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GLOSSARY OF CONCEPTS USED*

Apprenticeship training

Formal apprenticeship

Formal apprenticeship training concerns formalized on-the-job training that is governed by various legal stipulations, for instance concerning working hours and conditions, payment of wages (often -part of- the prevailing minimum wage), and training content resulting in official certification, and usually takes place in formal/modern enterprises.

Traditional or informal

A semi-structured form of on-the-job training, usually in a craft or trade, that is guided by mutual agreement, social custom or tradition, rather than by legal or administrative criteria. Traditional apprenticeships are often formalized, with the obligations and expectations of both master and apprentice clearly specified (Grierson).

Traditional apprenticeship training is reserved for the original notion and conventions of specific arrangements for enterprise-based training for particular trades (e.g. blacksmithing and weaving) that took place within the family or social clan without any payment.

Informal apprenticeship training refers rather to more modern versions of apprenticeship training that have come up for a wider range of trades and especially for activities that have gained economic prominence more recently (e.g. welding and hairdressing), and for which a set of different practices has evolved, including: the training is now open to non-family members and usually involves more explicit forms of payment of apprenticeship training fees.

Basic skills training

Basic skills refer to the core skills needed for entry into a trade at the level of a semi-skilled worker. Further skills upgrading will then take place via on-the-job training or/and special skills upgrading programmes.

* A combination of descriptions made by the author and descriptions found in documents authored by *inter alia*: Fred Fluitman, John Grierson and Richard Johanson.

Business skills training

Transfer of skills and knowledge in all conventional business management areas (e.g. strategic and operational planning, financial administration, marketing, personnel management and project & time management)

Centre-based training

Training that takes place away from the work place, usually in an institution, school or training centre. Centre-based training often includes practical training—in a classroom, workshop or ‘production unit’

Certification

Documentation of training undergone or skills and capacities acquired. Certification has 3 functions: (i) to recognize skills and capacities, however acquired, (ii) to enable them to be valued and rewarded; and (iii) to facilitate market mobility

Competency-based training

Competency-based training places in its entry requirements emphasis on the skills proficiency of the prospective trainee, rather than on educational achievements as used to be the case.

Cost-effective

Comparison of alternative courses of action in terms of their costs and their effectiveness in attaining some special objective.

Demand-led training

Provision of training that responds to the ‘real’ and changing skills needs of the training participants.

Dual training system

A vocational training system characterized by the separation of practical and theoretical training; the former taking place in enterprises (regulated by Federal statute), and the latter taking place in vocational schools (regulated by State law). The dual system is cooperatively administered by an array of institutions including Chambers of Commerce and Crafts Chambers (Grierson)

Dual training consists of: (i) formal classroom training with theoretical instruction in general subjects (math and language) and in technical subjects (e.g. such as those necessary for speciality being taken), (ii) off-the-job technical training in workshops, allowing students to develop basic manual skills (e.g. operating a lath machine) and (iii) on-the job training with an employer.

Education

Formal education: institutionalised, chronologically graded, hierarchically structured and pre-planned education system spanning the lower primary school and the upper reaches of the university; generally funded by central government and usually institutionalised in the Min. of Education

Informal education: lifelong learning process by which people acquire knowledge, skill and attitude; generally it is unorganised and unsystematic

Non-formal education: any organised, systematic, educational activity carried out outside the formal school system to provide selected types of learning to particular subgroups of the population, adults and children; generally there is spontaneous element to these programmes, i.e. they are identified for and by specific groups to meet certain identified needs of that group; typically such programmes will be short, from weeks to months in duration; it generally differs from the formal funding and institutional arrangements and does not usually come under the control of Min. of Education; this definition encompasses e.g. literacy programmes, skills training outside the formal sector [?], women's and youth groups with substantial education purposes.

Basic education: the minimum level of education required to equip people with social and economic survival skills in a given country—including both formal and non-formal education; in developing countries the primary cycle constitutes the main channel of basic education; it also includes adult literacy, numeracy and basic skills training for social and economic survival

Effectiveness

Extent to which the objectives of the (training) intervention have been met (indicators: employment rates of graduates and employment in trade-for-which-training-received rates).

