



ACTORS AND PARTNERSHIPS IN VOCATIONAL EDUCATION AND TRAINING





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ABBREVIATIONS

3FPT	Vocational and Technical Training Fund (Fonds de Financement de la Formation Professionnelle et Technique) (Senegal)
AFD	French Development Agency (Agence Française de Développement)
AfDB	African Development Bank
ANETI	National Agency for Employment and Self-Employment (Agence Nationale pour l'Emploi et le Travail Indépendant) (Tunisia)
BMBF	Federal Ministry for Education and Research (Bundesministerium für Bildung und Forschung) (Germany)
BTS	Tunisian Solidarity Bank (Banque Tunisienne de Solidarité)
CBE	Competency-based education
CDIP	Swiss Conference of Cantonal Ministers of Education (Conférence des Directeurs cantonaux de l'Instruction Publique)
CFMPL	Training Centre for Port Trades and Logistics (Centre de Formation Professionnelle aux Métiers Portuaires et à la Logistique) (Senegal)
CNBP	National Professional Sector Committee (Conseil National des Branches Professionnelles) (Côte d'Ivoire)
CNPA	National Council for Automotive Professions (Conseil National des Professions de l'Automobile)
CNRPS	National Pension and Social Protection Fund (Caisse Nationale de Retraite et de Prévoyance Sociale) (Tunisia)
CNSS	National Social Security Fund (Caisse Nationale de Sécurité Sociale) (Tunisia)
CPC	Professional Advisory Commissions (Commissions Professionnelles Consultatives) (France)
CPME	Confederation of SMEs (Confédération des Petites et Moyennes Entreprises) (France)
CSO	Civil society organization
CTS	Technical Monitoring Committee for the Implementation of Dual Vocational Education and Training (Comité Technique de Suivi de l'implémentation de la formation professionnelle duale) (Senegal)
CVT	Continuing vocational training
DACUM	Developing A CUrriculum
DDC	Agency for Development and Cooperation (Direction du Développement et de la Coopération) (Switzerland)
DGI	Tax Authority (Direction Générale des Impôts) (Tunisia)
DP	Development partner
ENABEL	Belgian Development Agency
EU	European Union
FNSEA	National Federation of Farmers' Unions (Fédération Nationale des Syndicats d'Exploitants Agricoles) (France)
FOREM	Walloon Office for Vocational Training and Placement (Service public Wallon de l'Emploi et de la Formation) (Belgium)
FPSP	Joint Fund for Securing Professional Career Paths (Fonds Paritaire de Sécurisation des Parcours Professionnels) (France)
GIZ	Agency for International Cooperation (Gesellschaft für Internationale Zusammenarbeit) (Germany)
HLI	Highly labour intensive
HRD	Human resources development
HRDC	HRDC Human Resource Development Council (Botswana)
HRM	Human resources management
IFEF	Institute of Francophonie for Education and Training (Institut de la Francophonie pour l'Education et la Formation)

IIEP	International Institute for Educational Planning
ILO	International Labour Organization
IPNETP	National Pedagogical Institute for Technical and Vocational Education (Institut Pédagogique National de l'Enseignement Technique et Professionnel) (Côte d'Ivoire)
IsDB	Islamic Development Bank
IVET	Initial vocational education and training
JSC	Joint Steering Committees (Côte d'Ivoire)
KMK	Conference of education ministers (Kultusministerkonferenz) (Germany)
LUXDEV	Lux-Development S.A. (Luxembourg)
MAE	Ministry of Foreign Affairs (Ministère des Affaires Etrangères) (Tunisia)
MEDEF	French Business Confederation (Mouvement des Entreprises de France)
MET	Industry body representing mid-sized companies (Mouvement des Entreprises de Taille Intermédiaire) (France)
MTEF	Medium-term expenditure framework
NGO	Non-governmental organization
NHRDS	National Human Resources Development Strategy (Botswana)
OA	Occupational analysis
OECD	Organisation for Economic Co-operation and Development
OIF	International Organisation of La Francophonie (Organisation Internationale de la Francophonie)
ONEQ	National Observatory for Employment and Qualifications (Observatoire National de l'Emploi et des Qualifications) (Tunisia)
OPCA	Accredited Fund Collection Agencies (Organismes Paritaires Collecteurs Agréés) (France)
Pefop	Platform of Expertise in Vocational Training (Plateforme d'expertise en formation professionnelle)
PPP	Public-private partnership
RAFPRO	African Network of Vocational Training Institutions and Funds (Réseau Africain des institutions et Fonds de formation PROfessionnelle)
RPL	Recognition of prior learning
SDG	Sustainable Development Goal
SEFRI	State Secretariat for Education, Research and Innovation (Secrétariat d'État à la Formation, à la Recherche et à l'Innovation) (Switzerland)
TVET	Technical and vocational education and training
TVSD	Technical and vocational skills development
UEMOA	West African Economic and Monetary Union
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UP	Traditional crafts industry employers' union (Union Professionnelle Artisanale) (France)
USAID	United States Agency for International Development
UTICA	Tunisian Union of Industry, Trade and Handicrafts (Union Tunisienne de l'Industrie, du Commerce et de l'Artisanat)
VET	Vocational education and training

INTRODUCTION

The primary objective of Technical and Vocational Education and Training (TVET) is to provide young people with the basic qualifications needed to practise a trade. In the UNESCO recommendation of 2015, TVET is defined as ‘comprising education, training and skills development relating to a wide range of occupational fields, production, services and livelihoods. TVET, as part of lifelong learning, can take place at secondary, post-secondary and tertiary levels and includes work-based learning and continuing training and professional development which may lead to qualifications. TVET also includes a wide range of skills development opportunities attuned to national and local contexts. Learning to learn, the development of literacy and numeracy skills, transversal skills and citizenship skills are integral components of TVET.’¹ Within this framework, vocational training aims to transmit knowledge, skills and competencies in the workplace and thus become a key component in the achievement of Sustainable Development Goals 4 (inclusive and equitable quality education and promote lifelong learning opportunities for all) and 8 (sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all).

Since the early 2000s, many countries have begun to reform their TVET² system by preparing or implementing a range of innovative policies. They have received international cooperation support in line with recognising TVET as a priority for developing national economies. These broad policy orientations aim to align training to the needs of the labour market so as to facilitate young people’s integration into society and the workplace. One avenue for improving connections between TVET and the world of work is by fostering partnerships between public and private actors and civil society. In countries where such partnerships are most successful, the unemployment rate among young people aged 15 to 24 is lower than in countries where partnerships are on a less solid footing³. An effectively implemented partnership responds to both the needs of businesses and the question of the socio-professional integration of learners by adapting training to the needs of the labour market. Another significant objective is the partial sharing of costs, particularly for training in business sectors that use heavy equipment and advanced technology. There are also strong educational incentives to open up a new training pathway for learners by offering on-the-job training in companies as well as a learner-centred pedagogy. The desirability to involve businesses directly is linked to the specific value placed on on-the-job training today, both for the acquisition of professional skills and for familiarising young people with industry. With the diversification of training modes and official recognition of on-the-job training courses in many countries, efforts are being stepped up to define regulatory frameworks able to yield benefits for both the training system and for private actors⁴.

Partnerships offer a way to improve the efficiency of TVET. But this requires better regulation and management of the sector, and this starts with clear definitions of the role of government action and the role of other actors such as companies. This need to clarify the types of partnership, areas of intervention, and respective roles and involvement of the partners at operational level was demonstrated by the subsequent assessment carried out in 2016 and 2017⁵ with the support of the IIEP-Pôle de Dakar in four partner countries⁶.

The IIEP-Pôle de Dakar has thus instituted continuing discussions in collaboration with the IFEF, which has been supporting TVET projects in Francophone countries for 20 years by developing and implementing partnerships to improve decision-making, management, funding, coordination and development of pedagogical design.

This report is structured around the existing types of partnerships, the processes and actors that implement them and the challenges and prerequisites that characterise them. It aims to better understand the key processes of VET and establish links, overlaps and consistency with the types of partnerships that public authorities can forge with private actors and civil society.

The diversity of national and local contexts demonstrates the extent to which VET is complex and multi-dimensional: it is therefore not a straightforward task to define the various essential concepts as they are positioned at the crossroads of different legal systems and institutional procedures. The definitions given in this report are therefore suggestions and not normative statements. They offer an overview that should help identify the interests and levels of the different types of partnerships possible in VET.

1. <http://www.unesdoc.unesco.org/images/0024/002452/245239f.pdf>

2. <http://www.unevoc.unesco.org/go.php?q=Qu+est+ce+que+l’EFTF>, consulted on 14 July 2017

3. <https://data.oecd.org/fr/unemp/taux-de-chomage-des-jeunes.htm>

4. <http://www.oecd.org/fr/education/apprendre-au-dela-de-l’ecole/work-based-learning-and-apprenticeships.htm>

5. The reports identifying and analysing the obstacles in the four countries are currently being finalised.

6. The four countries are Burkina Faso, Côte d’Ivoire, Mauritania and Senegal.

The first part of the report sets out the broad lines of VET and its context, and explains the methodology used. It briefly describes the functions and processes of vocational education and training, its public and private actors, the definition and challenges of partnerships and their typology. The second part gives a detailed illustration of the roles of different actors depending on the process and partnership type. These roles are summarised in a series of explanatory matrices.

Defining VET as a broader concept

There are often nuances in the purposes and coordination of vocational education and training (VET) and technical education and training (TET), yet these terms are sometimes combined as technical and vocational education and training (TVET). This report is entitled 'Actors and partnerships in vocational education and training', with the understanding that the concept of VET should be taken in a broader sense which includes technical education insofar as the latter is coordinated in the same way as vocational training.



PART 1: OVERVIEW

1.1. BACKGROUND

Vocational education and training (VET) is rooted in the workplace. It has two main purposes: the first is a social function, the training and school-to-work transition of young people, while the second supports economic development and employment in a country. In a successful vocational system these two functions overlap and complement each other. Together they ensure that the VET system guarantees 'inclusive and equitable quality education and promotes lifelong learning opportunities for all',⁷ as stipulated in Goal 4 of the SDG 4 of the 2030 Agenda for Sustainable Development.

VET schemes and actors are confronted with numerous challenges: supporting sustainable and inclusive economic growth as well as a competitive business environment by offering training adapted to and driven by demand. This, in turn, encourages the social integration of young people who are entering the workforce, the preservation of jobs, and the retraining and redeployment of people in difficulty. In the current context, vocational education is becoming an increasingly powerful mechanism for responding to the challenges of sustainable development: it actually drives support for the transformation of production modes, and for improving the living conditions and well-being of individuals and communities⁸.

Despite their potential, VET schemes fall short in many countries. Businesses have trouble finding the staff they need, particularly qualified manual workers and technicians. They complain about the lack of basic skills among locally recruited staff. As a consequence, major multinational corporations resort to importing a qualified foreign workforce to the detriment of national recruits. In the informal economy, the level of qualification is generally low: it does not allow for the competitive production of goods and services, hampers adjustments to technological advances and the evolution of professions towards new levels of excellence.

VET reforms are needed to deal with these situations, and a large number of countries have committed to do so for several years now but with mixed results. Their action plans have only marginally improved the performance of VET systems and the integration of more young people into the job market.

For a number of years now, several development partners (DPs) and international organizations have been supporting countries of the global South – North Africa, sub-Saharan Africa, Middle East, South-East Asia and the Caribbean – in implementing their vocational education and training policies.

They emphasise the implementation of policies based on a partnership between public and 'private'⁹ actors who:

- ensure that training is guided by economic demand;
- organize coordination of skills validation processes aimed at employment and integration; and
- contribute to the implementation of sustainable and long-term funding.

The Platform of Expertise in Vocational Training (Pefop) feasibility study¹⁰ confirms that in several countries, particularly African countries, vocational training policies are reasonably coherent on paper, and incorporate the fundamental pillars of an effective vocational training policy. Their implementation, however, comes up against a series of obstacles, including:

- limited involvement of economic actors in the definition of training schemes, resulting in the predominance of general skills-oriented training programmes;
- poorly-coordinated actions;
- a monitoring and evaluation framework that does not allow for effective steering; and
- training funding tools that are often opaque and only short-term.

It has proved difficult to move from strategy to operational performance. Some partnerships attribute this on the one hand to problems with applying the strategy documents and action plans that have been drawn up, and on the other hand to the lack of training in strategic planning. Reforms are not yet sufficiently appropriated by the public and 'private' actors involved

7. See B. Chakroun, K. Daelman, *Lifelong Learning Examined from a Rights-Based Perspective: The Road Not Yet Travelled*, in Norrag Special Issue, no. 1, 2018.

8. See P.T.M. Marope, B. Chakroun and K.P. Holmes, *Unleashing the Potential: Transforming Technical and Vocational Education and Training*, UNESCO, 2015.

9. State and public authorities on the one hand, and formal and informal economic operators and their associations, trade unions, private training programmes and NGOs on the other hand.

10. The country study conducted in 2012 as part of the feasibility assessment focused on the obstacles encountered in the implementation of reforms of vocational training policies in five African countries: Benin, Côte d'Ivoire, Ghana, Mauritania, and Rwanda.

Indeed, analysis of obstacles in the operationalisation of vocational training reforms in the four partner countries Burkina Faso, Côte d'Ivoire, Mauritania and Senegal of the IIEP-Pôle de Dakar confirms the following dysfunctions in the implementation of VET:

- lack of political will on the part of the highest-level authorities for the establishment of public-private partnerships (PPPs);
- lack of common understanding among all of the stakeholders in PPPs and VET;
- lack or insufficient level of dialogue between VET actors;
- non-existence of an adequate legal and regulatory framework on PPPs in vocational training;
- lack of an operational development strategy for PPPs;
- lack or insufficient level of financial resources for the development and functioning of PPPs;
- lack of information and competence among national stakeholders to establish PPPs at all levels of the decision-making process, and for the implementation of VET.

Regarding coordination of vocational education and training according to economic demand, the obstacles identified in the analysis included:

- a poor grasp of labour market needs and employment niches;
- the limited capacity of actors to adapt VET schemes to labour market needs; and
- a non-existent or poorly functioning monitoring system for the integration of graduates into the job market.

In terms of the certification process, the following problems are notable:

- marginalisation of professionals in the existing certification process;
- insufficient involvement of private actors in the certification process;
- a mismatch between the certification process and the needs of the labour market;
- inadequate certification standards; and
- an inadequate or non-existent 'recognition of prior learning' (RPL) system.

For VET funding, the analysis revealed:

- lack of visibility for public VET funding;
- inefficient and ineffective use of available resources;
- inefficient mechanisms for mobilising financing from the private sector; and
- poor use of the contribution potential of private actors, local authorities and civil society.

It is thus clear that some terms are not always fully understood, particularly those relating to the roles and involvement of the different actors, both public and private, at different levels of the VET process.

Aware of the importance of providing actors in vocational training with a decision-support tool – such as an overview of the situation and obtainable objectives – the IIEP-Pôle de Dakar and the Institute of Francophonie for Education and Training (IFEFE) of the International Organisation of La Francophonie (OIF) have joined forces to produce this reference document on vocational training.

It summarises partnership practices at international level, *with a focus on the roles and responsibilities of the different actors from an operational standpoint.*

1.2. METHODOLOGY

The methodology used to produce this report developed in stages.

Document review

Mapping was carried out in those countries whose vocational training systems had already proven effective thanks to the partnerships developed and maintained by public authorities and social and economic actors. It is based on the experience of OECD countries (in this case Austria, France, Germany, Portugal, Switzerland, and the United Kingdom), as well as of countries in sub-Saharan Africa (like Benin and Senegal) and North Africa (like Morocco and Tunisia).

The first step was to identify types of partnerships, the different actors involved in each type of partnership, and to explain the roles of each in the vocational training process.

Document structure and validation

It is hoped that this report will serve as a benchmark making updated information available to as many actors as possible. To this end, matrices with clear and concrete content have been drawn up to provide a synthetic overview of the types of partnerships in relation to the different levels of advancement, and the roles of actors with regard to the vocational training process. Case studies give perspective on the actors' responsibilities and challenges in each case study country in pragmatic fashion.

It is divided into two parts. The first part covers the priority processes and fields for the establishment of a partnership, the actors targeted by partnerships, and the level or types of partnership identified by the document review.

The second part examines the organization of partnerships according to the level of involvement and the sharing of responsibilities between the public and private sectors. Four levels have been identified: communication-based, advisory-based, cooperation-based, and collaboration-based, and are presented in relation to the key vocational training processes.

The summary of international experiences was entrusted to two international experts from Europe and Africa with extensive knowledge and experience in the field. The content was created as part of an iterative approach between the members of the IIEP-Pôle de Dakar and the IFEF. A meeting was also organized between the public and private actors involved in vocational training in Senegal. Its aim was to foster discussion around the concept and the choices available, and then to incorporate this feedback into the ongoing process and modify elements accordingly. The final version of the report was drafted to reflect the contributions of the IIEP-Pôle de Dakar and IFEF teams.

1.3. DESCRIPTION OF THE MAIN VOCATIONAL TRAINING PROCESSES

The process of developing, implementing and monitoring vocational training in a country advances by stages. These are summarised here with the understanding that the classification is necessarily adapted to each country in terms of level and content:

- Process 1: Analysis of the economic environment and labour market demand;
- Process 2: Analysis and planning of the VET system;
- Process 3: Certification and training design;
- Process 4: Management of skills acquisition and certification; and
- Process 5: Evaluation of the effectiveness of the VET system.

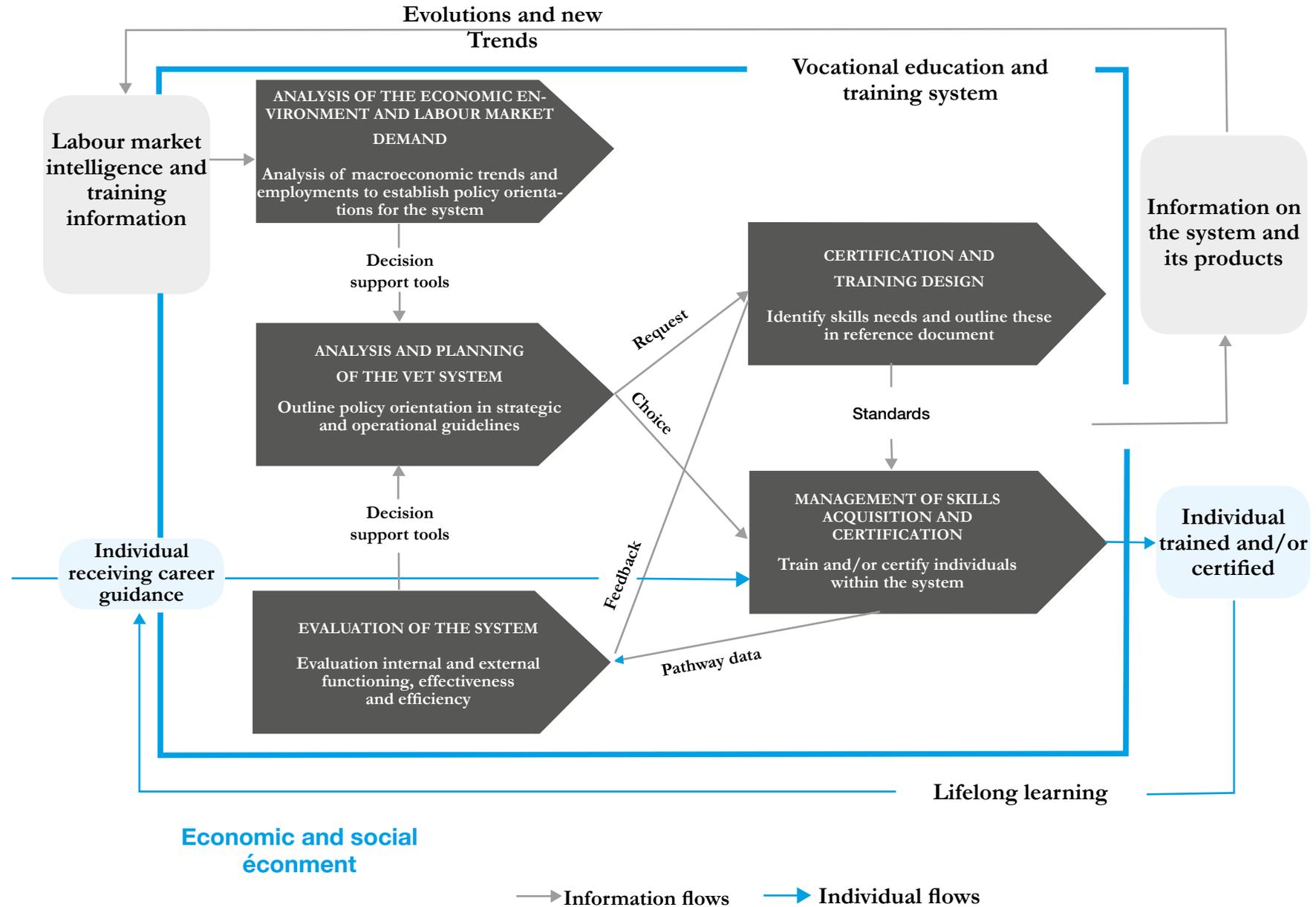
Two other cross-cutting processes should be noted:

- financing of the VET scheme; and
- quality assurance.

These seven processes are interlinked within the overall vocational training system and also as part of a linear approach. Implementation of any one of them will also have an impact on the others. For example, the monitoring of job market integration has a direct effect on the identification of economic needs in the production and updating of standards. Figure 1.1 shows the connections between the different processes and the social and economic environment. Compared to other education sub-sectors, vocational training requires that economic and civil society actors be stakeholders -- for instance as training suppliers, members of governance bodies or participants in different processes -- as well as being clients who benefit from the skills fostered by the system and purveyors of information required for internal decision-making within the system. The added value of this document lies partly in its effort to describe the different typologies and relations linking the stakeholders involved.

Cross-cutting functions such as financing and quality assurance are discussed separately. Likewise, types of system governance will emerge through the presentation of the types of partnership relationships between public and private actors and civil society.

Figure 1.1. Systemic presentation of the processes in the vocational training system



1.3.1. Process 1 – Analysis of the economic environment and labour market demand

Vocational training needs are derived from an understanding of the labour market. Training plans and the development of reference documents must be based on the evaluation of jobs and their relative importance in a country's economic activity. Macroeconomic analysis is necessary.

Macroeconomic monitoring and analysis

Most countries have economic development plans that set out global strategies and guidelines targeting a certain number of priority sectors. These plans are based on forecasts and studies, whether public or private, that are or should be shared with those responsible for VET. Development partners also carry out studies in developing countries. These economic data are supplemented by studies and research on macrosocial issues, such as studies on the demographic structure of a country or on integration. All this information on factors influencing the economy should be taken into account in VET decision-making, yet this is rarely the case in the country examples presented here.

Employment monitoring and analysis to identify skills needs

Economies need a wide range of skills. Some may be specific to a sector or an industry, such as agriculture, while others like accounting and IT are found in many sectors.

Any analysis of employment needs should look at both job training and job function.¹¹ This will help to define the tools necessary for better understanding the work and economic environment, identifying and collecting information required for planning, and managing and evaluating training in order to develop interfaces between training and employment. Job functions are determined through job clustering, which presents a common set of capacities and skills related to a trade or occupation and which are likely to be included in a single training standard.

This process also requires a prospective job watch.¹² Skills or competencies that will be needed in the future must be anticipated thus encouraging targeted investments that contribute to economic development. Rather than mere workforce planning, prospective job watch also focuses on the evolution of the labour market and its effects on the required jobs and skills. In turn, this affects which skills development pathways become available.

How is this forward looking exercise accomplished? Skills audits at national, regional and sectoral level provide a detailed analysis of current needs and draw out the potential implications of future trends. Quantitative predictions, based on labour market forecast scenarios, focus on evolutions in terms of sectors, professions and skills. Employment integration and pathway surveys can also (see Process 5) provide input about future requirements at both local and national level.

Using a variety of analytical tools and labour market watch instruments offers the best way to identify what jobs will be needed, and helps to ensure that the development of training programmes is suited to the reality and evolution of economic sectors.

This job intelligence is determined by the capacity of a government to work with representatives of economic sectors – businesses, trade organizations and associations – to obtain reliable and regular information on the existence and evolution of jobs, particularly through partnership bodies and networks.

To succeed, vocational education and training systems must be adapted to the needs of the labour market. The identification of skills needs is broken down into stages: identification of a trade, the employment potential of this trade, the skills needed for its practice, a description of the work environment, and the level of difficulty of the skills to be acquired and the frequency of their use.

Those who are directly involved with the economic and professional spheres are often best placed to understand the skills needs of the economy. But like the authorities, they must also be aware of the changes required to satisfy both local and national needs. For these reasons, their involvement with other social actors and the ministries is essential.

11. OIF, *Guides méthodologiques d'appui à la mise en œuvre de l'approche par les compétences en formation professionnelle [Methodological guides to competency-based education in VET], Guide 1 - Conception et réalisation des études sectorielles et préliminaires [Designing and conducting sectoral and preliminary studies]*.

12. UNESCO, *From Shanghai to Tangshan - Shanghai Consensus updated: working together to achieve the Education 2030 agenda. Indeed, the first section of the Tangshan Agenda is 'Anticipating and assessing skills needs'*.

