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# The Dual Apprenticeship in Benin: Strategic Actors and Roles

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## Summary:

*This research deals with the role of actors/organizations of technical vocational education and training (TVET) in the dual apprenticeship in Benin. The dual apprenticeship is a reform introduced in TVET system by Benin government in 2005 with the support of donors. The program involves many actors of the public as well as private sectors for the implementation. The research postulates that there is low connection in collaboration between actors/organizations for the implementation of this program. The qualitative descriptive method was used to collect data through literature analysis, individual semi- structured interviews and direct observation. Globally, 42 actors were interviewed using purposive, snowball and accidental samplings. The "Actor-oriented perspective" of Long (2001), used by N. Muller Mirza and A-N. Perret-Clermont (2016) was applied to analyze actors' capacities to act and to keep their position. Results show that some actors/organizations involved do not play any role. Through the roles of government and donors, there is evidence of collaborative partnership in sharing of experience, transfer of competencies and allocation of financial resources. However, there is low collaboration between training providers.*

**Keywords:** *Technical vocational education and training, dual apprenticeship, strategic actors, participation, CQP, Benin.*

## 1. Introduction

Education is an important socialization process which prepares youth for their labor market entry. Desjardins R. (2015) argued that educational systems involve both, transformative and reproductive function. Therefore, the main role of education is to contribute to the social transformation. How education can be effective to the social transformation? The Swiss Economic Institute (KOF) assumes that the linkage between education and employment directly affects young people's labor market outcomes by affecting the quality, content, and delivery of VET (Renold U. et al. 2016). What kind of education is relevant for the youth employment? About this question, TVET programs would be an ideal-type of education/training for the youth employment issue. The German and Swiss experience in TVET has shown successful effects of the dual apprenticeship on the youth labor market (Muehleemann S. et al., 2010). The dual system consists in general education in schools and specific trainings in companies (Acemoglu D. & Pischke S. C., 1999). In Swiss TVET system, 70 percent of youth (15-16 of age) are trained in the dual system (Lecture of Renold U., 2018). Results from Swiss dual system show that the unemployment rate in 2014 is estimated at 4.7 percent (FSO, 2015 in Renold, U. & Probst, F., 2016).

In 2005, Benin government introduced the dual apprenticeship through the decree No. 117/2005 to provide the legal framework for the implementation. The dual apprenticeship program is a component of the vocational education and training (VET system). After completing three levels of the training, apprentices are subject to an external evaluation for receiving a formal certificate by the certificate of professional qualification.<sup>1</sup> This dual apprenticeship combines specific education/training at vocational training centers with on-job-training in the masters' firms.

In literature, some researchers focused on the VET institutions while others emphasized on the actors and their attitude and behavior. Through their study, Wheelahan L. & Moodie G. (2016) identified two main categories of the institutions in Canadian VET system: public vocational institutions and private vocational institutions. Each of both institutions plays roles. First, the public vocational institutions design the VET policies. Private vocational institutions have the role of the training provision by performing standards of knowledge for apprentices' qualification. In his paper, Glover W. R. (1996) found attractive the German apprenticeship system for American policymakers. In this paper, the author describes how the German dual system works. Indeed, chambers play role of the "practical instruction" in the firms; the federal government holds the charge of "theoretical instruction" in vocational school (Glover W. R., 1996, p. 84). By studying the collaboration between the two training arenas in the German and Swiss dual apprenticeship system, Gessler M. (2017) has remarked that there is a lack of collaboration between vocational schools and companies. Therefore, the author thinks that the lack of collaboration makes schools more dependent. Analyzing the interaction of the actors and Swiss labor market, Muehleemann

S. & Wolter S. C. (2011) showed that apprentices represent an important labor force to their masters on firms. In that condition, the labor force of the apprentices can affect (positively or negatively) the relationship between master and apprentice in the training process.

Studies by Davoudoun C. C. (2011), Atindehou G. O. C. (2013), David-Gnahoui M. E. D. & Akouété-Hounsinou, M., F. (2015) has shown that Benin dual system is mainly supported by foreign financial aids. Moreover, the efficiency of this program is less perceived (David-Gnahoui M. E. D. & Ahouangnivo T. (2017). Therefore, it is necessary to know how the

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<sup>1</sup> In French : *Certificat de Qualification professionnelle* (CQP)

program is managed. Understanding the governance of this program requires to learn about the actors, their position and their roles. This paper focuses on the stakeholders of the dual apprenticeship in Benin and analyzes their roles and collaboration.