Efficiency

Rate and costs at which the intervention inputs have been converted into outputs (indicators: trainee-instructor ratio; transition rates in case of multi-year courses; drop-out rates; and pass-out rates).

Employability

Employability is the key outcome of education and training of good quality, as well as a range of other policies. It encompasses the skills, knowledge and competencies that enhance a worker's ability to secure and retain a job, progress at work and cope with change, secure another job if she/he so wishes or has been laid off, and enter more easily into the labour market at different periods in the life cycle (ILO Decent Work 2002).

Entrepreneurship development

Development of entrepreneurial traits such as creativity and innovation, risk propensity and need for achievement, i.e. skills involved in the creation and expansion of a business enterprise (cf. Nieman)

Enterprise-based training

Enterprise-based training is a generic term that refers to all types of skill- or job-related learning that take place in an enterprise or place of business: it includes formal and informal, structured and unstructured and full-time and part-time training. The essence of enterprise-based training is in the practical and pedagogical advantages that derive from learning in the workshop and the readiness with which such skills can be applied to productive work (Grierson)

Impact assessment

Impact assessment is the process identifying either the anticipated or the actual impacts of a development intervention, on the social, economic and environmental factors which the intervention is designed to affect (or may accidentally affect). Impact assessment can be applied at both the project level and at the strategic (policies, programmes, plans) level.

Informal micro-enterprise sector

The IME sector essentially refers to (non-agricultural) self-employment activities and enterprises characterized by (i) *tiny scale of operation* in terms of labour (e.g. less than 5 workers) and capital investment, (ii) use of *labour intensive technologies* that require simple, often outdated tools and equipment, (iii) *traditional forms of organization*, such as family enterprises that make use of (unpaid) family labour, and (iv) *weak position in markets* where they purchase their production inputs and sell their products.

IME operators: IME owners and workers.

In-service training

Training provided by an employer for newly-recruited staff who are trained for their new job, and existing workers whose skills are upgraded or who are re-trained, in companies, organizations and government agencies.

Modular training

The entire training programme is divided in self-standing parts, i.e. modules, which include specific operations (steps) which should be mastered in a logical order. The entire set of skills of the course has been transferred when a trainee has completed all the individual modules.

Network

A social, economic or administrative relationship among individuals, enterprises and public and private organizations.

On-the-job-training

Any purposeful form of transfer of skills that takes place in the workplace.

Outreach

- (i) *scale of outreach*: number of beneficiaries/ clients reached
- (ii) *geography of outreach*: areas where beneficiaries/ clients are living
- (iii) *depth of outreach*: poverty level of beneficiaries/ clients

Performance

The overall performance of a TVET system can be judged by its capacity and ability to prepare the number of semi- and skilled workers required by the labour market (i.e. both the demand from employers and the opportunities for economically rewarding self-employment) in the short run as well as for growth of the economy in the medium term.

Practical (period) (also: attachment)

A temporary assignment to an office, enterprise or production unit, to gain practical experience and exposure to the world of work

Pre-employment training

Training to acquire a set of skills and knowledge previous to becoming employed.

Product-based training

Short training courses, usually to upgrade existing skills, that aim to transfer a set of technical skills required for the production of one particular product or service. More than seeking to acquire a complete set of skills for a particular occupation, the product-based training approach aims pragmatically to provide skills for the production of items that can be readily sold in the market.

Production unit

An institutional or school-based workshop which combines practical training with production for sale, with a view to imparting practical training while raising revenue to support training (Grierson)

Skill

Simply: knowledge demonstrated by action (Wickham quoted in Nieman)

Skills development

Acquisition of practical competencies, know-how, and attitudes necessary to perform a trade or occupation in the labour market (Johanson)

Skills upgrading (topping-up courses)

Training to improve an existing set of skills that have been tested in practical work.

Sub-Contracting

An arrangement whereby one enterprise enters into a formal agreement with a separate independent enterprise to supply a product or service - a form of "business linkage" (Grierson).

