of training institutions?	The social partners are involved in drafting the regulations concerning the specifications for training institutions. However, this is a small committee which meets periodically to approve permits to open training institutions. It is important to note that the specifications for the training institutions which come under the ministry of education are different from those of the training centres which come under the ministry responsible for vocational training.
1.1.4.	Are the social partners formally involved in the accreditation/registration of the enterprises which train apprentices?	There is no system for accrediting enterprises which train apprentices. However, in the context of dual (formal) apprenticeship the OPAs are closely involved in selecting the enterprises/workshops that host apprentices.
1.1.5.	Do the social partners advise on: <ul style="list-style-type: none"> ■ the required qualifications and skills; ■ the introduction of new programmes; ■ the rights of apprentices; ■ the regulations for authorizing and accrediting enterprises? 	Under dual (formal) apprenticeship, the social partners are involved in setting up new programmes (curricula) and in determining the qualifications and skills required for certificates such as the CQP. Apprentices' rights are laid down in the Labour Code and reproduced in individual contracts. By contrast there is no formal accreditation for enterprises which offer apprenticeship places.
1.2. Robust regulatory framework		
1.2.1.	Is there a regulatory framework and /or law which sets out the rights and obligations of apprentices, employers and training providers?	In addition to the Labour Code of 1998 ¹ , the regulatory framework was strengthened by two decrees (in 2005 and 2010) ³ .
1.2.2.	Do the employers and workers collaborate constructively with the government to establish, develop and manage the regulatory framework?	The social partners (employers and workers) and the institutional partners join forces to apply the regulations effectively.
1.2.3.	Does the regulatory framework stipulate a minimum (at least one year) and maximum length of apprenticeship?	There is no formal guidance on the minimum length of apprenticeship, but the maximum length is three years.
1.2.4.	Does the regulatory framework stipulate a balance between training in the workplace with an employer and training away from the workplace with a training provider?	Eighty per cent of the time is required to be spent in an enterprise and 20 per cent at a training institution.

¹ The masculine pronoun is used to denote youth of both genders as well as men and women. The concepts of gender and male-female equality are of paramount importance.

² Source: <https://www.ilo.org/dyn/natlex/docs/WEBTEXT/49604/65115/F98BEN01.htm>.

³ Decree No. 2005-118 concerning policy on and the introduction of the dual apprenticeship system into TVET in Benin and Decree No. 2010-641 concerning the certification of vocational qualifications in Benin.

1.2.5.	Regarding individual apprenticeships, does the contract set out the rights and obligations of the parties involved?	Chapter IV of the Labour Code deals with apprenticeship contracts, and the implementing decrees set out the obligations of the different parties.
1.2.6.	Are apprentices entitled to remuneration from their employer?	There is remuneration, but the amount must be set by joint agreement between the head of the enterprise and the apprentice, or his guardian if he is a minor.
1.2.7.	Are the apprentices selected by the training employer?	The selection of apprentices is done jointly by the enterprises and the training centre, with assistance from the ANPE.
1.2.8.	Are OSH measures guaranteed for apprentices?	The legislation does not mention OSH measures in terms of prevention, but it does stipulate that training centres must take out health insurance for apprentices.
1.2.9.	Does the apprentice receive a leaving certificate recognized by the State under the TVET system?	Under the new dual-type (formal) apprenticeship system, the apprentice works towards the CQP, which is a qualification and certificate recognized by the State. The CQM issued on the completion of traditional apprenticeship is also State-recognized.
1.2.10.	Are the costs and benefits of apprenticeship shared equitably between the apprentice, the employer and the government?	Enterprises which host apprentices receive a contribution from the State towards the training costs of each one ⁴ . Enterprises are exempted from paying vocational training tax on the allowances paid to apprentices.
1.2.11.	Is information on apprenticeship options distributed widely to potential candidates, and are vocational guidance services available?	The training centres provide information about apprenticeships, but are under no contractual obligation.
1.2.12.	Do qualified apprentices have adequate access to other learning options, including higher vocational qualifications and higher education?	There are optional pathways from the CQP to the CAP. Procedures exist for possible validation of occupational skills and VAE.
1.2.13.	Is there quality assurance, backed by sound data and assessments, to ensure the right quality and support improvement?	Quality assurance is guaranteed through testing at the start of the apprenticeship, followed by formative assessment during training and then summative assessment and certification on completion.
1.3. Clear roles and responsibilities		
Are the employers, either directly or through representatives, involved in:		
1.3.1.	the design of the apprenticeship system in accordance with the regulatory framework?	The employers (professional bodies) participate in curriculum development.
1.3.2.	establishing and amending the individual apprentice qualifications?	The professional bodies are consulted on curriculum development and/or review.
1.3.3.	the delivery of learning programmes?	Some employers call in professionals to deliver programmes at training centres.
Are the trade unions and/or workers' representatives involved in:		
1.3.4.	the design of the apprenticeship system in accordance with the regulatory framework?	The trade unions participate in the development of curricula (or training and certification toolkits).
1.3.5.	establishing and amending the individual apprenticeship qualifications?	The trade unions are consulted during curriculum development and/or review.
1.3.6.	the delivery of learning programmes?	Some trade unions call in professionals (workers hired individually) to deliver programmes at apprentice training centres.

⁴ We have no knowledge of the amount of this contribution.

Does the government, either directly or through its institutions, participate in the following activities:		
1.3.7.	the design of the apprenticeship system in accordance with the regulatory framework?	This activity falls within the remit of the ministry responsible for training and apprenticeship. The design of training systems in other areas such as agriculture and infrastructure is the task of the ministries concerned.
1.3.8.	establishing and amending the individual apprenticeship qualifications?	This activity falls within the remit of the ministry responsible for training and apprenticeship. The design of training systems in other areas such as agriculture and infrastructure is the task of the ministries concerned.
1.3.9.	the delivery of learning programmes?	This activity falls within the remit of the ministry responsible for training and apprenticeship.
Are the training providers, instructors and trainers involved in:		
1.3.10.	the design of the apprenticeship system in accordance with the regulatory framework?	Training providers and instructors/trainers engage in this work at the request of the ministry and in accordance with their expertise in the subject.
1.3.11.	establishing and amending individual apprenticeship qualifications?	Training providers and instructors/trainers engage in this work at the request of the ministry and in accordance with their expertise in the subject.
1.3.12.	the delivery of learning programmes?	Training providers and instructors/trainers engage in this work in the course of their responsibilities.
1.4. Inclusiveness		
1.4.1.	Do disadvantaged students, and those otherwise vulnerable, receive continuous support enabling them to access an apprenticeship, follow the programme and complete it successfully?	Disadvantaged or vulnerable students are included in apprenticeship. However, there are specialized centres providing apprenticeships for disabled persons.
1.4.2.	Are data collected on the participation of underrepresented groups in apprenticeship (e.g. women, ethnic groups and disabled persons)?	There are no available reliable statistics broken down by gender or type of disability.
1.4.3.	Are effective policies in place to address the underrepresentation of certain groups?	There is a national policy on gender which aims to promote the representation of certain vulnerable target groups in the apprenticeship system.
1.5. Equitable funding arrangements		
1.5.1.	Do regulations exist establishing funding arrangements?	
1.5.2.	Have initiatives been taken to calculate the costs and benefits, both financial and non-financial, that apprenticeship training brings to apprentices?	No initiative has been taken to calculate the financial and non-financial costs and benefits to apprentices.
1.5.3.	Have initiatives been taken to calculate the costs and benefits, both financial and non-financial, that apprenticeship training brings to the government?	No initiative has been taken to calculate the financial and non-financial costs and benefits to the government.
1.5.4.	Is sufficient government funding available to support apprenticeship?	In 1998 the government set up FODEFCA, which basically funds the dual (formal) apprenticeship system.
1.5.5.	Does the government offer incentives to encourage employers to take on apprentices?	Enterprises are exempted from paying vocational training tax on the allowances paid to apprentices.
1.5.6.	Do employers fund workplace training?	A monthly allowance is paid to apprentices.
1.5.7.	Do employers pay apprentices for a period of workplace training?	Article 8 of the Act requires the head of the enterprise to pay the apprentice a monthly allowance fixed by agreement with either the apprentice or his legal guardian.