1.3.2 Process 2: Analysis and planning of the VET system

Analysis and development of VET policy

Vocational education and training policy develops from analysis of a country's economic environment and occupations together with VET's relation to the education system as a whole. Consideration of –both the economic and educational spheres is necessary for ensuring VET schemes are suitable and effective.

In several of the countries presented here, VET is a sub-sector of education and must take into account the development priorities and management flows of the education system as a whole. In other countries, VET falls under economic sectors, such as commerce or industry, which strengthens VET links with private actors, but may weaken those with the education system.

While the assumption here is that VET should fall squarely within the education sector, it is also clear that VET extends beyond it because of its specific characteristics in terms of planning, financing, implementation and evaluation.

When training programmes are introduced without taking into account broader economic factors, there is greater risk of a skills mismatch between the training provided and basic economic needs. A strong partnership between the State and actors in the private sector can help to alleviate this problem and ensure that VET graduates are employable. Conversely, if policy solely meets economic requirements, the risk of not taking into account all the facets of social and individual demand in training is also heightened. The framework for action for the implementation of SDG 4 of the Education 2030 agenda (UNESCO, 2016) draws attention to this by calling for the adoption of a holistic interpretation of education which does not 'focus solely on job-specific skills'.

VET policy should therefore adopt a skills-need outlook, taking into account social demand (including the problems of access, democratization and inclusiveness) and the costs incurred by the choices made. It should constitute a lifelong learning system able to guarantee access for all to 'learning opportunities that simultaneously promote the development of skills and competencies for decent work, social and political participation, cultural development and self-fulfilment.'¹³

Several types of vocational training schemes can be put in place: full-time initial training programmes in training centres, initial training programmes that include internships, apprenticeship training programmes of variable durations (50% to 80% of training time spent within a company), and full-time apprenticeships, all more or less standardised depending on the context and the country involved. In this regard, it is important to note that so-called 'informal' or 'traditional' apprenticeships remain the primary form of vocational training as a whole in developing countries.

In-service or continuing vocational education and training (CVET) also offers several pathways, which are not limited to reinforcing job-based skills, but which often actively involve public and private training centres at both secondary and tertiary level.

These different VET models have concrete effects on the organization and financing of training schemes. In southern European countries, initial vocational education and training has been primarily a classroom-based system. In other OECD countries, such as Canada, it is also largely classroom-based. What sets the systems apart is the level of their connection to the economic environment, a connection that is embedded in skills development policies. In the case of Canada, the training institute recreates the workplace environment using the training standards accompanied by material guides which are validated by the professional sectors.

In systems where young people go to school but also spend a set amount of time in companies that have received training authorisation (e. g. Austria, Germany, Switzerland), the apprenticeship process allows learners to acquire theoretical technical instruction (knowledge) at the same time as practical skills (know-how) and an understanding of the functions and culture of a profession (soft skills). In both models of organization for initial vocational education and training, certification is provided by the State. It is the modes of organization that vary and which influence the result in terms of professional integration: according to OECD statistics, countries whose training systems are the most widely shared and commended by businesses show a lower level of unemployment for the 15-24 age range.¹⁴

13. C. Vargas, *Lifelong learning from a social justice perspective*, June 2017, UNESCO.

14. <https://data.oecd.org/unemp/youth-unemployment-rate.htm>

VET development planning

Development planning breaks down the strategic priorities into actions and activities, with implementation conditions and costs incurred, all according to a plan laid out within a given time frame. This planning results in an action plan for the implementation of the policy document, combined with a Medium-Term Expenditure Framework (MTEF) or financial planning documents under sub-regional directives (like the UEMOA directive on budget laws applicable in member countries as of 2017).

As with the preparation of VET policy, planning its development in cooperation with economic sectors and the education system as a whole is an essential condition to its success.

The need to provide career guidance that targets occupations and existing vocational training

Career guidance in numerous education systems has primarily encouraged young learners – at the end of compulsory education (9 to 10 years of schooling) and at the end of secondary schooling (10 to 13 years of schooling) - to continue on to higher education, and predominantly universities. This mass orientation has rarely taken into account the employment needs of the labour market, placing many graduates in difficulty due to qualifications that have limited or no demand from businesses.

On the other hand, a large number of young people have no qualifications at all. In some developing countries, this lack of qualifications is paired with partial or total illiteracy.

Ideally, career guidance should be a set of actions recommended by the educational community, designed to help individuals make informed and responsible decisions regarding their education and training that will prepare them for their professional future.

Career guidance should be linked to knowledge of the labour market and the reality of training schemes in each country. It helps to regulate and diversify training pathways depending on the employment potential of each economic sector and supports the integration process for young people in education and/or training, as well as supporting skills development pathways and the retraining and redeployment of working-age adults.

In several countries, career guidance mechanisms also provide support for school drop-outs in particular. In labour-intensive sectors, their efforts allow the training available to be adapted to existing jobs (highly labour intensive HLI approach).

Career guidance works best when it is tailored as closely as possible to learners, those of working age and specific communities; and when it allows representatives of professional sectors to be involved in the possible choices concerning labour market trends.

1.3.3. Process 3: Certification and training design

Skills determination

The job and occupation standard is designed to provide an overview of all business areas and occupations available to employees within an organization or company. Skills determination must therefore include determination of the standards of the occupation in question and the standards for the skills required to practice this occupation. The name given to these two standards may vary from one country to another, and in some contexts and countries they may be merged into a single reference text.

The skills framework is the centrepiece of the entire VET design process, as it contributes to identifying the skills needed to properly fulfil the functions entrusted to a person or those required for new activities within a company or organization. It thus provides a description of the distinctive characteristics of an occupation and highlights the diversity and scope of all of the activities and tasks involved. In order to be adjusted, occupational standards must be drawn up using occupational analysis (OA) techniques. Knowledge of the tasks to be accomplished in a work situation makes it possible to identify the skills needed for an occupation.¹⁵

¹⁵ For more on this subject, see 'Conception et réalisation d'un référentiel de métier-compétences', Organisation internationale de la Francophonie, Ministère de l'Éducation, du Loisir et du Sport du Québec for the French-speaking world, and www.unevoc.unesco.org/e-forum/CBE_DACUM_SCID-article.pdf for the English-speaking world.

It is therefore necessary to draw up these two standards for two reasons:

- within the framework of learning certification (recognition of prior learning, as well as training skills), these standards serve as a basis for the establishment of a certification standard which sets out the basic skills assessed during certificate-based evaluation; and
- within the framework of the establishment of a training programme tailored to the labour market, standards are necessary to form a basis for programmes that are fully in line with the activities that the learners will be carrying out once they enter the world of work.

A team is specifically formed for each occupation in order to draw up reference documents (standards for the occupation, skills and certification) using OA. These teams are composed of trade professionals, methodologists and educators. The relevance of the skills standards depends on the quality of the partnership put in place to analyse the professional environment and jobs. Close collaboration is essential between the professional community and methodologists specialised in developing standards. This approach lies at the heart of competency-based education (CBE).¹⁶

In several of the reporting countries, certification standards are summarised under a National Qualifications Framework (NQF) which classifies qualifications by level, based on learning outcomes. This classification reflects the content and profile of qualifications - that is, what the holder of a certificate or diploma is expected to know, understand, and be able to do. The learning outcomes approach also ensures that education and training sub-systems are open to one another. Thus, it allows people to move more easily between education and training institutions and sectors.¹⁷

Design and definition of training content

Training standards set out the aims of vocational training:

- prepare the learner to be operational within a given field of business operations and contribute to their development; and
- ensure the qualitative and quantitative acquisition of the skills or competencies needed to meet the current and future needs of the labour market, contribute to social, economic and cultural development and to the autonomy of the learner.

In CBE, training content is based on occupational analysis and reference documents. Content sets out the themes covered during the training, the relationship between the subjects covered and the skills to be acquired, the chronology of the training sequences and, as part of dual or sandwich training programmes, the relationships between theoretical education (in the classroom) and practical education (in the workplace).

In countries of the global North, economic sectors and specific occupational sectors within them are developing their own vocational training courses and certifications. If these training programmes adopt the same approach as that taken by national governments, their certifications can be recognised. Otherwise, they are classed as VET programmes leading to qualifications recognised by a profession. This type of training is often encouraged by governments as part of a partnership approach to allow for its dissemination at national level. In countries of the global South, numerous non-governmental organizations (NGOs) and other development partners organize vocational training programmes leading to qualification to meet an ad hoc and targeted qualification need. As they are often not linked to government initiatives, they are not officially recognised.

16. For more on this subject, see 'Guide méthodologique sur l'approche par les compétences' [Methodological guide to competency-based education], at <http://www.fpt-francophonie.org/webfpt/approche-par-competence/>

17. See <http://www.cedefop.europa.eu/fr/events-and-projects/projects/national-qualifications-framework-nqf>

1.3.4. Process 4: Management of skills acquisition and certification

Training of trainers¹⁸ and non-teaching staff

Training of trainers can be initial or continuing, technical or pedagogical. The structure of training of trainers is currently divided into two main categories:

- 1) Training of trainers modelled on the training of school teachers, with technical and pedagogical programmes run by the State in teacher training colleges for VET teachers. This is the case in France and in most countries of sub-Saharan Africa.
- 2) Training of trainers partly provided by State programmes, particularly with regard to trainers of non-technical or 'cross-cutting' disciplines such as languages, native language studies and sciences, and partly by businesses for technical disciplines relating to a given occupation. This is the case in most German and Anglo-Saxon systems.

By better integrating the training offer into VET schemes, State-centralised systems aim to incorporate a greater contribution from businesses when it comes to technical disciplines. This transition requires an extensive reform of legislation regulating the VET teaching profession in coordination with teachers' unions. It also requires reform of teaching methods used in teacher training schools and the integration of a technology watch in partnership with businesses to ensure their teaching evolves in line with workplace needs.

Switzerland: training of trainers in the dual-track VET system

In the Swiss dual education system, requirements in training of trainers diverge according to the place of education. Teachers responsible for educational training are divided into two types: (i) teachers for cross-disciplinary competencies (languages, sciences, general culture) in vocational schools undertake initial academic training, followed by a pedagogical training course at teacher training schools; and (ii) teachers in vocational schools for job-based skills are professionals from the world of work with experience practicing their occupation, and who undergo modular teacher training. To become a teacher in a technical discipline, five years of professional experience is required to be eligible.

Companies provide a large part of the learner's training in the dual system. Trainers are already actively employed, and the State provides them with short pedagogical training required to pass on their occupational knowledge and expertise. In certain trades, freelance professionals can become trainers by taking on an apprentice. The content of the training run by businesses, regardless of their size, is validated by the occupational field in question and the State. This content complies with specifications that determine the progress and duration of the training, with which the training supervisor or tutor is familiar, and ensure these are applied correctly.

With regard to non-teaching staff (including supervisory staff of the ministries concerned at national and local level), the training of trainers takes the form of more or less specialised capacity-building. Once a job profile and/or standards have been drawn up, several types of support for the work of institute directors, administrative staff and supervisory staff are put in place. Within the framework of on-the-job training, businesses often require some kind of human resource planning (HRP) course for all of their employees, including those responsible for training activities. For meeting their training needs, employers thus rely on both the internal pathways and resources available within the company or provided by professional/employers' groups, and on the à la carte continuing or in-service training schemes offered by the surrounding training institutes.

Infrastructure, equipment and materials

The implementation, delivery, assessment and certification of the training of learners in a trade also require appropriate infrastructure, equipment and materials. In principle, these requirements are identified by a needs analysis for each skill in a job/skills standard.

In the case of mixed vocational training conducted in schools and on the job, learners use pedagogical equipment in training centres, but production-based equipment in the workplace. With two learning venues, vocational training centres need to adapt to the equipment actually being used on the job, with essential help being provided by local partners to ensure consistency.

In the case of on-the-job apprenticeship (formal or informal) and in-service training or CVET, all of these concrete training inputs are the property of the company and, in the case of regulated initial apprenticeship, are inspected and in some cases backed by the public authorities responsible for training.

Implementation of training

Training methods are not selected randomly, but depend on the particular area of specialisation. However, some occupational specializations can be taught in a variety of ways and in different venues. This can be:

- solely classroom-based, with possible mandatory internships;
- classroom and on-the-job training (dual or sandwich training programmes); or
- entirely in the professional environment (in formal or informal host companies, or in 'interplant' training locations).

The form and duration as well as the assessment procedures used for qualification and certification can also vary depending on the training method. The same is true for apprenticeships.

An apprenticeship contract with an employer should comply with the legal provisions in force in countries and with the directives of the competent ministry. In dual vocational training, it is the employer and the apprentice or their legal representative who sign the contract. For sandwich-type courses, the learner maintains the legal status of student and not of an apprentice, and is therefore subject to other non-contractual forms of training, whether classroom-based or on-the-job training.

Assessment and certification

In CBE, professional organizations are not only involved in the definition of skills and content in training programmes, but also in the assessment procedures leading to final certification. Indeed, it is essential that the representatives of future employers be able to check whether the skills acquired correspond to those required for an occupation.

In the dual education system, decentralised trade associations are closely involved in final certification procedures.

When the State authorises or accredits private structures to carry out certification, it sets the standards and puts a monitoring system in place.

1.3.5. Process 5: Evaluation of the effectiveness and efficiency of VET systems

External effectiveness takes into account the products or effects of the training system observed outside of the system itself. Overall, there are three fields used to evaluate the external effectiveness of vocational training:

- Social effectiveness takes into account the public unit operating costs per education level (how much the State invests for a learner every year), the education expenses of households per education level and per child and lastly, the income gains of graduates of a given level compared to the average income of economically active persons.

- Economic effectiveness measures the degree of satisfaction among graduates with the relevance of the skills learned in relation to the jobs occupied, allowing a qualitative assessment of the relevance of the content of VET programmes and graduates' mastery of skills. The economic evaluation can be supplemented by an analysis of the changes in the quantitative sectoral needs of the labour market in connection with the number of graduates trained. This last component can be coordinated by monitoring systems that cover both the changes in qualitative and quantitative needs, taking into account new developments in techniques and production processes.
- Private-sector effectiveness seeks to determine the profitability or advantages gained by graduates at the end of their vocational training. In this case, indicators are necessary for showing short and medium-term integration into the labour market. With this in mind, the number of graduates that have found employment or not after leaving the VET system (integration or school-to-work transition), the nature of these jobs (related or not to the training programme), their pay and the proportion of graduates that continue their studies, can all be determined.

Assessing efficiency covers a very specific aspect of the evaluation of the performance of the vocational training system, that is to say the measurement of overall costs compared to achievements. Efficiency assessment includes measuring the nature and volume of the resources used to put the training programme in place and achieve results. The aim is to connect the products of the system with the resources - whether human, material, financial or other – that are available. Efficiency is the relationship between the level of effectiveness and the resources mobilised.

Within the framework of multi-actor partnerships, the access to information among graduates, businesses and training schemes is central. The greater the communication between VET systems and audiences in providing information that closely reflects reality, the better the VET systems can adapt their training programmes to meet private, social and economic demands.

In VET systems that mostly apply CBE at a single vocational training site, like in Canada, job intelligence and the measure of graduates' transition from school to work is ensured by private service providers from outside of the ministry. In apprenticeship training systems, the evaluation of external effectiveness is conducted by representatives of economic or occupational sectors in cooperation with public regional or cantonal VET departments (e. g. Germany and Switzerland). One of the economic indicators is the number of apprenticeship places offered by companies every year with no State interference.

1.3.6. Cross-cutting processes: Financing of vocational training and quality assurance

There are two cross-cutting processes: financing and quality assurance. Indeed, for each of the five key processes, the partners are called upon (in various ways, depending on the partnership established between them) to finance the actions that constitute their function and to ensure the quality of the processes and outputs that these actions produce.

Financing of the system

The diversity of the types of expenses (capital expenses, remuneration of staff, other operating expenses), the multiple sources of financing (national government, local authorities, businesses, individuals) and the overlap of levying and allocation mechanisms (registration fees, tax instruments, subsidies) complicate the circuits and flows and give a cross-cutting aspect to the financing of vocational training. Indeed, financing concerns all of the functions of the different processes of a VET system. The question also concerns all of the actors involved in the training process, which is why it has been considered useful to give specific consideration to financing in this report.

How to achieve sustainable and long-term funding of vocational training is naturally a crucial question for governments and actors alike. The objective is to establish forms of financing that provide a long-term response to demand because they are diverse and ensure the continuing availability of resources over time. In other words, modes of financing that are self-perpetuating. If we look at training solely from a cost perspective, unconnected to the benefits it provides to a nation, the equation would appear unsolvable. However, if we consider that training procures income for the State and contributes to the competitiveness of the economy while also contributing to the social development of individuals, the situation is entirely different. This report adopts an approach to the financing of training that incorporates benefits and balances these with the costs. Financing shall be explored through the presentation of financing models classified according to the partnership level of actors with regard to the mobilisation of resources, the common theme of this study.

Quality assurance

Performance assessment involves all of the actors and all of the processes and functions of the vocational training system. Each actor is invited to question the quality of their services and accomplishments. Within the VET system this is generally known as *quality assurance*.

There is no general definition of quality in technical and vocational education and training (TVET), as the concept of quality both depends on context and only becomes meaningful in relation to the achievement of pre-defined objectives. Quality assurance is a technical toolbox that can help define quality objectives, criteria and standards, and which, furthermore, can verify that progress is being made in the right direction. Thus, quality and quality assurance can only be part of a general framework for TVET reform.¹⁹

Some activities designed to assess the performance of a training system lead to an appraisal of the performance of a specific component of a training system. It is sometimes difficult to identify the source of a problem in an assessment process or to establish a causal link. A quality-based analysis highlights some of the elements of this relationship and allows for a continuous improvement strategy with regard to the VET system.²⁰

1.4. ACTORS INVOLVED IN VOCATIONAL TRAINING

A large number of actors contribute in one way or another to the functioning of the vocational training system on a national and local scale.

This report focuses on national actors who are directly involved in the development of VET, its organization, its functioning and its financing. They can be broken down into the following groups:

- **Public actors:** the ministries responsible for VET and the national bodies under their supervision (vocational training funds²¹, agencies, offices); sectoral ministries; devolved structures; local authorities; public training institutes.
- **Private social and economic partners:** national federations of employers; umbrella associations; trade unions; businesses.
- **Private VET institutes.**
- **Civil society: NGOs/CSOs, parents' associations.**
- **Learners.**
- **Development partners (DPs).**

Examples of partnership bodies will be highlighted in Section 1.5.

1.4.1. Public actors

Ministries

These include the ministries responsible for initial vocational education and training (IVET) and/or continuing vocational training (CVT) and sectoral ministries. These ministries supervise national structures and bodies that are directly involved in the VET process. The supervising ministry responsible for vocational training takes different names in different countries, which is why the generic term 'ministry' is used here; it is not uncommon, however, for other ministries to be concerned with VET as well, to different degrees, in partnership with or assisting the supervising ministry see Box on 'Ministries and vocational training').

19. Ref. European Training Foundation, Seyfried Erwin, *Quality and quality assurance in technical and vocational education and training*, MEDA-ETE Regional Project, 2008, p. 3.

20. Some countries have put in place various quality consolidation and improvement tools and initiatives for vocational training centres and institutes with the support of development partners (DPs). For example see: Tunisian Republic, Ministry of Education and Training, European Union, *National Quality Standard for VET (RNQFP)*, December 2003, 126 p.

21. Funds have different names in different countries.

Several scenarios exist with regard to the role of the ministry responsible for vocational training:

- It may be responsible for the pedagogical method and the qualification and certification standards that other ministries also responsible for vocational training (e.g. Agriculture, Tourism, Health, Youth) must apply.
- It is solely responsible for the training programmes that it puts in place without the supervision of other ministries.
- It can be responsible for initial vocational education and training as a whole in all economic sectors.

In addition to the ministries responsible for vocational training, other ministries are key to VET: the Ministry of Economy, which should be able to provide information on economic development priorities and the short- and medium-term outlooks for this development; the Labour Ministry, which should be able to give information on unemployment and recruitment potential by economic sector thanks to a computerised employment system; and lastly, the Ministry of Finance which has control over the State budget for each education sector.

Ministries and vocational training

At the crossroads of schooling and employment, education and socio-professional integration, vocational training is a major concern for individuals and for society. Yet it is often marginalised within public administrations. For several years now, many countries have sought to change their administrative approach to vocational training due to its important role for both social and the economic development. Administrative responsibilities are often centralised within a supervisory ministry but, given its importance for education, employment, social cohesion and the economy, the training component is often divided among several sectoral ministries. This complicates the partnership approach and makes the implementation of a results-based management policy more difficult.

In many South and East Mediterranean countries, as well as in sub-Saharan Africa, VET is considered as a sub-sector of national education.²² Its policy and development plan are generally linked to or incorporated into those of other sub-sectors of national education. Other ministries are also involved in one way or another. The Ministry of Finance, for example, for financing matters, the Ministry of Planning and Development or the Ministry for Cooperation, depending on the country, for obtaining funding, as well as the Ministry in charge of Crafts for the standardisation of apprenticeships and training programmes for obtaining the master craftsman qualification, and various other ministries that have indirect links to the ministry responsible for VET.

In countries where several types of VET schemes and sandwich programmes coexist, different ministries or levels of governance exercise authority. In some cases, agreements within a government facilitate the coordination between different actors and different tiers of governance, including stakeholders (notably with regard to the introduction of certifications, apprenticeship contracts and research into market needs). For example, in France, the Ministry of National Education concludes agreements with business sectors and large corporations in order to develop appropriate vocational training and apprenticeship programmes.²³

Nevertheless, in many OECD countries, coordination for VET is generally assigned to a single ministry (Ministry of Training²⁴, Ministry of Employment and Labour, or Ministry of the Economy²⁵). In Tunisia, it is overseen by the Ministry of Vocational Training and Employment.

22. See 'Governance of vocational education and training in the Southern and Eastern Mediterranean', in *Governance and Employability in the Mediterranean (GEMM)*, October 2015.

23. See Stelina Chatzichristou, Daniela Ulicna, Ilona Murphy, Anette Curth. 2014. 'Dual Education: A Bridge Over Troubled Waters?' ICF International: European Parliament. [http://www.europarl.europa.eu/RegData/etudes/STUD/2014/529072/IFPOL_STU\(2014\)529072_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/STUD/2014/529072/IFPOL_STU(2014)529072_EN.pdf)

24. Germany.

25. Austria, Switzerland.

Devolved structures

In addition to its centralised services, the State is present across the entire territory through devolved ministerial structures. Devolution thus consists of transferring decision-making authority exercised by the central government in certain domains to these subordinate local structures.

In the case of VET, devolved structures are those that are under the control of the ministry or ministries responsible for vocational training, and the ministries involved in the VET system that have the power to take action in a specific region or area of the national territory. This territorial area or region varies from one country to another. As such, directorates can be identified at regional, provincial, departmental or communal level with functions allowing them to contribute to or take action within the field of vocational training in the localities under their authority.

Germany and Switzerland: examples of a federal system

In the case of some countries with federal systems, such as Germany and Switzerland, the regions play a decisive role in the allocation of responsibilities to local powers. The German Länder and Swiss Cantons have considerable autonomy in local organization and the application of the federal vocational training policy. They implement their own legislation and regulations, which are subordinate to federal regulations.

The economic sector concerned is tasked with producing and regularly reviewing dual training content through the intermediary of its umbrella organization.

The harmonisation of educational training policies in vocational training institutes is ensured respectively by:

- the Standing Conference of the Ministers of Education and Cultural Affairs of the 16 Länder in Germany (Ständige Konferenz der Kultusminister - or KMK); and
- the Swiss Conference of Cantonal Ministers of Education (Conférence suisse des directeurs cantonaux de l'instruction publique - or CDIP) in Switzerland, composed of 26 cantons.

Coordination of non-formal vocational training in businesses is the responsibility of the federal State:

- in Germany, the Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung – or BMBF); and
- in Switzerland, the State Secretariat for Education, Research and Innovation (Secrétariat d'État à la formation, à la recherche et à l'innovation - or SEFRI).

Training institutes

Public training institutes provide vocational training to allow learners to gain qualifications in a trade. Vocational training can be initial or continuing (in-service). Initial training provides the basic knowledge and skills that are certified by a State-recognised diploma or qualification. Continuing training supplements the knowledge and skills of a person in employment and can lead to a qualification or diploma that is recognised or not by the State.

For initial training, the role of training institutes depends on the mode or type of vocational training adopted by a country: full-time residential training (for example in sub-Saharan Africa, Canada and France); residential training with time spent working in a company, a so called 'sandwich' scheme (e.g. some vocational training programmes in France); or primarily on-the-job training with short periods spent at training centres (dual education system, like in Switzerland and Germany).

Depending on the mode or type of vocational training that is adopted, training institutes operate as follows:

- **Trade schools and vocational schools offer** full-time classroom-based secondary-level education over three or four years. In countries where dual-track vocational training is the norm, these training centres provide an alternative that leads to professional diplomas identical to those of full-time schemes, but allow graduates to access more easily to higher-level VET programmes and academic courses. The example of Switzerland demonstrates that even though the two types of learners - those at a centre full time and those at a centre one day a week - receive the same diploma, the employability of people graduating from a full-time programme is considered lower than that of students completing a dual education or sandwich programme. This can be explained by the fact that young people do not gain the same knowledge of the professional world from following a full-time curricula in training centres as those who have more workplace experience. Highly industrialised countries are increasingly focusing on mixed training curricula: partly full-time classroom-based curricula in schools or training centres (one or two years), and partly curricula using the dual model (school and workplace).
- **The distinctive features of technical high schools in sub-Saharan Africa and France:** they represent the large majority of technical training institutes today in France and in the French-speaking countries of sub-Saharan Africa. These are full-time training institutes that provide three years of training in general. Their aim is to guide young learners towards higher education studies programmes (e.g. vocational Bachelor's degree, Advanced Technician's Certificate) lasting two to three years.