Supply-driven training

Training provision determined by 'perceived' needs and by installed capacity (in terms of facilities, staff and 'software'), resulting in the notion that such services should be continued because "they have always been provided".

Sustainability

- *of impact*: ongoing positive effects that continue after the termination of external support;
- *of operation*: ability of an activity to operate independently without external subsidy (Grierson).

(Skills) Training

Generic term for any purposeful activity intended to develop skills and knowledge, covering the full range of training modes and providers (Grierson/Johanson)

Training**Formal training**

Formal training essentially refers to structured training (i.e. training by qualified trainers on the basis of an officially approved training curriculum, which, after passing a formal trade test, is awarded with an official diploma) provided in formal institutional settings, such as training centres of national training institutions.

Non-formal training

Non-formal training refers to semi-structured training provided outside the formal training system, such as training activities of NGOs and similar voluntary organizations.

Informal training

Informal training is essentially unstructured training: training that is not governed by any formal regulations with regard to the registration of the training provider, the qualification of the trainer(s), the structure of the training programme, content of the training curricula, and testing & certification of the training results. Informal training includes, for instance, casual on-the-job training, informal apprenticeship training, and counselling.

Training of trainers (ToT)

Recognized programme designed to train instructors, educators and supervisors to develop the appropriate level of training skills and techniques that can be used in classrooms, work supervisors and places or any place in which individuals are interested to acquire new or additional skills.

Training unit costs

Average costs of training programme per trainee.

Technical-vocational education and training (TVET) includes (Johanson):

- **technical education:** preparation for technicians
- **vocational training:** preparation of craftspeople

TVET system

The national TVET system is the totality of institutions and practices in a country used to develop the skills of the national workforce.

ACRONYMS

ADEA	Association for the Development of Education in Africa (Paris)
ADRA	Adventist Development and Relief Agency (e.g. Ghana)
AFD	<i>Agence Française de Développement</i>
APDES	<i>Association pour une Dynamique de Progrès Economique et Social</i> (Senegal)
APME	<i>Programme d'Appui et Promotion de la Micro-Entreprise</i> (Cameroon)
<i>l'artisanat</i>	denomination in francophone Africa for: small-scale activities, especially traditional activities such as blacksmithing, wood carving, weaving, etc.
ASI	<i>Actions de Solidarité International</i> (France)
BAA	<i>Bureau d'Appui aux Artisans</i> (SDC-funded training project, Benin)
BDS	business development services
CAFP	<i>Centre Artisan de Formation Professionnelle</i> (Douala, Cameroon)
CBS	Central Bureau of Statistics (Kenya)
CDASED	Committee of Donor Agencies for Small Enterprise Development
CEFE	<i>Création d'Entreprise et Formation d'Entrepreneur</i> (GTZ methodology for ED, also known as Competency-based Economies through Formation of Enterprises)
CEP	<i>Compagnie Equatoriale des Peintures</i> (private company Cameroon)
CERAD	<i>Centrale des Ressources et d'Appui au Développement Durable</i>
CFPA	<i>Centre de Formation Professionnelle d'Abomey</i> (training project in Benin funded by Hans Seidel Foundation)
CFPP	<i>Centre de Formation et de Perfectionnement Professionnel</i> (Niger)
CHART	<i>Chambre des Artisans de l'Ouest</i> (Cameroon)