1.5.8.	Do employers pay apprentices for a period of training away from the workplace?	The monthly allowance covers the whole apprenticeship period including spells away from the workplace.
1.5.9.	Are the current funding arrangements sufficient to support apprenticeship training?	They are grossly insufficient. FODEFCA is basically sustained by the TFPs. The funding is insufficient because it does not cover support for the socio-professional integration of apprentices through self-employment.
1.5.10.	Does the current system of financing provide for assistance to disadvantaged groups?	There is no specific financial assistance for disadvantaged groups.
1.5.11.	Are sources of finance in place other than the public funds?	FODEFCA is a public fund which is basically sustained by external assistance.
1.6. Labour market relevance of the apprenticeship system		
1.6.1.	Does a system exist for assessing and anticipating skills needs?	The ONEF, which conducts studies on the labour market, manages the system for assessing and anticipating skills needs. Preliminary feasibility studies are completed before the apprenticeship programmes are developed under the competency-based approach.
1.6.2.	Are the social partners – employers and trade unions – formally involved in the assessment and anticipation process?	The social partners are involved in curriculum development under the competency-based approach.
1.6.3.	Is there a mechanism in place to translate the identified skills needs into apprenticeship programmes and qualifications?	The mechanism for translating identified skills needs into apprenticeship programmes and qualifications is the competency-based approach, through occupations and skills toolkits.
1.6.4.	Are the social partners involved in monitoring apprenticeship implementation?	The social partners are not formally involved in monitoring the implementation of apprenticeship.
1.6.5.	Is there a system in place to evaluate the skills of apprentices?	A national system of summative assessment and certification is in place for the completion of apprenticeship (CQP examination).
1.6.6.	Are the social partners involved in evaluating apprenticeship skills?	The social partners are involved in skills evaluation and certification in dual-type apprenticeship (CQP).
1.6.7.	Is there a system in place to provide apprentices and employers with guidance, advice and support?	No guidance, advice and support services are available to apprentices and employers.

APPENDIX 2

DETAILS OF QUESTIONNAIRE REPLIES FOR THE CÔTE D'IVOIRE CASE STUDY

2.1. Meaningful social dialogue		
2.1.1.	Do the social partners – employers' associations and trade unions – enjoy the rights of freedom of association and collective bargaining?	In Côte d'Ivoire, the social partners enjoy the rights of freedom of association and collective bargaining, which are guaranteed under the Constitution.
2.1.2.	Do the social partners have sufficient technical competence to take part in social dialogue at the national and/or sectoral level on the subject of apprenticeship training?	The social partners are involved in curriculum development under the competency-based approach.
2.1.3.	Are the social partners formally involved in the accreditation of training institutions?	The social partners are involved in drafting the regulations concerning the specifications for training institutions. It is important to note that the specifications for the training institutions which come under the ministry of education are different from those of the training centres which come under the ministry responsible for vocational training.
2.1.4.	Are the social partners formally involved in the accreditation/registration of the enterprises which train apprentices ⁵ ?	There is no system for accrediting the enterprises which train apprentices. However, in the context of the reorganized apprenticeship system, the OPAs are closely involved in selecting the enterprises/workshops that host apprentices.
2.1.5.	Do the social partners advise on: <ul style="list-style-type: none"> ■ the required qualifications and skills; ■ the introduction of new programmes; ■ the rights of apprentices; ■ the regulations for authorizing and accrediting enterprises? 	In the context of the reorganized apprenticeship system, the social partners are involved in setting up new programmes (curricula) and in determining the required qualifications and skills. The rights of apprentices are set out in the Labour Code Act No. 2015-532 of 20 July 2015. However, there is no formal accreditation of the enterprises which offer apprenticeship places.
2.2. Robust regulatory framework		
2.2.1.	Is there a regulatory framework and /or law which sets out the rights and obligations of apprentices, employers and training providers?	There exists a presidential decree on apprenticeship in Côte d'Ivoire, namely Decree No. 2019-118 of 6 February 2019 concerning vocational training through apprenticeship. This decree ensures compliance with: <ul style="list-style-type: none"> ■ Education Act No. 95-696 of 7 September 1995, as amended by Law No. 2015-635 of 17 September 2015; ■ Law No. 2014-338 concerning craft occupations; ■ Labour Code Act No. 2015-532 of 20 July 2015. The decree sets out the rights and obligations of apprentices and heads of enterprises to be entered in the apprenticeship contract. The decree states that a partnership agreement must be signed between the enterprise and the training centre.
2.2.2.	Do the employers and workers collaborate constructively with the government to establish, develop and manage the regulatory framework?	The social partners (employers and trade unions) and institutional partners join forces to ensure effective application of the decree and the provisions of the Labour Code.
2.2.3.	Does the regulatory framework stipulate a minimum (at least one year) and maximum length of apprenticeship?	The length of apprenticeship varies according to the trade and the qualification being taken. It must not exceed four years: the statutory length is three years with a possible one-year extension in cases of force majeure.

⁵ The masculine pronoun is used to denote youth of both genders as well as men and women. The concepts of gender and male-female equality are of paramount importance.

2.2.4.	Does the regulatory framework stipulate a balance between training in the workplace with the employer and training away from the workplace with the training provider?	Article 13 of the decree states that 75 per cent of the time must be spent in practical work at the enterprise and 25 per cent at the training centre.
2.2.5.	Regarding individual apprenticeships, does the contract set out the rights and obligations of the parties involved?	The apprenticeship contract provided for in the decree sets out the rights and obligations of the parties.
2.2.6.	Are apprentices entitled to remuneration from their employer?	Subject to more favourable contractual provisions or agreement, the apprentice receives a percentage of the SMIG according to his level: 30 per cent in the first year, 50 per cent in the second year and 70 per cent in the third year.
2.2.7.	Are the apprentices selected by the training employer?	The selection of apprentices is done jointly by the training institutions and the enterprises that offer apprenticeship places.
2.2.8.	Are OSH measures guaranteed for apprentices?	The State takes out insurance with public or private organizations against workplace accidents and occupational diseases for each apprentice.
2.2.9.	Does the apprentice receive a leaving certificate recognized by the State under the TVET system?	Under the new dual-type (formal) apprenticeship system, the apprentice works towards the CQP, a certificate and qualification recognized by the State.
2.2.10.	Are the costs and benefits of apprenticeship shared equitably between the apprentice, the employer and the government?	The enterprises which host apprentices receive a contribution from the State towards the training costs of each one. This contribution and the agreements concluded in the framework of the apprenticeship are exempt from all tax, and the enterprises are exempted from paying vocational training tax on the allowances paid to apprentices.
2.2.11.	Is information on apprenticeship options distributed widely to potential candidates, and are vocational guidance services available?	Public information and guidance for young apprenticeship candidates are provided by the vocational training institutions or training centres, but more needs to be done in this respect.
2.2.12.	Do qualified apprentices have access to other learning options, including higher vocational qualifications and higher education?	Vocational training through apprenticeship leads to the award of the CQP. The vocational diploma course leads to the award of the CAP, the BT and the BTS. Provision is made for possible validation of occupational skills and VAE.
2.2.13.	Is there quality assurance, backed by sound data and assessments, to ensure the right quality and support improvement?	Quality assurance is guaranteed through monitoring and evaluation tools, mainly the apprenticeship regulations, the apprenticeship logbook and the skills checklist. Formative assessments and certification ensure quality improvement.
2.3. Clear roles and responsibilities		
Are the employers, either directly or indirectly through their representatives, involved in:		
2.3.1.	the design of the apprenticeship system in accordance with the regulatory framework?	Yes, the new regulatory framework was established by three bodies: the government, the CGECI and the chamber of trades. The employers (professional bodies) contribute to curriculum development.
2.3.2.	establishing and amending the individual apprentice qualifications?	Yes, the new regulatory framework was established by three bodies: the government, the CGECI and the chamber of trades. The professional bodies are consulted on curriculum development and/or review.
2.3.3.	the delivery of learning programmes?	Yes, the new regulatory framework was established by three bodies: the government, the CGECI and the chamber of trades. Some employers call in professionals to deliver technical training to apprentices.
Are the trade unions and/or workers' representatives involved in:		
2.3.4.	the design of the apprenticeship system in accordance with the regulatory framework?	In the framework of dual (formal) apprenticeship, the trade unions take part in curriculum development.
2.3.5.	establishing and amending the individual apprentice qualifications?	In the framework of dual (formal) apprenticeship, the trade unions are consulted for curriculum development and/or review.