On-the-job training institutes include, for example:

- Vocational schools²⁶ (known as 'apprentice training centres' or centres de formation d'apprentis in France²⁷) provide apprentices with theoretical vocational knowledge and general knowledge to supplement the on-the-job training received in the workplace. This training mode is known as dual education or apprenticeship. In Austria, Germany and Switzerland it is adopted by the majority of young people in an age cohort for initial vocational training programmes, and lasts three or four years, leading to over 200 State-recognised vocational qualifications.
- Training centres, whether private or public, provide vocational training in workshops equipped with production or educational equipment. They allow learners to acquire common skills that supplement those learned on the job. These so-called 'interplant' training centres are used by industry associations and business networks to contribute to the practical training of those in dual education systems. They are mandatory for all Swiss vocational training programmes since the mid-2000s.

National VET institutions and bodies

In several countries, specialised national institutions and bodies are created under the supervision of the ministries responsible for VET to manage certain components of this sub-sector. In general, the aim is to ensure the implementation and coordination of one or more components of national VET policy or to develop and capitalise on specific national expertise thanks to greater administrative and financial flexibility/autonomy. Belgium and Côte d'Ivoire provide two different examples (see Boxes)

²⁶ Also known as *Berufsschulen* in Germany and parts of Switzerland

²⁷ For more on this subject, see <http://www.education.gouv.fr/cid216/le-centre-de-formation-d-apprentis-c.f.a.html>, consulted on 14 June 2017.

Belgium: a focus on flexibility and autonomy

The Walloon Office for Vocational Training and Placement (FOREM) is a regional public administration unit placed under the supervision of the Walloon Government, via the Ministry of Training and Employment. It has administrative autonomy, which is reflected in a joint management method involving management and advisory bodies and the implementation of a management contract.

The FOREM Management Committee negotiates and concludes a VET management contract with the Walloon Government every five years, and is responsible for its implementation and monitoring.

The Management Committee is composed of a Chairperson, a Vice Chairperson and representatives of employers' organizations and trade unions. Only the latter have voting rights. The Managing Director, Assistant Managing Director and the Deputy Managing Directors attend meetings (in an advisory capacity). Two commissioners of the Walloon Government also attend sessions.

It is the employers' organizations and trade unions that propose to the Government potential representatives to sit on the Management Committee. This procedure helps guarantee autonomy and a certain flexibility with respect to political powers, as well as continuity in the strategies applied by the FOREM.

Among other things, the FOREM ensures the coordination of a network of 25 'skills centres' (centres de compétence) that form 'training, information and awareness hubs' as part of a skills development approach aiming to respond to the needs expressed by employers and workers. The FOREM was created by Wallonia in 2000 with the goal of creating 'next generation' training centres while drawing on a partnership between the public and private sectors in order to incorporate all of the needs of socio-economic actors.

The 25 skills centres are grouped within a network that seeks to ensure consistency of objectives and actions, to standardise functioning and to develop the visibility of the network. It also oversees the overall strategy of the skills centres and the development of synergies between them.

Côte d'Ivoire: multiple ministries support VET

The National Pedagogical Institute for Technical and Vocational Education (IPNETP) is a higher technical and vocational teacher training institute placed under the administrative supervision of the Ministry of Technical and Vocational Education and Training and under the financial supervision of the Ministry of the Economy and Finances. Created by Law 75-939 of 26 December 1975 and restructured by Decree 2001-715 of 16 November 2001, it has the status of an administrative national public institution. Its aim is two-fold: to provide training for pre-service teachers for the country's entire technical and vocational education system; and also to provide continuing education and professional development for educators from public and private technical and vocational schools and organizations. Finally, it offers advice, expertise, educational products, and industrial applications for the benefit of public and private external partners.

The IPNETP has a management board composed of representatives of the ministries responsible for multiple higher education and scientific research, the economy and finance, public service, labour, national education, industry and the promotion of the private sector, commerce, tourism and crafts, as well as the National Employers Council, the Chamber of Commerce and Industry, and the Chamber of Trade.

The training fund is one of the national institutions and bodies responsible for VET that deserves particular attention. Senegal, Germany, France and Switzerland provide examples (see Boxes):

Senegal: a significant VET reform in 2014

The Vocational and Technical Training Fund (3FPT)²⁸ was created by Decree 2014-1264 on 7 October 2014 as part of a reform effort to optimise available resources and mobilise new ones to meet the growing needs of VET. Its Board of Directors is a tripartite body composed of representatives from the public and private sectors, and employers' organizations and trade unions. It is chaired by a member of the private sector.

The Directorate-General of the 3FPT is structured around four bureaux:

- Bureau of financing for business staff and professional organizations tasked with helping to identify needs and the financing of continuing training actions for employees.
- Bureau of financing for VTT, tasked with helping to develop school projects and finance performance contracts and back-to-work training.
- Bureau for financing of individual vocational training requests and tasked with financing additional training (as for apprenticeship contracts), and the training of learners enrolled in speciality certificate programmes, as well as of jobseekers through training and integration/employment contracts.
- Bureau tasked with the quality assurance of the vocational and technical training scheme.

Germany: a voluntary VET pact

Although the debate has been ongoing since the 1970s, Germany has never managed to put in place a compulsory levy on businesses that do not provide training. Instead it has turned to a training pact under which businesses provide training programmes or accept interns. Several sector-based funds also exist that are governed by collective agreements.

France: obligatory funding of VET

In 2009 France created the joint fund for securing professional career paths (FPSPP). This association is composed of trade unions and employers' organizations representative at national and inter-professional level. Every employer is obligated to fund continuing and vocational training. This obligation is determined based on the size of the company and the size of its wage bill (0.55% of the wage bill for companies with fewer than 10 employees and 1.4% for companies with more employees). Funds are collected by accredited fund collection agencies (OPCA) that also act as points of contact for employees considering a training course.

Rather than rewarding companies that provide training, France uses financial measures to sanction those that do not. At large French companies (more than 250 employees) 5% of the workforce should be employed under sandwich, continuing or back-to-work training schemes (professional training contract). Companies not complying with this requirement are penalised by a tax supplement.

²⁸ <http://3fpt.sn/>

Switzerland: most companies contribute to VET

The Swiss Vocational and Professional Education and Training Act of 2002 states: 'In order to promote the VPET system, professional organizations responsible for organizing VET, professional education, job-related CET and corresponding examinations may create and maintain their own VPET funds.' It grants the government, under certain conditions, the right to force companies to pay training contributions.

Since the enactment of this measure, almost all companies contribute to vocational training funds. Numerous funds have also been created by occupational sector or local authorities (cantons) and are managed jointly under public law by the decentralised and representative bodies of public authorities, businesses and employees.

The proceeds of these funds are used to support measures that benefit learners or all companies that provide training: 'interplant' training centres, individual assistance to people in training, professional internships, communication about training.

<< Training funds offer an institutional framework distinct from government budget channels for the collection and distribution of resources to the benefit of skills development. Their objective is to raise the productivity of the workforce and improve the competitiveness and turnover of businesses and individuals by providing them with the skills they need.

The implementation of a financing structure that enjoys relative autonomy from the government presents several advantages. It makes it possible to: (i) catalyse resources to the benefit of skills development and to contribute to the mobilisation of resources among businesses and backers; (ii) involve employers in resource management and facilitate the matching of the training offer and demand from companies; (iii) strengthen the collaboration between the social partners; (iv) improve the quality of the training offer via the certification of service providers and the introduction of performance criteria; and (v) increase efficiency in the use of resources by allocating training contracts via calls for tenders. Training funds can also reallocate some of the resources to strengthen the skills of disadvantaged groups (SMEs in the informal sector, the unemployed, young people, women).²⁹

West African countries are not without training funds. They are grouped within the African Network of Vocational Training Institutions and Funds (RAFPRO). A study commissioned by the AFD reviews their shortcomings and offers some recommendations.>>³⁰

The main criticisms of African training funds include:

- The lack of a true partnership in governance. In most cases, the State, which is overrepresented in management bodies, retains control over the levying of contributions and their allocation.
- Training funds only receive part of the resources allocated – these resources are often tapped by national treasuries (8 out of 12 cases) and only partially transferred.
- Training funds have multiple objectives that create incoherence in the allocation of the resources collected, or spread them too thinly.
- Training funds are also lacking a structured information, monitoring and evaluation system that would allow for a relevant and effective dialogue within the RAFPRO.

29. Translated from the following reference: Association for the Development of Education in Africa (ADEA), French Development Agency (AFD), Walther, Richard and Ulder, Christine - Étude sur le financement de la formation professionnelle [Study on Financing TVET], 2014, p. 34.

30. Richard Walther and Christine Ulder: 'The Financing of Vocational Training in Africa – Roles and Specificities of Vocational Training Funds', AFD - ADEA, www.adeanet.org/sites/default/files/afd-financing-vocational-training-africa.pdf

Recommendations made by the AFD study:

- States should not consider training funds as parafiscal taxes that they may use as they wish, but rather as investments in the joint development of the business and economic world to which all levies should be allocated.
- Training funds should structure the joint action of formal and informal economies and the State by targeting the objectives: development of professional skills that lead to the integration of graduates and learners into the economy, while fostering social cohesion.
- The financial investments of development partners (DPs) in training funds should strengthen them by fully involving backers in their governance in order to achieve the recommendations set out above and the objectives initially set when the training funds were created: increase funding for the development of professional skills by combining contributions from economic actors or DPs with government spending.

Local and regional authorities

A local or regional authority is a legal entity that has jurisdiction over a given territory. A local or regional authority has a name, comprises a population, has its own personnel and assets to manage with the support of a specific budget. Its structure, organization, functioning and powers vary from one country to another.

In France and most French-speaking countries in Africa, local and regional authorities are structured into municipalities, departments and regions. Municipalities are the smallest administrative unit, with regions being the largest. They are all coordinated by councils (municipal, departmental and regional) which work respectively with the mayor of the municipality, the chairman of the departmental council and the chairman of the regional council.

Countries with federal systems tend to have specific characteristics in terms of the devolution of competencies and local and regional authorities. The German Länder and Swiss cantons, for example, share the tasks incumbent on public authorities regarding training. Although decentralised entities have real legislative and regulatory competence, central governments retain their prerogative when it comes to VET through a federal law on vocational training from which regional legal provisions cannot derogate. Standing conferences of the regional ministers comprising the federal government ensure coordination.

1.4.2. Private social and economic partners

Trade organizations for employers

An employers' trade organization is an association or union of employers that advocates on behalf of its members. It can be structured by occupational sector or business sector, depending on the size of the company. The members have shared interests and their organization can take various names, such as federation, syndicate, council, chamber, order, union or association.

Depending on the partnership level adopted by a country for VET, the role of employers' organizations and trade unions differs from one country to another even though their structure may remain similar.

Trade associations represent businesses or self-employed workers in an economic or occupational sector. They promote and advocate on behalf of professions and/or economic and social sector to all of their partners (public authorities, parliament, administrations, regional and local authorities). When it comes to vocational training, they are a key component of a public-private partnership (PPP).

In countries like France, the State has established a partnership with employers' organizations at consultative level to determine the content of technical and vocational training: the State puts forward content, and economic representatives give an opinion that is taken up or not by the public authorities. One consequence of this type of partnership is the low level of involvement on the part of employers (see Box).

In countries where authorities delegate power to employers, their opinion takes precedence over that of public authorities when it comes to the skills to be taught. This is the case of countries where the dual education system provides training for up to 75% of young people in an age cohort (e. g. Switzerland).

Beyond employers' organizations, there are other cases of sectoral or geographic umbrella organizations. In sub-Saharan Africa, the informal economy is organized and structured around trade associations that either meet a business need (the association of car mechanics, for example), or a geographic need (e.g. the association of craftspeople in Commune V in Bamako). They join forces in order to obtain benefits from the government, private partners and bilateral and multilateral cooperation schemes. By linking up they can pool their facilities or respond to calls for tenders. In the agriculture sector, the craftspeople who are members of these associations or cooperatives account for all apprentices, i.e. approximately 70% to 90% of young people aged 14 to 18.

France: wide ranging partnerships with employers

Cross-industry employers' organizations are formed according to the size of companies and grouped into national umbrella organizations:

- Mouvement des Entreprises de France (MEDEF), the French Business Confederation;
- Mouvement des Entreprises de Taille Intermédiaire (METI), the industry body representing mid-sized French companies;
- Confédération des Petites et Moyennes Entreprises (CPME), which represents French SMEs.

Below are a few examples of trade associations formed according to business sector:

- Conseil National des Professions de l'Automobile (CNPA), representing professionals within the automotive industry;
- Fédération Nationale des Syndicats d'Exploitants Agricoles (FNSEA), the largest French farmers' union;
- Union Professionnelle Artisanale (UPA), the French traditional crafts industry employers' union.

Côte d'Ivoire: a focus on relevance

The VET system in Côte d'Ivoire is being reformed to get more young people into employment thanks to more relevant training programmes. A framework partnership agreement has been signed between professional organizations in the private sector, the chambers of commerce and the ministry responsible for TVET.

Economic activity has been structured and stabilised in 13 occupational sectors with the participation of HRM, business leaders, factory managers, production managers and technicians, as well as representatives of ministerial cabinets, specialised ministries, training centres, teacher training institutes, and vocational training agencies and funds. This has led to the creation of 13 sector skills councils. For each sector, a sector skills council has been founded thanks to the briefing, awareness-raising, mobilisation and coordination of the professionals concerned. This coordination is ensured by the private sector with the technical assistance of the public sector. Various other supervisory bodies have also been established, including joint steering committees (JSCs), a National Professional Sector Committee (CNBP) which is chaired by the private sector, and professional advisory commissions.

In the hotel and tourism sector, for example, this initiative included visits to businesses, OA (occupational analysis) workshops, the development of competency-based education (CBE), and an experimental phase to reform the training offer in three sectors. This collaboration allows each committee and field of expertise to map the sector. A list of occupations and their job descriptions are drawn up, so that curriculum design can take into account the needs of the private sector, such as expectations in terms of skills. It also encourages contact between VET teachers and the real-world economy.

Businesses

A business is an organization or institutional unit driven by a project broken down into strategies, policies or action plans, which is designed to generate profit by producing and supplying goods or services for a set of customers or users.³¹

Its aims are:

- Economic: the production of goods and services to satisfy a clientele and make a profit;
- Social: the creation of jobs and their maintenance and development through skills management mechanisms and career paths;
- Environmental: many companies work to incorporate ecological goals into their production processes for goods and services; and
- Societal: by adopting the concept of social responsibility, companies become key actors of society at large.

The primary objective of businesses is to produce a profit, but increasingly this is done within the framework of a sustainable development approach that includes responsibilities related to human rights, labour, the environment and the fight against corruption.³²

In order to make a profit, businesses must call on, mobilise and consume resources (material, human, financial, immaterial, and informational), and coordinate such functions as procurement, production, commerce, and IT. While trying to generate the highest level of profitability possible, they must also adapt to a competitive environment, a technical-economic sector, a socio-cultural framework, and to specific regulations.

Human resources play a vital role in the productive and innovative capacities of businesses. The greater the extent to which employees' skills are adapted to the business's activity and the marketplace, the greater the business's competitiveness and profitability. The quality of initial and continuing training received by a business's employees is therefore a key factor in its success.

In order for a business to officially exist and be registered, it must take one of the legal forms provided for in the country: sole proprietorship, company, cooperative. In some countries, especially in sub-Saharan Africa, businesses can exist without any legal form or with an incomplete legal form such as being registered with a Chamber of Commerce, but not paying taxes or declaring workers, for example. This is the case of most craft enterprises in these countries, which play an important role in training hundreds of thousands of young people. This whole sector is called the informal economy. In general, these craft enterprises produce goods and services, while also teaching young people a trade. Usually the training framework is not formally structured. The length of these so-called 'traditional' apprenticeships is not set, and the skills passed on are not formally certified. Nevertheless, people who receive training generally go on to find work in the informal economy, often through self-employment.

In sub-Saharan Africa, the agricultural sector accounts for 80% of jobs. Organized by formal businesses, cooperatives or family-owned microenterprises, the agricultural sector is fragmented. Large companies normally focus on a single product, but in the smallest structures, agri-food production and processing often involves several products depending on the season. Although their objective is also to produce profits, most income in small enterprises is reinvested in the purchase of grain and processing machines that generate more added value.

In developed countries, and particularly those in the OECD, training is structured and standardised, which sets them apart from the informal production units that also train learners. These enterprises can be of all sizes, whether SMEs, multinationals or freelancers. They host learners as part of apprenticeship or training contracts and employ trainers who are familiar with the particular trade involved. They are granted training authorization by the ministry or [devolved] authorities. To acquire theoretical vocational and general skills, learners in the dual education system alternate between training at the workplace and attending vocational schools (see above).

³¹. Definition taken from <https://fr.wikipedia.org/wiki/Entreprise>, consulted on 18 June 2017.

³². See <https://www.unglobalcompact.org/>

Trade unions

Trade unions represent the interests of employees and other salaried workers. Their structures are generally decentralised by region, occupation, area of expertise or business sector. At national level, they are grouped into confederations, federations or organizations encompassing several base unions.

Trade unions and employers' organizations may represent different interests, but become social partners when negotiating or concluding collective agreements or co-managing joint labour-management organizations. Joint funding and training organizations play an important role.

The State defines the role of trade unions by regulation. The more they are consulted upstream of the law-making process, the more their voice is heard. Typically, the more this consultation comes into effect after a law is passed, the more relations between government authorities and unions become strained. In federal systems, the interests of employees' and employers' unions are consulted upstream, whereas in countries with a centralised system the opposite tends to be true. In this case, the consequences are two-fold: laws do not always take into account the social and economic realities of running a business, and there is greater opposition with more frequent use of strikes.

For vocational training in federal countries, partnerships are established upstream of law-making processes to facilitate the sharing of responsibilities and financing (e.g. Belgium, Canada, Germany, Switzerland, United States). In centralised countries (e.g. in sub-Saharan Africa, France), vocational training is the exclusive prerogative of the State. However, employers' and employees' unions try to coordinate their efforts in order to reform and adapt these laws to economic realities. Such coordination requires the introduction of a collaboration process based on knowledge and trust, which may take time to develop.

1.4.3. Private training institutes and programmes

The vocational training market is an open market, but public authorities ensure the supervision and regulation of the training system. Indeed, the central government uses framework laws and decrees to determine the qualifications and content of training programmes and the administrative supervision of training institutes. Nevertheless, these training programmes are provided by private institutions as well as public facilities, and are considered by public authorities to be complementary to public vocational training schemes. While these institutes may be private, they differ from other private actors insofar as they perform a public service, which justifies the grants they receive from the State, as in most sub-Saharan African countries for example. This explains the choice to classify them separately from private social and economic actors to avoid confusion as to the purpose of these institutes.

1.4.4. Civil society: NGOs/CSOs, parents' associations

Civil society

There are some associations or organizations that are non-profit and whose income is necessarily reinvested in their operation - thus excluding de facto businesses - and which contribute to the development and quality of vocational training. Examples include parents' associations, and national or international non-governmental organizations (NGOs).

Numerous VET initiatives are launched by NGOs. In some countries they may provide for initial training leading to qualification for young people leaving primary education or basic education, so as to facilitate their socio-professional integration, including in the informal sector. Other training targets so-called 'vulnerable' groups: women, disabled persons, the long-term unemployed. NGOs are not generally vocational training operators themselves, but they support programmes that help young people acquire skills.

This report recommends that civil society action within the framework of public-private partnerships should be stepped up³³ for at least two reasons:

- Governments would benefit from their experience by including them in the VET development process. They have valuable knowledge of the situation on the ground, are familiar with local actors and local economic and social issues, and may already have conducted VET pilot projects.
- Governments would benefit from having families represented in all phases of the implementation of training. This (governance, financing, monitoring and assessment) would help create a social environment conducive to training and integration into the job market.

1.4.5. Learners

In the context of this report, these are learners who take training courses in training structures and/or in companies.

Two types of vocational training programmes should be considered: initial vocational training, which trains young people and adults and awards certification on completion of the course, in the form of a State-recognized diploma; and continuing or in-service training, which provides qualifications for workers with or without certification.

a) Learners in initial vocational training

In OECD countries, learners enrolled on vocational training programmes will generally have completed nine years of compulsory schooling. Their first career choices are made at the end of the 9th or 12th year of schooling. For example, in Germany and Anglo-Saxon countries, pathways between academic and VET curricula depend on the learner's abilities, skills and desire to continue their academic studies.

In sub-Saharan African countries, the learner population is more diverse. This is largely due to high population growth, between 60% and 75% of the population is currently aged under 25. Schooling of adults and young people is broken down on average as follows:

- Depending on the country, out of a cohort of children of the same age, between 30% and 50% of children finish primary school (6 years of education).
- Out of these, between 20% and 30% finish secondary education (12 years of schooling).
- Out of those completing secondary education, between 5% and 10% finish a higher education course.
- Education systems must plan for the retraining of 50% to 80% of children and young people who do not have the literacy skills required to continue quality vocational education.
- University graduates have a low integration rate, hence the need to steer them towards curricula that are more in line with the skills needs of the labour market.

Initial VET thus concerns only a minority of young people in an age cohort in all sub-Saharan countries (between 5% and 20% of young people).

The response currently adopted by countries and numerous NGOs with regard to the lack of skills in a majority of young people aged under 25 is often a social or occupational response: young people are rapidly trained in a trade without close attention being paid to the needs labour markets.

Many African countries are seeking to incorporate apprenticeships into vocational training with a dual objective: considerably increasing the number of young people with training in an initial VET course on the one hand, and providing training in line with the needs of the labour market on the other hand.

b) Learners in continuing training

Continuing training concerns employees, the unemployed and more generally anyone of working age. These training programmes lead to qualifications. Like initial training, their value lies in their economic grounding (professional gain) or skills development that leads to greater well-being (personal gain).

Continuing training is financed for the most part by employers' and employees' union organizations, businesses and beneficiaries.

33. For more on this subject, see 'Les partenariats public-privé dans le domaine de la formation professionnelle. Bilan de l'expérience de l'AFD et recommandations stratégiques' [Public-private partnerships in vocational training. Review of AFD experiences and strategic recommendations], Agathe Gondinet, Jean-Christophe Gouchon, AFD, 2014.

1.4.6. Development partners

These are international bilateral and/or multilateral partners or international financial institutions that, as part of their policy of cooperation and development assistance for countries, support the ministries responsible for VET in order to develop a sector. Examples include the French Development Agency (AFD), the Swiss Agency for Development and Cooperation (SDC), the Gesellschaft für Internationale Zusammenarbeit (GIZ) in Germany, USAID, the World Bank, the Islamic Development Bank (IsDB), the African Development Bank (AfDB), ENABEL (former BTC – Belgian Technical Cooperation), LUXDEV, IFEF and several United Nations agencies (notably the UNDP, UNICEF, UNESCO and the ILO).

1.5. VOCATIONAL TRAINING PARTNERSHIPS: DEFINITION AND CHALLENGES

Partnerships in the field of vocational training have attracted growing interest in the past few years. This phenomenon is due to recent changes in the role of the State when it comes to education in general and more specifically VET. This growing interest in partnerships for supporting VET is largely the result of population pressures and the need to ensure the employability of young people despite declining public resources, particularly in sub-Saharan Africa where a large share of State finances is used to fund public infrastructure and the burden is increasing.

These partnerships reflect the desire to reconcile education and the world of work, especially for VET which is often criticised for not sufficiently taking into account the needs of the labour market or the expectations of young people in training. Partnerships are thus seen as a tool for responding to both the requirements of employers and the question of the socio-professional integration of graduates and learners. The closer linkage between technical and vocational training and professional organizations, trade unions, businesses and other socio-economic actors is motivated by several considerations, including:

- the adjustment of training to qualification needs;
- the transfer of part of the costs of certain training programmes in sectors that use heavy equipment and advanced technology;
- the use of on-the-job training in companies;
- the involvement of businesses in the development of training and certification standards; and
- the involvement of businesses in the financing of training programmes.

In recent years, the term partnership has been used more widely to denote new forms of public action in various fields. Any question about the role of the State in VET can only be reviewed together with the notion of partnerships, as the State does not act alone but rather with the involvement or participation of stakeholders. Partnerships introduce the notion of consultation, participation, cooperation and collaboration.

1.5.1. Definition of vocational training partnerships

Partnership can be defined as ‘an active association between several parties who, while remaining autonomous, accept to pool their efforts to achieve a shared objective related to a clearly identified problem or need in which, under their respective functions, they have an interest, a responsibility, a motivation or an obligation.’³⁴

Partnerships are thus relationships through which actors join forces freely in order to design, finance, build, manage or preserve a project of shared interest. The aims pursued, the nature of the commitments and the roles and responsibilities of the partners differ according to the objectives set, which themselves determine the type of partnership (see Point 1.6). Partnerships can thus take diverse forms, from the simplest to the most complex, be of a different scale, and operate on different levels, from national/central level (between ministries and national employers’ organizations and trade unions) to local level (between the training institute and the employer), as well as on regional or departmental level (between organizations, administrations and devolved services and local authorities).

