



Employment & Social Inclusion

in EU International Cooperation
and Development

PRODUCTIVE WORK AND VET SCHOOLS:

WHICH BALANCE BETWEEN TRAINING, WORK AND
EDUCATION IN A CONTINUUM PERSPECTIVE?

M.Carton – NORRAG, Geneva

12th October 2017

1) Productive Work (PW): Socio-economic and historical perspectives

1.1: Embedded continuity between Work (W), Training (T) and Education (E): no borders

1.2: Growing discontinuity between W,T and E: borders

1.3: Changes in W (technology, organization & value), and in E (conceptions & their relations with changes in W)

1.4: "New Continuum": future oriented T including mobility, flexibility between E,T and W, for the sake of trainees

2) PW in the new Continuum

2.1) Is PW today taking into account social (youth employment), economic (global markets), technological (robots).... changes?

2.2) Is PW today taking into account the evidence-based best student's learning process (p.6, Discussion paper)?

2.3) Is trainee's non productive W in workplaces (especially SMEs as youth employment creation drivers) not also a way to secure fluidity between T, E and W in a Life Long Learning perspective? Which roles for enterprises?

3) PW and Schools Financial « Self-Reliance »

3.1) New wine in old bottles?

Botswana Brigades, Tanzania self-help, Benin Craft School Production.....

3.2) Key issue when money is involved: governance of schools with two partially contradictory logics (T+E « vs » PW)



Thank you!

For more information:

https://ec.europa.eu/europeaid/sectors/human-development/employment-and-decent-work_en

Email:

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**Employment
& Social Inclusion**

in EU International Cooperation
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DBI
DON BOSCO
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VET Schools Transforming into Goods and Services Production Unites,
Unfair Competition or an Opportunity for Entrepreneurial Learning?

Technical Workshop on TIVET – European Commission

**“Technical and Vocational Education and Training” vis-a-vis
“Technical and Vocational Skills Development”:
A Salesian Response**

VOLONTARIATO INTERNAZIONALE
PER LO SVILUPPO



Insieme, per un mondo possibile

Barbara Terenzi, VIS /DBI

Brussels, 12 October 2017

From T-VET to TVSD

- A systematic approach for creating a bridge between education and labour;
- Implies to operate on governance, funding, information, certification, training and socio-professional inclusion in labour market;
- Capacity building, CSO empowerment, multi-actor partnerships, central to build a global and participated governance and contribute in an integrated and holistic way to the Agenda 2030 and SDGs 4 and 8 and targets which as consequence impact also on SDG 1 (poverty eradication);

Don Bosco Preventive Education System has always applied this paradigm

TVSD vis-a-vis Agenda 2030

SDG 4

- TVSD systems (comprising Lifelong Learning) play a central role in human development of the person especially most vulnerable groups;
- Technical/work competences but also capabilities allowing person's active role as citizen at local/national/global levels, responsible Rights holders & duty bearers;
- Strengthen vocational training/education at all levels;
- Promote stakeholders involvement in design, governance and monitoring of vocational training and qualifications and certification;
- Increase access to vocational training qualifying opportunities;

SDG 8

- TVSD puts together education, training & labour market developing competences in a lifelong perspective;
- Employability and decent work for all are a driver for an inclusive growth;
- Creation of multi-actor governance platforms
- Creation of a flexible/modular approach, competence based & learning outcome oriented to validate and recognized competences labour market oriented;
- Competences acquired within formal TVET systems, through work-based training experiences (apprenticeship, alternate forms of training, WBL etc.);
- Increase population vulnerable segments access to professional opportunities & facilitate transition from training/education to labour market;
- Provide technical assistance to governments/political actors to implement structural reforms/funding;
- Adaptation TVET systems to market: education, vocational training & Lifelong Learning are components of socio-economic policies for a sustainable development.

TVDS Strategic Pillars

To foster a fully-fledged **TVSD** paradigm, a shared decentralized multi-actor governance structure needs to be built, capable of impacting at local and national levels on all the 5 **TVSD** pillars: **Governance, Information, Recognition & Certification, Training, & Employability.**

Salesian TVSD Approach

- Promote development/recognition, within target groups capacity to **sustainably fit in with the labour market** and/or to improve competencies during life;
- Support processes aimed at redefinition of Centers' role as key actors in the development of the TVSD system, through the study & analysis of local contexts;
- Contribute to partnerships creation based on local ownership of human development processes aimed at meaningfully influencing sectorial national & international policies; supporting partner governments in **TVSD systems creations** or, when existent, in their development. Where these partnerships are already in place, strengthen & promote meaningful participation of Salesian Centres and all other sector active stakeholders in such platforms, in a **Public-Private Partnership approach** (where “private” are not only “market actors”, but also local and international NPOs).
- **Improve local CSOs, educational providers and key VET actors competences**, supporting them to properly fulfil their operational tasks and **play an active and meaningful role in local, national and international sustainable development processes**, strengthening networking capacities/peer learning

Salesian Structures and Best Practices

- Building up **public-private structures**: the *Comité mixte pour l'Adéquation Formation Emploi* in **Burundi** (DCI-EDUC/2011/260-814).
- Exchange of practices among key actors VIS/SDB **Madagascar**, who are part of the *Plateforme DCTP*, providing technical assistance to the MoL currently working on the national reform of all VET curricula and professional standards (Convention CMG-1285-01 U).
- Setup of **new VET courses, flexible & based on training & market needs**, as well as pilot projects in the **TVSD** approach. Currently engagement with the Government of **Burundi** to setup a pilot system of dual apprenticeship Vocational Centre/Informal Unit, aimed at giving a concrete shape to the shift from TVET to the new TVSD paradigm (DCI-NSA/2015/369-659).

and

Salesian Structures and Best Practices

- DB Salesians of **Ethiopia**, & all the DB Technical Institutes managed by them, focal point for the **Don Bosco Tech Africa**, (DBTA) a network of 98 providers delivering **TVSD** services in **34 African countries**, a pan-African operating agent, with about 27,000 trainees per year. The network developed by VIS through the on-going EU project "Co-Partners in Development" (DCI-NSAPVD_2012_72). Peer learnings & sectorial meetings realized within the DBTA Committee to improve exchange of best practices, impact assessment & possible up-scale of TVSD schemes. DBTA coordinates the Salesian TVET sector to answer to the marginalized youth needs around the continent.
- In **Ethiopia**, VIS & its partners flank the MoE & its TVET Agencies' efforts to **foster a multi-actor, decentralized model of governance** of technical & vocational education & training, seeking partnership & complementarities between actors & endorsing a PPP approach to co-plan, deliver & manage **TVSD** pilots.

and

Salesian Structures and Best Practices

- In **Ethiopia**, VIS & partners innovating qualifications & demand-driven vocational paths leading to certification through 3 different WBL paths models: quality based on job training paths, innovative dual-apprenticeship & other WBL schemes integrated into school curricula (e.g. training enterprise).
- In **Madagascar** since 1991 VIS with Don Bosco started their activities through multi-sectoral projects & review of curricula & fostering the opening of a Job Service Office. By 2013, intervention in TVET strengthened. In April 2014, the “**Plateforme DCTP**” (Platform for Technical and Vocational Skills Development) was launched (the principal private stakeholder in the TVET sector in the country). From July 2014 on, Plateforme DCTP participated in organisation of the **Skills Development Sectoral Meeting** for the Construction Sector and a VIS representative chosen, in July 2014 for the **Committee of Coordination** of all Skills Development Sectoral Meetings. Invited by the Ministry of Employment and TVET to **overview & contribute to the process of development of the first National Employment & TVET Policy**, with the support of UNESCO, launched 2015. 2014/2016 curricula development competency-based approach adopted by the Government. 2017/2018

Conclusions & Recommendations

A comprehensive approach to employment creation can only be reached:

- integrating the full deployment of the business sector,
- designing ALMPs and
- dual education/WBL paths

to boost demand/supply within comprehensive **TVSD** schemes, provided that:

Market actors & the other stakeholders of VET & employment are proactively involved since the beginning in the definition of needs & in co-planning, later, in a shared governance model, of services & actions taken up.

