

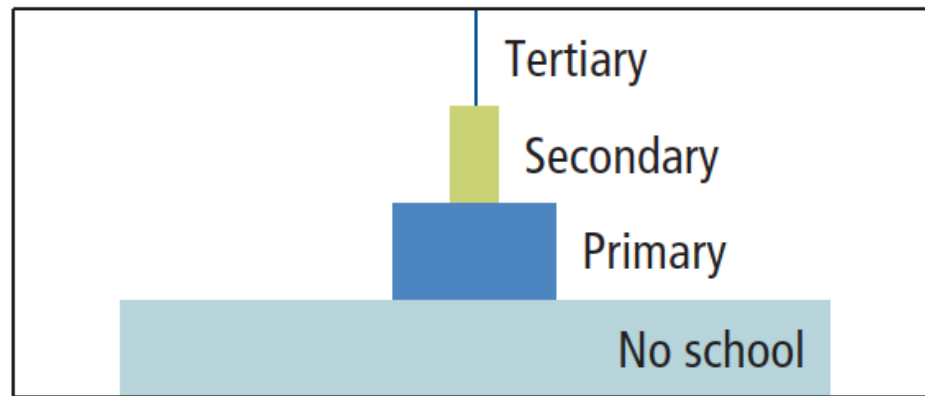
MICRO-, SMALL- & MEDIUM-SIZED ENTERPRISES AND (DUAL) VET IN SUB-SAHARAN AFRICA

Dr Anthony Gewer

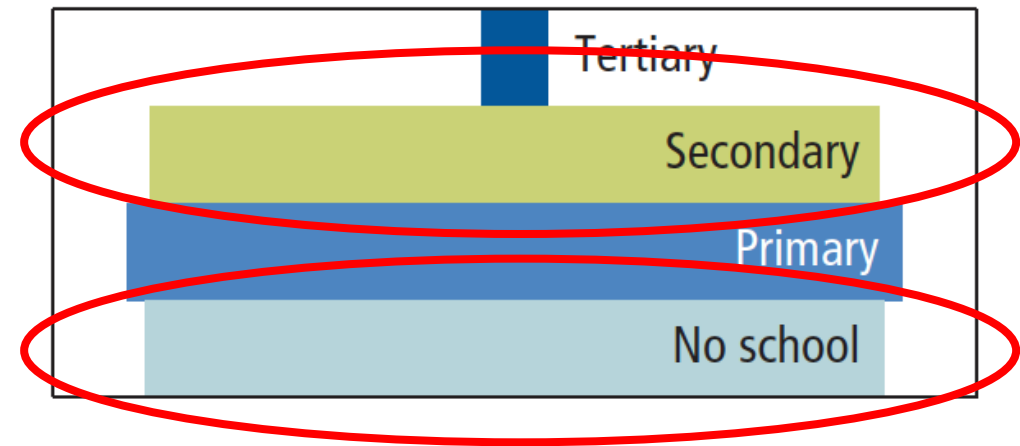
10th March 2021

Access to education has expanded.....

