

**NON FORMAL EDUCATION AND
TRAINING IN/BY/FOR THE
INFORMAL SECTOR:
WHAT DO WE (NEED TO) KNOW?**

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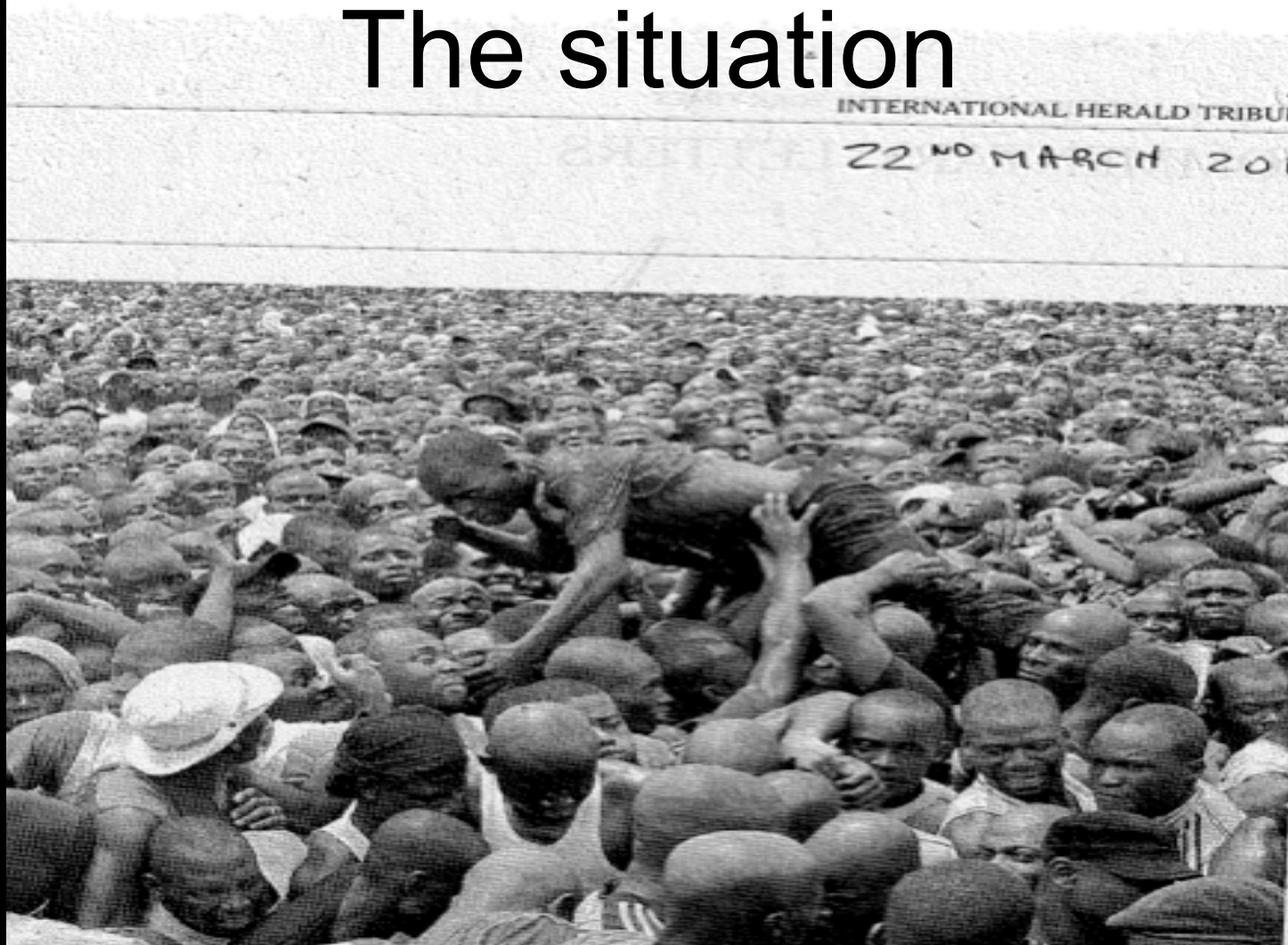
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“Indigenous apprenticeship is at the heart of the explanation of the birth and growth of a free enterprise economy in Nigeria. Many of the best Nigerian entrepreneurs have started in trade, construction or sub contracting activities” (Callaway, 1972, data 1963).

” The issue is not to consider supporting training in and for the “informal sector” as a per se activity, but to situate this support vs a vs the problems identified by the concerned people in the sector; as well as the contribution this support could provide to some other interventions particularly related to the employment dimensions of this “sector” “ (Carton, 1980)

“It is important to recognise that it is necessary, even urgent, to address not only the problem of youth unemployment and the lag between the educational system and the labour market needs in particular, but also the situation of people employed in the informal economy” (17th African Union Summit, 2011).

The situation



Support for strongman in Ivory Coast
Backers of Laurent Gbagbo in Abidjan on
Monday seeking to join the army.

THE ILO-SDC-IUED RESEARCH AND PROJECTS (1977-1984):

“ON-THE-JOB TRAINING IN THE INFORMAL SECTOR IN 5 WEST AND CENTRAL AFRICAN CAPITALS”

- From ignorance or opposition by the national stakeholders to “aided” self-help projects
- A long-term perspective for the social organisation of the “sector”
- A wealth of quantitative and qualitative, economic and training/skills data

“THE INFORMAL SECTOR IN FRANCOPHONE WEST AFRICA , WB and FAD” (June 2012)

- Productivity only related to levels of formal schooling
- “Traditional apprenticeship of a dubious quality”
- No reference to the socio-political organisation dimensions of the sector

EDUCATION RESEARCH AND SOCIAL SCIENCES: ANY USE?

- Social sciences in Africa: individualistic and consultancy based (WSSR, 2010)
- Education research in Africa: “overlooked and undervalued” (ERNWACA, 1997)
- Skills development research: weak and mostly modern sector/curriculum + economic dimensions focused (ERNWACA-NORRAG, 2012)

RESEARCHING INFORMAL SECTOR NFET AND DEVELOPMENT POLICY MAKING: A USEFUL OR WISHFUL THINKING?

- In South Africa (1994-2012), 3 periods for SD research: Construction, Early Critique and Deconstruction (Powell, 2011), in relation with successive development policies
- I.e. proposal for a multi-pronged SD strategy to create “labour-absorbing, low-skill employment on a large scale, alongside the expansion of higher value-adding skills for exports” (Kraak, in HRDR 2004)
- Which skills for which development?

RESEARCH/KNOWLEDGE/EVIDENCE BASED NFET POLICY AND INSTRUMENTS

“Strengthen research into TVET, with a view to developing the knowledge base and promoting more evidence-based policy making.

Enhance national capacities to use evidence effectively in the policy cycle, including the capacity of social partners and civil society to contribute to this process”.

(TVET 3rd Congress, 2012)