All the 5 pillars of the TVSD approach (Governance, Information, Recognition & Certification, training, employability) are endorsed to bridge TVET & the labour market.

Multi-actor Partnership building (also through capacity building & information) is the key means to enable the private sector development, to enhance policy makers' commitment & responsibilities, to pilot innovative services production units inside the school-to-work transition coherent with the TVSD schemes, to design & put into action comprehensive & inclusive employment strategies.

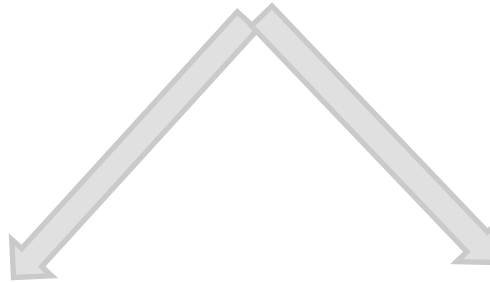
EDUCATION EDUCATION THAT THAT PAYS PAYS

Technical Workshop on VET

12 October 2017, Brussels



The School Business Model



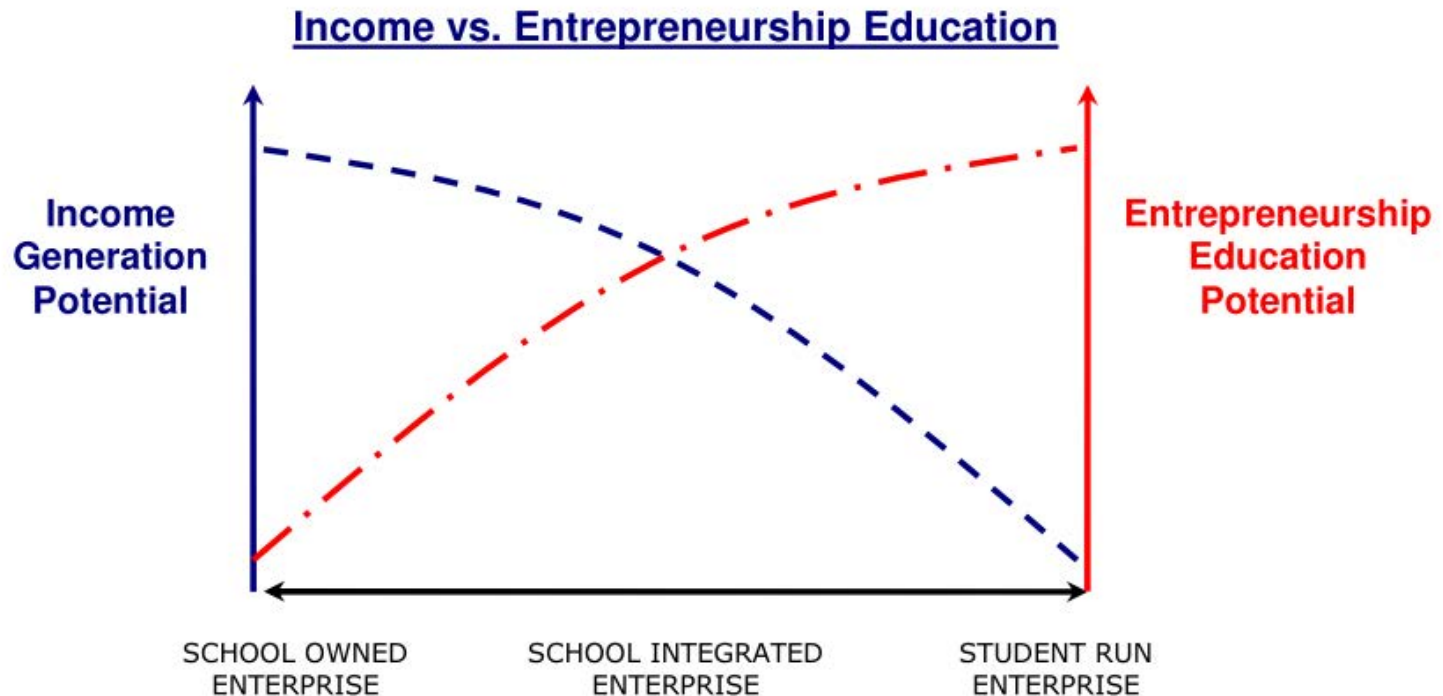
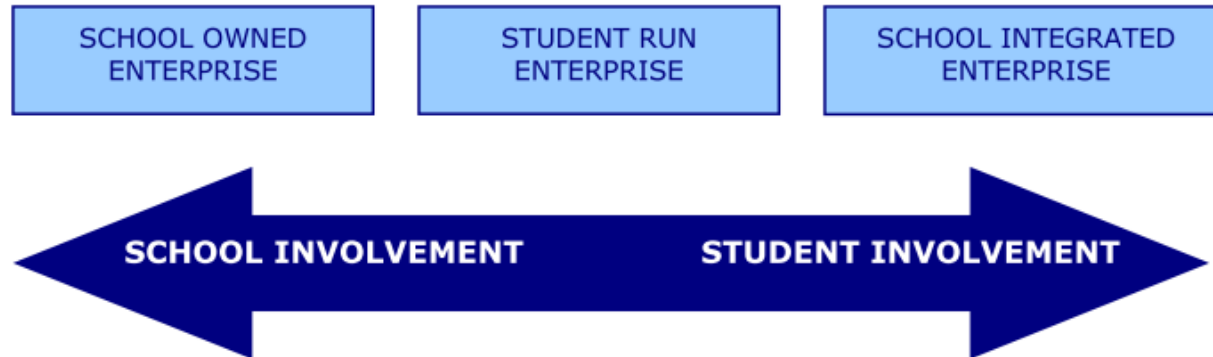
- Teamwork skills < **82%**
 - Communication skills < **80%**
 - Problem solving skills < **80%**
 - **75%** graduates (self) employment or further education
 - **67%** earns above national average
- **81%** makes net profit within 3 months
 - **2-3 years** - profit covers **30-40%** running costs
 - **4-5 years** – **50-70%** running costs
 - **5+ years** – up to **100%** running costs

The School Business Model

A school.....



Spectrum of Approaches



Key Success factors

- Strong & entrepreneurial commitment from school administration
- Culture change of teachers
- Multi-stakeholder governance
- Record keeping and regular monitoring and evaluation
- Strong Child Protection Policy

Limitations

Mitigation measures

Low level of education

Build capacity of schools' administration and teachers

Lack of financial literacy

Build financial capacity of administrator / introduce business manager

Demoralisation

Set realistic goals in terms financial and educational expectations

Build up school data (baseline) to assess educational progress

Introduce national incentives such as soft skills accreditation recognised nationally and by employers