2.3.6.	the delivery of learning programmes?	Yes, the new regulatory framework was established by three bodies: the government, the CGECI and the chamber of trades. Some providers call in professionals (workers hired individually) to deliver technical training to apprentices.
Does the government, either directly or through its institutions, take part in the following activities:		
2.3.7.	the design of the apprenticeship system in accordance with the regulatory framework?	This activity falls within the remit of the ministry responsible for training and apprenticeship. The design of training systems in other areas such as agriculture and infrastructure is the task of the ministries concerned.
2.3.8.	establishing and amending the individual apprentice qualifications?	This activity falls within the remit of the ministry responsible for training and apprenticeship. The design of training systems in other areas such as agriculture and infrastructure is the task of the ministries concerned.
2.3.9.	the delivery of learning programmes?	This activity falls within the remit of the ministry responsible for training and apprenticeship.
Are the training providers, instructors and trainers involved in:		
2.3.10.	the design of the apprenticeship system in accordance with the regulatory framework?	Training providers and instructors/ trainers engage in this work at the request of the ministry and in accordance with their expertise in the subject.
2.3.11.	establishing and amending the individual apprentice qualifications?	Training providers and instructors/ trainers engage in this work at the request of the ministry and in accordance with their expertise in the subject.
2.3.12.	the delivery of learning programmes?	Training providers and instructors/trainers engage in this work in the course of their responsibilities.
2.4. Inclusiveness		
2.4.1.	Do disadvantaged students, and those otherwise vulnerable, receive continuous support enabling them to access an apprenticeship, follow the programme and complete it successfully?	Disadvantaged or vulnerable students are not specifically included in apprenticeship. However, the FNS, under the authority of the ministry responsible for social action, is a window offering preferential financing for micro-projects intended for disadvantaged persons.
2.4.2.	Are data collected on the participation of underrepresented groups in apprenticeship (e.g. women, ethnic groups and disabled persons)?	Yes, reliable statistics broken down by gender are available, but cases and types of disablement are not always specified.
2.4.3.	Are effective policies in place to address the underrepresentation of certain groups?	No, not in apprenticeship but in national gender policy.
2.5. Equitable funding arrangements		
2.5.1.	Do regulations exist establishing funding arrangements?	The funding arrangements for apprenticeship are described in articles 42 and 43 of the chapter in Decree No. 2019-118 concerned with vocational training through apprenticeship.
2.5.2.	Have initiatives been taken to calculate the costs and benefits, both financial and non-financial, that apprenticeship training brings to apprentices?	Yes, initiatives have been taken to calculate the financial and non-financial costs and benefits to apprentices.
2.5.3.	Have initiatives been taken to calculate the costs and benefits, both financial and non-financial, that apprenticeship training brings to the government?	Yes, initiatives have been taken to calculate the financial and non-financial costs and benefits to government.
2.5.4.	Is sufficient government funding available to support apprenticeship?	In 1998 the government established the FDFP, which helps to finance apprenticeship.
2.5.5.	Does the government offer incentives to encourage employers to take on apprentices?	Enterprises are exempt from paying vocational training tax on the allowances paid to apprentices.

2.5.6.	Do employers fund workplace training?	This funding is guaranteed through TPA and a tax on in-service vocational training collected and managed by the FDFP.
2.5.7.	Do employers pay apprentices for a period of workplace training?	The State provides "pre-remuneration" for apprentices as a percentage of the SMIG.
2.5.8.	Do employers pay apprentices for a period of training away from the workplace?	The "pre-remuneration" is paid throughout the apprenticeship.
2.5.9.	Are the current funding arrangements adequate to support apprenticeship training?	No, the funding is insufficient because it does not cover support for the socio-professional integration of apprentices through self-employment.
2.5.10.	Does the current system of financing provide for assistance to disadvantaged groups?	The FNS is a window offering preferential financing for micro-projects intended for disadvantaged persons.
2.5.11.	Are sources of finance in place other than the public funds?	Projects to support apprenticeship are financed by TFPs.
2.6. Labour market relevance of the apprenticeship system		
2.6.1.	Does a system exist for assessing and anticipating skills needs?	A system for assessing and anticipating skills needs is provided by the AGEPE, which is the equivalent of the ONEF.
2.6.2.	Are the social partners – employers and trade unions – formally involved in the assessment and anticipation process?	The social partners are involved in curriculum development under the capacity-based approach.
2.6.3.	Is there a mechanism in place to translate identified skills needs into apprenticeship programmes and qualifications?	Yes, that mechanism is the competency-based approach.
2.6.4.	Are the social partners involved in monitoring apprenticeship implementation?	No, the social partners are not formally involved in monitoring the implementation of apprenticeship.
2.6.5.	Is there a system in place to evaluate the skills of apprentices?	Yes, a national system of summative assessment and certification is in place for the completion of apprenticeship (CQP examination).
2.6.6.	Are the social partners involved in evaluating apprenticeship skills?	The social partners are involved in skills evaluation and certification under dual (formal) apprenticeship (CQP examination).
2.6.7.	Is there a system in place to provide apprentices and employers with guidance, advice and support?	The public vocational training institutions and the AGEFOP provide guidance, advice and support to apprentices and employers.