## **2. "Actor-oriented perspective" to analyze the role of CQP stakeholders**

To analyze actors' positions and their roles, this paper used "actor-oriented perspective" developed by Long N. (2001) and performed by Muller Mirza N. and Perret-Clermont A-N. (2016) through a study on learning in Madagascar. Long N. (2001) used two concepts to analyze actors' attitude in the intervention context of development: "social actor" and "agency". First, the basic assumption of Long N. (2001) is that "social actors" are active participants to the process of intervention of development. In the current paper, the social actors are strategic actors of the public and private sector involved in the dual apprenticeship. Secondly, Long N. (2001) used the concept of "agency" to present the social actor who is able to interact with others to reach their interests in the system. By performing "actor-oriented approach" in learning condition, Muller Mirza N. and Perret-Clermont A-N. (2016) have distinguished "real work" from "Prescribed work". "Prescribed work" is activity planned to be done and the role of each actor is specified. "Real work" is all the tasks performed by actors for the implementation of the intervention.

To analyze the collaboration between strategic actors, we used the "nested layer approach" of learning by Gamoran A. *et al.* (2000). According to this theory, the learning process involves three organizational dimensions: material resources, human resources and social resources. In this research, the material dimension of the nested layer approach is used to study the interaction of the public and private organizations involved in the skills development and in the implementation of the training. For the human resources, this paper analyzed the role of the training providers. The dimension of "social resources" is applied to learn the collaboration between stakeholders. For further analysis of dual apprenticeship stakeholders, the conceptual framework of Gessler M. (2017) was applied. Gessler M. (2017) has developed three concepts: "coordination", "cooperation" and "co-construction" to study the collaboration of actors in German dual system. According to Gessler M. (2017) these three actions are very important for the collaboration of stakeholders.

## **3. Qualitative research for understanding the role and the position of actors**

The dual apprenticeship in Benin involves all the 12 departments/regions of Benin. However, this research was conducted in Cotonou, Abomey-Calavi and Parakou. First, some actors were interviewed in public and private organizations/institutions of TVET in Cotonou.

The research used descriptive qualitative method through three techniques to collect information. First, we used literature analysis to collect and analyze secondary information. Secondly, individual semi structured interviews were conducted to interview officials of the public and private sector, consultants and craftsmen. And third, the direct observation was used to collect information during three roundtables of TVET stakeholders in Cotonou. The sample size was selected by three sampling techniques: purposive sampling allowed to select actors of TVET organizations/institutions, donors, members of organizations of craftsmen.<sup>2</sup> The snowball sampling was applied to find some resource persons and researchers. And the accidental sampling was used to choose craftsmen. The sample size was achieved to 42 actors (14 officials of the public sector, 4 donors, 5 researchers and 19 craftsmen).

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<sup>2</sup> In French: Confédération Nationale des Artisans du Bénin (CNAB).

## 4. Findings

### 4.1 What do we learn about the acts of the dual apprenticeship in Benin?

The dual apprenticeship in Benin was introduced towards 1993 jointly with Republic of Togo by German Department Cooperation and Development (Walther R., 2007). According to Davoudoun C. C. (2007), the pilot step of the dual apprenticeship in Benin was run during three years from 2001 to 2003. The assessment of this pilot step was done between 2003-2005. Through the decree No. 117/2005 (consolidated by the decree No. 641/2010) Benin government created two training programs for the certificate of professional qualification<sup>3</sup> after completing the dual apprenticeship and the certificate of skills qualification<sup>4</sup> to graduate from the upgrading informal apprenticeship. By the decree No. 118/2005, Benin government introduced the implementation of the dual apprenticeship in the TVET sector. As member of West African Economic and Monetary Union (WAEMU)<sup>5</sup>, Benin has also approved the regulation No. 01/2014 of the craft occupations and apprenticeship in WAEMU region.

According to the two decrees (art. 18; 16) and the WAEMU regulation, there are four main organizations who must be involved in the dual apprenticeship. These organizations are:

- Ministry of Secondary Education and Technical Vocational Education and Training<sup>6</sup>;
- Ministry of Labor and Public Service<sup>7</sup>;
- Ministry of Art, the current Ministry of Small and Medium Sized-Enterprises and Employment Generation<sup>8</sup>;
- Private actors as training providers.