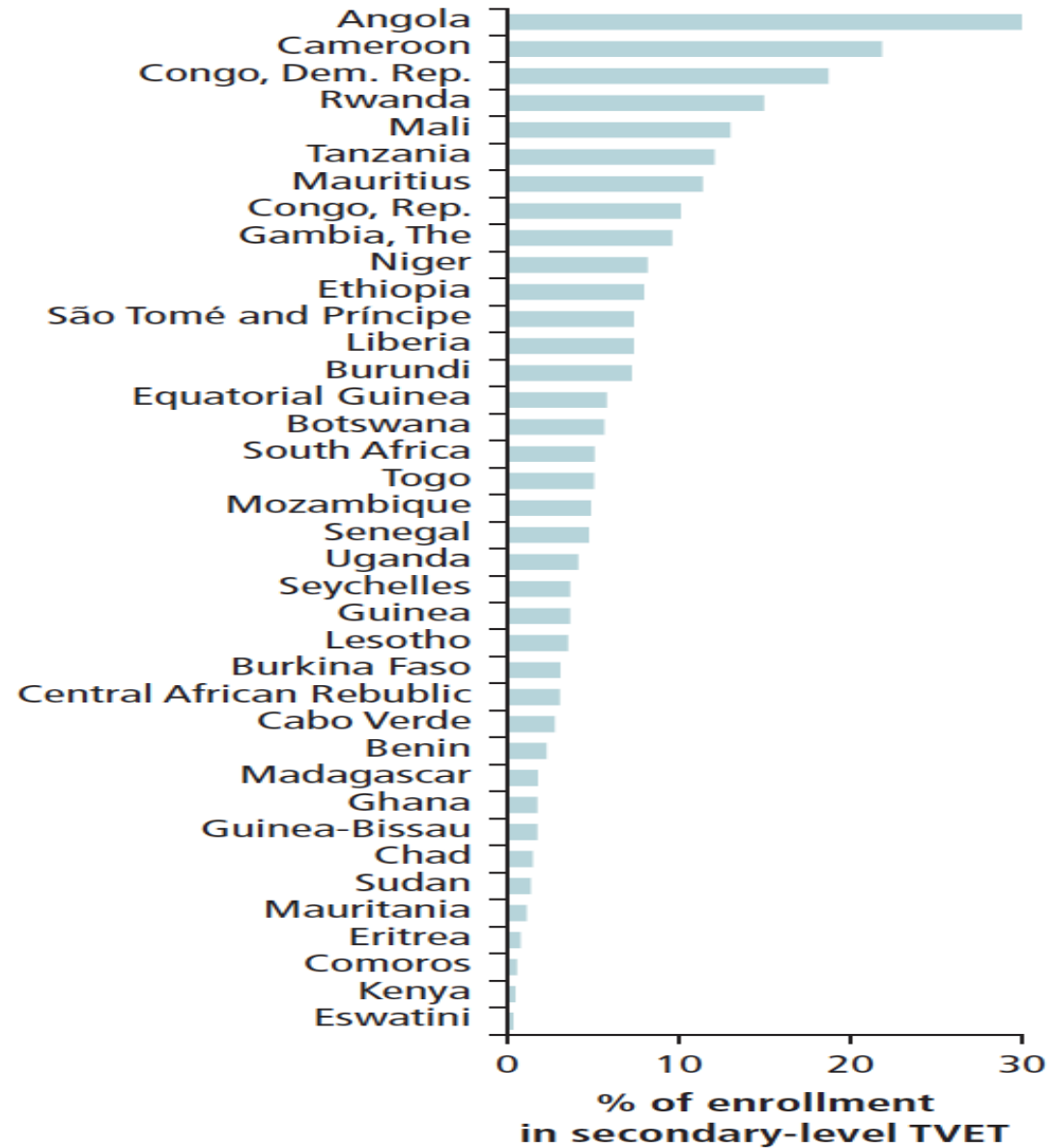
a. Sub-Saharan Africa
1950



a. Sub-Saharan Africa
2010



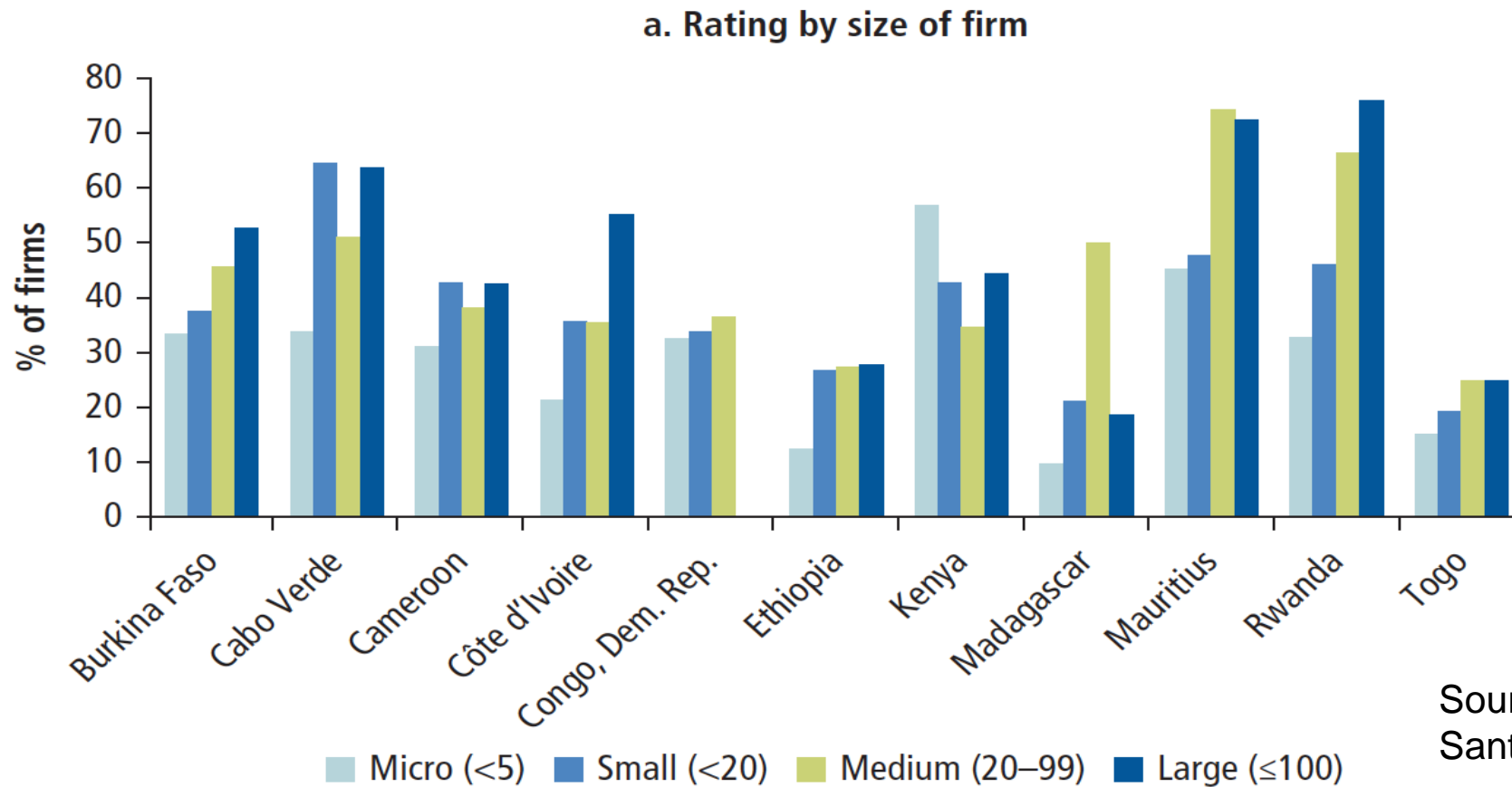
High variation in secondary-level TVET enrolment



Source: Arias, Evans, and Santos, 2019

Lack of skills is a key constraint for business

Figure 1.2 Share of Firms Rating Workforce Skills as a Greater-than-Average Constraint Compared with 14 Other Business Environment Factors in Sub-Saharan Africa and the World, by Size of Firm and GDP per Capita



Characteristics TVET in Sub-Saharan Africa

Based on literature, the perception is that:

- Access to formal TVET systems remain small in terms of enrolment and expenditure.
- Formal TVET systems are generally weak, fragmented and disconnected from the labour market (resulting in skills misalignment).
- There is little focus of practical training in TVET systems, and this is viewed by employers as a main weakness of TVET in the region.
- The emphasis on wage employment in a small formal sector context is a critical shortcoming of TVET systems in Sub-Saharan Africa, and even here there is strong misalignment
- Skills levies are limited by small formal sectors and do not contribute to greater inclusion
- There is still a debate as to whether qualification frameworks enhance or hinder the responsiveness and portability of TVET.

Characteristics of Informal Apprenticeships

- Informal apprenticeships are the primary source of technical and vocational skills development in manufacturing, construction and (some) service occupations in sub-Saharan Africa.
- Recruitment often through cultural, ethnic or religious ties but educational background becoming an important criterion
- Contracts may be in writing or orally, varying in content.
- Common for apprentices to pay a training fee to the master craftsman and receive a training allowance once they become more productive
- Apprentices are often required to bring their own tools for training.
- Quality of training depend on the skills of the master craftsman and the production processes in the enterprise.
- Master craftsman often determine the point of completion.
- Formal certification of completion is not usually provided.