APPENDIX 3

DETAILS OF QUESTIONNAIRE REPLIES FOR THE MALI CASE STUDY

3.1. Meaningful social dialogue		
3.1.1.	Do the social partners – employers' associations and trade unions – enjoy the rights of freedom of association and collective bargaining?	In Mali, the social partners have enjoyed freedom of association rights since the advent of the multi-party system.
3.1.2.	Do the social partners have sufficient technical competence to take part in social dialogue at the national and/or sectoral level on the subject of apprenticeship training?	The social partners are members of professional bodies which are technically competent to take part in national-level social dialogue on apprenticeship training. They are the FNAM, the APCMM and the COFPA.
3.1.3.	Are the social partners formally involved in the accreditation of training institutions?	The social partners are involved in drafting the regulations concerning the specifications for training institutions. It is important to note that the specifications of the training institutions which come under the ministry of education are different from those of the training centres which come under the ministry responsible for vocational training.
3.1.4.	Are the social partners formally involved in the accreditation/registration of the enterprises which train apprentices?	There is no system for accrediting the enterprises which train apprentices. However, under the reorganized apprenticeship, the OPAs are closely involved in selecting the enterprises/workshops that host apprentices.
3.1.5.	Do the social partners advise on: <ul style="list-style-type: none"> ■ the required qualifications and skills; ■ the introduction of new programmes; ■ the rights of apprentices; ■ the regulations for authorizing and accrediting enterprises? 	In the context of the reorganized apprenticeship system (dual (formal) apprenticeship), the social partners are involved in setting up new programmes (curricula) and in determining the required qualifications and skills, under the competency-based approach, for qualifications such as the CFA. The rights of apprentices are set out in the Labour Code and reproduced in individual contracts. However, there is no formal accreditation of enterprises which offer apprenticeship places.
3.2. Robust regulatory framework		
3.2.1.	Is there a regulatory framework and /or law which sets out the rights and obligations of apprentices, employers and training providers?	
3.2.2.	Do the employers and workers collaborate constructively with the government to establish, develop and manage the regulatory framework?	The social partners (employers and workers) and institutional partners join forces to ensure effective application of the regulations.
3.2.3.	Does the regulatory framework stipulate a minimum (at least one year) and maximum length of apprenticeship?	There is no formal guidance on the minimum length of apprenticeship, but the maximum length is three years.
3.2.4.	Does the regulatory framework stipulate a balance between training in the workplace with an employer and training away from the workplace with a training provider?	Under the dual (formal) apprenticeship piloted in Mali, 80 per cent of the time is dedicated to workshop practice and 20 per cent to additional training at a centre.
3.2.5.	Regarding individual apprenticeships, does the contract set out the rights and obligations of the parties involved?	By law, the individual apprenticeship contract must explicitly state the rights and obligations of the head of enterprise, the apprentice and the training centre.

⁶ The masculine pronoun is used to denote youth of both genders as well as men and women. The concepts of gender and male-female equality are of paramount importance.

3.2.6.	Are apprentices entitled to remuneration from their employer?	In Mali, the Labour Code makes provision for allowances to be paid to apprentices, ranging from 25 per cent of the SMIG in the first year to 50 per cent in the second year and 100 per cent, equivalent to 40,000 FCFA, in the third year.
3.2.7.	Are the apprentices selected by the training employer?	The number of apprentices to be trained in each sector is determined by the OPAs. Candidates are selected in collaboration with the training centres, with support from the ANPE.
3.2.8.	Are OSH measures guaranteed for apprentices?	No, the requirement to wear personal protective equipment (PPE) is not always respected.
3.2.9.	Does the apprentice receive a leaving certificate recognized by the State under the TVET system?	Under the new dual (formal) apprenticeship system, the apprentice works towards the CQP, which is an examination recognized by the State but not by the inter-occupational collective agreements.
3.2.10.	Are the costs and benefits of apprenticeship shared equitably between the apprentice, the employer and the government?	The enterprises which host apprentices receive a contribution from the State towards the training costs of each one.
3.2.11.	Is information on apprenticeship options distributed widely to potential candidates, and are vocational guidance services available?	The ANPE and the OPAs are responsible for information regarding apprenticeship.
3.2.12.	Do qualified apprentices have access to other learning options, including higher vocational qualifications and higher education?	In Mali there is currently no pathway between the CQP and a formal TVET diploma such as the CAP.
3.2.13.	Is there quality assurance, backed by reliable data and assessments, to ensure the right quality and support improvement?	Quality assurance is guaranteed through testing at the start of the apprenticeship, followed by formative assessment during training and then summative assessment and certification on completion.
3.3. Clear roles and responsibilities		
Are the employers, either directly or through their representatives, involved in:		
3.3.1.	the design of the apprenticeship system in accordance with the regulatory framework?	Under dual (formal) apprenticeship, the employers (professional bodies) are involved in curriculum development.
3.3.2.	establishing and amending the individual apprentice qualifications?	The professional bodies are consulted on curriculum development and/or review.
3.3.3.	the delivery of learning programmes?	Some training centres call in professionals to deliver training.
Are the trade unions and/or workers' representatives involved in:		
3.3.4.	the design of the apprenticeship system in accordance with the regulatory framework?	The trade unions are involved in curriculum development.
3.3.5.	establishing and amending the individual apprentice qualifications?	The trade unions are consulted on curriculum development and/or review.
3.3.6.	the delivery of learning programmes?	Some training centres call in professionals to deliver training.
Does the government, either directly or through its institutions, take part in the following activities:		
3.3.7.	the design of the apprenticeship system in accordance with the regulatory framework?	This activity falls within the remit of the ministry responsible for training and apprenticeship, through operational arms such as the National Directorate for Vocational Training and the ANPE.
3.3.8.	establishing and amending the individual apprentice qualifications?	This activity falls within the remit of the ministry responsible for training and apprenticeship, working closely with the professional bodies.
3.3.9.	the delivery of learning programmes?	Government agencies oversee the implementation and evaluation of apprenticeship programmes.

Are the training providers, instructors and trainers involved in:		
3.3.10.	the design of the apprenticeship system in accordance with the regulatory framework?	Training providers and instructors/ trainers engage in this work at the request of the ministry and in accordance with their expertise in the subject.
3.3.11.	establishing and amending the individual apprentice qualifications?	Training providers and instructors/ trainers engage in this work at the request of the ministry and in accordance with their expertise in the subject.
3.3.12.	the delivery of learning programmes?	Training providers and instructors/trainers engage in this work in the course of their responsibilities.
3.4. Inclusiveness		
3.4.1.	Do disadvantaged students, and those otherwise vulnerable, receive continuous support enabling them to access apprenticeship, follow a programme and complete it successfully?	Disadvantaged or vulnerable students are included in apprenticeship. However, there are specialized centres providing apprenticeships for disabled persons.
3.4.2.	Are data collected on the participation of underrepresented groups in apprenticeship (e.g. women, ethnic groups and disabled persons)?	There are no reliable statistics broken down by gender or type of disablement for all disadvantaged groups under the dual (formal) apprenticeship system. However, statistics are kept by the specific centres.
3.4.3.	Are effective policies in place to address the underrepresentation of certain groups?	Mali has specific centres for disadvantaged groups, namely the CEDs, the CAFés, and the CEIs.
3.5. Equitable funding arrangements		
3.5.1.	Do regulations exist establishing funding arrangements?	
3.5.2.	Have initiatives been taken to calculate the costs and benefits, both financial and non-financial, that apprenticeship training brings to apprentices?	No initiative has been taken to calculate the financial and non-financial costs and benefits to apprentices.
3.5.3.	Have initiatives been taken to calculate the costs and benefits, both financial and non-financial, that apprenticeship training brings to the government?	No initiative has been taken to calculate the financial and non-financial costs and benefits to government.
3.5.4.	Is sufficient government funding available to support apprenticeship?	The government established the FAFPA in 1997.
3.5.5.	Does the government offer incentives to encourage employers to take on apprentices?	Enterprises are exempt from paying vocational training tax on the allowances paid to apprentices.
3.5.6.	Do employers fund workplace training?	Not really, other than through the allowances paid to apprentices.
3.5.7.	Do employers pay apprentices for a period of workplace training?	The apprenticeship allowances paid by enterprises range from 25 per cent of the SMIG in the first year to 50 per cent in the second year and 100 per cent in the third year, equivalent to 40,000 FCFA.
3.5.8.	Do employers pay apprentices for a period of training away from the workplace?	The monthly allowance paid to apprentices covers the entire apprenticeship period including spells away from the workplace.
3.5.9.	Are the current funding arrangements adequate to support apprenticeship training?	The funding arrangements are inadequate, as they do not cover support for apprentices' socio-professional integration.
3.5.10.	Does the current system of financing provide for assistance to disadvantaged groups?	There is no specific financial assistance for disadvantaged groups.
3.5.11.	Are sources of finance in place other than the public funds?	The TFPs contribute to apprenticeship financing. One example is the NGO Swisscontact, through the Vocational Training and Apprenticeship Support Project (PAFPA).