However, it is noticed that there are more actors/organizations involved than specified by the acts. In the next section, a detailed knowledge is provided about all the actors and their roles in the implementation of the dual apprenticeship in Benin.

### 4.2 Actors involved in the dual apprenticeship program and their roles

Through the literature and results of interviews, four public organizations and five private institutions are involved in Benin dual system.

In the public sector, the first organization involved is the Ministry of Secondary Education and Technical Vocational Education and Training<sup>9</sup>. Five directorates play big roles in this ministry:

- Directorate of technical vocational education and training<sup>10</sup>: DETFP is an education agency for the ministry in charge of TVET in Benin. It plays decisive role of the implementation of TVET policy. On the dual apprenticeship, DETFP holds the test of recruitment of CQP students for getting scholarships. The directorate is involved in the accreditation for "private

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<sup>3</sup> In French: *Certificat de Qualification Professionnel (CQP)*.

<sup>4</sup> In French: *Certificat de Qualification aux Métiers (CQM)*.

<sup>5</sup> In French: *Union Monétaire Ouest Africaine (UEMOA)*.

<sup>6</sup> In French: *Ministère des Enseignements Secondaire, Technique et de la Formation Professionnelle (MESTFP)*.

<sup>7</sup> In French: *Ministère de du Travail et de la Fonction Publique (MTFP)*.

<sup>8</sup> In French: *Ministère des Petites et Moyennes Entreprises et de la Promotion de l'Emploi (MPMEPE)*.

<sup>9</sup> In French: *Ministère des Enseignements Secondaire, Technique et de la Formation Professionnelle (MESTFP)*.

<sup>10</sup> In French: *Direction de l'Enseignement Technique et de la Formation Professionnelle (DETFP)*.

vocational training centers"<sup>11</sup>.

- Directorate of pedagogical inspection, innovation and quality<sup>12</sup>: DIPIQ is charged of pedagogical inspection, quality assurance of the training, administrative and financial inspection. Because of the lack of financial resources, DIPIQ does not play this role:  
« [...] Due to the lack of financial resources, the pedagogical inspection and control are not regularly done. Inspectors provide evaluation once instead of triple planned for each level of the dual apprenticeship » (Mr. A. D. DETFP, 2018).
- Institute of curricula design and capacity building for trainers<sup>13</sup>: the role of INIFRCF is to design and review curricula and to provide training on capacities building for craftsmen.
- Directorate of test and evaluation<sup>14</sup>: DEC is education agency for the ministry of TVET that deals with the recruitment test and the final evaluation for the dual apprenticeship. DEC also holds the role of the CQP certification jointly with DETFP.
- Technical high schools and vocational training centers in public sector: Both training locations, technical high schools<sup>15</sup> and vocational training centers<sup>16</sup> are involved to provide the training. In 2016, the Ministry in charge of TVET identified 51 public and 60 private vocational centers in which the dual training is delivered (MESTFP, 2016).

Secondly, another important public organization involved in the dual apprenticeship is the Ministry of Labor and Public Service<sup>17</sup>. Three main departments of this ministry are specified:

- Fund of continuing vocational education and training development and apprenticeship<sup>18</sup>: FODEFCA is the financial institution that has role to look for money and to manage the financial resources for developing the training schemes. FODEFCA was created by the decree No. 053/1999 under the supervision of the Ministry of Labor and Public Service. In collaboration with DETFP, FODEFCA grants accreditations to private training providers (*Opérateurs de Formation-OF*). After the entrance test, FODEFCA matches the CQP students to vocational training centers (20-25 students) grants them training contracts for each level. FODEFCA has borne 90 to 95 percent of the dual training cost to each apprentice for each level. FODEFCA controls and inspects vocational training centers and the masters' workshops. Moreover, FODEFCA has the charge of the training on capacities building for craftsmen (Ferland M., 2016).
- Direction of training on capacities building, labor force and apprenticeship<sup>19</sup>: DFCMA is charged of regulation of the relationship between the master craftsman and his/her apprentices through the design of the laborcode and law. Head Direction of the training on capacities building and employability<sup>20</sup>: Jointly with DETFP, INIFRCF and FODEFCA, DGRCE is a public body that deals with the TVET policies, accreditation to the private

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<sup>11</sup> In French: *Opérateurs de formation*.

