

# “Pedagogical transformation” of apprenticeships through a competence-based approach in the Benin crafts sector

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# Outline of the presentation

## Introduction

1. Theoretical framework
2. Methodology
3. Overview of dual training
4. Refining traditional apprenticeships
5. Transforming competition in the crafts labour market
6. Self-realization and esteem among craftspeople

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# Introduction

- Most of young people trained in traditional apprenticeship in Benin are from disadvantaged backgrounds with low education (Walther, 2008; MEA, 2014).
- Training in traditional apprenticeship is a process of occupational skills learning with the skills gap of the master crafts people and with any pedagogy (Walther, 2008; Davodoun, 2011a).
- In 2005, introduction of apprenticeship in formal TVET with two apprenticeship programs (National exam for CQM certificate and type of dual apprenticeship for CQP certificate).

# Introduction

- Traditional apprenticeship: strengths and weaknesses (Walther, 2007; Adams, 2008; Sonnenberg, 2012; Adams et al., 2013); Savadogo and Walther, 2013; Adekola, 2013; Anokye and Afrane, 2014)
- Reforms of apprenticeships in SSA and its effects on the skills learning (King, 2014; Teal, 2016; Eido et al., 2017; Kehl; David-Gnahoui & Ahouangnivo, 2017 et al., 2018)
- Very good collaboration between public and private institutions in the implementation of this dual training in Benin (Nouatin, 2021)

# Introduction

- Gap: social effect of this dual training on the pedagogical transformation in apprenticeships.
- Research objective: analyze the pedagogical transformation of apprenticeships and the crafts sector using the competence-based approach of dual apprenticeship.

# Theoretical framework

How has the dual training transformed apprenticeship and the Benin crafts sector?

**Social change theory (Rocher 1968)**



## Factors of change (apprenticeship)

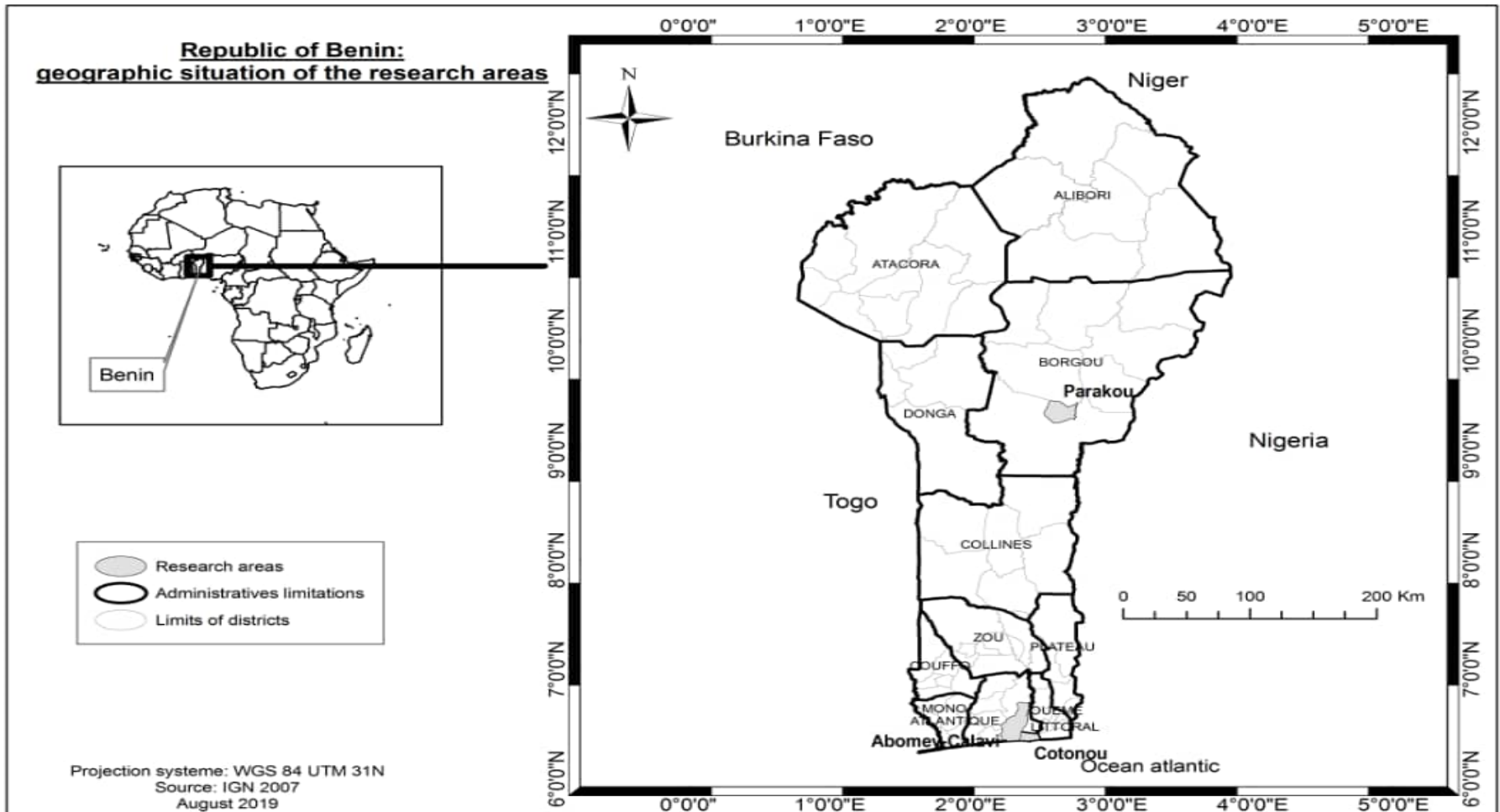
- Technology (training approaches)
- Demography (job security)
- Class conflicts and contradictions (market competition)