3.6. Labour market relevance of the apprenticeship system		
3.6.1.	Does a system exist for assessing and anticipating skills needs?	The system for assessing and anticipating skills needs is run by the OEF, the equivalent of the ONEF.
3.6.2.	Are the social partners – employers and trade unions – formally involved in the assessment and anticipation process?	The social partners are involved in curriculum development under the capacity-based approach.
3.6.3.	Is there a mechanism in place to translate identified skills needs into apprenticeship programmes and qualifications?	The mechanism for translating identified skills needs into apprenticeship programmes and qualifications is the competency-based approach, which requires the preparation of an occupations and skills toolkit prior to development of the training programme.
3.6.4.	Are the social partners involved in monitoring apprenticeship implementation?	The social partners are formally involved in monitoring apprenticeship implementation through their professional bodies.
3.6.5.	Is there a system in place to evaluate the skills of apprentices?	A national system of summative assessment and certification is in place for the completion of apprenticeship (CQP examination).
3.6.6.	Are the social partners involved in evaluating apprenticeship skills?	The social partners are involved in skills evaluation and certification under dual (formal) apprenticeship.
3.6.7.	Is there a system in place to provide apprentices and employers with guidance, advice and support?	The ANPE and the professional bodies provide guidance, advice and support to apprentices and employers.

APPENDIX 4

DETAILS OF QUESTIONNAIRE REPLIES FOR THE NIGER CASE STUDY

4.1. Meaningful social dialogue		
4.1.1.	Do the social partners – employers' associations and trade unions – enjoy the rights of freedom of association and collective bargaining?	In Niger, the social partners have enjoyed freedom of association rights since the advent of the multi-party system.
4.1.2.	Do the social partners have sufficient technical capacity to take part in social dialogue at the national and/or sectoral level on the subject of apprenticeship training?	The governing bodies of the trade unions' and employers' organizations are not formed in accordance with specific concerns of the education and training sector. However, the members of OPAs who take part in the various coordination meetings have competence in apprenticeship matters.
4.1.3.	Are the social partners formally involved in the accreditation of training institutions?	The social partners (OPAs and chambers of trade) are involved in drafting the regulations concerning the specifications for training institutions. It is important to note that the specifications of the training institutions which come under the ministry of education are different from those of the training centres which come under the ministry responsible for vocational and technical training.
4.1.4.	Are the social partners formally involved in the accreditation/registration of the enterprises which train apprentices?	There is no system for accrediting the enterprises which train apprentices. However, under the dual (formal) apprenticeship system the OPAs are closely involved in selecting the enterprises/workshops that host apprentices.
4.1.5.	Do the social partners advise on: <ul style="list-style-type: none"> ■ the required qualifications and skills; ■ the introduction of new programmes; ■ the rights of apprentices; ■ the regulations for authorizing and accrediting enterprises? 	Under dual (formal) apprenticeship, the social partners are involved in setting up new programmes (curricula) and in determining the qualifications and skills required for certificates such as the CQP. Apprentices' rights are laid down in the Labour Code and reproduced in individual contracts. However, there is no formal accreditation of enterprises which offer apprenticeship places.
4.2. Robust regulatory framework		
4.2.1.	Is there a regulatory framework and /or law which sets out the rights and obligations of apprentices, employers and training providers?	The main instruments concerning apprenticeship in Niger are: i) Education Act No. 98-12 of 1 June 1998), as amended by Law No. 2007-24 of 3 July 2007 establishing the FAFPCA [Support Fund for In-service Training and Apprenticeship]; and ii) the Labour Code Act (Law No. 2012-45 of 25 September 2012). In addition, there are Decree No. 2015-565/PRN/MEP/T of 26 October 2015 establishing the FAFPA as replacement for the FAFPCA, Decree No. 2017-682/PN/MET/PS of 10 August 2017 concerning the regulatory section of the Labour Code, and Decree No. 2018-772/PRN/MEP/T of 2 November 2018 on the organization of apprenticeship.
4.2.2.	Do the employers and workers collaborate constructively with the government to establish, develop and manage the regulatory framework?	The social partners (employers and workers) join forces to ensure that the law is enforced.
4.2.3.	Does the regulatory framework stipulate a minimum (at least one year) and maximum length of apprenticeship?	There is no formal guidance on the minimum length of apprenticeship, but the maximum length is three years. The length of apprenticeship training varies according to the occupation.
4.2.4.	Does the regulatory framework stipulate a balance between training in the workplace with an employer and training away from the workplace with a training provider?	The Labour Code requires that 80 per cent of the time be spent in an enterprise and 20 per cent at a training institution.

⁷ The masculine pronoun is used to denote youth of both genders as well as men and women. The concepts of gender and male-female equality are of paramount importance.

4.2.5.	Regarding individual apprenticeships, does the contract set out the rights and obligations of the parties involved?	The Decree of 2 November 2018 on the organization of apprenticeship explicitly states the rights and obligations of the head of enterprise, the apprentice and the training centre.
4.2.6.	Are apprentices entitled to remuneration from their employer?	The above-mentioned decree sets out the wage conditions for apprentices.
4.2.7.	Are the apprentices selected by the training employer?	Apprentice selection is done jointly by the professional bodies and the public services responsible for apprenticeship.
4.2.8.	Are OSH measures guaranteed for apprentices?	The master craftsperson is required to comply with the hygiene and OSH standards. Training centres teach a module on hygiene and OSH. In reality, the wearing of PPE is not always respected in workshops. Labour inspectors carry out monitoring to ensure compliance with the hygiene and OSH requirements.
4.2.9.	Does the apprentice receive a leaving certificate recognized by the State under the TVET system?	Under the new dual-type (formal) apprenticeship system, the apprentice works towards the CQP, which is recognized by the State but not by the inter-occupational collective agreements. The new MEP/T instruments concerning the validation of occupational skills provide for pathways to integrate the regular school curriculum.
4.2.10.	Are the costs and benefits of apprenticeship shared equitably between the apprentice, the employer and the government?	In certain occupations, owing to the value of the materials used and the wear and tear on tools resulting from the initiation into working methods, the contract may require the apprentice to go without remuneration or to pay a fee to the employer. In the latter case, the fee must be specified in the contract; it varies according to the occupation and the details of the individual case, and can be altered at any time during the performance of the contract.
4.2.11.	Is information on apprenticeship options distributed widely to potential candidates, and are vocational guidance services available?	Training centres provide information about apprenticeships, but are under no contractual obligation. Before the start of apprenticeship training, announcements and youth recruitment notices are disseminated through the media, social media platforms, town halls and other partner organizations.
4.2.12.	Do qualified apprentices have access to other learning options, including higher vocational qualifications and higher education?	Currently there is no pathway between the apprenticeship qualifications (CQP, BQP and BPT) and the conventional TVET diplomas (CAP, BEP, BT, etc.). However, the instruments undergoing approval by the MEP/T will facilitate such pathways by validating work skills and experience.
4.2.13.	Is there quality assurance, backed by reliable data and assessments, to ensure the right quality and support improvement?	Quality assurance is guaranteed through testing at the start of the apprenticeship, followed by formative assessment during training and then summative assessment and certification on completion.
4.3. Clear roles and responsibilities		
Are the employers, either directly or through their representatives, involved in:		
4.3.1.	the design of the apprenticeship system in accordance with the regulatory framework?	The employers (professional bodies) are involved in curriculum development. The FNAN has a network of regional training committees.
4.3.2.	establishing and amending the individual apprentice qualifications?	The professional bodies are consulted on curriculum development and/or review.
4.3.3.	the delivery of learning programmes?	Some training centres call in professionals to deliver professional technology courses.
Are the trade unions and/or workers' representatives involved in:		
4.3.4.	the design of the apprenticeship system in accordance with the regulatory framework?	The trade unions are involved in curriculum development. OPA members are included in the apprenticeship graduation panel.
4.3.5.	establishing and amending the individual apprentice qualifications?	Les syndicats sont consultés pour l'élaboration et/ou la relecture des curricula.