CISEP	Centre for Informal Sector Employment Promotion (TEVETA/GTZ, Zambia)
CIDA	Canadian International Development Agency
CM	<i>Chambres de Métiers</i> (government inspired organizations in WCA -e.g. Senegal and Benin- to represent the <i>artisanat</i> sector)
<i>compagnon</i>	a skilled worker (usually an ex-apprentice) who works as a wage worker or as an independent worker in an informal workshop, using space, tools and equipment for his/her own work jobs
CSO	Central Statistical Office (Zambia)
DANIDA	Danish International Development Agency
DED	<i>Deutsche Entwicklungs Dienst</i> (German Development Service)
Don Bosco	VTCs established and operated by the Roman Catholic order of the Salesians
DfID	Department for International Development (UK) (before: ODA)
ED	entrepreneurship development
EDC	Entrepreneurship Development Centre (TEVETA/EISTP, Zambia)
EISTP	Entrepreneurship and Informal Sector Training Project (TEVETA/NEDA)
ENDA	Environment and Development Activities (Zimbabwe)
FDC	Folk Development College (Tanzania)
EIU	Economist Intelligence Unit (UK)
EMAC	<i>Equipe consultative Multidisciplinaire pour l'Afrique Central</i> (ILO, Yaoundé)
EMAS	<i>Equipe consultative Multidisciplinaire pour l'Afrique Sahélienne</i> (ILO, Dakar)
EMPRETEC	NGO involved in management training (Ghana)
EU	European Union
FCFA	common currency used in West and Central Economic Union
FENAB	<i>Fédération Nationale des Artisans de Bénin</i>
FENAPH	<i>Fédération Nationale des Professionnels de Habillement</i> (Senegal)
FES	<i>Friedrich Ebert Stiftung</i> (Germany)
FIT	Farm Implements and Tools programme (for the promotion of appropriate tools and implements for farming and food processing)(ILO/TOOL project 1993–98)

FNE	<i>Fonds National de l'Emploi</i> (Cameroon)
FOAS	<i>Formateurs Associés</i> (training & consultancy group, Cameroon)
FODEFCA	<i>Fonds de Développement de la Formation Continue et de l'Apprentissage</i> (Benin)
RORAJE	group of training NGOs (Cameroon)
<i>formation continue</i>	post-employment skills upgrading
<i>formation par l'alternance</i>	(external) training complementary to in-service training
GDP	gross domestic product
GEMINI	Growth and Equity through Micro-Enterprise Investments and Institutions (USAID)
GHC	Ghana cedi
GIC	<i>Groupement d'Initiative Commune</i>
GIPA	<i>Groupement Interprofessionnel des Artisans</i> (Cameroon)
GRATIS	Ghana Regional Appropriate Technology Industrial Service
GoB	Government of Benin
GoB/MENRS	<i>Ministère de l'Éducation Nationale et de la Recherche Scientifique</i>
GoB/METFP	<i>Ministère de l'Enseignement Technique et de la Formation Professionnel</i>
GoB/MFPTRA	<i>Ministère de le la Fonction Publique, du Travail et de la Réforme Administrative</i>
GoB/MPREPE	<i>Ministère du Plan de la Restructuration Economique et de la Promotion de l'Emploi</i>
GoC	Government of Cameroon
GoC/METPS	<i>Ministère du Travail et de la Prévoyance Sociale</i>
GoG	Government of Ghana
GoG /MEMD	Ministry of Employment and Manpower Development
GoG/NDPC	National Development Planing Commission
GoK	Government of Kenya
GoN	Government of Niger
GoS	Government of Senegal
GoS/METFP	<i>Ministère de l'Enseignement Technique et de la Formation Professionnelle et de l'Alphabétisation</i>
GoT	Government of Tanzania

GoU	Government of Uganda
GoZA	Government of Zambia
GoZI	Government of Zimbabwe
GPRS	Ghana Poverty Reduction Strategy
GRATIS	Ghana Regional Appropriate Industrial Technology
GTZ	<i>Deutsche Gesellschaft für technische Zusammenarbeit</i>
HIPC	Highly Indebted Poor Countries
IA	informal apprentice
IAT	informal apprenticeship training
ICCO	Dutch NGO
ICEG	International Centre for Economic Growth (Kenya)
ICTs	information and communication technologies
IDRC	International Development Research Centre (Canada)
IECD	<i>Institut Européen de Coopération et de Développement</i>
IFAD	International Fund for Agricultural Development (Rome)
IGAs	income-generating activities
IPE	<i>Institute International de Planification de l'Éducation</i> (Paris)
ILO	International Labour Organization (Geneva)
IMEs	informal micro-enterprise sector
IMF	International Monetary Fund
IS	informal sector
ISA	informal sector association
ISTARN	Informal Sector Training and Resources Network (GTZ, Zimbabwe)
ISTI	<i>L'Institut Supérieure de Technologie Industriel</i> (Senegal)
ITs	Institutes of Technology (Kenya)
ITC	ILO Training Centre (Turin)
ITDG	Intermediate Technology Development Group (UK, also in Zimbabwe)
IYB	Improve Your Business (ILO management development methodology)
<i>jua kali</i>	informal sector producers (Kenya)
KfW	<i>Kredietanstalt für Wiederaufbau</i>
K-REP	Kenya Rural Enterprise Promotion
KVTI	Kumasi Vocational Training Institute (Ghana)
MC	mastercrafts(wo)man
MCDWAC	Ministry of Community Development, Women and Children (Tanzania)