Financial sustainability

Diversification & investment

Scalability of support to schools

Offer a combination of light touch and intense support – adaptable & flexible to the school's contact and capacity



www.teachamantofish.org.uk

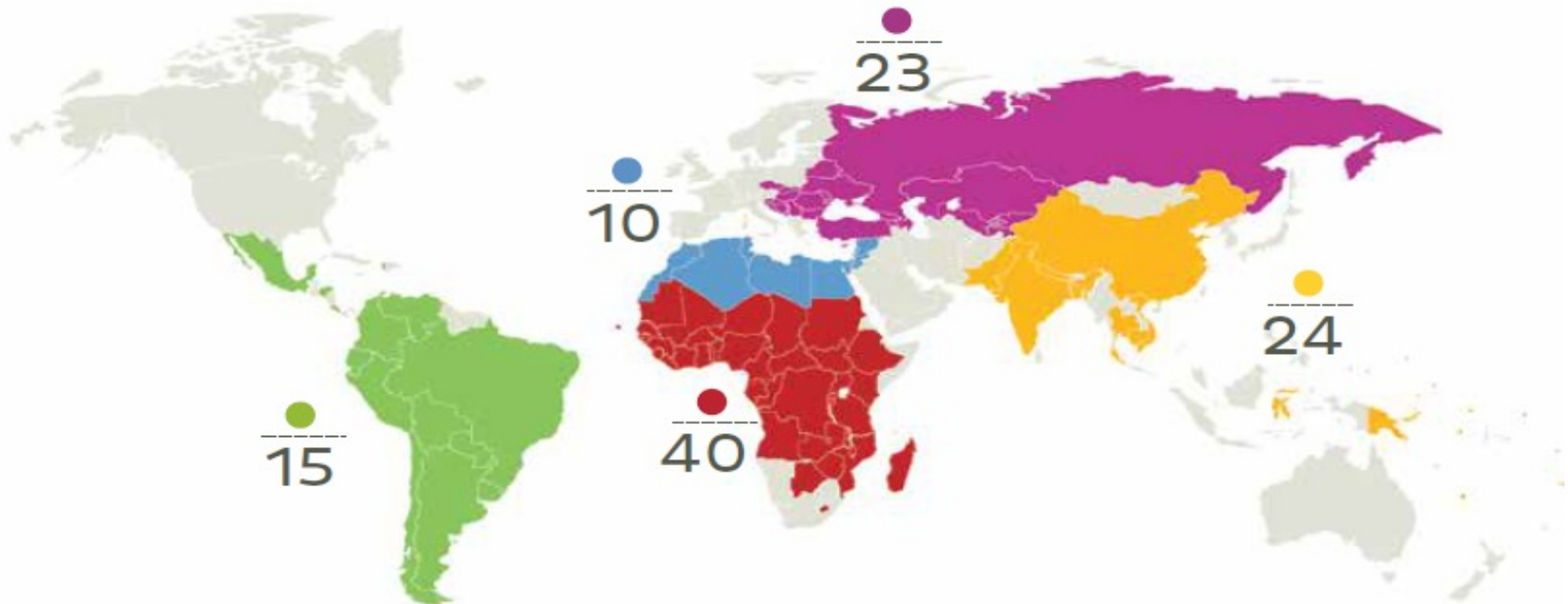
Thank you!

Amelie Heuer

amelie@teachamantofish.org.uk

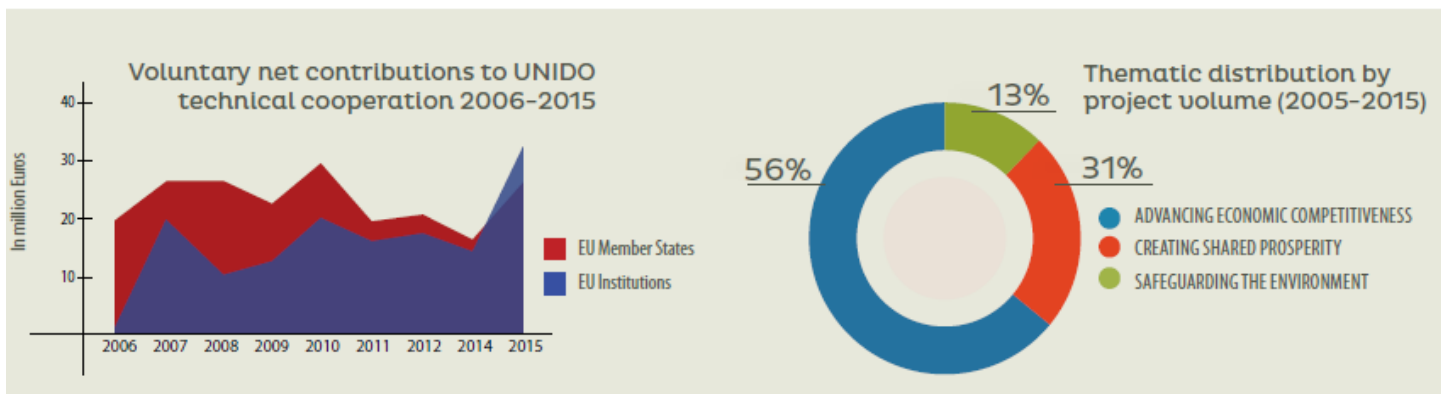
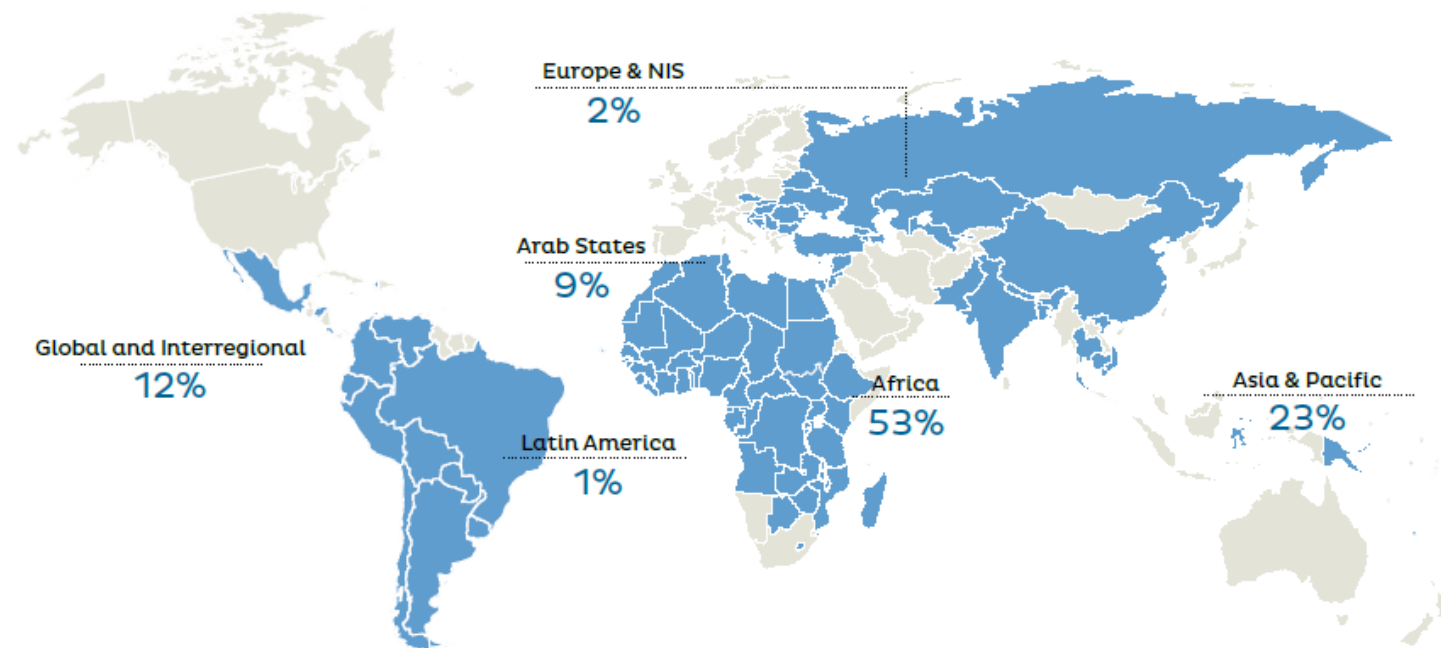


Geographical Coverage of UNIDO-EU partnership



**UNIDO-EU partnership in
112 countries**

Geographical distribution by project volume (2006–2015)





EU-UNIDO High Level Review Meeting, 28 April 2017 with Cmr Mimica and UNIDO DG LI Yong

Agreement on 12 Action Areas to develop the cooperation including:
Area 3: vocational trainings and skills development especially for women and youth on the model of joint activities in Côte d'Ivoire and Sudan.