## Agents of change

- Elites (CQP institutions)
- Social movements (craftspeople representations)
- Motivation and success needs (for craftspeople)

# Methodology



# Methodology

## Sampling techniques:

- Purposive sampling: → 5 staff of professional associations; 6 staff of the training centre, and 8 CQP trainers.
- Snowball sampling: → 48 CQP graduates and; 19 CQP master craftspeople.
- Convenience sampling: → 10 non-CQP beneficiaries.
- Sample size : 96 respondents.



# Methodology

## Descriptive qualitative method

- Literature review
- Direct observation through visits in vocational training centres and in the master workshops
- Life-history approach, including casual interviews with CQP master craftspeople
- Individual semi-structured interviews with CQP graduates, non-CQP graduates, staff of professional association personnel and the training centre staff

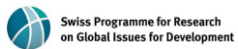
## Data analysis

- Content analysis

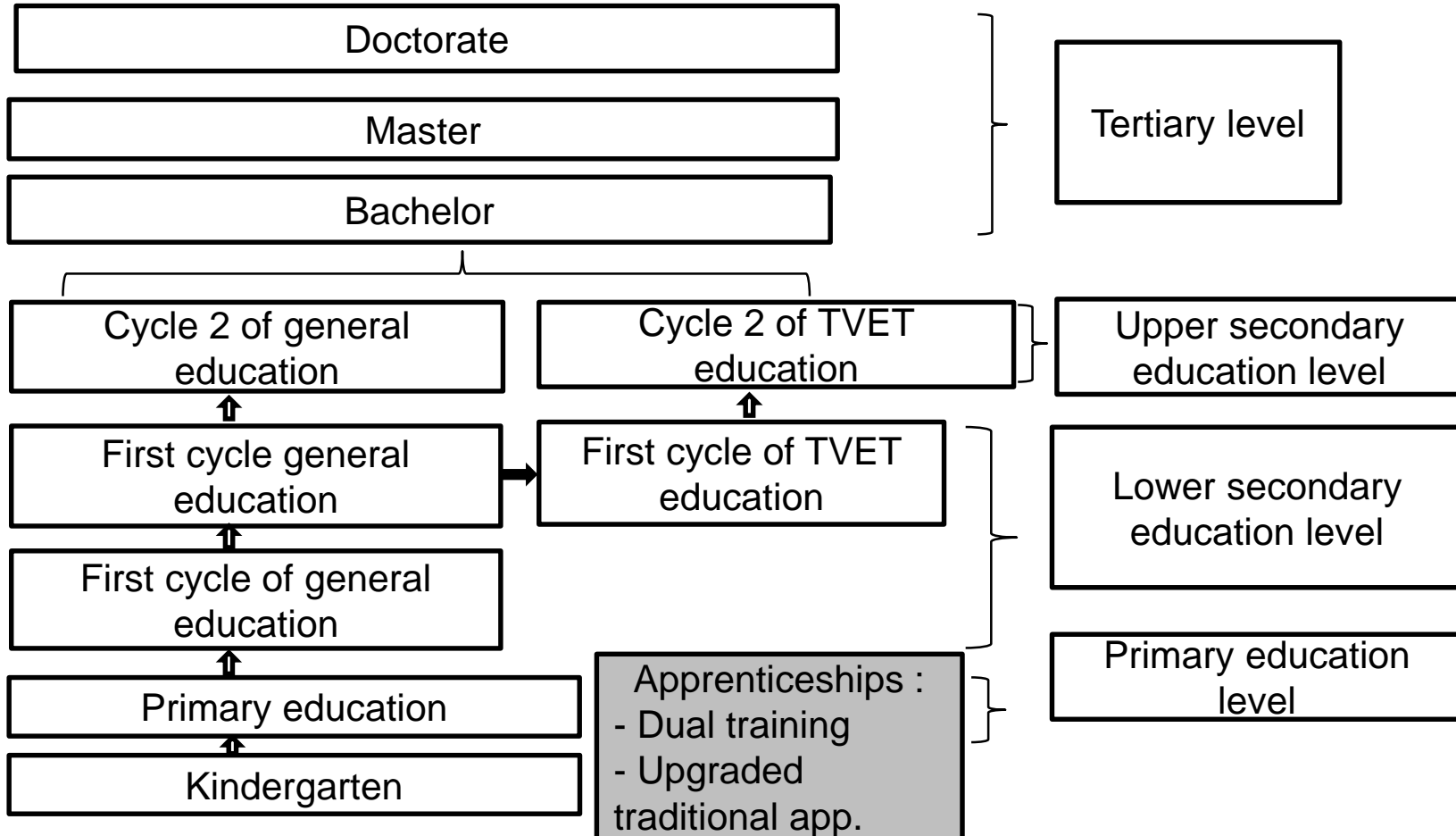


# Results

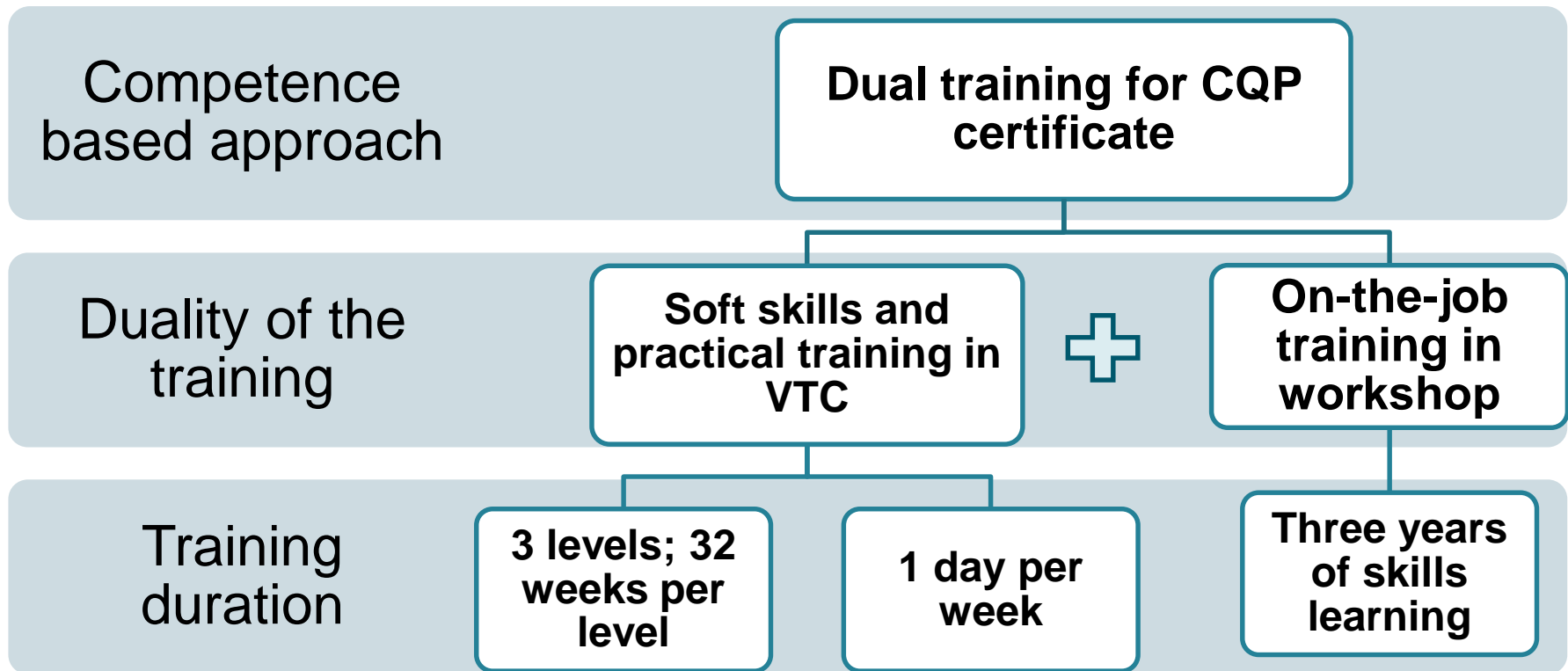
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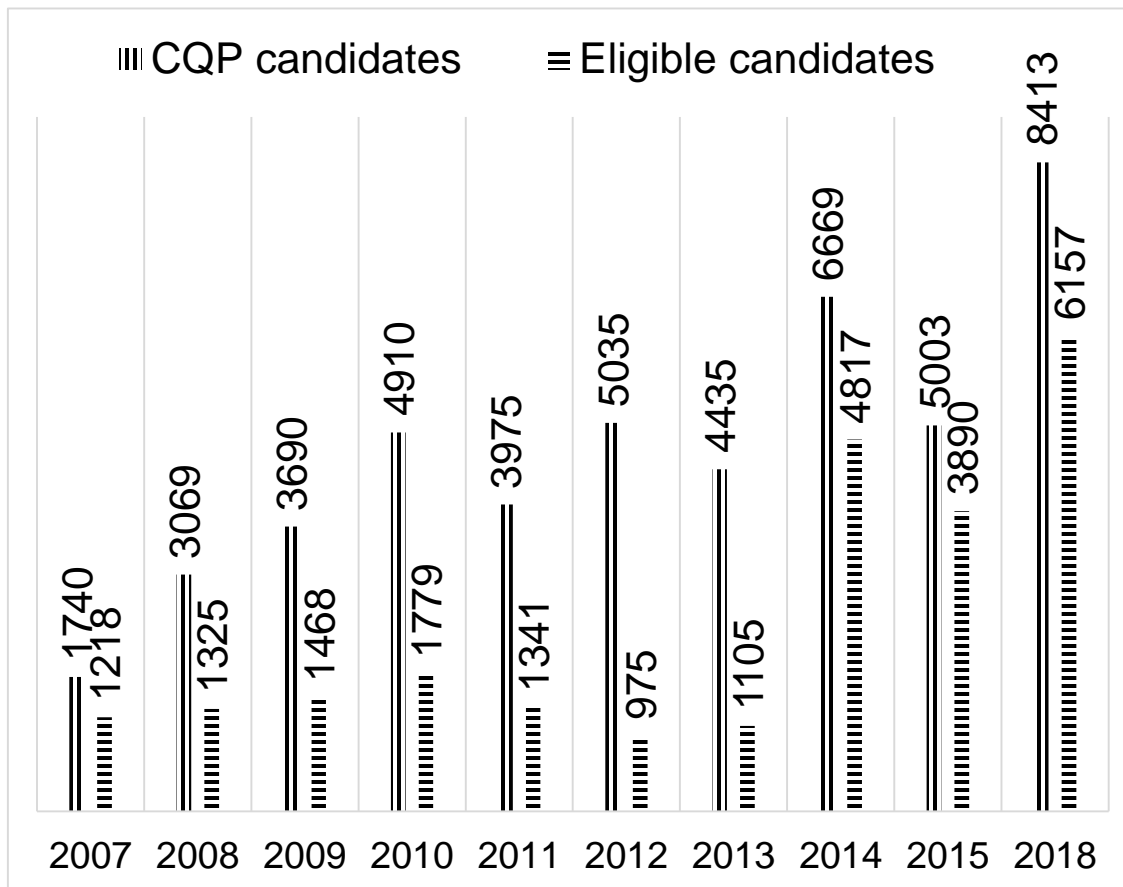
# Overview of the reform of dual training