4.3.6.	the delivery of learning programmes?	Certains centres de formation font appel à des professionnels (travailleurs pris individuellement) pour des cours de technologie professionnels.
Does the government, either directly or through its institutions, take part in the following activities:		
4.3.7.	the design of the apprenticeship system in accordance with the regulatory framework?	This activity falls within the remit of the ministry responsible for training and apprenticeship. The design of training systems in other areas such as agriculture and infrastructure is the task of the ministries concerned.
4.3.8.	establishing and amending the individual apprentice qualifications?	This activity falls within the remit of the ministry responsible for training and apprenticeship. The design of training systems in other areas such as agriculture and infrastructure is the task of the ministries concerned.
4.3.9.	the delivery of learning programmes?	This activity falls within the remit of the ministry responsible for training and apprenticeship.
Are the training providers, instructors and trainers involved in:		
4.3.10.	the design of the apprenticeship system in accordance with the regulatory framework?	Training providers and instructors/ trainers engage in this work at the request of the ministry and in accordance with their expertise in the subject.
4.3.11.	establishing and amending the individual apprentice qualifications?	Training providers and instructors/ trainers engage in this work at the request of the ministry and in accordance with their expertise in the subject.
4.3.12.	the delivery of learning programmes?	Training providers and instructors/trainers engage in this work in the course of their responsibilities.
4.4. Inclusiveness		
4.4.1.	Do disadvantaged students, and those otherwise vulnerable, receive continuous support enabling them to access apprenticeship, follow a programme and complete it successfully?	Disadvantaged or vulnerable students are specifically included in apprenticeship. The TFPs allocate amounts to facilitate the training of all students, through development projects and programmes.
4.4.2.	Are data collected on the participation of underrepresented groups in apprenticeship (e.g. women, ethnic groups and disabled persons)?	There are no reliable statistics broken down by gender or type of disablement.
4.4.3.	Are effective policies in place to address the underrepresentation of certain groups?	There is a national policy on gender which aims to promote the representation of certain vulnerable target groups in the apprenticeship system.
4.5. Equitable funding arrangements		
4.5.1.	Do regulations exist establishing funding arrangements?	There are no regulations establishing funding arrangements.
4.5.2.	Have initiatives been taken to calculate the costs and benefits, both financial and non-financial, that apprenticeship training brings to apprentices?	No initiative has been taken to calculate the financial and non-financial costs and benefits to apprentices.
4.5.3.	Have initiatives been taken to calculate the costs and benefits, both financial and non-financial, that apprenticeship training brings to the government?	No initiative has been taken to calculate the financial and non-financial costs and benefits to government.
4.5.4.	Is sufficient government funding available to support apprenticeship?	By Decree No. 2015-565/PRN/MEP/T of 26 October 2015 the government established the FAFPA, which is instrumental in implementing government policy on TVET, particularly for the funding of different types of training including apprenticeship.

4.5.5.	Does the government offer incentives to encourage employers to take on apprentices?	Enterprises are exempt from paying vocational training tax on the allowances paid to apprentices. The incentives offered are: <ul style="list-style-type: none"> ■ support to workshops for equipment, tools and materials; ■ an annual flat-rate payment to master craftspersons for each apprentice; ■ technical and educational training for master craftspersons.
4.5.6.	Do employers fund workplace training?	Yes, through the remuneration paid to apprentices.
4.5.7.	Do employers pay apprentices for a period of workplace training?	Article 8 of the Act requires the head of the enterprise to pay an apprentice a monthly allowance fixed by agreement with him or his guardian.
4.5.8.	Do employers pay apprentices for a period of training away from the workplace?	The monthly allowance paid to the apprentice covers the whole period of apprenticeship, including spells away from the workplace.
4.5.9.	Are the current funding arrangements adequate to support apprenticeship training?	No, because the funding does not cover support for graduates' integration.
4.5.10.	Does the current system of financing provide for assistance to disadvantaged groups?	There is no specific financial assistance for disadvantaged groups.
4.5.11.	Are sources of finance in place other than the public funds?	Sources of finance have been put in place through projects and programmes offered by TFPs, for example the Skills Development for Growth Project (PRODEC), LuxDev, Coopération Suisse and UNICEF.
4.6. Labour market relevance of the apprenticeship system		
4.6.1.	Does a system exist for assessing and anticipating skills needs?	The ONEF provides the mechanism for assessing and anticipating skills needs.
4.6.2.	Are the social partners – employers and trade unions – formally involved in the assessment and anticipation processes?	The social partners are involved in curriculum development under the competency-based approach, and are fully involved in the assessment and anticipation processes through their collaboration in the studies on growth sectors.
4.6.3.	Is there a mechanism in place to translate identified skills needs into apprenticeship programmes and qualifications?	The mechanism for translating identified skills needs into apprenticeship programmes and qualifications is the competency-based approach, which requires the preparation of an occupations and skills toolkit for programme development.
4.6.4.	Are the social partners involved in monitoring apprenticeship implementation?	The social partners are not formally involved in monitoring the implementation of apprenticeships.
4.6.5.	Is there a system in place to evaluate the skills of apprentices?	A national system of summative assessment and certification is in place for the completion of apprenticeship (CQM and CQP examinations). A national framework to certify vocational skills was established in 2018.
4.6.6.	Are the social partners involved in evaluating apprenticeship skills?	The social partners are not formally involved in evaluating apprenticeship skills.
4.6.7.	Is there a system in place to provide apprentices and employers with guidance, advice and support?	There are platforms offering young people guidance, advice and support, and the MEP/T has branches responsible for youth guidance.