Examples of EU-UNIDO projects:

- Côte d'Ivoire *"Vocational Training for Productive Youth Employment (PROFORME)"*
Total Budget: € 28,500,000
Partner/Donors: GVT Côte Ivoire, EU
- Sudan *"Enhancing the Capacity of Karthoum of Pro-poor Vocational Training Services"*
Total Budget: € 28,920,000
Partners/Donors: EU, GVT Sudan, Sudanese Chamber of Commerce, CSOs

Know your school (case: Iraq)

Know your market situation (case: Ethiopia)

Know your clients (case: South Africa)

How do we know this? (case: LKDF)

Future? (training=product, mobile, virtual)



PRODUCTION UNITS IN VET SCHOOLS



NAME: XAVIER MATHEU
DATE: 12 OCTOBER 2017

PRODUCTIVE SCHOOLS IN TVET SYSTEM IN EGYPT

SOCIAL ENTERPRISES (SHELTERED WORKSHOPS) FOR PEOPLE WITH DISABILITY

SOME CONCEPTUAL IDEAS ON WORK-BASED LEARNING



PRODUCTIVE SCHOOLS IN EGYPT

PS created in the 50s and still running

An evolution of the capital project

Financing of TVET system

Attractiveness (income and learning)

Better paid school teachers and managers

Preparedness for LM and entrepreneurship

GEMM project in Menoufia:

Decentralised partnership

Addressing LM needs in the agro-food sector.

Reinforcing culture of skills needs analysis and enhancing the matching process in other sectors



SOCIAL ENTERPRISES (SHELTERED WORKSHOPS)

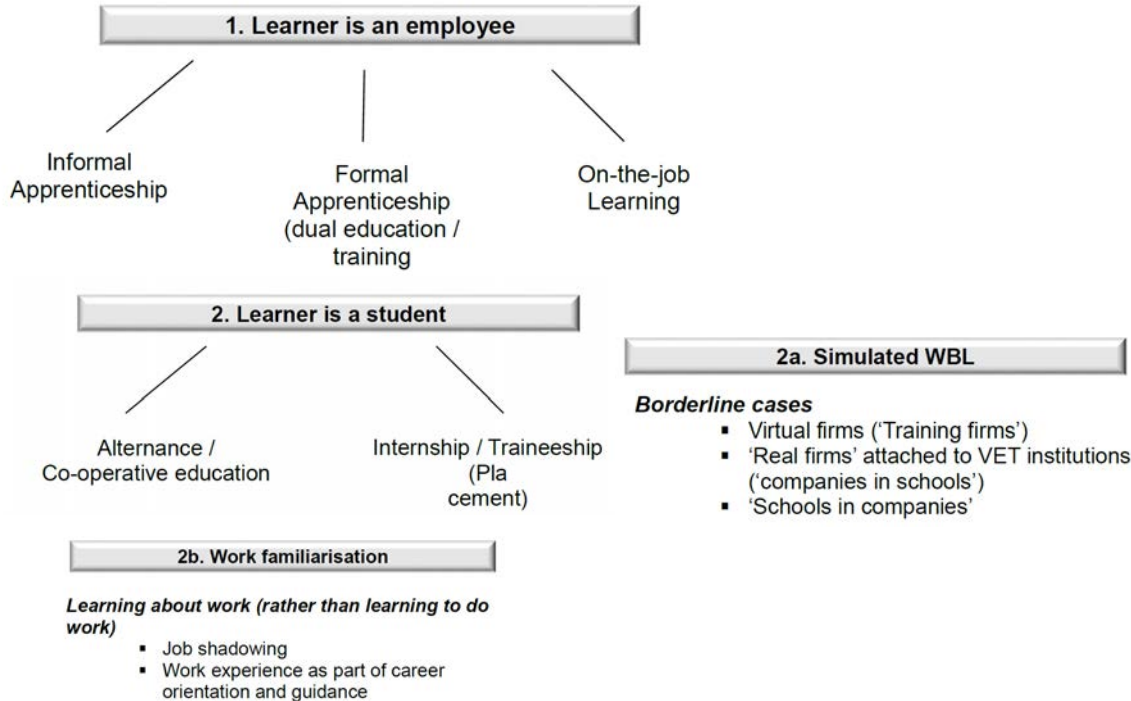
Facilities that employ people with disabilities exclusively or primarily – under special conditions

The organisation trades in the market and takes on a degree of business risk; the enterprise might receive a subsidy in compensation for the reduced productivity of its disadvantaged workers, in order to allow it to compete on a "level playing field" with conventional firms.

Social purpose of the facility (i.e. social integration, mainstreaming) may enter in contradiction with economic logic allowing the workshop to survive and pay good salaries to workers, educators and managers.

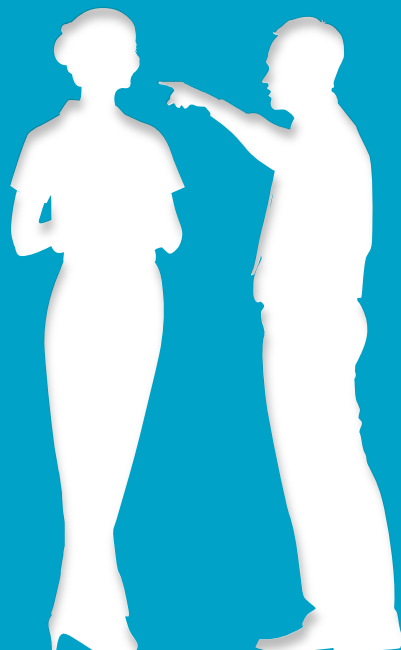


WORK-BASED LEARNING



WHY IS WORK-BASED LEARNING IMPORTANT?







Technical Workshop on VET

12 February 2016, Brussels

Małgorzata Kuczera
(malgorzata.kuczera@oecd.org)



Outline of the presentation

Funding models in VET:

- **Level of education**
- **Age of participants**
- **Skills provided**

Employers expenditure on VET:

- **Provision of training (apprenticeships and other forms of work-based learning)**
- **Distribution of the cost across employers**