# Overview of the reform of dual training



# Overview of the reform of dual training



- Dual training in 13 out of 311 occupations
- Apprentices enrolment according to the funds available with FODEFCA.
- 12,089 CQP beneficiaries

# Refining traditional apprenticeships through the competency based-approach



## Traditional apprenticeship

- Learning by observation
- Learning by imitation
- Learning by doing
- Training with the master skills gap

# Refining traditional apprenticeships through the competency based-approach

## In traditional apprenticeships

- master artisans employ materials and equipment out of date
- no pedagogy for skills learning

## In dual training

- CQP apprentices receive **soft skills** and **practical training using new technologies**
- are trained with **explicit pedagogy**
- receive training on the attitude in workshops (work position for barbers, work methodology for motorcycle repair, workshop management...)

# Refining traditional apprenticeships through the competency based-approach

- The CQP graduates interviewed begun to build additional competences on the job.
- Master craftspeople have also advised capacity-building training through their professional associations.
- Instead of engaging in the dual training, public institutions organize training sessions for them in attending capacity-building training and giving them CQP certificate.



# Refining traditional apprenticeships through the competency based-approach



# Transforming competition in the crafts labour market

- Craftspeople workshops invest in the predominance of the informal economy (census of craft firms in 2020 but...)
- Most of the workshops in Benin are small companies and family businesses that manufacture and supply services without official authorization.

“Today’s challenge in our job is that many young people are working without finishing their apprenticeship training. That demonstrates the discrepancies in the quality of products and thus, in the compensation of the labour ...” (J. A., aged 46, male, staff member of professional craft association, Parakou, 2020).

# Transforming competition in the crafts labour market

- But master artisans highlighted the significant number of young people enrolled in apprenticeships (800,000 apprentices in apprenticeship by Davodoun (2014).
- CQP graduates find themselves confirmed in the job market competition through the quality of service and product warranty they offer.

“You can earn more if you deliver a high-quality product. But when the market is saturated, you must lower the price accordingly in order to make a profit by delivering a high-quality product” (E. A., aged 38, female CQP graduate, sewing, Parakou, 2020).

# Self-realization and esteem among craftspeople

- Majority of those we observed developed self-esteem through job performance because:
  - they gained many advantages to increase their skills learning by participating in dual training;
  - the CQP certificate is at the high value as it is accredited and enables graduates to apply for a recruiting procedure in both the public and private sector, whereas other holders of traditional apprenticeship certificates are not eligible.

# Self-realization and esteem among craftspeople

- Findings demonstrate that the self-esteem of CQP graduates has affected their relationship with “old-school” artisans.
- Craftspeople gained poorer skills during their training in traditional apprenticeship. CQP apprentices develop an eagerness to demonstrate their new ability to execute some tasks in the workshop.
- Consequently, this situation often generates conflicts between masters and apprentices, and many master craftspeople decided to exclude their CQP apprentices from dual training.

# Discussion of Rocher's (1968) social change theory

- We utilized to aggregate the pedagogical changes of apprenticeships using a competence-based approach used for dual training in Benin (Easton, 2000, p. 3 in Nairobi).
- The shift to dual training has influenced labour market competition among artisans (Ali and Najman, 2016, p. 23; case of Uganda, Democratic Republic of Congo, Mauritania, Senegal and Maputo).
- Class conflicts and contradictions influence the interactions and interrelationships in the crafts labour market. See (Toassa 2017) in Côte d'Ivoire.

# Discussion of Rocher's (1968) social change theory

- Elites of social change represent public and private institutions that work together to promote dual training, including public institutions personnel and those from professional associations.
- Social movements in terms of stakeholder representation are manifested in the participation of crafts people's associations in implementing the dual training schemes.
- We suggest that motivation and success needs are very significant contributing factors to CQP graduates' self-realization.

# Conclusion

- This article highlights the pedagogical transformation of apprenticeships and the Benin crafts sector through the implementation of dual training.
- Research shows that dual training allowed CQP graduates to apply oral instruction and practical demonstration strategies to improve apprenticeship schemes.
- Findings demonstrate that negotiating labour market competition is easier for CQP graduates.
- CQP graduates develop self-esteem as they find satisfaction in successful job outcomes.



# Thank you for your attention!