Informal vs Formal Apprenticeships

Informal	Formal
Vary in quality and length and generally lack any formal TVET instruction. Enterprise-based with no formal instruction	Combination of formal theoretical, practical (institutional) and workplace instruction
Mainly attract young people with low educational achievement	Higher educational barriers to entry
Informal contracting	Structured, regulated and formal contracting
Lack of systematic assessment or formal certification	Leading to a recognized qualification
MSMEs are the primary sites of workplace training	More likely to happen in larger firms though trained mentors
Cost-effective and smoother transition to employment	Significant costs (although there are indications of productivity gains) and restriction in transitions to employment

Upgrading Informal Apprenticeships

Various countries in the region have taken steps to upgrade informal apprenticeships, including:

- Providing formal recognition for trades
- Integrating informal apprenticeships into national TVET system
- Introducing dual apprenticeships
- Voucher programmes to support upgrading of craftpersons and apprentices
- Skills levy systems to fund apprenticeships

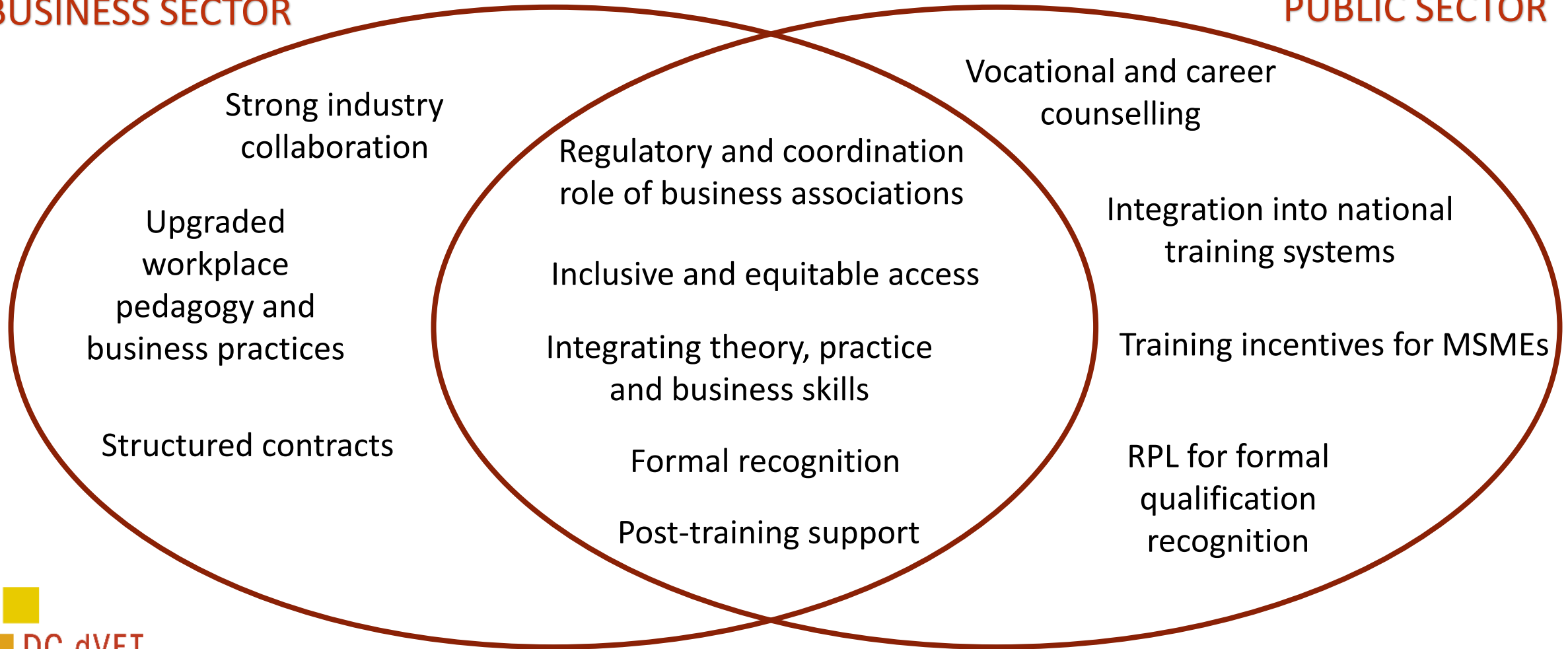
Why upgrade apprenticeships?

- Addressing decent work deficits
- Provide access to classroom instruction
- Create systematic assessment and recognized certification
- Bring formal TVET closer to workplace training in MSMEs (dual training)
- Strengthen MSMEs through skills and business upgrading
- Strengthen quality of workplace learning
- Productivity gains for MSMEs
- Promote equitable access to apprenticeships
- Enhanced structure provides basis for more effective planning and funding

Key features of upgraded apprenticeships

BUSINESS SECTOR

PUBLIC SECTOR



In summary – key messages

- Capitalize on existing systems and address weaknesses
- Strengthening the contract
- Improve quality and reputation
- Make access more transparent and equitable
- Integrate informal apprenticeships in the national training system

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