APPENDIX 5

DETAILS OF QUESTIONNAIRE REPLIES FOR THE TOGO CASE STUDY

5.1. Meaningful social dialogue		
5.1.1.	Do the social partners – employers' associations and trade unions – enjoy the rights of freedom of association and collective bargaining?	In Togo, the ministry for the craft sector has established chambers of trades, which are functioning public professional institutions; in parallel, the main trade union bodies are very active. Through their national offices, they participate in discussions on the implementation of inter-occupational collective agreements.
5.1.2.	Do the social partners have sufficient technical capacity to take part in social dialogue at the national and/or sectoral level on the subject of apprenticeship training?	Officials from the chambers of trade and the trade unions periodically receive assistance for capacity strengthening, either at their initiative or that of the departments concerned with vocational training. They are involved in discussions on educational policies and approaches, mainly the education sector plan, and on other sub-sectoral policies.
5.1.3.	Are the social partners formally involved in the accreditation of training institutions?	No.
5.1.4.	Are the social partners formally involved in the accreditation/registration of the enterprises which train apprentices?	No, only central government is responsible for accrediting formal and non-formal training centres.
5.1.5.	Do the social partners advise on: <ul style="list-style-type: none"> ■ the required qualifications and skills; ■ the introduction of new programmes; ■ the rights of apprentices; ■ the regulations for authorizing and accrediting enterprises? 	The social partners are involved in the drafting of apprenticeship contracts, in curricula and in training evaluation.
5.2. Robust regulatory framework		
5.2.1.	Is there a regulatory framework and /or law which sets out the rights and obligations of apprentices, employers and training providers?	Decree No. 2003-238/PR of 26 September 2003 concerns apprenticeship in large enterprises. Otherwise, the Labour Code Act of 2006 ⁹ devotes only two articles to apprenticeship. Order No. 2018/02/METFP/CAB/SG of 1 August 2018 concerning the implementing procedures for vocational training through dual-type cooperative apprenticeship refers to the framework act on TVET (No. 2002-016 of 30 April 2002).
5.2.2.	Do the employers and workers collaborate constructively with the government to establish, develop and manage the regulatory framework?	Yes, in the framework of the charter on public/private partnership ¹⁰ .
5.2.3.	Does the regulatory framework stipulate a minimum (at least one year) and maximum length of apprenticeship?	The apprenticeship contract and Order No. 2018/02/METFP/CAB/SG stipulate a term of three years for apprenticeship.
5.2.4.	Does the regulatory framework stipulate a balance between training in the workplace with an employer and training away from the workplace with a training provider?	The dual vocational training framework and Order No. 2018/02/METFP/CAB/SG establish the conditions for implementing dual-type cooperative training.

⁸ The masculine pronoun is used to denote youth of both genders as well as men and women. The concepts of gender and male-female equality are of paramount importance.

⁹ See <https://www.ilo.org/legacy/english/inwork/cb-policy-guide/togoin2006portantcodedutravailart102.pdf>

¹⁰ The charter on public-private partnership in training was mentioned by the director of vocational training and apprenticeship in Togo, but we have not seen this document.

5.2.5.	Regarding individual apprenticeships, does the contract set out the rights and obligations of the parties involved?	Yes, these are a compulsory element of the apprenticeship contract.
5.2.6.	Are apprentices entitled to remuneration from their employer?	No.
5.2.7.	Are the apprentices selected by the training employer?	Yes, an employer trainer is free to accept or refuse candidates for apprenticeship.
5.2.8.	Are OSH measures in place for apprentices?	The provisions of the apprenticeship contract and other orders define OSH (Act No. 2002-016). In reality, the wearing of PPE is not always respected in workshops.
5.2.9.	Does the apprentice receive a leaving certificate recognized by the State under the TVET system?	On the completion of training, the apprentice sits the national examination for the CFA.
5.2.10.	Are the costs and benefits of apprenticeship shared equitably between the apprentice, the employer and the government?	No, only the apprentice and his parents bear the costs of apprenticeship.
5.2.11.	Is information on apprenticeship options distributed widely to potential candidates, and are vocational guidance services available?	Information provision is weak, and at a very early stage.
5.2.12.	Do qualified apprentices have access to other learning options, including higher vocational qualifications and higher education?	Yes, there are pathways enabling craft practitioners to progress to higher levels of training (CFA, CQP, CAP, BT, BTS...).
5.2.13.	Is there quality assurance, backed by reliable data and assessments, to ensure the right quality and support improvement?	In the dual (formal) training system, the training arrangements, curricula, teaching and evaluation system ensure adequate quality and support improvement.
5.3. Clear roles and responsibilities		
Are the employers, either directly or through their representatives, involved in:		
5.3.1.	the design of the apprenticeship system in accordance with the regulatory framework?	Yes, see the framework law, the charter on public-private partnership and the implementing orders for vocational training.
5.3.2.	establishing and amending the individual apprentice qualifications?	Yes, the employers are involved in matters concerning the matching of training to employment.
5.3.3.	the delivery of learning programmes?	Yes, the students are trained at an enterprise or spend a practical placement at an enterprise.
Are the trade unions and/or workers' representatives involved in:		
5.3.4.	the design of the apprenticeship system in accordance with the regulatory framework?	Yes, they are involved in the implementation of the national certification framework.
5.3.5.	establishing and amending the individual apprentice qualifications?	Yes, the trade unions are involved in the implementation of the national certification framework.
5.3.6.	the delivery of learning programmes?	Yes, apprentice training is done by professionals who are members of professional bodies.
Does the government, either directly or through its institutions, take part in the following activities:		
5.3.7.	the design of the apprenticeship system in accordance with the regulatory framework?	This activity falls within the remit of the ministry responsible for training and apprenticeship. The design of training systems in other areas such as agriculture and infrastructure is the task of the ministries concerned.

5.3.8.	establishing and amending the individual apprentice qualifications?	This activity falls within the remit of the ministry responsible for training and apprenticeship. The design of training systems in other areas such as agriculture and infrastructure is the task of the ministries concerned.
5.3.9.	the delivery of learning programmes?	This activity falls within the remit of the ministry responsible for training and apprenticeship.
Are the training providers, instructors and trainers involved in:		
5.3.10.	the design of the apprenticeship system in accordance with the regulatory framework?	Training providers and instructors/ trainers engage in this work at the request of the ministry and in accordance with their expertise in the subject.
5.3.11.	establishing and amending the individual apprentice qualifications?	Training providers and instructors/ trainers engage in this work at the request of the ministry and in accordance with their expertise in the subject.
5.3.12.	the delivery of learning programmes?	Training providers and instructors/trainers engage in this work in the course of their responsibilities.
5.4. Inclusiveness		
5.4.1.	Do disadvantaged students, and those otherwise vulnerable, receive continuous support enabling them to access apprenticeship, follow a programme and complete it successfully?	Disadvantaged or vulnerable students are not included systematically in apprenticeship. However, training and apprenticeship programmes for disadvantaged persons are offered through the TFPs and NGOs (Plan International, Handicap International, etc.).
5.4.2.	Are data collected on the participation of underrepresented groups in apprenticeship (e.g. women, ethnic groups and disabled persons)?	Reliable statistics broken down by gender or type of disablement are only available for specific programmes. However, steps are being taken to extend these statistics across the national apprenticeship system.
5.4.3.	Are effective policies in place to address the underrepresentation of certain groups?	There is a national policy on gender which aims to promote the representation of certain vulnerable target groups in the apprenticeship system.
5.5. Equitable funding arrangements		
5.5.1.	Do regulations exist establishing funding arrangements?	Yes, Order No. 2018/025/METFP/CAB/SG of 1 August 2018 establishes the funding arrangements for vocational training through cooperative dual-type (formal) apprenticeship. The term "cooperative" refers to the cooperation between an enterprise/workshop and a training centre
5.5.2.	Have initiatives been taken to calculate the costs and benefits, both financial and non-financial, that apprenticeship training brings to apprentices?	Initiatives are being taken in the context of the work to develop a specific national code on apprenticeship.
5.5.3.	Have initiatives been taken to calculate the costs and benefits, both financial and non-financial, that apprenticeship training brings to the government?	Initiatives are being taken in the context of the work to develop a specific national code on apprenticeship.
5.5.4.	Is sufficient government funding available to support apprenticeship?	Yes, the government has set up the FNAFPP.
5.5.5.	Does the government offer incentives to encourage employers to take on apprentices?	Incentive measures are being developed (pilot phase with the ANPE).
5.5.6.	Do employers fund workplace training?	Yes, the employer trainers supply work materials and support the apprentices financially.
5.5.7.	Do employers pay apprentices for a period of workplace training?	No.
5.5.8.	Do employers pay apprentices for a period of training away from the workplace?	No.