34. Translation of the definition given in ‘Dictionnaire critique de l’action sociale’ [Critical dictionary of social action], under the direction of J.-Y. Barreyre, Fayard, Paris, 1995.

Partnerships in VET involve sharing responsibilities and ownership between governments and the private sector, guaranteed by a long-term agreement.³⁵ But in order to arrive at this sharing stage, the parties (public, private and civil society) must initiate a dialogue to find consensual and satisfactory methods to develop vocational training: for public authorities and civil society, ensure the integration of trainees into employment (social and economic issue) and ensure that the skills trainees acquire are adapted to the needs of businesses for private authorities (competitiveness issue). Viewed from this angle, partnerships are not an option but a necessity. This is not a voluntary service, as the partnership requires a great deal of effort and investment, including the provision of infrastructure and equipment, the supply of services within the framework of the training process from skills identification to certification, and the management of institutes and their financing. VET partnerships are thus characterised by the following components:

- A public-private-civil society partnership and executive governance where all of the actors are co-decision-makers;
- The creation of links between public vocational training actors, private businesses or occupational sectors and civil society actors at national level (strategic level), regional or territorial level and at operational level within the framework of the development and implementation of training schemes;
- A lasting reconciliation of training supply and demand through a concerted effort by public and private actors and civil society organizations for the governance and financing of schemes with the effective involvement of non-public actors in these two fields;
- A simultaneous initial and continuing training offer allowing training centres to achieve financial balance;
- Capacity-building and strengthening of the formative value of trainers: in this case, vocational training under partnerships addresses pedagogical strategies for initial training for young people (dual education system in Austria, Germany, and Switzerland) and continuing training for experienced adults;
- The provision of public goods and/or services, the production of which may involve infrastructure designed for this purpose, financed and constructed and run by a private operator, or the outsourcing of services managed within a public framework.

Furthermore, it should not be forgotten that the public sector and the private sector that establish a partnership each constitute a heterogeneous block that needs to consolidate the partnership within its own structure. As such, public-public partnerships need to be worked on from inside certain institutions and between institutions to render the action of the public sector more efficient in cooperation with other actors. Indeed, the public sector is composed of several actors: ministries responsible for vocational training, employment and sectoral ministries, with their various central (directorates, offices, agencies) and devolved (inspectories or regional and departmental directorates, training centres and institutes) departments, local and regional authorities (regions, departments, municipalities). The vertical (hierarchical) relation between some public actors and the horizontal relation (collaboration) between the central and devolved actors and decentralised actors must promote a strong public-public partnership, which can generate effective public-private partnerships.

This is also necessary if private actors are to establish a strong private-private partnership to structure occupational and economic sectors and to create compact private blocks in the face of a compact public block. Partnerships with the private sector can be difficult to put in place if several trade associations exist within a single occupational sector.

1.5.2. Partnership bodies

A partnership is a process that is developed over time with a climate of trust between the actors, and basic conditions that promote partnership approaches. A partnership-based approach can be developed from a political partnership body or a technical or administrative structure. It is nevertheless recommended that the implementation of a partnership approach be put in place gradually based on concrete projects that can be rapidly completed. Before initiating a formal partnership-based approach, it is best to start with the introduction of an intermediary administrative structure, such as a working group or a technical committee bringing together all of the actors to analyse the situation and the needs of the economic sector – tourism, construction and public works, for example – or the training or apprenticeship programmes in this sector.. This also goes for policy bodies. In many countries, the adoption of a VET policy and the introduction of a national partnership structure are preceded by events encouraging exchanges, the emergence of consensus and the commitment of the parties involved. For example, the preparation and holding of national forums on

³⁵. Document: 'AFD and Public-Private Partnerships: From infrastructure financing to the development of essential services'.

vocational education and training help to create a network conducive to the introduction of a partnership. It is subsequently on the basis of the exchanges and the results achieved that this partnership can continue to evolve with the coordination of political and technical bodies.

Political bodies are generally positioned at national level and are put in place by public and private political structures that have come to an agreement to collaborate on identified themes and that consider it necessary to ensure a sustainable partnership framework. These are generally national councils or committees composed of those in charge of these structures. They are formed of councils of permanent technical committees tasked with considering specific questions, the results of which are submitted to them by an administrative structure – generally a permanent or technical secretariat.

The Human Resource Development Council (HRDC) in Botswana³⁶ is an example. It was established by Act No 17 of 2013 and became effective on 8 November 2013. In a supervisory capacity and acting as government advisor on human resource development, the HRDC provides a platform for the public sector, private sector and civil society to act in concert to drive the National Human Resource Development Strategy (NHRDS).

Specifically, HRDC coordinates efforts by all parties to study Botswana's education and skills development mechanism, assesses its impact on national priorities, identifies barriers to effective delivery of the NHRDS and mutually agrees on targeted solutions that should be implemented in the short, medium and long term in alignment with the strategic intent as pronounced in the NHRDS.

The implementation of the above targeted solutions are driven by a set of clear initiatives that are coordinated, promoted and overseen by the HRDC in partnership with relevant stakeholders.

The establishment of the HRDC, therefore, represents a clear acknowledgement by the government of the need to drive effective HRD through a process that engages and accommodates the input and broad participation of the public and private sectors, civil society, labour, youth, educational institutions and other key stakeholders in VET as partners in establishing an effective sector-focused HRD base.

Technical bodies are committees or working groups established to address, discuss or deliberate specific questions regarding vocational training. They are composed of actors from all of the structures involved in the partnership, generally experts in the domain. These bodies address technical questions. One example are the professional advisory commissions in France, which issue an opinion on the creation, updating and abolition of professional diplomas.

Other technical bodies have an executive role. This may be the case, for example, of governing boards that are composed of all of the actors and which make decisions within the framework of the management of institutes, such as the Technical Monitoring Committee established in Senegal and responsible for monitoring the implementation of dual vocational training.

1.5.3. Challenges of vocational training partnerships

Vocational training partnerships must be based around the key question of skills, regardless of the methods of acquisition or development, which divides the training and certification spheres.

By focusing on skills, the partnership is faced with the same challenges that vocational training itself faces as a public policy:

- **Economic growth and transition:** human capital is a decisive factor in the competitiveness of businesses (formal and informal), and, indirectly, the economy. This human capital requires diverse skills, whatever the method of acquisition, with a high degree of adaptability and anticipation. PPPs in vocational training offer the ideal framework to create a link between knowledge and know-how and soft skills so as to take into account all of the ongoing transitions (digital, climate, energy, urban planning, agricultural). However, PPPs require a review of the way skills are recognised, and of the place and legitimacy of businesses and institutes in certification. Some questions should be openly debated: are diplomas the appropriate recognition of skills? What mechanisms should be used to certify training run in partnership with the private sector?

36. <http://www.hrdc.org/bw/about-human-resource-development-council-hrdc>

- **Social cohesion:** in many developing countries, demographic growth remains very high, with millions of young people entering the labour market every year. These young people add to a working age population that is already confronted with unemployment and under-employment. Although PPPs do not generate employment, they do encourage access to high-quality vocational training programmes adapted to the needs of the labour market, and therefore, indirectly, access to employment offering decent incomes, which fosters social cohesion.
- **Development scale of public-private partnerships:** ‘Everything is determined at local level.³⁷ Local level means the territory (region, department), adapting vocational training to the needs of the territory. Local level also means using the institute and the company for sandwich training that is conducted in the classroom and on the job. In addition, local level means that the economic sector creates platforms for dialogue. As for national level, it allows for an institutional and political dialogue. Lastly, the various PPP scales must reconcile the interests of public and private actors.
- **Autonomy of institutes and adaptability/flexibility of the VET system:** ‘The world is changing, work is changing, yet training is continuing as ever.³⁸ To give institutes more latitude in adjusting their training programmes to the changes in their environments and technological advances, which are a source of concern among VET actors, it is vital that they have a minimum degree of autonomy.

Consideration of these major challenges requires long-lasting partnership frameworks, the repositioning of the State with regard to the steering of skills acquisition and development schemes, and close collaboration between development partners (complementarity, synchronization of support).

1.6. TYPES OF PARTNERSHIP

Various studies have been conducted on the types of public-private partnerships in the economic and vocational training spheres. Following the work conducted by Chelbi³⁹, the AFD⁴⁰ and the OIF,⁴¹ and the analysis of the partnership experiences in vocational training at international level, four types of partnership have been identified: communication-based, advisory-based, cooperation-based and collaboration-based. The joint efforts presented in the four different types of partnership illustrate the level of involvement required of the partners.

This distinction between the four types of partnership is purely indicative. Indeed, a country may simultaneously have various levels of partnerships depending on the approach taken, notably by sector, process/function or by actor.

1.6.1. Communication-based

A communication-based approach to partnership consists of providing the other actors with information or gaining information through various channels. It also consists of enquiring about and exploring avenues for joint work and is not generally accompanied by a commitment. The relationships between the actors/partners are very limited. A communication-based partnership corresponds to the lowest level of interaction between public and private actors and civil society involved in vocational training. It is not a true partnership operating mode, but exchanges of information between the actors allow them to get to know one another and to develop a shared culture which is central to developing a more evolved partnership.

1.6.2. Advisory-based

An advisory-based approach to partnership is the act of requesting a reasoned and expert opinion or recommendation from someone. It is characterised by meetings or other means of collecting information initiated by the requester to gather the views of the people or structures consulted. The former may or may not take into account the opinions given. This advisory approach can be conducted via bodies put in place that group the partners, or by project, or individually.

37. Chief of Staff of Senegal's Ministry of Vocational Training, Apprenticeship and Crafts in her opening statement at the regional sharing workshop on PPPs, Dakar, 2018.

38. Ms Sagna, Director of the Centre de Formation aux Métiers Portuaires et de la Logistique [Training Centre for Port Trades and Logistics].

39. Ali Chelbi: 'Réflexion sur la gouvernance des centres de formation professionnelle' [Reflection on the governance of vocational training centres], AFD, ACC, December 2012.

40. 'Étude sur les partenariats public-privé dans le domaine de la formation professionnelle' [Study on public-private partnerships in vocational training], final report, AFD rhodanienne, July 2013.

41. 'Guide de gestion des systèmes de formation professionnelle et d'apprentissage en Afrique subsaharienne' [Guide to the management of vocational education and training systems in sub-Saharan Africa]: publication produced within the framework of the International Organisation of La Francophonie (OIF) programme 'Appui à l'insertion et à la formation professionnelle' [Support for employment and vocational education and training], under the responsibility of Barbara Murin, OIF, 2016.

For vocational training, consultation consists of obtaining the reasoned opinion or recommendation of relevant actors in the management of vocational training systems and/or their implementation. This opinion may concern training policy, training strategies and contents, financing mechanisms, the management of institutes and other training centres, validation methods or the decentralisation of powers. This type of partnership requires no formal commitment from the partners, but for the sake of transparency it should be accompanied by feedback on the action taken based on the recommendations. The partners thus develop a culture of dialogue, but only one of the partners, generally the public authorities, decides on the objectives of the project and the training programme.

An advisory-based partnership is based on a loose correlation with economic demand and can be 'simple' or 'preliminary':

- Simple consultation consists of gathering the reasoned opinion of relevant actors in subjects relating to the processes or functions of vocational training. This is the approach used in some French-speaking sub-Saharan African countries when drawing up policy documents for vocational training, identifying skills needs, drawing up reference documents, and organizing training, evaluation and certification.
- Preliminary consultation has at least two objectives: one technical, and the other tactical and political. On the technical front, this procedure aims to assess the content and the measure proposed. On the political front, it consists of having a decision, a measure or a guideline validated in advance by all of the actors, including social and economic partners.

An advisory-based partnership only exists when public authorities or private sectors undertake to consult the other partners before devising or modifying the training system or implementing a vocational training process or function in which the partners consulted actively participate. National and decentralised professional organizations consult the economic sector base that they represent in response to consultations launched by national or local authorities. This is the case of Benin, for example.

1.6.3. Cooperation-based

A cooperation-based approach to partnership is a discussion between two or more stakeholders with the aim of reaching an agreement in making a decision or preparing joint action. Decisions are taken together with the parties that will implement them or bear the consequences.

A cooperation-based partnership thus pools the ideas and proposals of the different partners and makes it possible to develop complementarities between each. It is generally established within a formal framework, such as partnership cooperation committees. It leads to more sustainable relationships that are based on a moral commitment to follow up on the decisions taken during cooperation meetings. In the case of vocational training, cooperation can concern national policy or specific, sectoral or regional projects. The commitments undertaken must be honoured and implemented by each partner. Non-respect for and non-implementation of commitments by each of the parties have negative consequences on the continuation of the partnership. The actors in this arrangement generally have the following common objectives:

- Better alignment of the qualifications of graduates with economic needs;
- Better preparation of learners for the reality of the economic and business world;
- Introduction of training schemes leading more systematically to jobs;
- Avoidance of the emergence and continued existence of competing training programmes and certification, not only between the private and public sectors but also between the different ministries responsible for training;
- Increasing the number of individuals trained;
- Adapting training to the challenges of the new economy; and
- Adapting and developing a school guidance system designed to steer students to vocational training programmes with job opportunities on the labour market.

Cooperation between partners requires effective organization and structuring. Economic circles come together in employment-related organizations in the form of national umbrella trade associations or by industry. These bring together local and/or sectoral associations, chambers, and trade unions that represent private companies of all sizes, in both the formal and informal sectors. The challenges are even greater for civil society actors as, although networks of NGOs and CSOs exist, parents of learners and learners themselves are very poorly structured in most countries that have not yet decided to increase the participation of these types of actors.

Beyond the need for economic actors to comply with the legal and regulatory provisions established by the public authorities, it is up to public, private and social actors to set common objectives and demonstrate their willingness to cooperate with one another. They propose permanent or ad hoc cooperation frameworks within the context of a general training policy or within the more limited context of sector-wide or specific projects. In addition to their participation, the role of ministries and devolved authorities is to promote and coordinate this cooperation, to study and promote the proposals submitted and, where relevant, to contribute to the adaptation of the legal and regulatory framework in order to implement these cooperation projects.

A cooperation-based partnership requires the ministries concerned to surrender some of their prerogatives to private partners, community stakeholders and devolved authorities, but also to impose a framework and ensure the necessary oversight in exchange.

1.6.4. Collaboration-based

A collaboration-based approach to partnership involves contributing to a common action or cost, or both. This pooling of resources is accompanied by shared responsibilities and decision-making. In this case, the partners jointly determine the objectives to be achieved through the project or the implementation of a training programme, and share the financial and/or management responsibility for it. This represents the highest level of partnership.

A collaboration-based partnership is one in which the State, economic actors (umbrella employers' and trade union associations) and civil society actors undertake to work together on the training system as a whole or on joint projects through co-financing and/or co-management. Within a collaboration-based partnership, the objectives are jointly set and all of the partners are assigned roles and responsibilities. The latter are defined, in addition to the organizational and operational arrangements of the partnership, by national and/or local legislation, or by agreements between the partners.

The actions of public and private actors and their contributions can cover all of the functions in the vocational training process so as to render the training system compatible with the needs of the labour market.

The ministries concerned are responsible for the vocational training policy and its planning but, due to the need for efficiency and alignment with economic and social demand, they join forces with representatives from the private economy and social organizations to achieve these objectives. In addition to technical education in public schools (vocational secondary schools, training centres), which are generally disconnected from economic realities and business needs, governments are seeking to promote on-the-job training that alternates between the work place and vocational training centres. Their development necessarily entails a partnership with the private economic spheres.

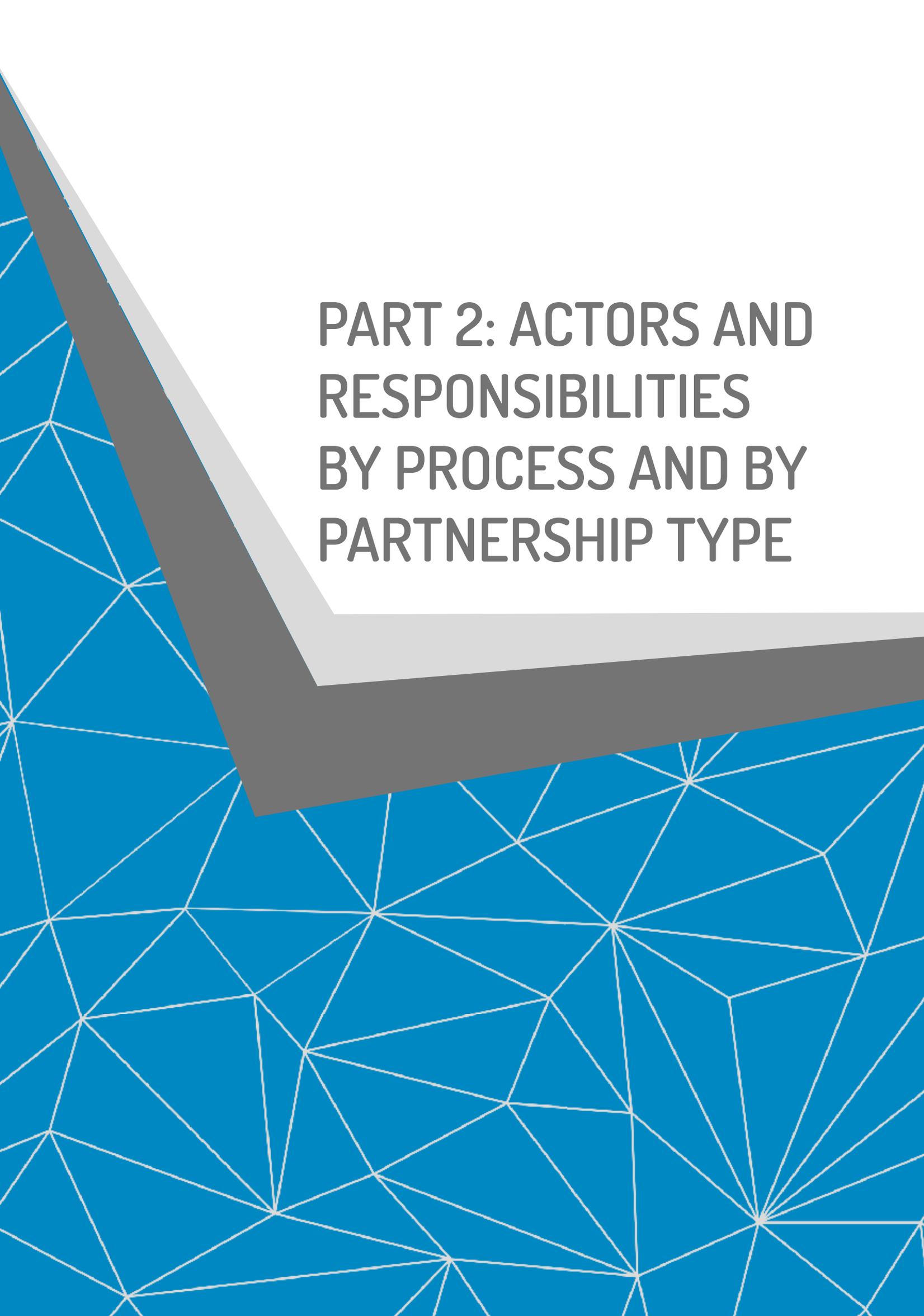
Here the aim is not just to seek the advice or cooperation of actors in steering a process, but to ensure their collaboration and follow-through for specific responsibilities, particularly in developing and implementing dual education systems.

1.7. PREREQUISITES FOR EACH TYPE OF PUBLIC-PRIVATE PARTNERSHIP

Table 1 lists the prerequisites needed to establish each of the aforementioned partnerships. It also includes recommendations for the different process functions. It should be noted that the prerequisites and recommendations are cumulative, that is to say that for one partnership type, the requirements of the prerequisites and the recommendations for the previous partnership type must have been fulfilled along with the requirements of the prerequisites and recommendations for the type of partnership to be established. This does not mean that in order to choose one partnership type, it is first necessary to use the previous types. If the conditions are met, for example, for a collaboration-based partnership, the partners can agree on and put in place this type of partnership directly without going through either cooperation-based or advisory-based partnerships.

Table 1.1. Prerequisites for public-private partnerships

TYPES OF PARTNERSHIP	PREREQUISITES FOR ACTORS	RECOMMENDATIONS FOR FUNCTIONS
COMMUNICATION-BASED	<ul style="list-style-type: none"> • All of the actors share an understanding that they will keep one another informed. • All of the actors share a willingness to collect or request information. 	<ul style="list-style-type: none"> • Identify tools and channels to use for information and communication. • Disseminate relevant and reliable information that can be used by the other actors.
ADVISORY-BASED	<ul style="list-style-type: none"> • Public authorities are clearly willing to develop vocational training systems that meet socio-economic needs. • Public authorities work on the basis of a clear desire to establish a partnership with the private sector and civil society. • Private and social actors are organized and structured. • The responsible ministries set up advisory bodies or mechanisms if none already exist and take the initiative to regularly call on them. • The actors consulted prepare for consultations via documented surveys/studies. • Private and civil society actors have gained an awareness that spurs them to take part in a dialogue with public actors. • Actors undertake to give their opinion and put forward proposals. • VET policy-makers take into account the opinions given by the advisory bodies. • Private actors and civil society gather opinions and suggestions for improvement regarding the vocational training actions put in place. 	<ul style="list-style-type: none"> • Identify areas of consultation with partners. • Draw up, where necessary, the legislative and regulatory texts required to implement consultations within the framework of the partnership. • Consult the partners before, during and after the development of the VET policy. • Initiate a pedagogical approach that requires the involvement of private partners at different stages of the preparation of reference documents. • Seek the opinions of partners on the training processes and the assessment of learners in institutes. • Include partners in the institutional steering framework at national, regional and local (institute) level in an advisory capacity. • Consult economic actors on their needs with regard to current training and foreseeable developments. • Consult economic and civil society actors on the analytical assessment of the system.
COOPERATION-BASED	<ul style="list-style-type: none"> • Public and private actors express a desire to set up forums for cooperation, to bring these into operation and to coordinate them. • The actors come together within the forums for cooperation formally put in place by a regulatory provision. • The public authorities provide the resources required for the operation of these forums for cooperation. • The members of forums for cooperation are treated with respect and fairly. • The private and civil society actors are experts in their fields of cooperation and take part voluntarily. • Public, private and social actors, members of different forums for cooperation, accept to undertake commitments and to honour them. • Public actors are willing to give up certain prerogatives in order to take part in this cooperation-based approach. 	<ul style="list-style-type: none"> • Identify and agree on areas of cooperation with partners. • Put in place institutionalised forums for cooperation for all VET processes. • Put in place a pedagogical approach involving and empowering private actors in the process of developing training standards. • Put in place a system that includes all actors in the assessment and certification framework and in the management of training institutes. • Prioritise skills needs in businesses and an in-depth analysis of social demand to develop a VET policy and its implementation.
COLLABORATION-BASED	<ul style="list-style-type: none"> • Public authorities and economic and social partners work together based on an institutionalised culture of dialogue. • Public, private and social actors share a desire to take action and work together and in synergy. • Corporate or private actors want to be involved in the establishment and development of VET. • Public authorities accept entrusting some of their roles to private and social actors within the framework of the development of VET. • The State is willing to finance a scheme in a private centre or to finance a private centre without being on the management boards. • Economic and social actors provide training centres with occupational experts and needed equipment in order to run vocational training courses in their trade. • Local authorities have a certain amount of autonomy and self-financing that allows them to regulate, make decisions and participate according to the specific local and regional characteristics on the basis of the prerogatives granted by central government. • Actors' respective duties and responsibilities have been established. • Sectoral negotiations give a co-decision-making role to employers' organizations and trade unions. • Labour organizations structured in the form of associations or trade or occupational chambers, at national, regional and/or sectoral level, are willing to commit to a training policy and the financing of a training scheme and to a co-management system alongside public and social actors. • Public authorities, in collaboration with occupational sectors, organize pedagogical training of trainers, tutors and training supervisors within companies. 	<ul style="list-style-type: none"> • Identify, negotiate and steer (role of the State) partners' areas of contribution. • Give partners strengthened prerogatives or co-decisional powers with regard to the various VET processes. • Identify needs and agree with the partners on the governance, financial model and legal status of different training schemes or centres. • Draw up the legal and regulatory framework for the training scheme and the rights and duties of the devolved authorities and the partners as part of a political and social partnership. • Jointly manage certifications for the skills acquired through formal, non-formal and informal education. • Agree with the partners on the governance and finance model for the training scheme. • Implement a planning policy for workforce demand, taking into account new needs resulting from cyclical or technological changes as well as demographic changes (replacement of employed workers leaving their jobs for various reasons: retirement, job change or migration). • Put in place an information system for the labour market and the vocational training offer updated by all of the actors, which is needed for the discussions and actions of all stakeholders.



**PART 2: ACTORS AND
RESPONSIBILITIES
BY PROCESS AND BY
PARTNERSHIP TYPE**

The roles of actors in VET can be presented according to three possible categories: by process/function, by partnership type, or by actor.

In this section, the choice has been made to examine roles by process/function. As a reminder, these processes are:

- Process 1: Analysis of the economic environment and labour market demand;
- Process 2: Analysis and planning of the VET system;
- Process 3: Certification and training design;
- Process 4: Management of skills acquisition and certification; and
- Process 5: Evaluation of the effectiveness of the VET system.