<sup>12</sup> In French: *Direction de l'Inspection Pédagogique de l'Innovation et de la Qualité* (DIPIQ).

<sup>13</sup> In French: *Institut National de l'Ingénierie de la Formation et du renforcement des Capacités des Formateurs* (INIFRCF).

<sup>14</sup> In French: *Direction des Examens et Concours* (DEC).

<sup>15</sup> In French: *Lycées techniques*

<sup>16</sup> In French: *Centre de métiers* and *centre de formation professionnelle*.

<sup>17</sup> In French: *Ministère du Travail et de la Fonction Publique*

<sup>18</sup> In French: *Fonds de Développement de la Formation Professionnelle Continue et de l'Apprentissage*

<sup>19</sup> In French: *Direction de la Formation Continue, de la Main-d'oeuvre et de l'Apprentissage* (DFCMA)

<sup>20</sup> In French: *Direction Générale du Renforcement des Capacités et de l'Employabilité* (DGRCE)



vocational training centers and controlling.

The third public organization we note is the Ministry of Art, the current Ministry of Small and Medium Sized-Enterprises and Employment Generation. In this ministry, we have only:

- Union of chambers of trades and crafts<sup>21</sup>: UCIMB is a semipublic representative body of craftsmen formed by 95 percent of craftsmen organizations and 5 percent of self-employed in craft occupations. Chambers of trades and crafts collaborate with local organizations of craftsmen and mainly with the National Confederation of Craftsmen (CNAB). UCIMB is created by the decree No. 557/2003 under the supervision of Ministry of Art, the current Ministry of Small and Medium Sized-Enterprises and Employment Generation. There are six chambers set in six old departments/regions of Benin. Nevertheless, UCIMB does not play any role so far in the dual apprenticeship in Benin. According to WEAMU code No. 01/2014, Unions of chambers must ensure the training of the master craftsmen and apprentices. They must be an adviser and craftsmen representative body to the public institutions (art.72 et 78). Their roles are not observed in the organizing and the implementation of the dual apprenticeship in Benin. CNAB plays their roles instead. However, chambers of trades and crafts might be more involved and would play important roles in the dual apprenticeship in the future.

In private sector, five categories of actors/organizations are involved in the dual apprenticeship. Their roles are decisive for the training delivery.

- Private vocational training centers<sup>22</sup>: in this set of actors, there are master craftsmen who hold the individual training firms in which apprentices are trained. For the dual apprenticeship, 13 trades have been involved: hairdresser, metallic construction, sewing, electricity- building, cold and air conditioning, masonry, car mechanic, motorbike mechanic, wood carpentry, photography, plumbing and weaving. On the firm, apprentices work with their masters four to five days per week (Walther R., 2008; UNESCO-BIT, 2013). The second category of actors/organizations is the whole vocational training centers in which apprentices receive general and specific education. They provide one day of the training per week, i.e. 32 weeks of training for each of three levels. In certain regions with difficult access, vocational training centers proceed sometimes to gathering apprentices for two weeks of intensive courses. This strategy is used to cover the time allocation for the training while the conditions are less adapted for apprentices to receive regularly their training. First, 94% of the training providers interviewed think the skills achievement of the apprentices is very low. Secondly, some masters said that the content of the training is out-of-date and. Therefore, the strategy of gathering apprentices for three weeks of intensive training would not be a good method. However, vocational training centers have more equipment and materials to perform the training than the master craftsmen's firms (Swisscontact, 2017). It is many advantages for apprentices who achieve more ability than their masters in the firms.
- Local organizations/unions of craftsmen and the national confederation of craftsmen: The local associations and collectives of craftsmen<sup>23</sup>, and the national confederation of craftsmen (CNAB) play decisive roles in the dual apprenticeship.