5.5.9.	Are the current funding arrangements adequate to support apprenticeship training?	No, the funding does not cover support for graduates' integration.
5.5.10.	Does the current system of financing provide for assistance to disadvantaged groups?	There is no specific financial assistance for disadvantaged groups.
5.5.11.	Are sources of finance in place other than the public funds?	Sources of finance are introduced by the TFPs through development projects and programmes.
5.6. Labour market relevance of the apprenticeship system		
5.6.1.	Does a system exist for assessing and anticipating skills needs?	The ONEF provides the mechanism for assessing and anticipating skills needs.
5.6.2.	Are the social partners – employers and trade unions – formally involved in the assessment and anticipation process?	The social partners are involved in curriculum development under the competency-based approach, and are fully involved in the assessment and anticipation processes through their collaboration in the studies on growth sectors.
5.6.3.	Is there a mechanism in place to translate identified skills needs into apprenticeship programmes and qualifications?	The mechanism for translating identified skills needs into apprenticeship programmes and qualifications is the competency-based approach, which requires the preparation of an occupations and skills toolkit for programme development.
5.6.4.	Are the social partners involved in monitoring the implementation of apprenticeships?	The social partners (OPAs) are closely involved in monitoring the implementation of dual-type (formal) apprenticeship.
5.6.5.	Is there a system in place to evaluate the skills of apprentices?	A national system of summative assessment and certification is in place for the completion of apprenticeship (CQP examination).
5.6.6.	Are the social partners involved in evaluating apprenticeship skills?	The social partners are involved in evaluating and certifying the skills in dual-type (formal) apprenticeship.
5.6.7.	Is there a system in place to provide apprentices and employers with guidance, advice and support?	There are services which provide guidance, advice and support to apprentices and employers. However, these are relatively limited.

APPENDIX 6

QUESTIONNAIRE ON QUALITY APPRENTICESHIPS IN FIVE COUNTRIES OF WEST AFRICA

1. Meaningful social dialogue		
N°	These questions are intended particularly for the resource persons representing the social partners in the country (employers' and workers' organizations)	Replies with reasoning and reference documents if possible
1.1.	Do the social partners – employers' associations and trade unions – enjoy the rights of freedom of association and collective bargaining?	
1.2.	Do the social partners have sufficient technical capacity to take part in social dialogue at the national and/or sectoral level on the subject of apprenticeship training?	
1.3.	Are the social partners formally involved in the accreditation of training institutions?	
1.4.	Are the social partners formally involved in the accreditation/registration of the enterprises which train apprentices ¹¹ ?	
1.5.	Do the social partners advise on: <ul style="list-style-type: none"> ■ the required qualifications and skills; ■ the introduction of new programmes; ■ the rights of apprentices; ■ the regulations for authorizing and accrediting enterprises? 	
2. Robust regulatory framework		
N°	These questions are intended particularly for the resource persons representing the institutional partners (ministries and national agencies), but also any other persons in the country with relevant information	Replies with reasoning and reference documents if possible
2.1.	Is there a regulatory framework and /or law which sets out the rights and obligations of apprentices, employers and training providers?	
2.2.	Do the employers and workers collaborate constructively with the government to establish, develop and manage the regulatory framework?	
2.3.	Does the regulatory framework stipulate a minimum (at least one year) and maximum length of apprenticeship?	
2.4.	Does the regulatory framework stipulate a balance between training in the workplace with an employer and training away from the workplace with a training provider?	
2.5.	Regarding individual apprenticeships, does the contract set out the rights and obligations of the parties involved?	
2.6.	Are apprentices entitled to remuneration from their employer?	
2.7.	Are the apprentices selected by the employer/trainer?	
2.8.	Are OSH measures guaranteed for apprentices?	
2.9.	Does the apprentice receive a leaving certificate recognized by the State under the TVET system?	

¹¹ The masculine pronoun is used to denote youth of both genders as well as men and women. The concepts of gender and male-female equality are of paramount importance.

2.10.	Are the costs and benefits of apprenticeship shared equitably between the apprentice, the employer and the government?	
2.11.	Is information on apprenticeship options distributed widely to potential candidates, and are vocational guidance services available?	
2.12.	Do qualified apprentices have adequate access to other learning options, including higher vocational qualifications and higher education?	
2.13.	Is there quality assurance, backed by reliable data and assessments, to ensure the right quality and support improvement?	
3. Clear roles and responsibilities		
N°	These questions are intended for the resource persons representing the designated partners in the country (employers, trade unions, institutional partners and stakeholders)	Replies with reasoning and reference documents if possible
Are the employers, either directly or through their representatives, involved in:		
3.1.	the design of the apprenticeship system in accordance with the regulatory framework?	
3.2.	establishing and amending the individual apprentice qualifications?	
3.3.	the delivery of learning programmes?	
Are the trade unions and/or workers' representatives involved in:		
3.4.	the design of the apprenticeship system in accordance with the regulatory framework?	
3.5.	establishing and amending the individual apprentice qualifications?	
3.6.	the delivery of learning programmes?	
Does the government, either directly or through its institutions, take part in the following activities:		
3.7.	the design of the apprenticeship system in accordance with the regulatory framework?	
3.8.	establishing and amending the individual apprentice qualifications?	
3.9.	the delivery of learning programmes?	
Are the training providers, instructors and trainers involved in:		
3.10.	the design of the apprenticeship system in accordance with the regulatory framework?	
3.11.	establishing and amending the individual apprentice qualifications?	
3.12.	the delivery of learning programmes?	
4. Inclusiveness		
N°	These questions are intended particularly for the resource persons representing the institutional partners (ministries and national agencies), but also any other person in the country with relevant information	Replies with reasoning and reference documents if possible
4.1.	Do disadvantaged students, and those otherwise vulnerable, receive continuous support enabling them to access apprenticeship, follow a programme and complete it successfully?	
4.2.	Are data collected on the participation of underrepresented groups in apprenticeship (e.g. women, ethnic groups and disabled persons)?	
4.3.	Are effective policies in place to address the underrepresentation of certain groups?	

5. Equitable funding arrangements		
N°	These questions are intended particularly for the competent resource persons and/or persons with information on apprenticeship funding in the country	Replies with reasoning and reference documents if possible
5.1.	Do regulations exist establishing funding arrangements?	
5.2.	Have initiatives been taken to calculate the costs and benefits, both financial and non-financial, that apprenticeship training brings to apprentices?	
5.3.	Have initiatives been taken to calculate the costs and benefits, both financial and non-financial, that apprenticeship training brings to the government?	
5.4.	Is sufficient government funding available to support apprenticeship?	
5.5.	Does the government offer incentives to encourage employers to take on apprentices?	
5.6.	Do employers fund workplace training?	
5.7.	Do employers pay apprentices for a period of workplace training?	
5.8.	Do employers pay apprentices for a period of training away from the workplace?	
5.9.	Are the current funding arrangements adequate to support apprenticeship training?	
5.10.	Does the current system of financing provide for assistance to disadvantaged groups?	
5.11.	Are sources of finance in place other than the public funds?	
6. Labour market relevance of the apprenticeship system		
N°	These questions are intended for the resource persons in the country with relevant information	Replies with reasoning and reference documents if possible
6.1.	Does a system exist for assessing and anticipating skills needs?	
6.2.	Are the social partners – employers and trade unions – formally involved in the assessment and anticipation process?	
6.3.	Is there a mechanism in place to translate identified skills needs into apprenticeship programmes and qualifications?	
6.4.	Are the social partners involved in monitoring the implementation of apprenticeships?	
6.5.	Is there a system in place to evaluate the skills of apprentices?	
6.6.	Are the social partners involved in evaluating apprenticeship skills?	
6.7.	Is there a system in place to provide apprentices and employers with guidance, advice and support?	



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