The two cross-cutting processes of financing (Process 6) and quality assurance (Process 7) are presented separately.

Part 2 thus presents a series of matrices showing the roles of all actors for the process/function considered within the framework of all types of partnerships.

Using the matrices

The aim of this report is to provide the actors involved in the vocational education and training sector with food for thought in the form of a decision-support tool that gives an overview (self-assessment) of the breakdown of their roles. It can be used to agree on a realistic evolution of the positioning of each actor with a view to greater effectiveness of the VET system. This exercise can be carried out by the actors in a given system (national, sectoral, regional, etc.) independently, or for greater objectivity, under the supervision of a third party to act as a moderator/guide.

It is clear that the first stage in this process consists of adjusting the matrix (classification of actors, processes and functions) to the context of the system in question. The classifications presented in these documents are not 'normative'. Drawing up these lists and particularly conducting a study of the processes is a pedagogical and meaningful exercise in itself to provide a framework for cooperation on all of the following aspects.

As such, concrete avenues for consideration on the use of matrices by the actors in the system are presented hereunder as an example.

In any case, a blank matrix is used as the starting point. The exercise consists of describing the role of each actor with regard to each process/function and ensuring that this description is objective. The content of each of the matrix cells is then compared with the same cell in the four model matrices presented in this document (communication-based, advisory-based, cooperation-based, collaboration-based).

Table 2.1. Model matrix showing actors and their responsibilities by process and partnership type

		Process	P x			
		Function	F xx			
		Partnership type	Communication-based	Advisory-based	Cooperation-based	Collaboration-based
Actors						
Public actors	Ministries					
	Devolved structures					
	Public training institutes					
	National bodies (funds, offices, agencies)					
	Local and regional authorities					
Private social and economic partners	Sectoral and intersectoral employers' organizations					
	Businesses					
	Trade unions					
Private training institutes						
Civil society	NGOs/CSOs					
	Parents' associations					
Learners						
Development partners (DPs)						

Table 2.2. Model matrix showing partnership type and their responsibilities by process

Process	Analysis of the economic environment and labour market demand	Analysis and planning of the VET system	Certification and training design	Management of skills acquisition and certification	Evaluation of the effectiveness of the VET system
	xx	xx	xx	xx	xx

Table 2.3. Model matrix showing actors and their process by responsibilities

		Process	Analysis of the economic environment and labour market demand				Analysis and planning of the VET system			Certification and training design			Management of skills acquisition and certification			Evaluation of the effectiveness of the VET system	
		Function	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	
Public actors	Ministries																
	Devolved structures																
	Public training institutes																
	National bodies (funds, offices, agencies)																
	Local and regional authorities																
Private social and economic partners	Sectoral and intersectoral employers' organizations																
	Businesses																
	Trade unions																
Private training institutes																	
Civil society	NGOs/CSOs																
	Parents' associations																
Learners																	
Development partners (DPs)																	

2.1 PARTNERSHIPS IN THE ANALYSIS OF THE ECONOMIC ENVIRONMENT AND LABOUR MARKET DEMAND

Communication-based partnership

The State⁴² is involved in this process from start to finish. It acts alone, without the advice or cooperation of socio-economic actors. It analyses the labour market and puts in place an economic and job trend watch based on prospective macroeconomic studies. It identifies priority economic sectors and defines training sectors as well as job functions. It pinpoints quantitative and qualitative skills needs in the economy using the information and analyses generally provided by devolved structures, training centres and ministry agencies or offices. This information is processed internally. Nevertheless, economic and social actors provide information directly or indirectly to those responsible for conducting the studies run on an ad hoc basis.

The financing funds and the development partners support the capacity-building of national actors with regard to the macroeconomic analysis and can finance macroeconomic studies.

In this process, the State informs the other actors via various communication channels – in this case audiovisual media, information sessions, newsletters and other communications tools.

As part of information campaigns, social and economic actors, civil society and local and regional authorities give their observations and, where appropriate, provide additional macroeconomic analyses or information that may or may not be taken into account. This strategy is particularly reinforced in centralised systems in which the legal framework offers little autonomy to regions and centres.

Information sharing may be organized at different levels according to the subsidiarity principle: central ministry departments and services inform central/national employers' organizations and trade unions and civil society of studies and job functions and the training sectors defined. Devolved services share the information received from the central level with regional and local representative bodies for socio-economic actors and feedback their observations. At the same time, these regional and local representative bodies convey their analyses, opinions and observations to their national representative bodies.

Although the State is the primary actor within an informative framework, information flows must go both ways: private economic actors, social actors and civil society actors must instinctively convey relevant information to public actors without waiting for information sessions or studies and vice versa. Indeed, in countries that adopt this model, the private sector conducts macroeconomic analyses or job analyses, with no connection to the public sector, in order to identify their own skills needs and guide investments, including the organization and financing of continuing training actions for employees. Sometimes professional groups rely on public data and institutions, such as national statistical institutes (NIS), but do not subsequently share their analyses. These analyses are connected to human resources management, for example, employee surveys and specific skills studies. This type of partnership is characterised by a lack of harmonisation and pooling of the results of public and private analyses.

Advisory-based partnership

As in communication-based partnerships, the State and its devolved and decentralised structures steer the analysis process of the labour market and the economic and job watch in advisory-based partnerships. However, in this type of partnership, public actors consult private economic actors, social actors and civil society before (preliminary or a priori consultation) or after (a posteriori consultation) conducting macroeconomic analyses, and after having identified priority economic sectors and their skills needs, both quantitative and qualitative, and having set the broad guidelines for training and employment. Also, in this type of partnership, learners and parents' associations express their views within a structured advisory framework.

In preliminary consultation (a priori), the State collects analyses from private economic actors and social actors on the macroeconomic situation, job and job-occupation clustering, skills needs and any other data that can be used to determine priority training sectors. In a posteriori consultation, private economic actors and social actors give their views on the macroeconomic analyses already conducted, and the job functions and training sectors already identified and the breakdown of skills needs provided by public actors. In both types of consultation, the proposals and opinions are put forward by the actors in a 'bottom up' process, from the ground to national and central bodies, with a consolidation and consistency phase. Nevertheless,

42. The State includes all of the ministries and their devolved structures responsible for training and sectoral ministries involved in vocational training.

these proposals and opinions may or may not be taken into account by public actors in the conclusions of the labour market analysis and the economic watch: the State remains the sole decision-maker.

As in communication-based partnerships, the development partners support the capacity-building of national actors with regard to the macroeconomic analysis and can finance macroeconomic studies or the consultation process itself.

Communication-based and advisory-based partnerships are characterised by disorganised access to economic and employment data and, therefore, the non-optimised use of this data.

Prerequisites for the establishment of an advisory-based partnership for Process 1

- a) Establish systematic national and local consultation mechanisms to understand the relevance of the choices made in terms of training priorities and the job functions targeted.
- b) Strengthen the capacities of national observatories when it comes to job analysis.
- c) Increase the involvement of public and private training institutes in the analysis of the relevance of choices in terms of training sectors.

Cooperation-based partnership

Cooperation in VET covers the broad economic policy orientations and priority economic sectors that predetermine job functions and training priorities. It takes place upstream, at the development phase of the terms of reference for macroeconomic studies in order to agree on their content, between public and private actors, and guides the agreed choices. The State remains the catalyst behind a cooperation-based partnership, but its driving force is composed of forums for dialogue and cooperation between public and private actors, whose commitments and decisions are implemented in order to conduct high-quality macroeconomic studies and define the job functions and priorities for training in line with the result of such studies.

The forums for cooperation put in place in Benin, France, Morocco and Quebec are a good example of this need to officialise cooperation.

Quebec: a national forum for dialogue

Partnership-based cooperation is put in place through the Commission of Labour Market Partners (Commission des partenaires du marché du travail - CPMT). This national forum for dialogue brings together representatives of employers, the workforce, the world of education, community-based organizations, and government agencies. Among other responsibilities, 'It defines workforce development needs based on labour market realities. It advises the Minister on the general guidelines of labour market policy, on the objectives to be set, and the strategies to adopt to support the workforce and promote labour market efficiency. The Commission acts as a labour market watchdog, tasked with analysing the labour market conditions and trends in order to define strategies and objectives for the workforce and employment.⁴³'

Within this framework, the public authorities (ministries, devolved structures, local and regional authorities and training institutes) cooperate with private and social actors within a formal structure on macroeconomic data and assessments and the evolution of the economic environment. Private actors (trade organizations for employers, businesses) and social actors also contribute within this framework, are involved in discussions and give their viewpoints by providing accurate data on quantitative and qualitative skills needs in a structured manner.

43. Translation of the agreement between the Minister of Employment and Social Solidarity and the CPMT concerning the responsibilities and delegated functions of the Commission, February 2008.

Prerequisites for the establishment of a cooperation-based partnership for Process 1

- a) Establish institutional, national and local mechanisms for macroeconomic analysis, and define choices and orientations in terms of training priorities and the job functions targeted.
- b) Involve businesses - through clustering, possibly supported for greater structuring and efficiency - in the monitoring of economic sectors and present and future investments.
- c) Systematically include private and social actors in capacity-building actions in terms of macroeconomic analysis and job watch organized or financed by the State and/or the development partners (DPs).

Collaboration-based partnership

A collaboration-based partnership is one of the most advanced methods used to design and implement training programmes able to mobilise the contribution of public and private actors for analysis of the economic environment and the labour market. It is based upstream, on the systematic contribution of private and civil society actors in identifying growth sectors in the economy and in monitoring job trends that subsequently lead to the definition and updating of skills to be developed within the framework of initial and continuing training.

Each actor contributes to the analysis of the labour market and the economic watch. The State, via its ministerial departments and their devolved structures, conducts and analyses prospective macroeconomic studies and labour market studies with the contribution of economic and social actors who actively participate in studies and surveys by providing information on economic trends, job structuring and job trends. It is here that the leading role of the private sector emerges in relation to this process: it coordinates and leads the watch on job trends and structures, identifies quantitative and qualitative skills needs with a strong emphasis on anticipation beyond the analysis of the present situation, and shares the results with partners in order to create a factual basis for the ensuing decisions. Public and private actors thus work together to determine the guidelines that steer VET choices with regard to job functions and training sectors.

In this type of situation, the support of DPs is focused on the creation of watch mechanisms that help to ensure the long-term viability of collaboration-based partnerships for macroeconomic analyses, or of pilot, sectoral or intersectoral initiatives that analyse job trends in order to better define the decision-making components with regard to training within the framework of a collaboration-based partnership.

Prerequisites for the establishment of a collaboration-based partnership for Process 1

- a) Entrust employers' organizations and businesses with the task of providing decision-making partnership bodies with sectoral macroeconomic data and accurate information on job trends.
- b) Put in place sustainable watch mechanisms capable of systematically providing decision-making partnership bodies with up-to-date, reliable and relevant data, incorporating strong sectoral and local dimensions.
- c) Equip institutions responsible for macroeconomic and job watches with the necessary resources and skills by selecting a management and responsibility model (public, public-private, private) tailored to the roles of the actors.
- d) Incorporate the 'skills anticipation' dimension in a structured manner for skills required by the economy in the future so as to align training policies and actions.

Matrix 2.1 : the roles of actors in relation to the functions of Proces 1

Process (P)		P1: ANALYSIS OF THE ECONOMIC ENVIRONMENT AND LABOUR MARKET DEMAND			
Function (F)		F1.1 Macroeconomic monitoring and analysis			
Partnership Type		COMMUNICATION-BASED	ADVISORY-BASED	COOPERATION-BASED	COLLABORATION-BASED
Public actors	Ministries	Analyse prospective macroeconomic studies Identify priority economic sectors Organize information campaigns Ensure a macroeconomic watch	Analyse prospective macroeconomic studies Identify priority economic sectors Consult the partners on the orientations identified Ensure a macroeconomic watch	Analyse prospective macroeconomic studies Identify priority economic sectors Cooperate with the partners on the orientations to be defined Ensure a macroeconomic watch	Analyse prospective macroeconomic studies Identify priority economic sectors Decide on policy priorities with the partners Ensure a macroeconomic watch
	Devolved structures	Share information with local actors and collect their feedback	Organize and manage the local dimension of the advisory process	Organize and manage the local dimension of the cooperation process	Organize and manage the local dimension of priority decisions
	Public training institutes				
	National bodies (training funds, offices, agencies)	Conduct macroeconomic studies Provide macroeconomic information Contribute to the financing of information campaigns	Conduct macroeconomic studies Provide macroeconomic information Contribute to the financing of the advisory process	Conduct macroeconomic studies Provide macroeconomic information Contribute to the financing of forums for cooperation	Conduct macroeconomic studies Provide macroeconomic information Contribute to the financing of joint activities to define priorities
	Local and regional authorities	Provide elements for the macroeconomic analysis Participate in information meetings	Put forward proposals from the macroeconomic analysis	Participate in the macroeconomic analysis	Participate in decisions on priorities
Private social and economic partners	Sectoral and intersectoral employers' organizations	Provide input on the macroeconomic analysis Participate in information campaigns	Give their opinion on the macroeconomic analysis	Participate in the macroeconomic analysis Monitor evolution in sectors and investments	Provide elements for the sectoral macroeconomic analysis Participate in decisions on priorities Monitor sectors and investments
	Businesses			Contribute to the monitoring of trends in sectors and investments	Contribute to the monitoring of trends in sectors and investments
	Trade unions	Participate in information campaigns	Give their opinion on the macroeconomic analysis	Participate in the macroeconomic analysis	Participate in decisions on priorities
Private training institutes					
Civil society	NGOs/CSOs				
	Parents' associations				
Learners					
Development partners (DPs)		Support the capacity-building of public actors in the macroeconomic analysis	Support the capacity-building of public actors in the macroeconomic analysis	Support the capacity-building of national actors in the macroeconomic analysis	Support the capacity-building of national actors in the macroeconomic analysis Invest in macroeconomic monitoring mechanisms with public and private actors

Process (P)		P1: ANALYSIS OF THE ECONOMIC ENVIRONMENT AND LABOUR MARKET DEMAND			
Function (F)		F1.2: Employment monitoring and analysis to identify skills needs			
Partnership type		COMMUNICATION-BASED	ADVISORY-BASED	COOPERATION-BASED	COLLABORATION-BASED
Public actors	Ministries	Determine training sectors and occupations and convey these to the partners Provide social and economic data Finance employment studies Monitor the evolution of employment and identify quantitative and qualitative economic needs	Determine training sectors and job functions in consultation with the partners Provide social and economic data Finance employment studies Monitor the evolution of employment and identify economic needs	Cooperate with the partners to define the training sectors and job functions Provide social and economic data Finance the employment analysis Ensure an employment trend watch Define quantitative and qualitative economic needs based on sectoral studies conducted in cooperation with private and social actors	Define the training sectors with all of the central and local partners Provide social and economic data Monitor employment trends Assist trade associations with studies to define skills needs
	Devolved structures	Provide data on the analysis of the training offer and its relevance with regard to existing jobs within their territory Share information with local actors and collect their feedback	Provide, after consultation with the local actors, data on the analysis of the training offer and its relevance with regard to existing jobs in their territory	Provide data on the analysis of the training offer and its relevance with regard to existing employment in their territory Organize consultations through joint and partnership commissions on the identification of skills needs	Pilot the processes to analyse the training offer and its relevance with regard to existing employment in their territory conducted by all of the local partners to make decisions and give indications for identifying skills needs to be fed back at national level
	Public training institutes	Provide data on the training offer	Give their opinion on training sectors	Participate in the definition of training sectors Collect and consult with businesses on skills needs	Utilise the results of the tracer studies Identify and express local needs in cooperation with local businesses Contribute to the definition of training sectors
	National bodies (training funds, offices, agencies)	Conduct studies on employment and training, particularly on skills needs Provide qualitative and quantitative information on existing employment Contribute to the financing of employment analysis	Conduct employment analyses and quantitative and qualitative studies on economic and skills needs Contribute to financing the advisory process	Conduct macroeconomic studies Contribute to the financing of forums for cooperation	Manage employment monitoring mechanisms and trends Contribute to the financing of joint employment analysis activities
	Local and regional authorities		Give their opinion on the job functions and training sectors	Participate in the definition of training sectors and job functions	Contribute to the definition of training sectors and job functions
Private social and economic partners	Sectoral and intersectoral employers' organizations	Provide elements for the analysis of employment and qualitative and quantitative data Give their opinion on the economic sectors and job function defined	Provide, when called on as part of the advisory-based approach, considerations on the employment analysis and quantitative and qualitative data Give their opinion on job functions and training sectors	Participate in the definition of the training sectors and job functions Ensure a watch on employment trends Participate in needs identification for the occupational sector in collaboration with the other partners Make occupational experts available	Coordinate and pilot the monitoring of employment trends, and the structuring and the identification of quantitative and qualitative skills needs and share the results with the partners Contribute to the financing of job functions Define job functions in cooperation with the public partners
	Businesses	Give their opinion on the job functions defined	Provide quantitative and qualitative considerations regarding their skills needs Give their opinion on the job and job-occupation clustering proposed	Give their opinion on the job and job-occupation clustering proposed Monitor employment trends Express their needs through trade associations	Participate in the definition of job functions: clustering of jobs and jobs-occupations that present common sets of capacities and skills
	Trade unions	Give their opinion on the economic sectors and job functions defined	Give their opinion on the training sectors and job functions	Participate in the definition of the training sectors and job functions	Participate in the definition of the training sectors and job functions
Private training institutes			Give their opinion on training sectors	Participate in the definition of training sectors Collect information and consult with businesses on skills needs	Utilise the results of the follow-up of graduates Identify and express local needs in cooperation with local businesses Contribute to the definition of training sectors
Civil society	NGOs/CSOs		Give their opinion on training sectors and job functions	Participate in the definition of training sectors and job functions	Contribute to the definition of training sectors and job functions
	Parents' associations		Give their opinion on training sectors and job functions	Participate in the definition of the training sectors and job functions	Participate in the definition of the training sectors
Learners					
Development partners (DPs)		Finance sectoral studies Support the capacity-building of public actors in employment monitoring and analysis	Finance sectoral studies and advisory meetings Support the capacity-building of public actors in employment monitoring and analysis	Finance sectoral studies and forums for cooperation Support the capacity-building of national actors in employment monitoring and analysis	Support the capacity-building of national actors in employment monitoring and analysis Support the creation of employment monitoring mechanisms

2.2 PARTNERSHIPS IN THE ANALYSIS AND PLANNING OF THE VET SYSTEM

Communication-based partnership

There are three dimensions to the analysis and planning of the training system: strategy development at national, sectoral, regional and local level, the planning process in itself (including budgetary programming), and communication and guidance regarding the training system. In this type of partnership, it is the State that dominates the process and informs the partners via more or less interlinked mechanisms according to the different cases.

Regional, local (devolved structures, training institutes) and national (training funds, agencies, offices) public actors participate in the functions of this process by providing input, notably contributions on approaches and actions to implement in regional and local contexts and in terms of quantitative and qualitative information on the training system and social demand. The communication and career guidance mechanism within this process is also controlled by the State, which designs, implements and proposes the mechanism to potential users (young people and people of working age) by informing them of occupational requirements and the training programmes available in growth sectors.

Private and social actors, with the exception of private training institutes which are included in planning (especially in countries where private institutes benefit from financial and/or non-financial advantages), are informed of the decisions of the public sector, but do not remain inactive. Indeed, professional groups, businesses and NGOs/CSOs can have their own strategies and operational action plans independent of public strategies and planning. Numerous training and skills development actions stem from these strategies and plans, but are not tied to shared objectives. Occupational communication and information mechanisms are also emerging, but are aimed more at raising awareness among young people and those of working age and guiding their choices in a specific occupation or economic sector than being linked to public strategies.

Development partners are in large part supportive of public measures through the contribution of expertise and financing for the decision-making processes and planning of activities in the VET sector.

Advisory-based partnership

In this type of partnership, the State retains its role as the responsible actor and the driving force behind the analysis and planning process for the training system, but decides to open a consultation channel with private and civil society actors. This consultation is put in place at various levels: public and private training institutes seek the opinions of private actors and NGOs/CSOs operating in their territory and feed these back to devolved ministerial structures responsible for VET which, in turn, organize consultations with all of the regional actors, including devolved representative bodies of professional groups, trade unions and civil society organizations. Intersectoral employers' organizations and businesses often contribute their opinion based on their policies and training plans developed to respond to the challenges and needs they face with regard to skills, although these are not coordinated with public policies. They feed back their skills needs via the communication and career guidance mechanism, thus providing a better overview of market demand.

Other direct and indirect beneficiaries of the training system, notably learners and parents (who form associations) are beginning to be included at an advisory level in this process, which allows them to express their expectations and thus to clearly demonstrate social demand for skills development. These actors are also beginning to make their voice heard when it comes to the effectiveness of communication and career guidance measures and play an active role in disseminating the information received to other potential learners and their families through a 'bridge function' and 'snowball' effects.

Likewise, national public and parastatal bodies (training funds, offices) play a more active role in this type of partnership by providing the elements required to design and plan the training offer.

Development partners support these functions through their expertise, but also through their assistance in the advisory process.

Prerequisites for the establishment of an advisory-based partnership for Process 2

- a) Take the regional dimension of cooperation into account when drawing up policies and their planning to obtain reliable data and ideas that reflect the needs of territories.
- b) Incorporate opinions in terms of social demand as well as economic demand in order to find a balance between both in the strategic priorities and planned actions.
- c) Rely on relevant and up-to-date information to fuel the communication and guidance measures.

Cooperation-based partnership

In a cooperation-based partnership, the State decides to cooperate with all of the public and private actors to define the general training policy guidelines, the actions to put in place with the financial resources required to implement them, and the traits and characteristics of the system to put in place, as well as ensure seamless communication for potential users of the training system.

Forums for dialogue between all actors (public, private and civil society) are put in place at national level. At local level, public and private training institutes develop projects that incorporate multi-year action plans and budgeting; this process is carried out in cooperation with the economic and social actors partnered with the training institutes (professional groups, businesses, parents, learners, NGOs/CSOs). This framework facilitates the active exchange of ideas and guidelines in line with national policy and planning, and the development of appropriate educational projects. Within this framework, devolved structures and the ministries responsible for VET supervise the development process and validate educational projects.

At regional level, devolved structures organize this cooperation with all actors and propose policy matters such as planning at national level. Local and regional authorities also play a key role in this type of partnership. They ensure the balance between social and economic demand in the development of policy and planning. Economic sectors also contribute to this process through sectoral ministries and professional groups. This leads to the emergence of sectoral policies and action plans, generally aligned with national development plans and sectoral economic strategies.

In this governance mode, the communication and career guidance mechanism focuses on integration and harmonisation: although the different actions may sometimes be carried out separately by actors, an increasing number of stakeholders directly invest in the VET system and implement the coordinated decisions in terms of the development of policy and planning so as to jointly contribute to the same objectives (e.g. growth sectors, priority training offer). Also, the influence of social actors and potential users of the training system increases in defining priorities.

The development partners support the cooperation process and the effective participation of all of the actors in the employment and training sector in an increasingly integrated manner. They also support the actions jointly agreed by aligning their initiatives with the guidelines most largely adopted by all of the stakeholders and therefore with the greatest potential in terms of ownership and sustainability.

Prerequisites for the establishment of a cooperation-based partnership for Process 2

- a) Incorporate the elements resulting from discussions between local and regional actors as part of the development of work plans.
- b) Ensure that training policy and planning are aligned with national and decentralised development plans and economic plans.
- c) Centre the actions of career guidance measures on the needs expressed by economic actors.

Collaboration-based partnership

In systems in which a collaboration-based partnership is in place, responsibility for the design, development, planning and financing of training policy at all levels (national, regional, sectoral and local) is shared by all the actors, depending on the roles and contributions defined within the operational – and possibly legal – framework of the training sector.

Partnership bodies exist at different levels and national bodies take responsibility for consolidating the different contributions from regional, sectoral and local bodies (often represented by governing boards of training institutes) in order to establish a policy and a shared planning that has been validated by all of the public, private and social actors. The positive effect of this approach also lies in the ‘social contract’ forged between the partners, with a growing trend towards the incorporation of all training actions by private actors into public policy and their alignment with its jointly determined objectives. This naturally has a significant effect on the financing of the system, which also becomes entirely partnership-based as well as more sustainable and varied. Local actions, incorporated into the work plans and action plans of training institutes as well as the training components of regional economic development actions and plan, are also aligned with policy and act as an important source of territorialisation when it comes to the policy and planning of the training system.

Madagascar: participation at every level for VET reform

Madagascar’s National Policy on Employment and Vocational Training (PNEFP - Politique Nationale de l’Emploi et de la Formation Professionnelle) was drawn up as part of a participatory process that brought together thousands of participants at the General Assemblies on Employment and Training (250 members of key institutions in the sector, July 2014) and Regional and Sectoral Forums (May 2013-December 2014, over 1,000 participants), which were organized with the support of several partners: BIT, UNESCO, AUF and AFD, among others. The priority sectors were identified in the National Development Plan and confirmed by the participants at the General Assemblies on Employment and Training - these sectors include construction and public works, tourism-hotels-restaurants, rural development, information and communication technologies, and textiles-clothing-accessories.

This process has continued since October 2015 with the official presentation of the framework document for the National Policy on Employment and Vocational Training (PNEFP), the signing of the Agreement on Employment and Training, and above all the adoption of the act determining the orientation of the PNEFP by the National Assembly on Wednesday 9 December 2015. Act No. 2015-040 was promulgated in February 2016.