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<sup>21</sup> In French: *Union Inter départementale des Chambres de Métiers du Bénin*

<sup>22</sup> In French: *Opérateurs de Formation (OF)*

<sup>23</sup> In French: *Organisations Professionnelles Artisanes (OPA)*

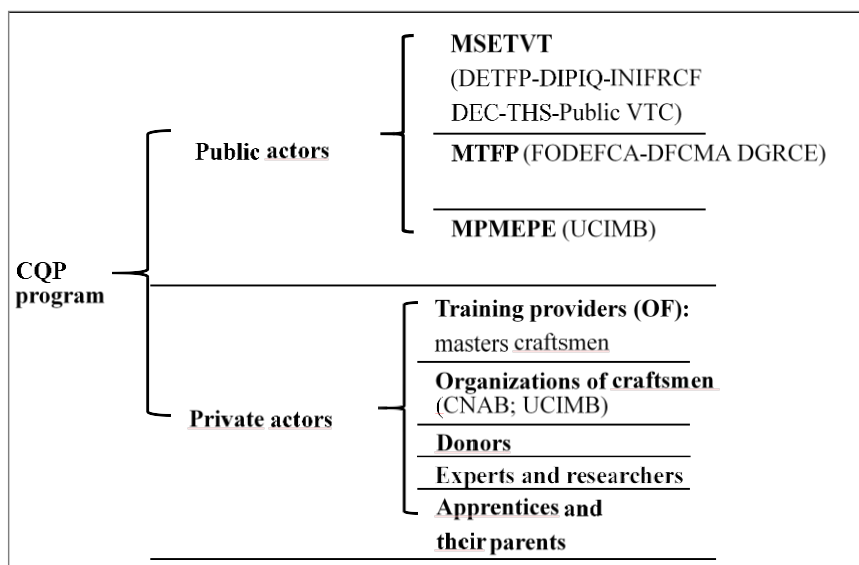
- First, the local organizations of craftsmen have role to bring awareness master craftsmen/women. They proceed to collecting apprentices' documents to the CNAB's office for the entrance test. At this level, CNAB prepares the list of the apprentice candidates and jointly with DETFP, the test of entry is organized. CNAB and the local organizations of craftsmen bring awareness master craftsmen through the broadcasts on radio and TV, roundtables and so on. Secondly, as the representative body of craftsmen associations, CNAB sets partnerships with public and private institutions/organizations and donors. They participate to designing and implementation of the policies for the craft development and training on capacities building for craftsmen.
- Donors: They have held the implementation of this program since 1998 with German Development Corporation. In 2001, Swisscontact took the charge of the implementation of the dual apprenticeship as an expert in curriculum development over the world. Swisscontact has been working and developed at least 13 crafts by DACUM method "Developing a Curriculum Method" in collaboration with Benin government, craftsmen organizations and other donors. The dual apprenticeship in Benin has becomes more an important tool for developing trades and crafts. One of experts of Swisscontact says his/her optimist view about the results: « The side effects is that many apprentices achieve more competencies than their masters [...] » (Mme C. D., Swisscontact, 2018).
- Many donors have provided financing support to FODFCA: Danish Development Corporation (DANIDA), World Bank, Swiss Agency for Development Cooperation (SDC), French Development Agency (FDA). For example, World Bank took actions with PEJ project<sup>24</sup> and French Development Agency with AFPIJE project<sup>25</sup> and Swiss Agency for Development Cooperation by PAFPAA project. According to Ferland M. (2016), FODEFCA received about XOF 10 billion (\$ US 16,899,068)<sup>26</sup> from 2007 to 2014 from national and international donors. David- Gnahoui M. E. D. & Akouété-Hounsinou, M. F. (2015) showed that the model of financing of the dual apprenticeship is dependent of the financial aid of the foreign donors. Currently, there is no financial donor who supports the program. Swisscontact remains the only one organization who provides technical support.
- Experts and researchers: Their position and the results of their studies influence the dual system. For examples, Davodoun C. C. (2003; 2006; 2007; 2008; 2011a; 2011b; 2015) provides detailed knowledge about the organizing of craftsmen associations and about the informal apprenticeship. David-Gnahoui M. E. D. (2017) shows the importance of financial aid to the dual system. Ferland M. (2016) described the management of FODEFCA through the institutional audit.
- Apprentices and their relatives: There is no training without apprentices. Apprentices pay apprenticeship fees, about XOF 40,000 to 300,000 (\$ US 68 to 507) to their master depending on the occupation. In the dual training, apprentices pay about 10 to 5 percent per each level of the training (Davodoun C. C., 2011a; David- Gnahoui M. E. D., 2017).

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<sup>24</sup> In French: *Projet Emploi des Jeunes* (PEJ)

<sup>25</sup> In French: *Appui à la Formation Professionnelle et à l'Insertion des Jeunes* (AFPIJE)

<sup>26</sup> In French: The change rate use is \$ US 1 = XOF 591.749, 21 August 2019.