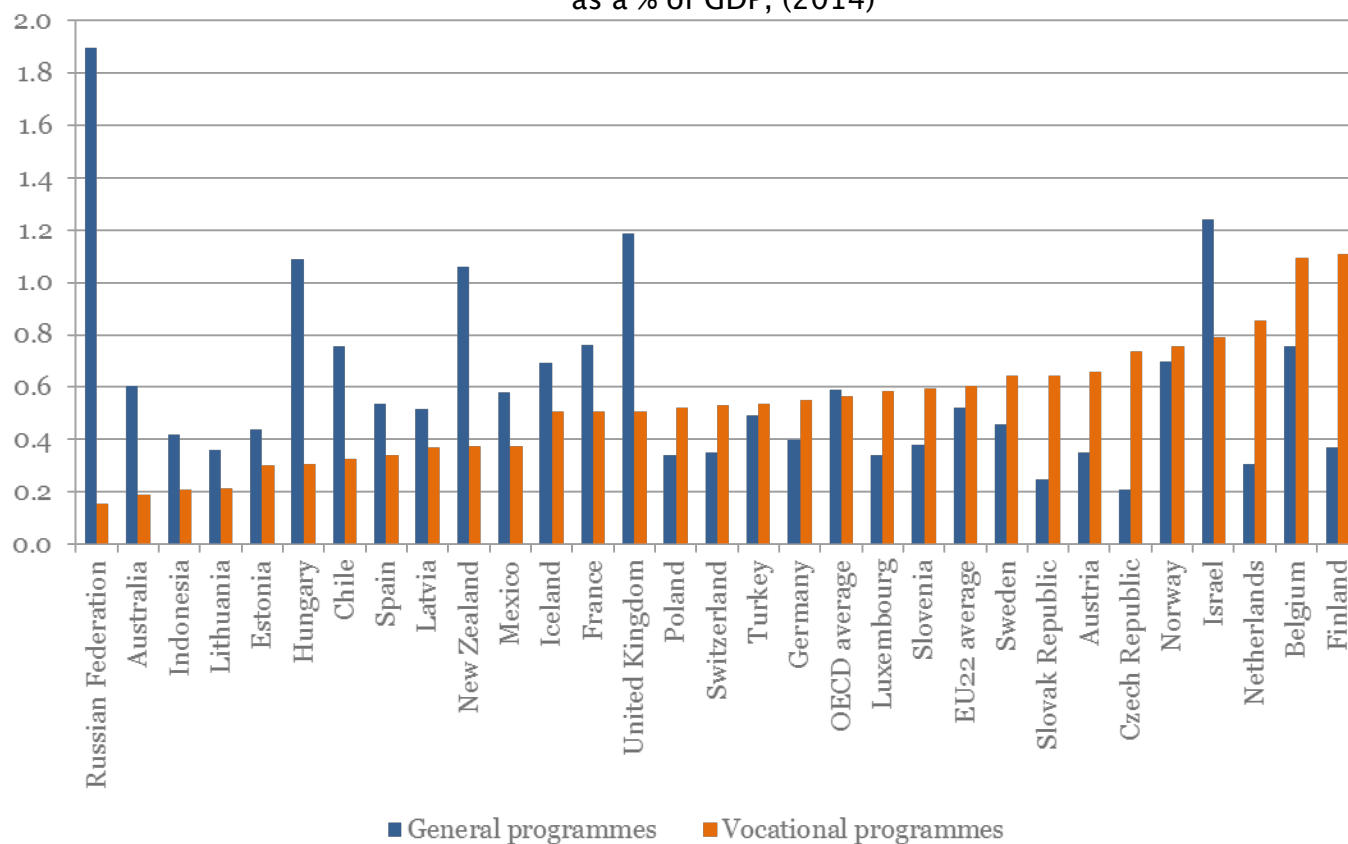
Promoting work-placements with employers:

- **What are the benefits?**
- **What are the challenges?**
- **How can it be promoted?**



How much countries spent on upper-secondary education

**Expenditure on educational institutions by general and vocational programmes, from public and private funds
as a % of GDP, (2014)**

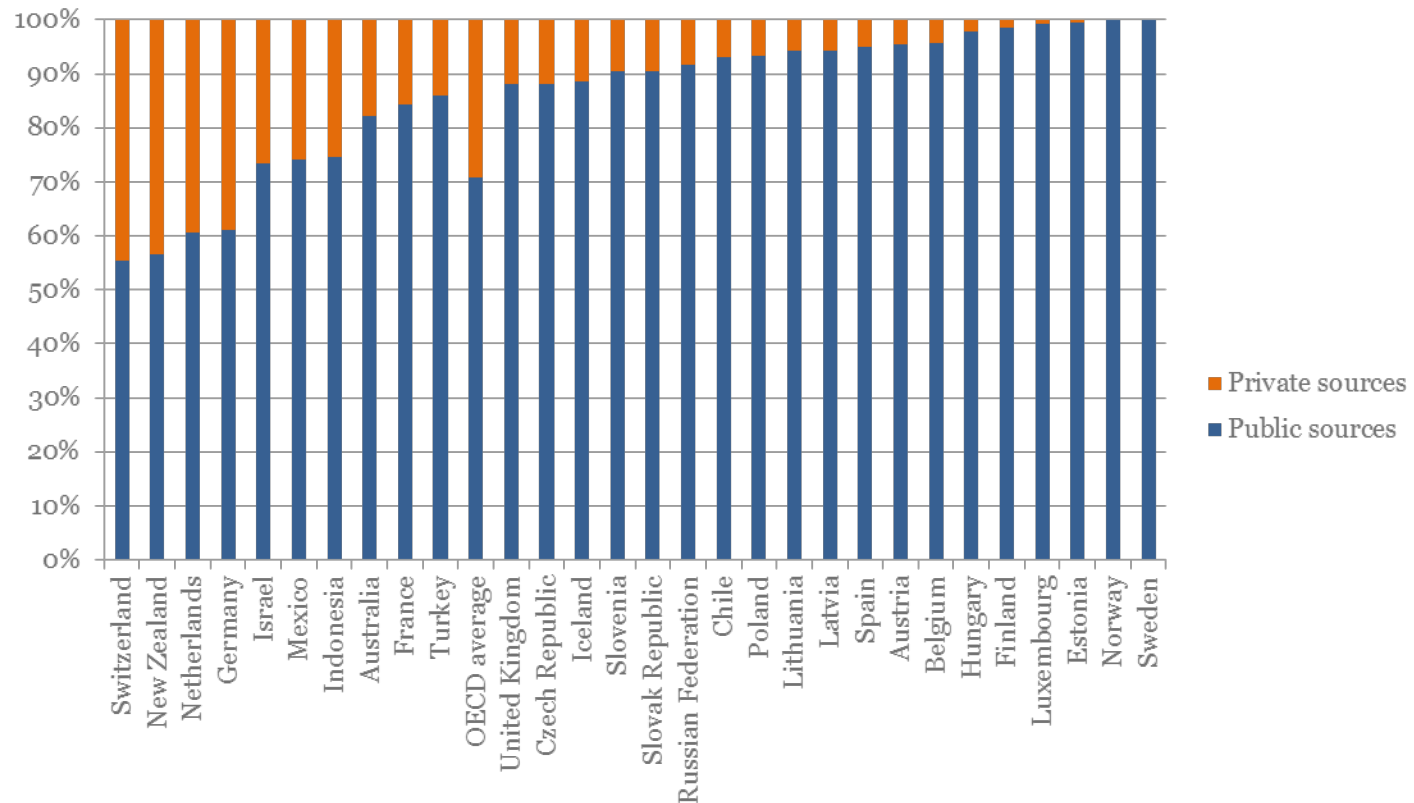


Source: OECD (2017), Education at a Glance 2017. OECD Indicators, <http://dx.doi.org/10.1787/888933560149>



What is the share of public and private expenditure on vocational upper-secondary education

Relative proportion of public and private expenditure on educational institutions
(2014)





Employers contribution to VET

	Levy scheme
Austria	A levy fund in the construction sector covering all regions and in the electro-metallic industry of one province (Vorarlberg). Negotiated by the Employers and Trade Union.
Denmark	All companies (including in the public sector) pay a contribution to the Employer Reimbursement Fund (AER) based on the number of full-time employees. The amount is DKR 492.50/ full-time employee four times a year. Enterprises with apprentices get their expenses for trainees refunded when they are at VET college (i.e. salary, transportation). AER also pays grants to motivate employers who establish extra training places.
England	Universal levy set at 0.5% of payroll, applying to the proportion of payroll above £3 million.
Germany	In the building sector. Negotiated by employers and trade unions.
Switzerland	All companies within a given economic sector are required to contribute to a corresponding vocational and professional education and training (VPET) fund (e.g. to develop training programmes, organise courses and qualifications procedures, promote specific occupations). The Confederation may declare some VPET funds to be of general interest and therefore mandatory for all companies within a given economic sector.



Promoting work-based learning with companies

Benefits

- ✓ **Link provision of programmes to skills in demand on the labour market**
- ✓ **Lower the public cost of provision**
- ✓ **Help to match young people with jobs**

But .