Following these important steps, the ministry and its partners launched the implementation process with the drafting of the Operational Plan of Action. The latter provides for an initial 'start-up' phase for the pilot implementation of the structural reforms of the PNEFP (2016-2017) and a harmonisation process to be put in place by 2019. To launch the first phase between March and July 2016, working groups were put in place to prepare the planned reforms, particularly with regard to improving the effectiveness, efficiency and sustainability of the skills development system. The coordinators of these working groups were the directors of the Ministry of Employment, Technical Education and Vocational Training (MEETFP), although employers, trade unions, public institutions responsible for training in other ministries, public and private training institutes, and NGOs and CSOs active in the sector were also actively involved.

The communication and career guidance mechanisms also reflect this collaborative approach: actions are multiplied and are interconnected through the creation of one-off or structural partnerships between public and private actors, training institutes, civil society actors, families and learners, which organize and manage sites and activities designed to promote access to training in growth sectors and trades, particularly those identified as priority areas in policy-making and its planning.

The development partners support the establishment of partnership bodies and bring their financing into line with planning and participatory management instruments based on results (programme-contract, training funds) while also guaranteeing their own alignment with national priorities underpinned by all of the key actors.

Prerequisites for the establishment of a collaboration-based partnership for Process 2

- a) Define clear policy and planning co-financing methods among the different actors.
- b) Put in place a partnership system to monitor and assess the progress of the implementation of policy and its planning.
- c) Promote autonomy in the planning of local actors, particularly training institutes, while ensuring their alignment with national policy and the development plans for their territory.
- d) Promote multi-actor partnerships within the framework of communication and career guidance activities.

Matrix 2.2 : the roles of actors in relation to the functions of Process 2

Process (P)		P2: ANALYSIS AND PLANNING OF THE VET SYSTEM			
Function (F)		F2.1 Analysis and development of VET policy			
Partnership Type		COMMUNICATION-BASED	ADVISORY-BASED	COOPERATION-BASED	COLLABORATION-BASED
Public actors	Ministries	Analyse and draft policy and convey the broad orientations to the partners Consult with the partners Develop policy and ensure the financing of the analysis and drafting of policy	Define the broad policy orientations Consult with the partners Develop policy and ensure the financing of the analysis and development process	Analyse and develop the training policy in cooperation with the private and social partners Finance the analysis and development of the policy Validate work plans for training institutes	Develop and validate the policy with the partners Contribute to financing the analysis and development process Validate work plans for training institutes
	Devolved structures	Analyse and put forward policy considerations concerning their zones/regions Inform the regional partners of the VET policy	Organize consultation with private and social actors at regional level Put forward policy proposals from their territories	Organize consultations with private and social actors at regional level and convey the results to the ministries Supervise the development of work plans for training institutes	Organize cooperation at regional level Share the priorities defined by the partners at national level with the local actors Participate in policy validation Supervise the development of work plans
	Public training institutes	Participate in the final policy review Inform their partners and community of the policy	Give their opinion and put forward policy proposals Collect and feed back the opinions of the partners	Cooperate with the private and social partners concerned and put forward policy proposals Develop work plans in line with policy in cooperation with the partners	Organize cooperation with private and social actors Provide policy elements at devolved and central level resulting from discussions Develop work plans in line with policy with their partners
	National bodies (training funds, offices, agencies)	Provide policy elements Contribute to the financing of the analysis and development process	Provide policy proposals Contribute to the financing of the analysis and development process	Contribute to the financing of the analysis process and develop studies based on policy analysis and development	Participate in the development of policy through their studies and expertise Contribute to financing the analysis and development process
	Local and regional authorities	Participate in information campaigns	Collect and feed back their opinions and those of the partners Put forward policy proposals	Cooperate with the private and social partners in their zones/regions and put forward proposals, observations and amendments	Provide analyses and policy elements Participate in policy validation
Private social and economic partners	Sectoral and intersectoral employers' organizations	Participate in information meetings Develop training policies that mobilize public opinion and support	Put forward policy proposals, often based on their training policies Give their opinion on policy decisions	Put forward considerations, observations and amendments, often based on their training policy Participate in the analysis, development and validation of policy	Provide analyses and policy elements, often based on their training policies Mobilise their specialised expertise Participate in policy validation and align their training policies
	Businesses	Develop training policies that mobilize public opinion and support	Put forward policy proposals, often based on their training policies Give their opinion on policy decisions	Provide policy proposals resulting from their discussions with institutes and their training policies and convey these to trade associations Contribute to the development of work plans for training institutes	Provide policy elements resulting from their discussions with institutes and their training policies and convey these to trade associations Align their training policies with national policy Contribute to the development of work plans for training institutes
	Trade unions	Participate in information campaigns	Put forward policy proposals Give their opinion	Put forward policy proposals for the analysis, development and validation of policy	Provide analysis and policy elements Participate in policy validation
Private training institutes		Participate in the final policy review Inform their stakeholders of the policy	Give their opinion and put forward policy proposals Collect and feed back the opinions of the partners	Cooperate with the private and social partners concerned and put forward policy proposals Develop work plans in line with policy in cooperation with the partners	Organize cooperation with businesses Provide policy elements at devolved and central level resulting from discussions Develop work plans in line with policy with their partners
Civil society	NGOs/CSOs	Participate in information campaigns	Express their expectations Put forward policy proposals Give their opinion	Put forward policy proposals Contribute to the development of work plans for training institutes	Provide analysis and planning considerations Participate in policy validation Contribute to the development of work plans for training institutes
	Parents' associations	Participate in information campaigns	Express their expectations Put forward policy proposals Give their opinion	Put forward policy proposals Contribute to the development of work plans for training institutes	Provide policy elements and participate in policy validation Contribute to the development of work plans for training institutes
Learners			Express their expectations Put forward policy proposals Give their opinion	Put forward policy proposals Contribute to the development of work plans for training institutes	Provide analysis and policy elements Participate in policy validation Contribute to the development of work plans for training institutes
Development partners (DPs)		Support the process and capacity-building of public actors through expertise Contribute to funding	Support and capacity-building of public actors through expertise Contribute to funding	Support and capacity-building of public actors through expertise Contribute to financing forums for cooperation Contribute to the development of work plans for training institutes	Make experts available Contribute to financing the analysis and development of VET policy Contribute to the development of work plans for training institutes

Process (P)		P2: ANALYSIS AND PLANNING OF THE VET SYSTEM			
Function (F)		F2.2: VET development planning			
Partnership Type		COMMUNICATION-BASED	ADVISORY-BASED	COOPERATION-BASED	COLLABORATION-BASED
Public actors	Ministries	Draw up VET planning Inform private and social actors of the planning at national level Finance VET	Draw up VET planning in consultation with the private and social actors Finance VET	Cooperate with the partners at national, regional, local and sectoral level Finance VET Validate school work plans for training institutes	Plan VET development with the partners at national, regional, local and sectoral level Contribute to financing VET Validate work plans for training institutes
	Devolved structures	Oversee planning in their zones/regions Manage information campaigns at regional level and supervise the transmission of information at local level	Organize consultation with private and social actors at regional level Put forward planning proposals from their territories	Organize consultations with other actors at regional level and convey the results to the ministries Supervise the development of work plans for training institutes	Organize consultations with other actors at regional level and convey the results to the ministries Participate in planning validation Supervise the development of work plans for training institutes
	Public training institutes	Provide quantitative elements to devolved structures Inform their partners and community of the planning	Give their opinion and put forward planning proposals	Cooperate with the private and social partners concerned and put forward planning considerations Participate in validating planning Develop their work plans in cooperation with the partners	Cooperate with the private and social partners concerned and put forward planning considerations Participate in the review and validating of planning Develop their work plans in cooperation with their partners
	National bodies (training funds, offices, agencies)	Participate in the planning of information campaigns at national level	Put forward planning proposals and contribute to funding	Participate in cooperation and validation Contribute to financing planning at national level and training institute work plans	Participate in cooperation and validation Contribute to financing planning at national level and training institute work plans
	Local and regional authorities	Participate in information campaigns at regional and local level	Give their opinion and put forward planning proposals	Put forward joint proposals with the socio-economic actors in their zones/regions Participate in the development of work plans for training institutes	Put forward joint proposals with the socio-economic actors in their zones/regions Participate in the development of work plans for training institutes
Private social and economic partners	Sectoral and intersectoral employers' organizations	Participate in information campaigns at national and regional level Plan their own training offer separately from national planning	Give their opinion Put forward planning considerations often based on their training plans	Express their observations and amendments, and participate in planning validation Participate in the development of work plans for training institutes Contribute to national and local planning based on their training planning	Express their observations, amendments and recommendations Participate in planning validation Participate in the development and financing of work plans for training institutes Align their training offer with national and local planning Contribute to the financing of VET at national level
	Businesses	Participate in information meetings at regional and local level Plan their own training offer separately from national planning	Give their opinion Put forward planning proposals, often based on their training plans	Provide planning proposals resulting from their discussions with institutes and their training plans and convey these to trade associations Participate in planning validation Participate in the development of work plans for training institutes	Provide planning policy elements resulting from their discussions with institutes and their training plans and convey these to trade associations Participate in the development and financing of work plans for training institutes Align their own training offer with national and local planning
	Trade unions	Participate in information meetings at national and regional level	Give their opinion Put forward planning considerations	Express their needs Put forward planning considerations	Express their observations, amendments and recommendations Participate in planning validation
Private training institutes		Provide quantitative elements to devolved structures Participate in information campaigns Inform their partners and community of the planning	Give their opinion and put forward planning proposals	Cooperate with the private and social partners concerned and put forward planning considerations Participate in planning reviews and validation Develop their work plans in cooperation with their partners	Cooperate with the private and social partners concerned and put forward planning considerations Participate in planning reviews and validation Develop their work plans in coordination with their partners
Civil society	NGOs/CSOs	Participate in information campaigns Plan their training offer separately from national planning	Give their opinion Put forward planning considerations often based on their training plans	Put forward planning considerations Participate in the review and validation of planning and the development of work plans for training institutes	Put forward planning considerations Participate in the review and validation of planning for training institutes Contribute to the development and financing of work plans for training institutes
	Parents' associations	Participate in information campaigns at national, regional and local level	Give their opinion Put forward planning considerations	Put forward planning considerations Participate in the review and validation of planning and the development of work plans for training institutes	Put forward planning considerations Participate in the review and validation of planning for training institutes Contribute to the development and financing of work plans for training institutes
Learners			Give their opinion Put forward planning considerations	Put forward planning considerations Participate in the review and validation of planning and the development of work plans for training institutes	Participate in planning discussions and validation, and the development and financing of work plans through training fees
Development partners (DPs)		Support the capacity-building of public actors through expertise and financing	Support the capacity-building of public actors through expertise Contribute to the financing of the advisory process	Support the capacity-building of national actors through expertise Contribute to the financing of VET at national and local level	Support the capacity-building of national actors Participate in the development of planning by making experts available Contribute to the financing of VET at national and local level

Process (P)		P2: ANALYSIS AND PLANNING OF THE VET SYSTEM			
Function (F)		F2.3: Communication and organization of career guidance			
Partnership Type		COMMUNICATION-BASED	ADVISORY-BASED	COOPERATION-BASED	COLLABORATION-BASED
Public actors	Ministries	Design and implement the communication/career guidance mechanism Provide information on the communication/career guidance mechanism to actors Finance the communication/career guidance mechanism	Design and put in place the communication/career guidance mechanism following an advisory-process with public actors and private training centres Provide information on occupational requirements Finance the communication/career guidance mechanism	Design and put in place the communication/career guidance mechanism involving all of the actors concerned Provide information on occupational requirements Co-finance the communication/career guidance mechanism	Design and put in place the communication/career guidance mechanism involving all of the actors concerned Provide information on occupational requirements Co-finance the communication/career guidance mechanism
	Devolved structures	Open up communication/guidance spaces for individuals requesting training Provide information and advice on the occupational and training requirements in growth sectors	Open up communication/career guidance spaces for individuals requesting training Provide information and advice on the occupational and training requirements in growth sectors	Open up communication/career guidance spaces for training applicants Provide information and advice on occupational and training requirements in growth sectors	Open up communication/career guidance spaces for training applicants Provide information and advice on occupational and training requirements in growth sectors
	Public training institutes	Open up communication/guidance spaces Provide information on occupational requirements and assessment and certification procedures	Open up communication/career guidance spaces Provide information on occupational requirements and assessment and certification procedures	Open up communication/career guidance spaces Provide information on occupational requirements and assessment and certification procedures	Open up communication/career guidance spaces Provide information on occupational requirements and assessment and certification procedures
	National bodies (training funds, offices, agencies)	Participate in information and guidance	Participate in information and guidance	Co-finance information and career guidance Participate in information and career guidance	Co-finance information and career guidance Participate in information and career guidance
	Local and regional authorities		Give their opinion on the effectiveness of the system	Contribute to the definition of priorities for the communication and career guidance mechanism	Contribute to the definition of priorities for the communication/career guidance mechanism Implement communication plans targeting occupations and training
Private social and economic partners	Sectoral and intersectoral employers' organizations	Manage communication/guidance mechanisms, parallel to those of the State, targeting the occupations of their choice	Convey their needs in terms of skills to the State VET system in order to align the career guidance system Manage communication/career guidance mechanisms, parallel to those of the State, targeting the occupations of their choice	Convey their needs in terms of skills to the State VET system Define the pathways and growth sectors to promote as a priority with public actors Manage communication/career guidance mechanisms, parallel to those of the State, targeting the occupations of their choice	Contribute to the definition of the priorities for the communication and career guidance mechanism Open up communication/guidance spaces for growth sectors/pathways in line with the public VET system Provide information on occupational requirements and assessment and certification procedures in collaboration with the ministries
	Businesses	Manage communication and guidance campaigns targeting their occupations	Express their skills needs and convey them to employers' organizations and devolved or central departments Manage communication/career guidance actions targeting their occupations	Express their skills needs and convey them to employers' organizations and devolved or central departments Manage communication/career guidance actions targeting their occupations	Express their skills needs and convey them to employers' organizations and devolved or central departments Manage communication/guidance actions targeting their occupations in partnership with other actors
	Trade unions		Give their opinion on the effectiveness of the VET system	Contribute to the definition of priorities for the communication/career guidance mechanism	Contribute to the definition of priorities for the communication/guidance mechanism Open up information and guidance spaces for individuals requesting training Provide information on and promote occupations, their requirements and recruitment conditions
	Private training institutes	Open up communication/guidance spaces Provide information on occupational requirements and assessment and certification procedures	Open up communication/career guidance spaces Provide information on occupational requirements and assessment and certification procedures	Contribute to the definition of priorities for the communication and career guidance mechanism Open up communication/career guidance spaces Provide information on occupational requirements and assessment and certification procedures	Contribute to the definition of priorities for the communication and career guidance mechanism Open up communication/career guidance spaces Provide information on occupational requirements and assessment and certification procedures in partnership with public training centres and private and social actors
Civil society	NGOs/CSOs		Give their opinion on the effectiveness of the system Transmit information on growth sectors and training offers	Contribute to the definition of priorities for the communication and career guidance mechanism Transmit information on growth sectors and training offers	Contribute to the definition of priorities for the communication/career guidance mechanism Transmit information on growth sectors and training offers Manage communication/guidance actions in partnership with the other actors
	Parents' associations		Give their opinion on the effectiveness of the VET system and transmit information on growth sectors and training offers	Contribute to the definition of priorities for the communication and guidance mechanism and transmit information on growth sectors and training offers	Contribute to the definition of priorities for the communication and career guidance mechanism Transmit information on growth sectors and training offers
	Learners	Benefit from a communication/guidance mechanism	Benefit from a communication/career guidance mechanism	Benefit from a communication/guidance mechanism	Benefit from a communication/guidance mechanism Contribute to the definition of priorities for the communication/career guidance mechanism
	Development partners (DPs)	Contribute to the design and financing of the implementation of the communication/guidance mechanism	Contribute to the design and financing of the implementation of the communication/career guidance mechanism	Contribute to the design and financing of the implementation of the communication/guidance mechanism	Contribute to the design and financing of the implementation of the communication/guidance mechanism

2.3 PARTNERSHIPS IN CERTIFICATION AND TRAINING DESIGN

Communication-based partnership

Within a governance framework based on a communication-based partnership, the process relating to certification and training design is led by public actors, notably ministries and their devolved structures and national bodies specialised in this design process. Public and private training institutes also participate through the provision of their specialised human resources: general and technical trainers, educational content managers, certification and assessment experts.

It is thus these actors, within a ministry-dominated framework, that steer and finance the definition of skills and the content of training programmes by producing reference collections (occupation, skills and training) that are then disseminated among the other stakeholders at feedback and information meetings.

It should be noted that this type of partnership is characterised by a considerable shortfall: the lack of involvement of businesses and professional groups in the definition of skills and in the production of training content means that the ministry does not take into account the knowledge, expertise and opinions of these actors, and in particular formal sector companies, with regard to the targeted occupations. Indeed, businesses draw up occupation/skills standards to manage their human resources and use these as a basis to develop training content as part of skills development mechanisms in order to enhance the productivity of their employees or to prepare for operational changes in the tasks assigned to their staff. This clearly relevant contribution is not at all harnessed within the framework of a communication-based partnership.

Advisory-based partnership

Some VET systems put in place consultation mechanisms to define skills and training content. This process remains under the control of the ministries, but the roles are more clearly distinguished compared to a simple communication-based framework:

- devolved structures provide characteristic elements of occupations and, consequently, of the training offer specifically linked to their zones and regions;
- public and private training institutes feedback the elements collected thanks to the information gathered from surrounding economic actors;
- private sector actors give their opinion based on their standards and training content (which is thus made use of, albeit partially);
- NGOs and CSOs also feedback elements and content developed within the framework of their pilot projects and programmes; and
- trade unions give their opinion on the contents of standards, particularly with regard to social and safety requirements.

The development partners support this process within these mechanisms, as with communication-based partnerships, by mobilising educational, methodological and technical expertise when it comes to the content of standards.

Prerequisites for the establishment of an advisory-based partnership for Process 3

- a) Keep potential regional diversities in occupations in mind along with the differences required to guarantee the smooth functioning of training as of the content definition phase.
- b) Establish a normative framework that gives fair value to the opinions of actors so as to guarantee the alignment between training and jobs.
- c) Request to see the training standards and content already developed by economic and social actors to gain advice and inspiration.

Cooperation-based partnership

It is in this third scenario that the process picks up momentum. Aware of the usefulness of systematically involving private and social actors at all stages of the determination of skills to develop and in defining training content to ensure the closest match with real economic needs, public actors involve private sector and civil society actors to a greater extent, while still maintaining control over the process.

Although the State or the region retains the final power to validate reference documents, business and social partners are closely involved in identifying skills, and developing occupation/skills standards, certification and training. This culture of cooperation and effective involvement of economic actors in the development of the content of training programmes, as well as their assessment, empowers the partners and further motivates them with regard to the major investment in terms of time that the development of a training curriculum and its updating represents.

In a cooperation-based partnership, the State recognises the skills of economic actors and the need to exploit this great potential, which includes the experts available and the material already studied by private actors and civil society in order to provide a decisive contribution to the norms and standards that govern the entire training system. While the State retains the prerogative over the training institutes and the management of the normative framework, it works closely with all of the actors on the certification and training design process.

It is within this framework that the greatest pedagogical autonomy is given to both public and private training institutes. Part of the work, in particular with regard to training content, is therefore conducted at local level, in collaboration with training institutes and their private and social partners. Devolved structures retain the supervision of this work and the ministries still have the final say on the modifications proposed by training institutes, but this 'customisation' of training content is beneficial in tackling the challenges of providing training specific to the territories in which institutes operate, and for better adapting it to local development plans.

Prerequisites for the establishment of a cooperation-based partnership for Process 3

- a) Put in place systems and mechanisms able to guarantee the systematic participation of occupational experts in the definition and validation of all VET reference documents.
- b) Encourage the participation of training institutes in the definition of training content by extending their pedagogical autonomy in the definition of content adapted context.
- c) Highlight the success stories of economic actors and civil society organizations with regard to the skills to be developed and successfully trialled content.

Collaboration-based partnership

In a collaboration-based partnership, private actors play an essential role in the certification and training design process, and are often responsible for steering, even though the State puts in place the regulations and normative framework through its institutions in collaboration with the other stakeholders. This thus creates a strongly collaborative structure for process 3.

Indeed, the State delegates a significant portion of the responsibility – at different levels – for the process, from the definition of reference documents and training content, to businesses through their socio-professional organizations.

Austria, Germany, Switzerland: dual education in the development of training standards

In the dual education system, for example, during the development of skills standards and training plans, labour organizations also establish requirements when it comes to procedures for the recognition and certification specific to each occupation. An umbrella trade organization is selected by the federal State for the development and periodic revision of training orders (name given to training regulations). One order is set per occupation (over 200 in total), and is submitted to the ministry by the organization responsible for its preparation. The ministry is responsible for its promulgation.

At the end of the dual education process and the qualification procedure placed under the responsibility of trade associations, the graduate receives a State diploma recognized across the entire national territory. The State thus retains the overall supervision of the application of the standards and training content developed.

It is therefore vital that the private sector involves other public and social actors in the development of standards so as not to generate a situation of excess independence which could weaken the response to social needs and make access to the training system and programmes more difficult. Trade unions retain the important role of safeguarding social and security standards, and devolved and decentralized public actors, as well as training institutes, contribute significantly to the development of final documents.

Prerequisites for the establishment of a collaboration-based partnership for Process 3

- a) Clearly establish, through regulatory and legal texts, the responsibilities of private and public actors in the definition of standards.
- b) Introduce an effective and efficient quality assurance system for the revision, assessment and updating of reference documents so as to guarantee their continued alignment with the required skills.
- c) Pair private steering in this process with a greater role for economic actors in the management of skills certification (see process 4).
- d) Guarantee the interaction between the certification and training standards in the vocational training sector with those in the education sector via national frameworks.

Matrix 2.3: the roles of actors in relation to the functions of Process 3

Process (P)		P3: CERTIFICATION AND TRAINING DESIGN			
Function (F)		F3.1: Skills determination			
Partnership Type		COMMUNICATION-BASED	ADVISORY-BASED	COOPERATION-BASED	COLLABORATION-BASED
Public actors	Ministries	Steer and finance skills identification Produce and disseminate standards Inform trade associations of the skills identified	Identify skills Consult with the partners Standardise skills Provide funding	Develop standards in cooperation with the socio-economic partners concerned Finance the process	Develop the normative framework in cooperation with the partners Contribute to financing the process
	Devolved structures	Provide information to their socio-economic partners	Put forward proposals characteristic of their zones/regions Make their specialised expertise available	Contribute to the development of standards, in cooperation with other actors at regional level and feed back the results to the ministries	Mobilise their specialised expertise
	Public training institutes	Make their specialised human resources available Inform users of standards content	Feed back proposals that emerge from the advisory process with their stakeholders Make their specialised expertise available	Contribute to the definition of skills by making technical and pedagogical experts available	Mobilise their specialized expertise
	National bodies (training funds, offices, agencies)	Contribute to skills identification Contribute to the mobilisation of national and international expertise to develop standards	Contribute to skills identification Contribute to funding	Contribute to skills identification Contribute to funding	Mobilise their specialised expertise Contribute to financing the development of reference documents
	Local and regional authorities				
Private social and economic partners	Sectoral and intersectoral employers' organizations	Participate in reviews	Give their opinion Put forward considerations collected from businesses	Cooperate with the public partners on the content of standards by mobilising technical or pedagogical experts within their companies	Steer the development of standards in coordination with public actors and training institutes Mobilise their specialised expertise
	Businesses	Participate in reviews Develop their standards to manage their own human resources	Give their opinion Put forward and feed back considerations based on the standards developed to manage their human resources	Express their needs through trade associations and training structures Participate in the development of standards through experts	Mobilise their specialised expertise
	Trade unions	Participate in reviews	Give their opinion	Participate in the validation of standards	Contribute to the introduction of skills into social and safety norms
Private training institutes		Make their specialised expertise available Inform users of standards content	Feed back considerations that emerge from the advisory process with their stakeholders Make their specialised expertise available	Contribute to the definition of skills by making technical and pedagogical experts available	Mobilise their specialised expertise
Civil society	NGOs/CSOs	Participate in reviews	Put forward and feed back considerations based on the standards developed within the framework of their initiatives and/or the management of their institutes	Put forward skills proposals Make specialised human resources available	Mobilise their specialised expertise
	Parents' associations				
Learners					
Development partners (DPs)		Support the development of standards by mobilising expertise and funding	Support the development of standards by mobilising expertise and funding	Support the development of standards by mobilising expertise and funding	Support the development of standards by mobilising expertise and funding

Process (P)		P3: CERTIFICATION AND TRAINING DESIGN			
Function (F)		F3.2: Design and definition of training content			
Partnership Type		COMMUNICATION-BASED	ADVISORY-BASED	COOPERATION-BASED	COLLABORATION-BASED
Public actors	Ministries	Steer, finance and develop the normative framework and training content	Develop the normative framework and training content Finance the job function	Develop training content and the normative framework in cooperation with the private and social actors Validate specific content put forward by institutes	Develop the normative framework in cooperation with the partners Put in place the mechanism and certify it Contribute to funding
	Devolved structures	Inform the socio-economic partners in their zones/regions of training content	Put forward proposals characteristic of their zones/ regions Make their specialised expertise available	Consult with the socio-economic partners on the normative proposals of content Supervise and support the definition of training content by institutes	Mobilise their specialised expertise
	Public training institutes	Make their specialised human resources available Inform their partners and community of training content	Feed back the observations of their stakeholders Make their specialised expertise available	Cooperate with the partners, particularly businesses, to define training content to be validated at central level Make technical and pedagogical experts available for projects at national level	Mobilise their specialised expertise
	National bodies (training funds, offices, agencies)	Contribute to the definition of training content Contribute to the financing of job functions	Contribute to the definition of training content Contribute to the financing of job functions	Contribute to the definition of training content at national level Contribute to the financing of job functions	Mobilise their specialised expertise Contribute to financing job functions
	Local and regional authorities				
Private social and economic partners	Sectoral and intersectoral employers' organizations	Participate in reviews	Give their opinion Put forward considerations collected from businesses	Cooperate at national level and with institutes on the content of standards by mobilising technical or pedagogical experts	Steer the development of training content Mobilise their specialised expertise Contribute to financing job functions
	Businesses	Participate in information campaigns Develop their training content to manage their own human resources	Put forward and feed back considerations based on the training content developed to manage their human resources	Participate in the development of training content at national level and with institutes by making occupational experts available	Mobilise professionals in their occupations
	Trade unions	Participate in information campaigns and reviews	Express their opinion on social and safety content considerations	Express their opinion on social and safety content considerations	Ensure compliance with social and safety norms
Private training institutes		Make their specialised expertise available Inform their stakeholders of training content	Feed back the observations of their stakeholders Make their specialised expertise available	Cooperate with the partners, particularly businesses, to define training content to be validated at central level Make technical and pedagogical experts available for projects at national level	Mobilise their specialised expertise
Civil society	NGOs/CSOs	Participate in information campaigns	Put forward and feed back considerations based on the training content developed within the framework of their initiatives and/or the management of their training institutes	Put forward proposals for training content Support the definition of training content by partner institutes Make specialised human resources available	Mobilise their specialised expertise
	Parents' associations	Participate in information campaigns and reviews	Give their opinion on training contents	Put forward proposals for training content at institute level Express their opinion on the relevance of training content	Express their opinion on the relevance of training content
Learners					
Development partners (DPs)		Support the development of training content by mobilising expertise and funding	Support the development of training content by mobilising expertise and funding	Support the development of standards by mobilising expertise Contribute to the financing of the process and the development of pedagogical tools	Support the development of standards by mobilising expertise Contribute to the financing of the process and the development of pedagogical tools

2.4 PARTNERSHIPS IN THE MANAGEMENT OF SKILLS ACQUISITION AND CERTIFICATION

Communication-based partnership

This process represents the core of the training system as a whole, that is to say, the acquisition of skills and the certification of the skills acquired by different types of learners involved in VET: young people, workers, the unemployed.