**Figure 1:** Mapping of actors/organizations of the dual apprenticeship in Benin.  
**Source:** Designed by the author, 2019.

## 5. Analysis and discussion

### 5.1 Strategic actors of the dual apprenticeship in Benin

Through the role of each actor/organization, a general remark is the overlapping of roles. First, DETFP, FODEFCA, DGRCE and INIFRCF share the role of accreditation of vocational training centers and the training on capacities building for the master craftsmen. The four public organizations play the role of accreditation and the training on capacity building for master craftsmen. Secondly, for the masters' training, FODEFCA, DGRCE and INIFRCF have the charge of the same role. And third, FODEFCA and INIFRCF strive for the curriculum design. During the pilot step of the introduction of dual apprenticeship, FODEFCA has been involved in the curriculum development by Swisscontact. Experts from FODEFCA staff were trained on DACUM method. INIFRCF is a novel public body created in 2015 to hold the charge of the curricula development for the national education and training.

« FODEFCA must have a look at the curriculum development to appreciate what is financed for and also can contribute to the quality of the device [...] In the others view, FODEFCA must only be involved as financing agency as the banks do. But I think at the banks, people must first study the relevance of the project before granting you fund [...] FODEFCA must also play additional roles about the curriculum development. We were trained by Swisscontact as DACUM facilitators, hence, we can also work with the institute » (Mr L. A. FODEFCA, 2018).

Through this speech, FODEFCA had play the role of curriculum development and in this expert view, FODEFCA must be involved in this role.

After analyzing the roles of actors/organizations, it is noticed that all the actors do not play a decisive role in the dual apprenticeship. By using "actors-oriented perspective" (Long N., 2001), strategic actors of the dual apprenticeship were identified. "Strategic actor" is an actor/organization who can affect positively or negatively the dual system.

The set of the following public organizations are strategic actors for the dual apprenticeship in Benin: DETFP, INIFRCF, DIPIQ and DEC from the Ministry in charge of TVET; and FODEFCA from the Ministry of Labor and Public Service. In German and Swiss vocational education

system, Deissing T. And Gonon P. (2016) identified chambers as an important stakeholder. In Germany, chambers are charged of the examination and in Switzerland, they play a decisive role in the creation and revision of occupational profile. This result is not shared in case of Benin dual apprenticeship. Union of trades and crafts chambers (UCIMB) does not play any role in the implementation of the dual apprenticeship while the law has assigned chambers roles in the enrollment and the implementation of the program.

In private sector, craftsmen, their local organizations and their national confederation are the main actors who are responsible of the training provision. As the first beneficiaries, apprentices and their relatives are those who foster the apprenticeship. Apprentices and their relatives have to pay about XOF 55,000 to 62,000 (\$ US 93 to 105) for the training fees to master (interview, 2018). Since then the first requirement to be eligible for the dual apprenticeship is at least six months in the apprenticeship in a master's firm, the position of apprentices is very important. A part from these actors, donors are the most important stakeholders because they contribute to the financing of the dual training. According to Zinsou (2012) in David-Gnahoui (2017), the dual training cost would be about XOF 108,000 to 252,000 (\$ US 182 to 426) per level. This cost does not include the training fees paid by apprentices to the master. The results of Ferland M. (2016) show that 13,326 apprentices were supported by FODEFCA from 2007 to 2014. The last category of strategic actors involves all experts or researchers who investigate this system. Results of their studies help policy makers and donors to make decision.

## **5.2 Collaboration between private actors: masters' firms and training centers**

Through a research on German and Swiss dual apprenticeship by Gessler M. (2017), the collaboration between vocational schools and companies is very important. Gessler M. (2017) used three concepts: "coordination", "cooperation" and "co-construction" to build his analysis. Gamoran M. et al. (2000) specified material, human and social resources that can affect the collaboration between actors in learning conditions. The study analyzed the collaboration between first, government and donors and second, between firms and training centers.