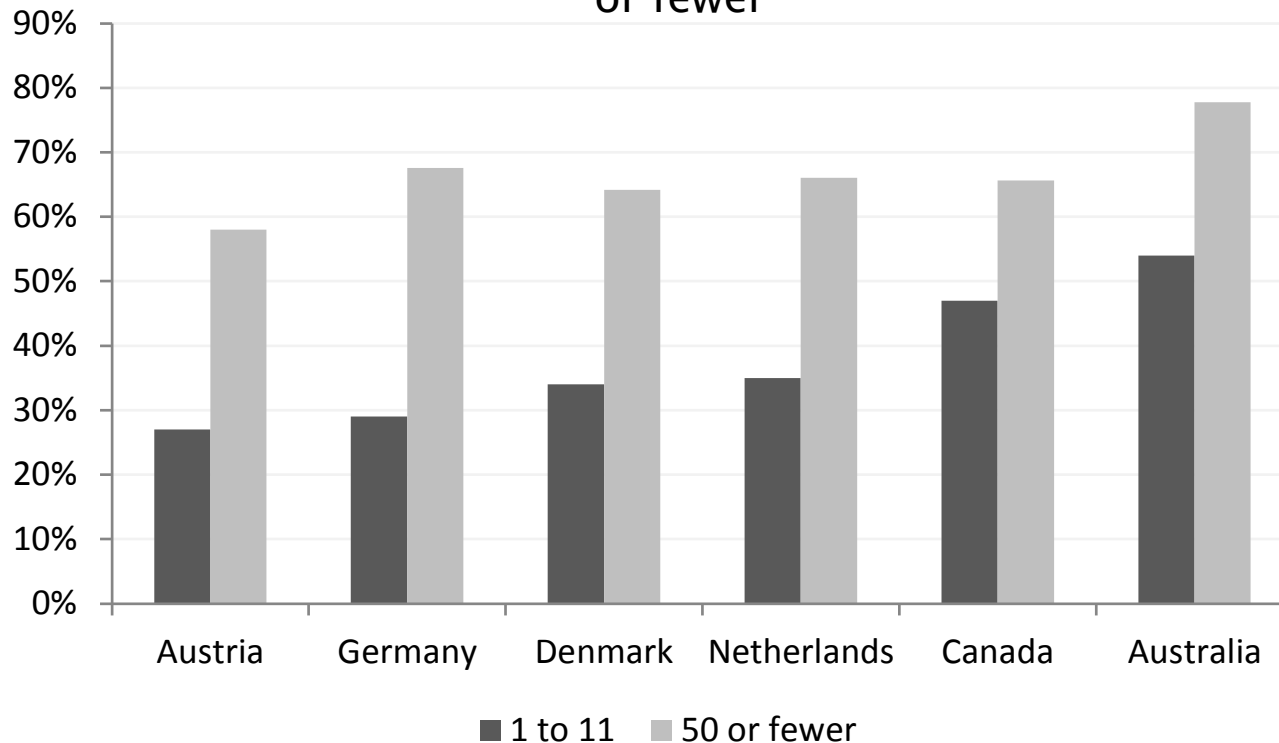
- ✓ **It is difficult to establish when employers and social partners are poorly organised, in countries with a large informal sector**
- ✓ **Without regulations and tools ensuring quality there is a risk of students being used as a cheap labour**



How to support small companies?

A large share of apprentices (16–65 year-olds) work in small and micro companies

2012, companies with 1 to 11 employees, and with 50 employees or fewer



Source: Kuczera M. (2017), Striking the Right Balance. Costs and Benefits of apprenticeships, OECD Education Working Papers, No. 153, <http://dx.doi.org/10.1787/995fff01-en>



Non-Financial incentives for apprenticeship

Making companies better at training:

- ✓ training to apprentices' instructors,
- ✓ use of training centers,
- ✓ support with evaluation and assessment of apprentices' skills
- ✓ help with administrative work





Thank you

<http://www.oecd.org/edu/skills-beyond-school/work-based-learning.htm>

VDAB = public employment service providing vocational training

Autonomous agency

- Board of directors: organisations of employees and employers
- Yearly report for Flemish government

Practical work: legislation

Decree on VDAB

Art 84

The training on the workfloor and practical work must be useful and appropriate within the framework of the training. They can only be organised when the student has the necessary skills so that they help the student become familiar with the job content, the working conditions and work rhythm

Art 85

To increase the effectiveness of the vocational training of the student, the VDAB, in cooperation with a company, non-profit association or one administrative authorities can organize practical work provided that the work is compatible with the purpose of the training.

Practical work: legislation

The following conditions must be observed when performing the work:

1 ° The commercial value of the work to be carried out may not exceed 8925 euros.

2 ° the raw materials and materials are at the expense of the applicant for the practical work;

3 ° The transfer costs of the students and the instructor are for the account of the applicant for practical work

4 ° to companies and nonprofit organizations, the VDAB calculates for the performance of the practical work a price per hour and per student. The board of directors determines the amount;

5 ° for administrative authorities and for non-profit organizations with a humanitarian and welfare character is the execution of practical work for free. The board of board determines the list

6 ° Any errors or inaccuracies at work are at the expense of the applicant of the practical work.

Practical work in practice

Most sectors: no practical work

- Housekeeping and professional cleaning: a system of “mobile training”, trainees get the training in a real working environment (public as well as private sector) and also perform real tasks
- Building sector: some agreements with the public sector to do small renovations
- Woodwork (mainly roofs): some agreements with the public sector to do small renovations
- Car maintenance:
 - agreement with federal police, policecars taken out of service are used in the training centers, in return maintenance is done for a limited number of cars
 - Car bodywork can be done for garages (see conditions above)

**ESPA
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ENTRE
PRISE**

Espace Entreprise

Yves.chardonnens-cook@etat.ge.ch

Espace Entreprise

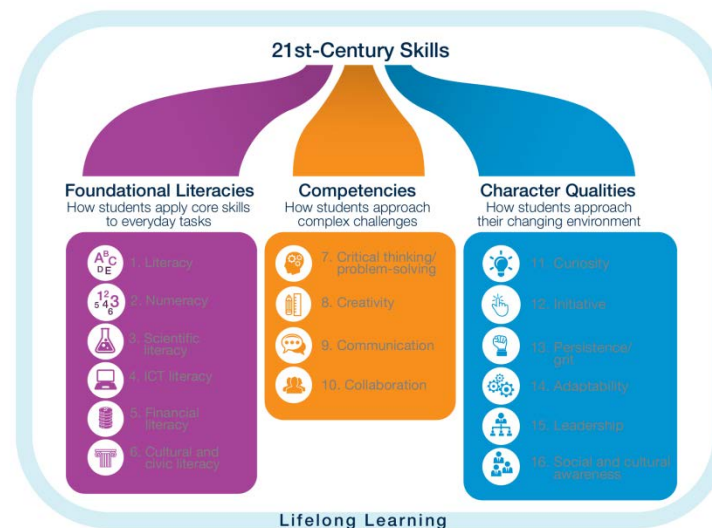
- Professional training center Dedicated to VET Business assistant apprenticeship
- Created in 2011
- 2000 apprentices (15-19 years old)
- State-owned professional training center
- Work based learning
- real orders from more than 100 clients

Production vs Pedagogy



100% production based approach

- Low hardskills (taxonomy)
- good short term employability
- ROI ?
- good soft skills ?
- poor learnability