This type of partnership is synonymous with a mainly State-run and centralized VET system: the normative frameworks, the mechanisms and decisions relating to the organization of training and the assessment and certification of skills, to the management of training assets and physical inputs (infrastructure, equipment, materials), to standards and the staff management system, all fall under the authority of the ministries responsible for training.

This is a segmented VET system: on the one hand, there is residential and classic training, run in training institutes as part of a classroom-based approach, with no significant involvement of economic actors. On the other hand, non-formal skills development activities exist that are not certified by the State, which are conducted by companies and civil society structures (NGOs, CSOs) as part of the response to economic and social demand. These non-formal systems, which are widespread in sub-Saharan Africa, are characterised by a very low absorption capacity at the level of the formal VET system, as well as by a high level of non-formalisation of the apprenticeship system which is still often linked to 'traditional' practices of the intergenerational transfer of skills related to a specific occupation, within very low technical and technological contexts. These systems are also seen in more developed contexts, where the private sector decides not to tie itself to public recognition: these represent private and non-standardised VET systems.

In this type of partnership, the State pays little attention to the regional and local level. Devolved structures support the coordination, control and monitoring of the decisions taken at national level and implemented by training institutes. The latter are managed in an 'interventionist' style by non-partnership bodies (headteachers 'appointed' by central decision-makers), which often take a bureaucratic and administrative approach and make no provision for integration with other stakeholders in the territory.

Financing as a whole is guaranteed by the State and is often fully allocated to public organizations and training institutes. The development partners support the State, but try to introduce modifications through pilot capacity-building programmes and projects or the introduction of innovative training and certification systems.

Advisory-based partnership

In an advisory-based partnership, the State retains the central role in the management of this process, but it consults the stakeholders in the definition of various systems, norms and standards related to the implementation of skills development.

With regard to identifying needs (for example, staff training or investments in equipment and infrastructure), an information chain is established to feed back elements from training institutes to central level via devolved structures. This improves the collection of data and offers the possibility to better introduce more effective tools like capacity-building actions for staff not solely based on needs, but also on occupational training standards that govern all of the human resources management actions and careers.

The definition of norms and standards and decision-making, still in the hands of the public sector, is enriched by the opinions of all of the actors involved: employers' organizations and businesses provide information on the progress of techniques and technologies which help the ministries take them into account, and to structure practical training courses for trainers which also help to improve the relevance of the training provided; local authorities and social actors give their opinions on the choice of investment in infrastructure, which facilitates the social acceptance of new elements introduced into the system.

Finally, this phase also sees the emergence of embryonic partnerships between training institutes and economic actors, which lead to internship opportunities (mandatory or not depending on the context) after training courses. This is the first step to more concerted action in the implementation of training programmes, but it is also the first sign of a possibility to integrate both systems (public and formal and private schooling in the non-formal labour sector) which, in this phase, remain separate. The financing and management of institutes are similar to the first scenario.

Prerequisites for the establishment of an advisory-based partnership for Process 4

- a) Develop standards for occupations and skills for the staff involved in the training system, as a basis for the implementation of a true human resource planning (HRP) process.
- b) Create a feedback system for businesses on the content and conduct of training in order to guarantee the updating of pedagogical methods and learners' development of relevant skills.
- c) Structure the internship period for learners, in collaboration with economic actors, by targeting the skills to be developed by the interns during their on-the-job training.

Cooperation-based partnership

With the implementation of concerted training governance, several changes occur. All of the standards, norms and mechanisms of this process are defined following discussions with all of the public and private partners, and it is this discussion on the 'ground rules' which paves the way for the real involvement of private and social actors in the training system.

The role of the private economic sector in training and certification becomes increasingly significant. Structured apprenticeship (standardised and certified in collaboration with the State) is developed within this framework, and functions as a supplement to formal training and schooling. Businesses sign apprenticeship contracts with apprentices as part of a legal and training framework defined in collaboration with public actors, which ensure the quality of training delivery. At the same time, private certifications are developed that are recognised and regulated by the State, and managed by employers' organizations under the supervision of the devolved structures of the ministries responsible for vocational training.

In terms of training institute management and the running of training programmes, this cooperation takes the form of governing boards that act as decision-making bodies at institute level: private partners, learners, parents' associations, local and regional authorities and civil society organizations are all involved, notably in the drafting of work plans and their programming (see process 2). This cooperation also covers the choice of infrastructure and human resources management, as well as the implementation of training and certification. This requires a more rigid structuring of links between training institutes and economic and social actors: training modules are run directly in companies using the company's infrastructure, equipment and human resources. Employer and trade union representatives sit on the certification panels of partner training institutes; employers' organizations and businesses mobilise occupational experts to run classroom-based training courses as well as an initial and/or continuing training curriculum for trainers and training supervisors.

Multi-actor forms of financing appear in this type of partnership to consolidate State funding: public and private institutes generate their own revenue; businesses, employers' organizations and CSOs/NGOs organize and award private certification; local and regional authorities support training institutes or certain categories of disadvantaged learners directly.

Prerequisites for the establishment of a cooperation-based partnership for Process 4

- a) Structure and standardise the training offer in the workplace, particularly through on-the-job apprenticeships for young people.
- b) Encourage the completion of a part of the training courses in companies or an institute, but with the direct participation of economic actors as trainers.
- c) Encourage and regulate official partnerships between training institutes and economic actors.
- d) Promote the participation of economic actors in the initial and continuing training system for technical trainers, while recognising the different approaches and needs between trainers in institutes and for apprenticeships.

Collaboration-based partnership

The responsibility in the management of skills acquisition and certification is shared between all of the actors in this scenario. The State continues to play a normative steering role and therefore guarantees the implementation of choices, standards and mechanisms, which are now defined jointly with all of the actors in shared decision-making structures: standards for training occupations and staff training pathways; investments in infrastructure, equipment and materials; and an organizational framework for training and certification mechanisms for learning outcomes and prior learning.

The non-formal initial and continuing training offer in companies or steered by civil society actors (NGOs, CSOs) tends to disappear as training actions are incorporated into the training system through tailored mechanisms.

The increased involvement of the private sector in the delivery of training, in collaboration with training institutes, allows for the creation of dual education systems (on-the-job training or apprenticeships), in which part of the training is conducted in institutes but where most takes place directly in companies, and therefore with a significant private sector contribution in terms of infrastructure, equipment, materials, and human and financial resources. These mechanisms are very efficient and help to identify the challenges of a training programme for large numbers of people while guaranteeing greater relevance of the offer with regard to the labour market.

Benin: for a greater recognition of skills

Faced with rapid technical development, profound social changes, and a more complex economic environment, the Benin government has launched a redistribution of responsibilities in training young people looking to learn a trade. The reform of the education system, through the reform of technical and vocational education and training (TVET), has notably turned its attention to the certification of apprenticeship-based training. The operationalisation of the Occupational Skills Certificate exam (Certificat de Qualification aux Métiers, CQM), created by decree, was only made possible by the awareness of craftspeople themselves, and the successful trial of Traditional Apprenticeship Completion Exams (Examens de Fin d'Apprentissage Traditionnel, EFAT). The CQM is organized within a formal partnership framework between public and private actors, with co-organization and co-financing of the exam in the form of a National Steering Committee on Vocational Training and Learning (Comité National de Pilotage des Formations par Apprentissage, CNPFPA) which coordinates the apprenticeship schemes, including dual education, and the modernisation of traditional apprenticeships. This approach has made it possible to standardise the process leading to the recognition of skills acquired via apprenticeship in trades centres and craft enterprises, and to award a national diploma.

Participation and involvement take place via the four process functions according to the specificities presented in the following tables and concern decision-making and operational aspects of the implementation of training and certification. The financing and institute management models go hand in hand: the private and social sectors play an important role in the implementation of activities and are also in a key position when it comes to decisions regarding the VET system at national, regional and institute level.

Prerequisites for the establishment of a collaboration-based partnership for Process 4

- a) Clearly develop certification methods and mechanisms with particular attention to recognition and validation of skills acquired outside of the formal system (RPL).
- b) Define the methods and sources of partnership-based financing of process functions.
- c) Encourage the implementation of dual education systems able to associate and incorporate the needs and skills specific to a trade, as well as those related to the economic sector and, more globally, to global citizenship and sustainable development.

Matrix 2.4: the roles of actors in relation to the functions of Process 4

Process (P)		P4: MANAGEMENT OF SKILLS ACQUISITION AND CERTIFICATION			
Function (F)		F4.1: Training of trainers and non-teaching staff			
Partnership Type		COMMUNICATION-BASED	ADVISORY-BASED	COOPERATION-BASED	COLLABORATION-BASED
Public actors	Ministries	Develop the normative framework Inform the partners of the training requirements and actions Put in place the training system and plans Provide funding Certify individuals	Develop the normative framework and standards for the occupations covered by the training system Provide funding Put in place the training system and plans Centralise training needs Certify individuals	Cooperate with the socio-economic partners to develop the normative framework and standards Put in place the training system and plans Implement training plans Finance the system Certify individuals	Define the normative framework and standards with the partners Develop training programmes and content with the partners Implement training plans Participate in financing the mechanism Participation in the certification of individuals
	Devolved structures	Identify needs in staff training Manage training actions at local level	Coordinate the identification of needs at regional level Contribute to the monitoring and evaluation of training results	Identify training needs Contribute to the training of trainers, training supervisors and non-teaching staff in regional or sectoral centres and partner companies	Contribute to the identification of new staff and in-service training needs Mobilise their specialised human resources
	Public training institutes	Express their needs Participate in training	Express their needs via devolved structures Participate in training	Contribute to the definition of standards Make experts available for training Run and finance certain in-service training programmes	Participate in the definition of standards Make experts available Run and finance certain in-service training programmes
	National bodies (training funds, offices, agencies)	Contribute to training Contribute to funding	Contribute to training Contribute to funding	Contribute to training Contribute to funding	Contribute to training Contribute to funding
	Local and regional authorities				
Private social and economic partners	Sectoral and intersectoral employers' organizations		Give their opinion on the standards and training system	Contribute to the definition of the normative framework and standards Participate in the training process by making their experts and infrastructure available	Participate in the definition of the normative framework and standards Contribute to the identification of new staff and in-service training needs Participate in the training process by making their experts and infrastructure available
	Businesses	Train their staff in non-formal training actions	Express their training needs via trade associations Give their opinion on the standards and training system Train their staff in non-formal training actions	Run training for trainers and training supervisors in companies	Feed back in-service training needs to trade associations Mobilise professionals in their occupations as trainers Run training for trainers and training supervisors in companies
	Trade unions		Give their opinion on the training system	Contribute to the definition of the normative framework and standards Contribute by hosting in-service training	Participate in the definition of the normative framework and occupational standards Contribute by hosting in-service training
Private training institutes					
Civil society	NGOs/CSOs		Give their opinion on the standards and training system	Contribute to the production of occupational standards and training system design Support training actions by mobilising expertise and funds	Participate in the production of occupational standards and training system design Support training actions by mobilising expertise and funds
	Parents' associations				
Learners					
Development partners (DPs)		Build the capacities of national actors Finance training actions	Build the capacities of national actors Finance training actions	Build the capacities of national actors Finance training actions	Build the capacities of national actors Finance training actions

Process (P)		P4: MANAGEMENT OF SKILLS ACQUISITION AND CERTIFICATION			
Function (F)		F4.2: Infrastructure, equipment and materials			
Partnership Type		COMMUNICATION-BASED	ADVISORY-BASED	COOPERATION-BASED	COLLABORATION-BASED
Public actors	Ministries	Identify training norms and needs Inform the socio-economic partners of new projects Build infrastructure and provide equipment and materials	Define norms Centralise and consolidate the expressed demands for training Decide on and finance investments	Confer with the partners to define norms and identify training needs Confer with the partners regarding decisions on investments Provide the most substantial portion of investment financing	Define norms in terms of training infrastructure and equipment with the partners Decide on investments with the partners Co-finance investments
	Devolved structures	Identify the training needs of their zones/regions Inform the regional partners of new infrastructure and equipment	Collect and consolidate information on training needs at regional level	Participate in needs identification in their zones/regions	Participate in training needs identification Consolidate investment proposals at regional level
	Public training institutes	Participate in training needs identification	Express their training needs to devolved structures	Identify their training needs in cooperation with the socio-economic partners and convey this information to devolved departments Contribute to funding with their own resources	Participate in training needs identification Contribute to funding with their own resources
	National bodies (training funds, offices, agencies)	Contribute to funding of training	Contribute to the definition of norms Contribute to the identification of training needs Contribute to funding	Contribute to funding	Contribute to funding
	Local and regional authorities	Participate in information campaigns	Contribute to training needs identification Give their opinion on the location of institutes	Contribute to investment decisions Contribute to the implementation of infrastructure, equipment and materials Provide part of the investment funding	Contribute to investment decisions Contribute to the implementation of infrastructure, equipment and materials Provide part of the investment funding
Private social and economic partners	Sectoral and intersectoral employers' organizations	Participate in information campaigns	Give their opinion on the location of training institutes Express their training needs	Contribute to the definition of standards Contribute to investment decisions Make equipment and materials and/or training premises available	Participate in the definition of standards Participate in investment decisions Make their premises, equipment and materials available for training Contribute to the financing of investments
	Businesses	Participate in information campaigns Use their own structures, equipment and materials for non-formal training	Express their training needs Give their opinion on the types of infrastructure and equipment needed Use their own structures, equipment and materials for non-formal training	Participate in needs identification and make infrastructure, equipment and materials available Use their own structures, equipment and materials for non-formal training	Participate in needs identification Make their professional infrastructure, equipment and materials available (dual education, formal apprenticeship)
	Trade unions	Participate in information campaigns	Give their opinion (on occupational health and safety)	Contribute to investment decisions Express their opinion on the requirements of norms, particularly safety norms	Participate in the definition of norms Participate in investment decisions
Private training institutes		Participate in training needs identification and financing	Express their training needs to devolved structures Participate in funding	Identify their training needs in cooperation with the socio-economic partners and convey this information to devolved departments Contribute to funding with their own resources	Participate in training needs identification Contribute to funding with their own resources
Civil society	NGOs/CSOs	Use their own structures, equipment and materials for non-formal training	Express their training needs Give their opinion on the types of infrastructure and equipment needed Use their own structures, equipment and materials for non-formal training	Make their infrastructure and experts-trainers available for the organization and implementation of training and certification Use their own structures, equipment and materials for non-formal training	Make experts available Participate in the financing of investments
	Parents' associations		Give their opinion on the location of training institutes	Contribute to investment decisions	Participate in investment decisions
Learners			Give their opinion on the location of training institutes	Contribute to investment decisions	Participate in investment decisions
Development partners (DPs)		Participate in training needs identification Participate in investments	Participate in training needs identification Participate in investments	Contribute to funding investments	Contribute to funding investments

Process (P)		P4: MANAGEMENT OF SKILLS ACQUISITION AND CERTIFICATION			
Function (F)		F4.3: Training implementation			
Partnership Type		COMMUNICATION-BASED	ADVISORY-BASED	COOPERATION-BASED	COLLABORATION-BASED
Public actors	Ministries	Develop training organization norms Coordinate normative, technical and pedagogical implementation Finance public training Can contribute to the funding of private training	Develop training organization norms in consultation with the actors Coordinate normative, technical and pedagogical implementation Finance public training Can contribute to the funding of private training	Develop training organization norms in cooperation with the actors, including on-the-job training Coordinate implementation at a normative level Ensure compliance with the training organization directives Contribute to the financing of public training Can contribute to the financing of private training, including apprenticeships	Develop training organization norms with the partners for all types of training Coordinate implementation at a normative level Ensure compliance with the training organization directives Contribute to the financing of public training Contribute to the financing of private training, including dual systems (e.g. apprenticeships)
	Devolved structures	Coordinate, control and monitor the implementation of norms and decisions taken at central level	Give their opinion on the definition of training organization norms Coordinate, control and monitor the implementation of norms and decisions taken at central level	Coordinate, control and monitor technical and pedagogical implementation Contribute to the definition of training organization norms Ensure compliance with training organization directives	Coordinate, control and monitor technical and pedagogical implementation Participate in the definition of training organization norms Ensure compliance with training organization directives
	Public training institutes	Implement training norms Manage the training methods and courses defined at central level	Give their opinion on the definition of training organization norms Run training programmes in compliance with norms	Contribute to the definition of training organization norms Run training programmes in compliance with norms Contribute to funding with their own resources	Participate in the definition of training organization norms Run training programmes in compliance with norms in partnership with all of the actors involved Contribute to funding with their own resources
	National bodies (training funds, offices, agencies)	Contribute to funding, particularly for in-service training	Contribute to funding, particularly for in-service training	Contribute to funding, particularly for initial and in-service training in companies	Contribute to funding, particularly for initial and in-service training in companies
	Local and regional authorities			Contribute to funding for training institutes and learners	Contribute to operational implementation Contribute to funding for training institutes and learners
Private social and economic partners	Sectoral and intersectoral employers' organizations	Coordinate non-formal training systems	Give their opinion on the definition of training organization norms Coordinate non-formal training systems	Contribute to the definition of training organization standards Make occupational experts available for training modules in institutes Facilitate the hosting of interns and apprentices Contribute to funding by making occupational experts available Coordinate non-formal training systems	Participate in the definition of training organization standards Make occupational experts available for training modules in institutes Facilitate the hosting of learners for internships, practical training, dual education systems and apprentices Contribute to funding by making occupational experts available Integrate their programmes into the formal training system
	Businesses	Run non-formal training programmes	Give their opinion on the definition of training organization norms Run non-formal training programmes	Train their own apprentices and sign an apprenticeship or training contract Run non-formal training programmes Host interns and apprentices and mobilise experts-trainers	Mobilise and take on professionals as trainers, tutors and supervisors Make training positions and internships available and sign apprenticeship, dual education or training contracts
	Trade unions		Give their opinion on the definition of training organization norms (health and safety at training sites)	Contribute to the definition of training organization norms Control and monitor the implementation of apprenticeships	Participate in the definition of training organization norms Control and monitor the implementation of apprenticeships
Private training institutes		Implement training norms Manage the training methods and courses defined at central level Finance the running of their training offer	Give their opinion on the definition of training organization norms Run training programmes in compliance with norms Finance the running of their training offer	Contribute to the definition of training organization norms Run training programmes in compliance with norms Contribute to funding with their own resources	Participate in the definition of training organization norms Run training programmes in compliance with norms, within the framework of a partnership-based pilot approach Contribute to funding with their own resources
Civil society	NGOs/CSOs	Run non-formal training programmes	Give their opinion on the definition of training organization norms Run non-formal training programmes	Contribute to the definition of training organization norms Run approved non-formal or formal training programmes	Participate in the definition of training organization norms Run approved non-formal or formal training programmes
	Parents' associations		Give their opinion on the definition of training organization norms	Contribute to the definition of training organization norms Sign apprenticeship or training contracts and comply with training norms	Participate in the definition of training organization norms Sign apprenticeship or training contracts and comply with training norms Contribute to funding (e.g. registration)
Learners		Register for and enrol in training programmes Pay registration fees	Register for and enrol in training programmes Pay registration fees Sign internship agreements Undertake internships in companies	Contribute to the definition of training organization norms Register for and enrol in training programmes Pay registration fees Sign apprenticeship or training contracts	Participate in the definition of training organization norms Register for and enrol in training programmes Pay registration fees Sign apprenticeship or training contracts and undertake to comply with training norms
Development partners (DPs)		Support the implementation of formal training	Support the implementation of formal training and internships	Support the implementation of diversified formal training	Support the implementation of diversified formal training

Process (P)		P4: MANAGEMENT OF SKILLS ACQUISITION AND CERTIFICATION			
Function (F)		F4.4: Assessment and certification			
Partnership Type		COMMUNICATION-BASED	ADVISORY-BASED	COOPERATION-BASED	COLLABORATION-BASED
Public actors	Ministries	Develop evaluation norms and directives Develop the certification of prior learning and training skills Define the certification procedures Finance assessment and certification Award certification to learners	Develop evaluation directives and the certification mechanism for training skills and prior learning in consultation with the actors Define the certification procedures Finance assessment and certification Award certification to learners	Develop evaluation directives and the certification mechanism for training skills and prior learning in cooperation with the actors Monitor possible certification procedures Finance assessment and certification for public actors Award certification to learners	Develop evaluation directives and the certification mechanism for training skills and prior learning with the partners Monitor private certification Finance assessment and certification for public actors Award certification to learners
	Devolved structures	Coordinate, control and monitor the implementation of norms and measures set out at central level	Give their opinion on the definition of assessment norms and certification mechanisms Assist with and control the implementation of norms and mechanisms set out at central level	Contribute to the definition of assessment norms and certification mechanisms Assist and control the implementation of norms and provisions in cooperation with training institutes and private training actors that steer certification	Participate in the definition of assessment norms and certification mechanisms Assist and control the implementation of norms and provisions in cooperation with training institutes and private training actors that steer certification
	Public training institutes	Implement assessment and certification norms Provide infrastructure and staff for assessment and certification	Give their opinion on the definition of assessment norms and certification mechanisms Implement assessment and certification norms Provide infrastructure and staff for assessment and certification	Contribute to the definition of assessment norms and certification mechanisms Implement assessment and certification norms Provide infrastructure and staff for assessment and certification Contribute to the financing of assessments and certification	Participate in the definition of assessment norms and certification mechanisms Implement assessment and certification norms Provide infrastructure and staff for assessment and certification Contribute to the financing of assessments and certification
	National bodies (training funds, offices, agencies)	Contribute to the organization of evaluation Contribute to funding	Contribute to the organization of evaluation Contribute to funding	Contribute to the organization of evaluation Contribute to funding	Contribute to evaluation Contribute to funding
	Local and regional authorities			Participate in the assessment and certification process	Participate in the assessment and certification process
Private social and economic partners	Sectoral and intersectoral employers' organizations	Receive information on the methods and final results of certifications Can certify learners in non-formal systems	Give their opinion on the definition of assessment norms and certification mechanisms Can certify learners in non-formal systems	Contribute to the definition of assessment standards and certification mechanisms Pilot and finance a large part of the implementation of private certification Participate in the implementation of public certification processes by providing expertise Award formal private certifications	Participate in the definition of assessment standards and certification mechanisms Pilot and finance a large part of the implementation of private certification Participate in the implementation of public certification processes by providing expertise Award formal private certifications
	Businesses	Assess learners in their non-formal programmes	Give their opinion on the definition of assessment norms and certification mechanisms Can assess learners in their non-formal systems	Contribute to the definition of assessment standards and certification mechanisms Implement and partly finance private assessment and certification Participate in the implementation of public certification processes by providing expertise	Participate in the definition of assessment standards and certification mechanisms Implement and partly finance private assessment and certification Participate in the implementation of public certification processes by providing expertise
	Trade unions	Receive information on the methods and final results of certifications	Give their opinion on the definition of assessment norms and certification mechanisms	Contribute to the definition of assessment norms and certification mechanisms Participate in the implementation of public and private certification processes through expertise and funding	Participate in the definition of assessment norms and certification mechanisms Participate in the implementation of public and private certification processes through expertise and funding
	Private training institutes	Implement assessment and certification norms Provide infrastructure and staff for assessment and, where appropriate, certification	Implement assessment and certification norms Provide infrastructure and staff for assessment and, where appropriate, certification	Contribute to the definition of assessment norms and certification mechanisms Implement assessment and certification norms Provide infrastructure and staff for assessment and, where appropriate, certification Contribute to funding	Participate in the definition of assessment norms and certification mechanisms Implement assessment and certification norms Provide infrastructure and staff for assessment and, where appropriate, certification Contribute to funding
Civil society	NGOs/CSOs	Can assess and certify learners in their non-formal programmes	Give their opinion on the definition of assessment norms and certification mechanisms Can assess learners in their non-formal systems	Contribute to the definition of assessments norms and certification mechanisms Implement private assessment and certification	Participate in the definition of assessments norms and certification mechanisms Implement private assessment and certification
	Parents' associations	Receive information on the methods and final results of certifications	Give their opinion on the definition of assessment norms and certification mechanisms	Contribute to the definition of assessment norms and certification mechanisms	Participate in the definition of assessment norms and certification mechanisms
	Learners	Undergo assessments and certification Pay possible exam fees	Give their opinion on the definition of assessment norms and certification mechanisms Undergo assessments and certification Pay possible exam fees	Contribute to the definition of assessment norms and certification mechanisms Undergo assessments and certification Pay possible exam fees	Contribute to the definition of assessment norms and certification mechanisms Undergo assessments and certification Pay possible exam fees
	Development partners (DPs)				

2.5 PARTNERSHIPS IN THE EVALUATION OF THE EFFECTIVENESS OF THE VET SYSTEM

Communication-based partnership

For this last process, it is the State that steers the evaluation of the internal and external effectiveness of the VET system as part of a communication-based partnership. It draws up the norms and the framework for these evaluations and only involves the partners as data providers: public and private training institutes, via devolved structures, and businesses, via employers' organizations, are called upon to provide data on initial and continuing training. Learners are also involved in the collection of data by providing information on their employment integration.