Empirical evidence shows on the one hand, a good collaboration between public organizations and donors about the transfer of competencies in curriculum development and for the mobilization of financial resources. Indeed, Benin government had invited Swisscontact for the implementation of the dual apprenticeship towards the year 2000. Swisscontact set its organization in Benin in 2001 and developed 13 craft occupations for the dual apprenticeship. Swisscontact also trained experts for the curriculum development by DACUM method and trained master craftsmen to improve their capacity building. In 2016, Swisscontact legally transferred the literature to DETFP and DETFP to INIFRCF. In the same regard, FODEFCA received financial resources from donors (World Bank, SDC, AFD, DANIDA...) to finance the implementation of the program. But how did FODEFCA manage resources? The organizational and institutional audit of FODEFCA showed less satisfactory results (Ferland M., 2016). An official from SDC expressed the low satisfaction of their organization:

« Through the PAFPAA project, the Swiss Agency for Development and Cooperation supported the CQP and the CQM programs. But we faced two main problems: management issue of the coordination team and low satisfactory results » (Mr. A. SDC, 2018).

In consequence, FODEFCA has no more much financial resources to support many apprentices. FODEFCA is currently looking for resources. This result corroborates the findings of David-Gnahoui M. E. D. & Akouété-Hounsinou, M. (2015) and Davodoun C. C. (2011b) studies who regret the financial dependence of Benin dual system on foreign donors' aids. For

donors' opinion, the government would keep FODEFCA by reforming its organization and attributions:

« I do not agree to dissolve this institution. I think it is a perfect financing agency. Nevertheless, it is necessary to reorganize the system by reforming its attributions and roles» (Mrs. C. D. Swisscontact, 2018).

It is noticeable that the financial management by FODEFCA did not satisfy the expectation of donors (Ferland M., 2016).

On the other hand, we analyzed the collaboration between firms and training centers by focusing on their "cooperation" during the dual training process. Muller Mirza N. and Perret-Clermont A-N. (2016) distinguished "real work" from "prescriptive work" to analyze the collaboration between firms and vocational training centers involved. Legally, local organizations of craftsmen must participate to the control of the training because they were involved in the contracts between FODEFCA and vocational training centers (Interview, October 2018). But these decrees referred to above did not specify.

75.2 percent out of 19 masters interviewed do not know in what apprentices are trained in the vocational training centers. However, results from interviews show that CQP graduates achieve much experience than their masters. In consequence, some masters craftsmen refuse to send apprentices to receive the specific training because they fear of the future of their career. Indeed, most master craftsmen did not receive an official diploma/certificate. In contrary, the CQP graduation is an official certificate given by the state to the apprentices after completing the dual apprenticeship. Referring to the national standard classification of education, this certificate is higher than others given in the apprenticeship system. In the article 15 of the decree No. 641/2010, master craftsmen are also solicited to take part of the CQP exam for the validation of their professional experience. Master craftsmen do not agree. They prefer to take another evaluation different from their apprentices. They need training on capacities building and they claim to be trained but they do agree to take the same program with their apprentices.

« In the future, it is necessary to train the master craftsmen before restarting the dual training otherwise, we will face the same problems between the apprentice and his master» (Mr. Z., master craftsman, 2018).

An official of FODEFCA asserts that the program requires specific training for master craftsmen before starting. But master craftsmen did not agree to receive any training. Nowadays, most master accept to receive this training in collaborating with training centers « We proposed them (master craftsmen) to be trained to reinforce their capacity but they did not agree. They did not see the relevance of training on capacity building. Currently, they ask for training but we do not have financial resources any more to provide them training » (Mr. L. A., FODEFCA, 2018).

This illustrates difficult collaboration between individual firms and vocational training centers in the implementation of the dual apprenticeship. Therefore, that can affect the quality of the training and the youth entry into the labor market.

## **6. Conclusion and recommendations**

This research revealed that beyond the key actors, training providers and apprentices, many other strategic actors influence the dual apprenticeship. In the public sector are: DETFP, DEC, FODEFCA, DIPIQ and INIFRCF. In the private sector, there are numerous actors: local and national organizations of craftsmen (associations, collectives and CNAB), training providers, apprentices with their relatives and donors (Swisscontact, SDC, World Bank, AFD and so on.).

It is found a positive collaboration between public organizations and donors for the resource's mobilization (technical and financial supports). However, the connection between training providers has been low. It is necessary to policy makers to pursue the reform about the roles of each public organization and to involve more the local organizations of craftsmen in managing the program. Findings allow to recommend to respect the acts for regulating the apprenticeship in Benin. To training providers, the suggestions reach CNAB and its local organizations to continue to raise the awareness of master craftsmen and vocational training centers to collaborate more.

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