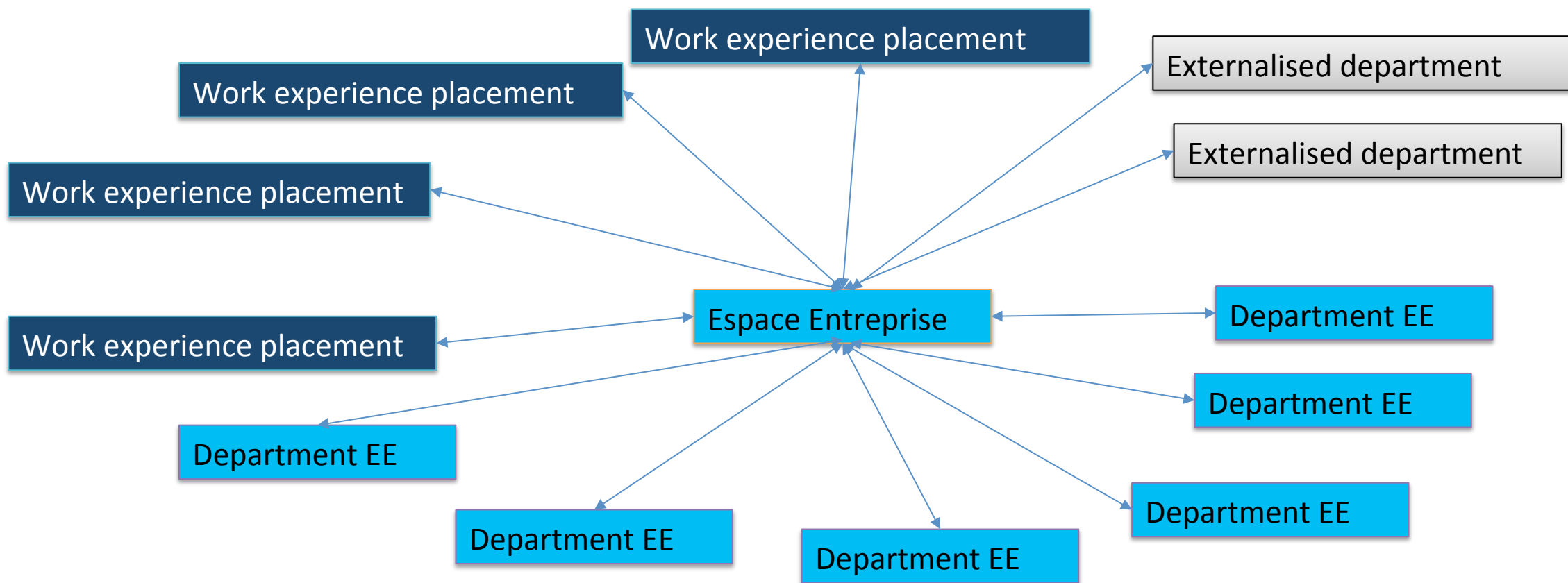
school based approach :

- Low hard skill (taxonomy)
- good short term employability
- good soft skills
- poor learnability

Espace Entreprise

- Same structure than a company :
 - Training based on real services (deadlines, quality, etc.)
 - Heterogeneous population
 - Interactions with other jobs (Graphic designers, computer programmer, etc.)
 - Contacts with clients
- Differences with companies :
 - Safe environment for learning
 - Customised scholarship path
 - Administrative structure powered by apprentices
 - 3 different type of structure

Pedagogical engineering



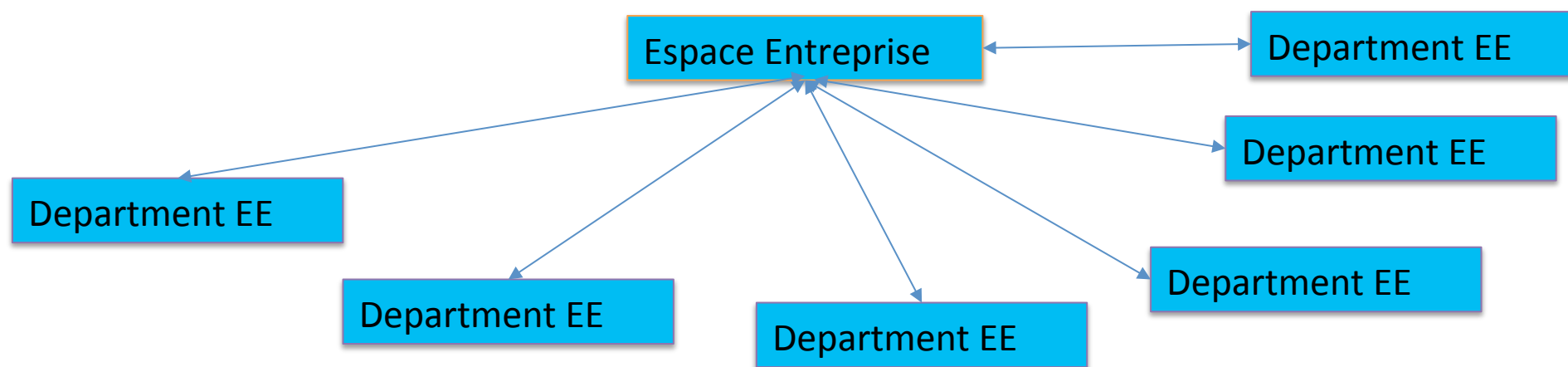
Pedagogical engineering (2)

■ 3 structures :

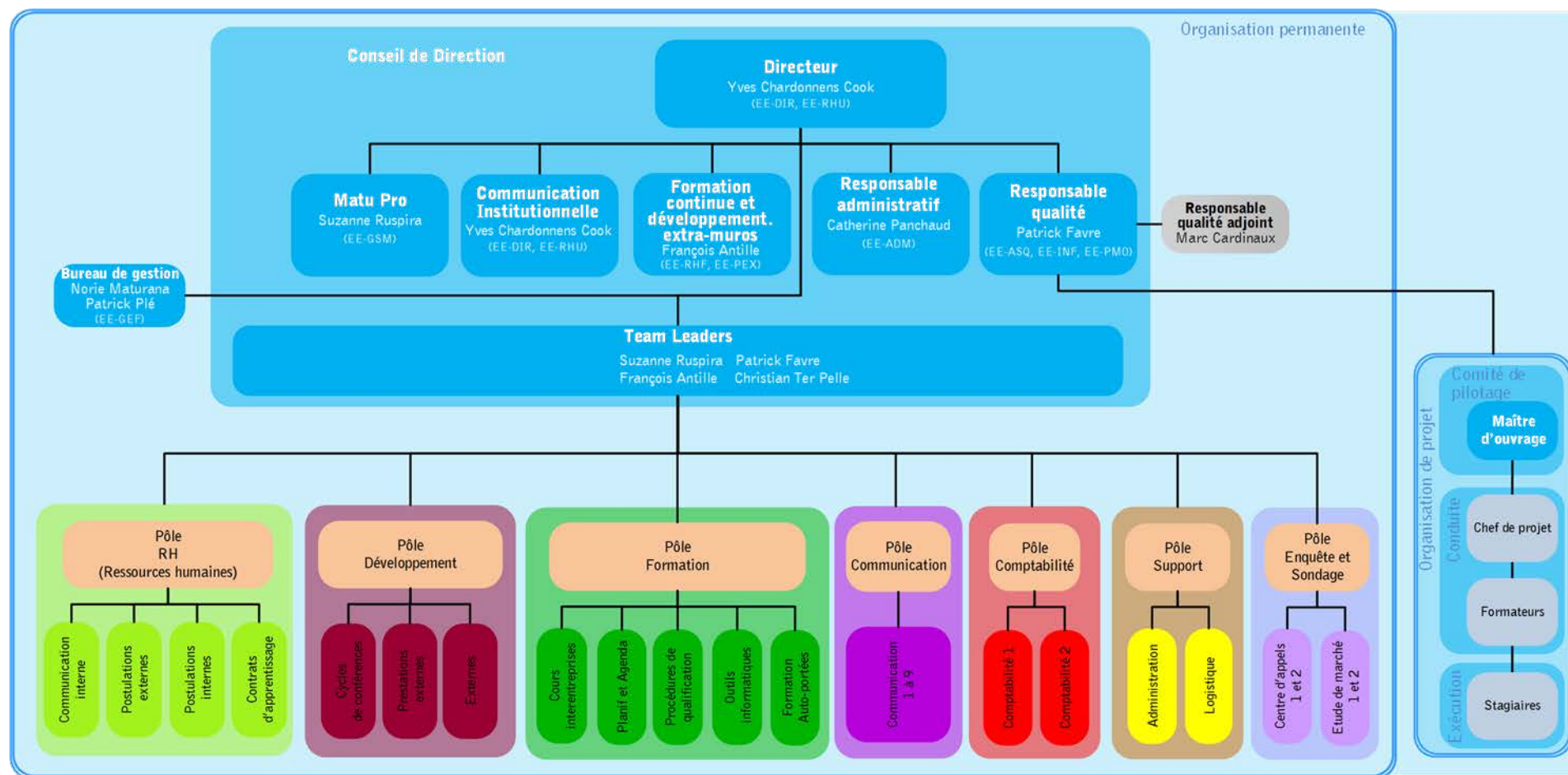
	Competencies					Character qualities					
	Problem solving	Critical thinking	Creativity	Communication	Collaboration	Curiosity	Initiative	Persistence/grit	Adaptability	Leadership	Social and cultural awareness
Externalised department	++	++	+	+	++	++	+		+	+	++
Work experience placement	++			++	+	+	+	+	++		++
Department Espace Entreprise	+	++	++		++	+	++	++		++	+