MIBOA	<i>Menuiserie Industriel de Benin dans Africa de Oueste</i> (private company, Benin)
MIT	Mengo Institute of Technology (Uganda)
MoES	Ministry of Education and Sports (Uganda)
MoHET	Ministry of Higher Education and Training (Zimbabwe)
MRTTT	Ministry of Research, Technology and Technical Training (Kenya)
MSETTP	Micro and Small Enterprise Training and Technology Project (Kenya)
MSEs	micro- and small enterprises
MVTC	Makerere Vocational Training Centre (Uganda)
NACVET	National Coordinating Committee for Technical and Vocational Education and Training (Ghana)
NBSSI	National Board for Small-Scale Industries (Ghana)
NEDA	Netherlands Development Agency
NFTI	Non-Formal training Institutes (Zambia)
NGO	non-governmental organization
NIGETECH	<i>Niger Programme de formation professionnelle et technique</i> (ILO/EU project)
NVTI	National Vocational Training Institute (Ghana)
OICG	Opportunities Industrialization Centre—Ghana
ONAFOP	<i>L'Office National de la Formation Professionnelle</i> (Niger)
ONFP	<i>L'Office National de Formation Professionnelle</i> (Senegal)
PDDC	Product Design and Development Centre (Kenya)
PTP	private training provider
PPTP	private for-profit training provider
RAC	<i>Regroupement des Artisans de Cotonou</i> (Benin)
REP	Rural Enterprise Project (IFAD Ghana)
RTSC	Rural Technology Transfer Centre (REP Ghana)
RTTC	Regional Technology Transfer Centres (GRATIS Ghana, before: ITTUs)
SAMAT	Southern Africa Multidisciplinary Advisory Team (ILO, Harare)
SAP	Structural Adjustment Programme
SDC	Swiss Development Cooperation
SIDO	Small Industry Development Organization (Tanzania)
SITE	Strengthening Informal Training and Enterprise (Kenya)
SIYB	Start and Improve Your Business (ILO management development methodology)

SSA	Sub-Sahara Africa
STEP-IN	Integrated Skills Training for Employment Promotion TEVETA/GTZ, Zambia)
TEVETA	Technical Education, Vocational and Entrepreneurship Train- ing Authority (Zambia)
TVET	Technical and Vocational Education and Training
TNA	Training Needs Assessment
<i>tuntemba</i>	small traders (Zambia)
UGT	Uganda Gatsby Trust
UIS	urban informal sector
UNDP	United Nations Development Programme
UNECA	United Nations Economic Commission for Africa
UNESCO	United Nations Educational, Scientific and Cultural Organiza- tion
UNEVOC	International Centre for Technical and Vocational Education and Training (UNESCO)
UNHCR	United Nations High Commission for Refugees
UNIDO	UN Industrial Development Organization (Vienna)
UNIFEM	United Nations Women's Organization
UNOPS	United Nations Operational Services
USAID	United States Agency for International Development
USD	USA dollar
UVETA	Uganda Vocational Education and Training Authority (Uganda)
VETA	Vocational Education and Training Authority (Tanzania)
VOTEC	Vocational and Technical Education division of Ministry of Education (Ghana)
VSP	Vocational Skills and Informal Sector Support Project (WB Ghana)
VTC	vocational training centre
VTI	vocational training institute
WB	World Bank
WCA	West and Central Africa
YMCA	organization of Christian Young Men
YP	Youth Polytechnic (Kenya)
ZATP	Zambia Association of Training Providers

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