Pedagogical engineering



Departments



PFA- MCA/EE-Structure.vsd/
Organ_structuel_V_5.0

Example of tasks

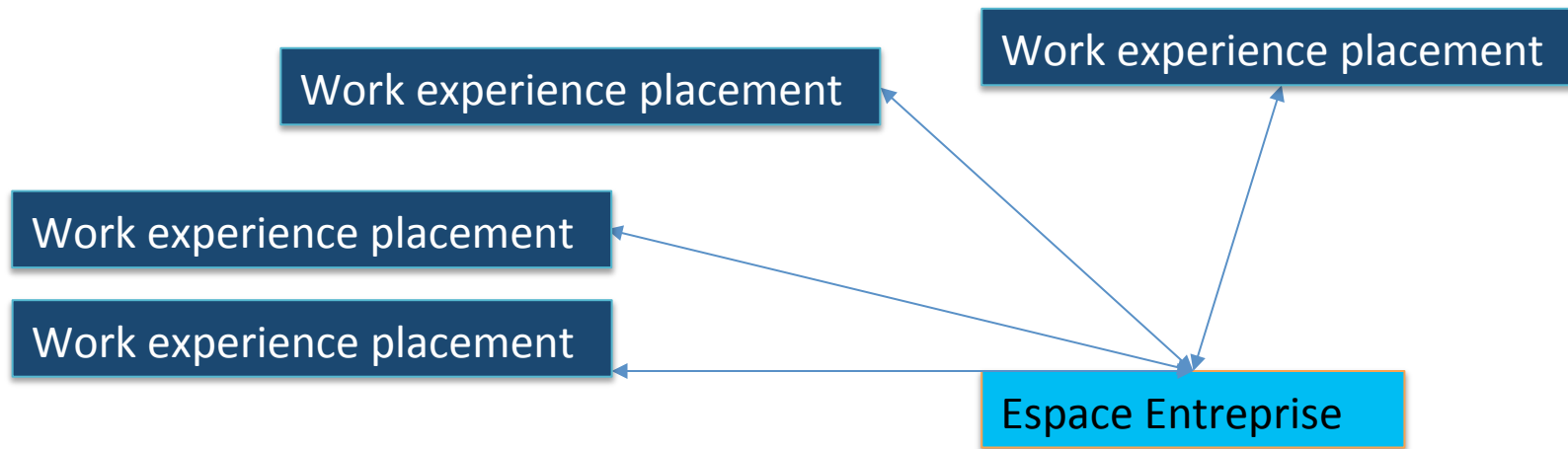
Services to clients

- Communication :
 - Community management
 - Websites design
 - events
- Market surveys :
 - Interviews face to face/phone
- RH :
 - Staffing
 - recruitment




- Training
- Administration/logistic
- Business development
- Institutional communication
 - Web site
 - Community management
 - Annual report
 - Open days events
- Internship management
- Internal communication
- Etc.

Internal processes

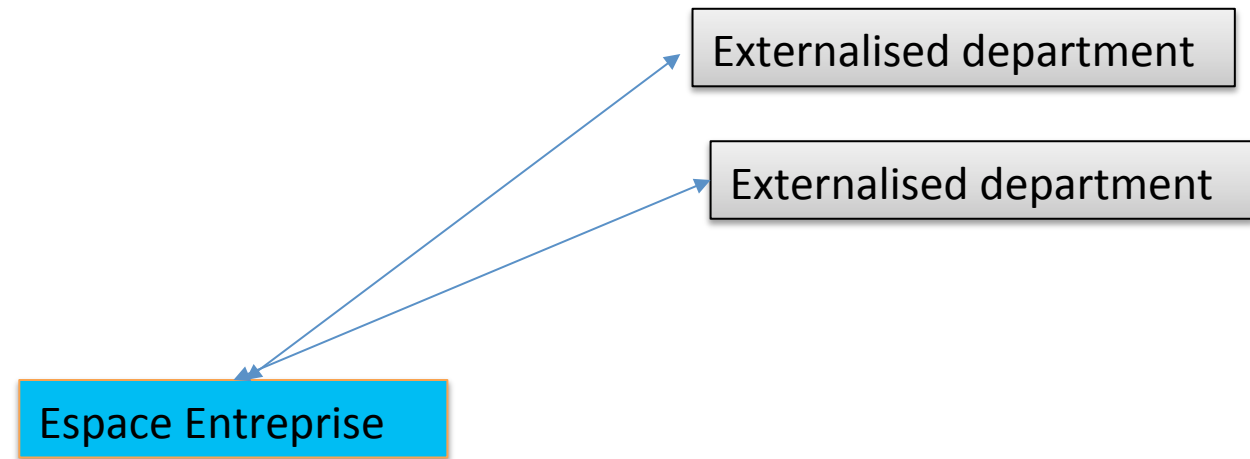
Work experience placement



Work expériences placements

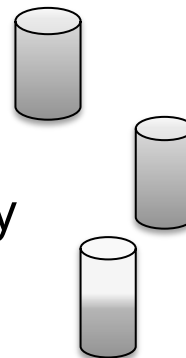
- More than 40 1-month internship position available
 - Know-How : low taxonomy 
 - Methodology : average taxonomy 
 - Professional attitude : high taxonomy 
- 2 visits per week by coach from EE
- Prospection and follow-up : département EE
- Difficulties:
 - Win-win partnership
 - Maintain network's quality

Externalised department



Externalised department

- 3 Externalised departments (for example : call center in passport service of the state of Geneva) :
 - Know-How : average/high taxonomy
 - Méthodology : average/high taxonomy
 - Attitude : average taxonomy
- Team of 15 apprentices with one EE coach
- Direct link to the client
- Work/learn in another corporate culture



Customers and mandates

- Customers :
 - State of Geneva
 - Towns and Townships
 - Subsidised associations and foundations
 - recognised to be of public utility (no competition with the private sector)
- Mandates
 - Formation value – allow to develop professional skills
 - Education value – allow to develop social and culture awareness

Prices and certifications

- 2014 : Quality School Certificate



- 2015 : Swiss school award



- 2017 :