This data is centralised by the State, which then informs all of the partners of the rate of integration and employer satisfaction, as well as on the assessments it conducts in order to make recommendations to improve the effectiveness of the VET system, both internally and externally. This data collection is normally carried out via surveys and forms designed to complete performance indicators set out by the ministries responsible for training.

The development partners often support studies to monitor integration so as to help primarily embryonic training systems to evolve thanks to discussions on the socio-professional pathways of learners in these systems.

Advisory-based partnership

In an advisory-based partnership for evaluating VET systems, the State continues to develop and ensure the application of norms and the assessment framework, but also consults private and social partners on the results of the assessment. This consultation takes place at national level, regional level, and institute level: indeed, the latter, whether public or private, can put forward recommendations through devolved structures. Training institutes have more accurate data, as they are beginning to ensure regular and structured follow-up of their graduates through direct contact with learners and by consulting the businesses that employ their former learners.

Private and social actors give their opinion on the results of the analysis of effectiveness and recommendations, but the acceptance of these elements remains at ministerial level.

In this scenario, the development partners begin to take an interest in more structured support for the implementation of a true system to monitor integration by taking action at central level as well as directly in partnership with pilot public or private training institutes.

Prerequisites for the establishment of an advisory-based partnership for Process 5

- a) Take into account the opinions on the internal evaluation of the VET system by all stakeholders.
- b) Structure the collection of data on integration at the level of public and private training institutes.
- c) Equip public training institutes with financial and human resources to provide support for the integration of learners and its follow-up.

Cooperation-based partnership

In a cooperation-based partnership, the evaluation framework and norms are shared by all of the actors that contribute to their development and implementation. The regional and sectoral dimension is taken into account and national actors, notably ministries, focus to a greater extent on data consolidation.

Indeed, pilot consultation mechanisms are put in place at regional and local level respectively by devolved structures and training institutes. Private actors, notably sectoral and intersectoral employers' organizations as well as businesses, make themselves available to participate in these frameworks, together with the civil society actors in the sector, such as parents' associations, learner representatives and the NGOs and CSOs active in the training system. It should be noted that the latter, through pilot projects in collaboration with the public and private training institutes that they support, have developed models and tools to monitor integration that are often adopted and promoted by the public actors that steer this process.

One of the recommendations thus consists of taking into account the data collected and analysed at regional, local and national level.

Actors are playing an increasingly active role: they are able to voice their views on their level of satisfaction with regard to the quality of VET products, and to provide concrete avenues for the improvement of the quality of the VET system.

Prerequisites for the establishment of a cooperation-based partnership for Process 5

- a) Establish the internal and external evaluation parameters with all of the partners.
- b) Consolidate all recommendations for advisory bodies responsible for decision-making.
- c) Guarantee transparent and objective mechanisms to collect the opinions of private actors on the products of the initial training system.

Collaboration-based partnership

In this type of governance, the framework for action and the norms of the VET evaluation system, particularly for the external dimension, are defined jointly with private and social actors. This distinctive feature is also reflected in the operational implementation of the evaluation process. At this stage we can see the increased involvement of employers' organizations and businesses in the assessment of employers' satisfaction with regard to the products of the training system, as well as in monitoring the professional pathways of the users of the VET offer (a parameter that can significantly influence the investment of private actors in training). One direct consequence of this approach is the commitment of private and social actors to co-financing the costs linked to the implementation of this evaluation process.

Internal evaluation is rarely entrusted to private actors, and generally remains a matter for public actors which can also analyse non-economic parameters that relate more directly to the institutional role of the ministries and private actors involved. Nevertheless, private actors are strongly involved in the evaluation of the different parameters established when it comes to training methods that involve the operational assistance of private actors in particular (dual education systems and apprenticeship).

Tunisia: using indicators to evaluate effectiveness

The National Observatory for Employment and Qualifications (ONEQ) conducts surveys and monitors the employment situation to evaluate the external effectiveness of the vocational training system and higher national education, and to monitor the professional pathways of young graduates.

The actors are the ministries responsible for vocational training, employment and higher education, the National Institute of Statistics (NIS), the operators of vocational training, the people concerned by employment, and particularly the Union of Industry, Trade and Handicrafts (UTICA), an employers' organization.

One approach consists of comparing the records of graduates from the national VET system and higher education graduates with those of the National Employment Agency and Self-Employment Site (ANETI), the CNSS-CNRPS social security funds, the Ministry of Foreign Affairs (MAE), the Tunisian Tax Authority (DGI), and the Tunisian Solidarity Bank (BTS).

The various surveys help establish relevant indicators that can be used to inform decisions at both national and regional level. The aspects taken into account include graduates' pathways from school to work; sectors, types of businesses and the types of jobs obtained; insights into the matching between the training received and the jobs held; and the factors that influence the transition into work.

This evaluation process is thus carried out as part of a multi-level approach with the involvement of all actors at national, regional and local (institute) level. On this latter level, responsibility for monitoring graduates of training institutes is beginning to be shared by employers who actively contribute to the collection of data and the related analyses. National 'Employment and Training Observatory'-type bodies are also involved in specialised studies carried out in full partnership with intersectoral and sectoral employers' organizations and businesses, proposing specific recommendations to fuel discussion and possibly the reform of policies and planning of the training offer.

The participation of trade unions, parents' organizations and learner representatives in discussions (and not solely in information collection) ensure that social demand and the recommendations to improve the VET system are taken into account.

Prerequisites for the establishment of a collaboration-based partnership for Process 5

- a) Put in place a partnership-based quality assurance system for training institutes (for schooling and on-the-job training) in addition to the evaluation of the internal effectiveness of the system.
- b) Encourage the active contribution or steering of the external evaluation of the system by private actors, particularly sectoral and intersectoral employers' organizations.
- c) Ensure the establishment of a continuous flow of information between the actors tasked with evaluating the internal and external effectiveness of the VET system and those responsible for the development and monitoring/evaluation of training policy and planning.

Matrix 2.5: the roles of actors in relation to the functions of Process 5

Process (P)		P5: EVALUATION OF THE EFFECTIVENESS OF THE VET SYSTEM			
Function (F)		F5.1 Evaluation of the internal effectiveness of the system			
Partnership Type		COMMUNICATION-BASED	ADVISORY-BASED	COOPERATION-BASED	COLLABORATION-BASED
Public actors	Ministries	Develop internal system evaluation norms Provide funding Collect data Provide information to the partners	Develop and ensure the application of norms to evaluate the internal effectiveness of the training system Collect information from training institutes and trade associations and evaluate this information Consult with the partners on the results of the evaluation Provide funding	Cooperate with the partners and determine the norms used to evaluate the internal effectiveness of the training system Centralise the information collected from training institutes and trade associations Make recommendations in cooperation with the partners	Develop and put in place the mechanisms to evaluate internal effectiveness with the partners Centralise the information collected from training institutes and trade associations Make recommendations with the partners
	Devolved structures	Collect and convey the results of the internal evaluation of training institutes	Collect and convey the results of the internal evaluation of training institutes Manage the regional dimension of the advisory process	Monitor the application of internal evaluation norms Collect information from training institutes and trade associations Organize cooperation at regional level to formulate recommendations	Monitor the application of norms governing the internal evaluation of the training system Collect information from institutes and trade associations Organize cooperation between regional actors and pass on their recommendations at national level
	Public training institutes	Participate in data collection	Apply internal evaluation norms at their level Put forward recommendations at regional level	Apply the norms governing the evaluation of the internal effectiveness of training institutes Organize cooperation at local level to formulate recommendations Convey recommendations to the administrative supervision	Apply the norms governing the evaluation of the internal effectiveness of training institutes Organize the involvement of local actors to formulate recommendations and convey these at regional level
	National bodies (training funds, offices, agencies)	Contribute to funding the evaluation of internal effectiveness	Contribute to financing evaluation	Contribute to funding the evaluation of internal effectiveness	Contribute to funding the evaluation of internal effectiveness
	Local and regional authorities				
Private social and economic partners	Sectoral and intersectoral employers' organizations	Participate in data collection Receive information on the effectiveness of the VET system	Participate in data collection Express their opinions and suggestions to improve internal effectiveness	Participate in data collection Participate in the evaluation of internal effectiveness at national and regional level	Participate in data collection Participate in the evaluation of internal effectiveness at national and regional level
	Businesses	Participate in data collection	Participate in data collection Express their opinions and suggestions to improve internal effectiveness of partner institutes	Participate in data collection Participate in the evaluation of internal effectiveness at regional and local level	Participate in data collection Participate in the evaluation of internal effectiveness at regional and local level
	Trade unions		Give their opinion	Participate in the evaluation of internal effectiveness	Participate in the evaluation of internal effectiveness
Private training institutes		Convey available data to evaluators	Convey available data to evaluators	Apply the norms governing the evaluation of the internal effectiveness of training institutes Organize cooperation at local level to formulate recommendations Convey recommendations to the administrative supervision	Apply the norms governing the evaluation of the internal effectiveness of training institutes Organize the involvement of local actors to formulate recommendations and convey these at regional level
Civil society	NGOs/CSOs	Convey available data to evaluators	Convey available data to evaluators	Participate in information collection Participate in the evaluation of internal effectiveness	Participate in information collection Participate in the evaluation of internal effectiveness
	Parents' associations		Give their opinion	Participate in the evaluation of internal effectiveness	Participate in the evaluation of internal effectiveness
Learners		Participate in data collection by providing information	Participate in data collection by providing information Give their opinion	Participate in the evaluation of internal effectiveness	Participate in the evaluation of internal effectiveness
Development partners (DPs)		Contribute by making tools and expertise available Contribute to funding	Contribute by making tools and expertise available Contribute to funding	Contribute by making tools and expertise available Contribute to funding	Contribute by making tools and expertise available Contribute to funding

Process (P)		P5: EVALUATION OF THE EFFECTIVENESS OF THE VET SYSTEM			
Function (F)		F5.2 Evaluation of the external effectiveness of the system			
Partnership Type		COMMUNICATION-BASED	ADVISORY-BASED	COOPERATION-BASED	COLLABORATION-BASED
Public actors	Ministries	Commission or conduct surveys and studies and inform the partners of the results and recommendations	Develop and put in place the mechanism to monitor integration and employer satisfaction Collect and publish data and recommendations Provide funding	Determine the norms used to evaluate external effectiveness in cooperation with the partners Centralise the information collected from training institutes, devolved structures and trade associations Evaluate external effectiveness and make recommendations for the system in cooperation with the partners	Develop and put in place the mechanism to monitor integration and employer satisfaction with the partners Collect and publish data Make recommendation with the partners Contribute to funding
	Devolved structures	Participate in data collection	Collect and convey data on integration and satisfaction	Collect information from training institutes and trade associations Organize cooperation at regional level to formulate recommendations	Collect and convey data with the partners to evaluate the external effectiveness of the VET system at regional level Make recommendations with the partners and convey them at national level
	Public training institutes	Participate in data collection by employers concerning their apprentices	Ensure the follow-up of graduates Conduct satisfaction surveys among the employers of VET graduates Convey available data to the administrative supervision Inform the partners of the results of the evaluation of the training institute's external effectiveness	Ensure the follow-up of graduates Collect information from graduates and the social and economic partners and convey them to devolved structures	Ensure the follow-up of graduates' employment with training institute partners Share the results with the partners and formulate recommendations
	National bodies (training funds, offices, agencies)	Conduct surveys and studies Co-finance surveys and studies	Contribute to financing the evaluation of external effectiveness Use the results for their planning	Participate in the evaluation of the external effectiveness of the training system Use the results for planning and financing	Contribute to financing studies to evaluate external effectiveness Use the results for their planning
	Local and regional authorities	Provide available information Receive information on the integration rate and employer satisfaction	Provide available information Give their opinion on the results of the external effectiveness evaluation	Provide available information Participate in the evaluation of external effectiveness	Participate in data collection and the evaluation of external effectiveness Capitalise on data Contribute to funding
Private social and economic partners	Sectoral and intersectoral employers' organizations	Participate in data collection Receive information on the integration rate and employer satisfaction	Participate in data collection Express their opinions and suggestions to improve external effectiveness	Participate in the collection and supply of data Participate in data processing and express their level of satisfaction regarding the products of the VET system Put forward recommendations to improve external effectiveness	Pilot satisfaction surveys and studies in cooperation with central and devolved departments Participate in the collection of data on integration Participate in the evaluation of the external effectiveness of the training system at national and regional level
	Businesses	Convey available information Receive information on the integration rate and employer satisfaction	Convey available information Express their opinions and suggestions to improve external effectiveness	Participate in the collection of data and transfer data to public actors Participate in data processing to express their satisfaction with training products	Participate in satisfaction surveys and studies Participate in the evaluation of external effectiveness
	Trade unions	Convey available information Receive information on the integration rate and employer satisfaction	Convey available information Give their opinion	Participate in data collection and the evaluation of external effectiveness	Participate in data collection Participate in the evaluation of the external effectiveness of the system at national and regional level
Private training institutes		Participate in data collection by employers concerning their apprentices	Ensure the follow-up of graduates Conduct satisfaction surveys among the employers of graduates Convey available data to the administrative supervision	Ensure the follow-up of graduates Collect information from graduates and the social and economic partners and convey it to devolved structures	Ensure the follow-up of graduates' employment with training institute partners Share the results with the partners and formulate recommendations
Civil society	NGOs/CSOs	Convey available data Receive information on the integration rate and employer satisfaction	Convey available data	Participate in information collection Participate in the evaluation of external effectiveness	Participate in information collection Participate in the evaluation of external effectiveness
	Parents' associations	Receive information on the integration rate and employer satisfaction	Give their opinion	Participate in the evaluation of external effectiveness	Participate in the evaluation of external effectiveness
Learners		Participate in data collection Receive information on the integration rate and employer satisfaction	Participate in data collection Give their opinion	Participate in data collection Participate in the evaluation of external effectiveness	Participate in data collection Participate in the evaluation of external effectiveness
Development partners (DPs)		Contribute to the capacity-building of public agents Contribute to the financing of studies and surveys	Contribute to the capacity-building of public agents Contribute to the financing of studies and surveys	Make tools and expertise available Contribute to funding	Make tools and expertise available Contribute to funding

2.6. CROSS-CUTTING PROCESSES

2.6.1. *The financing of vocational education and training*

Based on the diversity and availability of financial resources and drawing on the lessons of international experience, four levels of financing are presented here, classified according to the partnership links between actors and, consequently, the allocation models. However, this presentation should not be seen as a comprehensive study/analysis of the financing models for VET. Figure 2.1, inspired by the work of W. Heitmann for the GIZ (endorsed by the EU), gives a visual presentation of the four financing levels, outlined below.

Segmented financing

In this scenario, the State covers the full funding of training by combining different sources of financing into a single financing block considered public.

Technical and vocational education and training in this type of system is generally residential and based on a rationale of national education, for which the State provides over 90% of the funding. The infrastructure, operating costs and the wages of teaching staff are paid for out of the State budget (central or devolved). Nonetheless, training capacities are often insufficient, difficult to develop to any large extent, and unsustainable for public budgets. Supply of educational training centres with equipment equivalent to that used in the workplace is a rare occurrence, and unrealistic given the high costs of production tools that use new technologies. The absence of effective production materials (combined, in these systems, with a lack of practical professional experience on the part of teachers) has a negative impact on the operational skills of learners in the school system. The skills of young people trained through VET are often mismatched with the expectations of the labour market.

In some countries in this situation, private training providers can receive public aid if they meet the criteria established by the supervisory public authorities and undertake to train a certain number of learners.

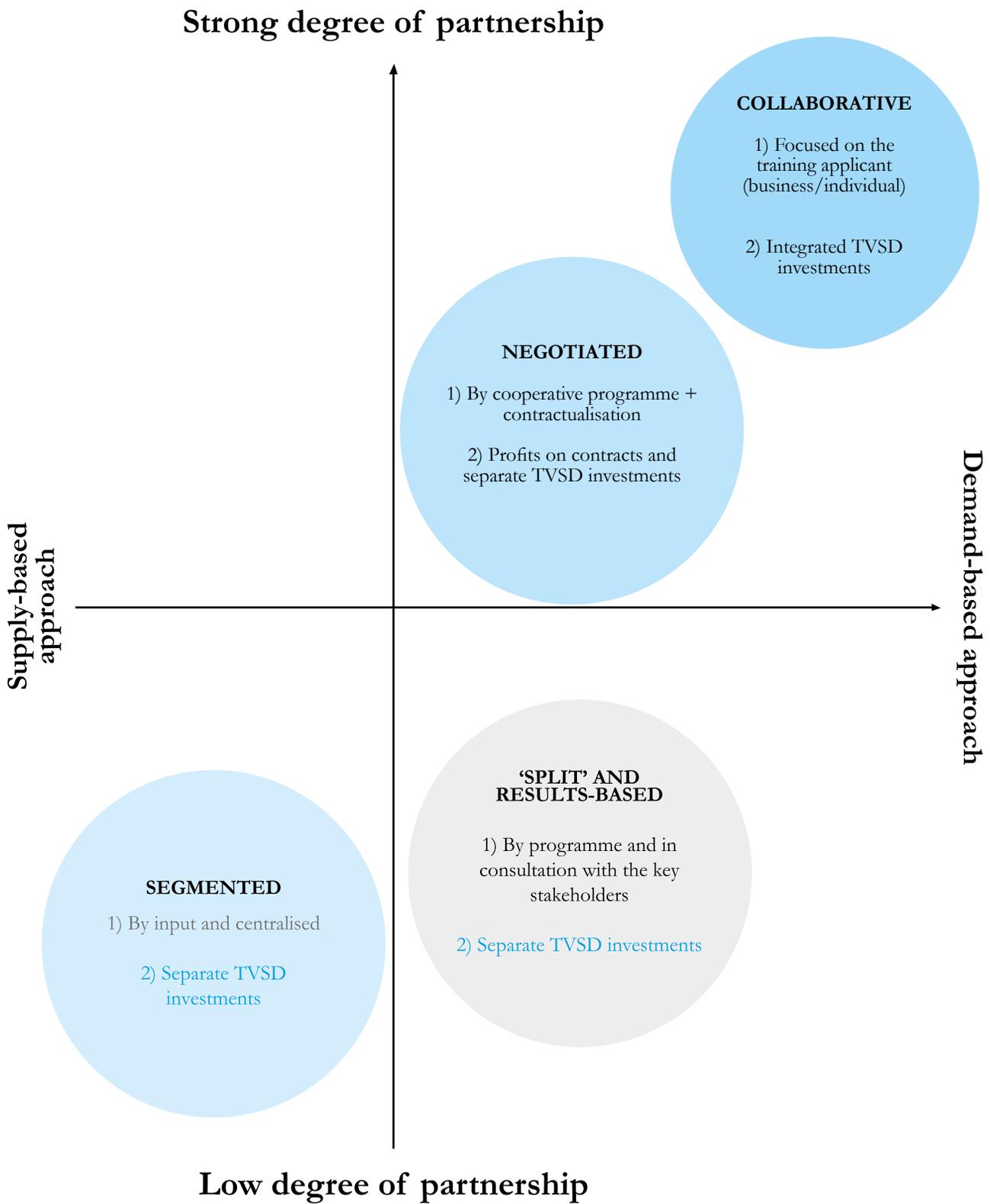
When it comes to the financing of vocational training, for the most part residential, public, private or partially subsidised, whether run under the budget of a national ministerial or another devolved authority, the allocation of funds is linked to the number of students. This rationale can create competition between training institutes which, although not necessarily negative, is generally not focused on the needs of the labour market but rather the number of learners to be trained. There is a risk of a multiplication of the number of training programmes theoretically popular with young people and their families, but often these do not lead to employment for the learner. Budgeting is usually based on an amount set by the different bodies (as a priority during budgetary decisions made by the Ministry of Finance) and through the consolidation of the demands of different training systems based on a quota per learner registered or expected.

This also involves an evaluation of expenses which is primarily conducted via indicators on access and internal efficiency (number of learners, exam success rate, drop-out rates).

Alongside this budgeting system and sharing of public financing, private actors and civil society invest their own resources entirely separately from the mobilisation of public resources. This means that the predominant share of skills development takes place outside of the formal system and its financing, through continuing or in-service training in companies, non-formal and informal apprenticeship in the private sector, short-term initial and continuing training, coordinated at community level or by NGOs and CSOs.

This separation thus leads to a 'split' or segmented financing mechanism which corresponds to a training system with very limited diversity in training methods and that does not place sufficient emphasis on the socio-professional integration of learners.

FIGURE 2.1. FINANCING MODELS ACCORDING TO LEVEL OF PARTNERSHIP



LEGENDS:

- Public financing
- Private and civil society financing
- Joint financing

Advisory-based financing

In this scenario, it is also the State that covers the full funding of training by combining different sources of financing into a single financing block considered public.

However, unlike the previous 'segmented' financing scenario, this model uses a programme-based approach⁴⁴, usually following a process in which private and social stakeholders are consulted.

This approach aims to align multiple interventions that strive to advance a sector through a global vision of sectoral development with a particular focus on results. It looks at the impact of public action; in the case of VET, there may be multiple effects, such as reduced poverty, better work conditions, reduced unemployment rates, improved competitiveness, for example.

As part of the programme-based approach, the State undertakes to improve the services provided to citizens through strategic planning which serves as a roadmap to fulfil its medium-term and long-term vision. It is at this strategic level that countries applying this financing model for VET enter into consultations with private and social actors in order, among other things, to identify the results that allow for the monitoring and evaluation of a programme using indicators, in the interests of transparency and accountability. In this case, the monitoring of employment integration and the satisfaction of economic and social actors comes into play and becomes a focal point of the planning process. Internal efficiency indicators are also used to evaluate the system to demonstrate the performances of certain programme objectives (e.g. access, educational outcomes).

In some countries where this applies, private training providers and some businesses can receive public aid if they contribute, through their training activities, to the achievement of the results set out in the departmental programmes.

Alongside this budgeting system and the allocation of public financing, private actors and civil society also invest their own resources separately from the mobilisation of public resources. A substantial portion of skills development takes place outside the formal system and its funding, through the above-mentioned forms of training.

The separation between these two resources leads to separate funding, corresponding to a training system that places a relatively strong emphasis on the socio-professional integration of learners and the effects on the economy, and which is slowly beginning to put in place partnership-based structures mostly in an advisory form designed to ensure the participation of the stakeholders.

Negotiation-based financing

At this third level, public, private and social stakeholders work in cooperation and use two instruments, in most cases, to mobilise and allocate resources which can coexist or be used alternately: programme-contracts and training funds. Within this approach, all of the varied resources that make up the VET system's financing, from the public and private sectors and civil society, are considered as public resources that the State distributes following a cooperation process at various levels with all of the stakeholders. This cooperation takes place at two levels: at central level, the private and social stakeholders confer with the public authorities to define the priorities and macro objectives, while at local level, they confer to define the results to be achieved through the governing boards of training institutes or direct contractualisation with training supervisors.

Within these frameworks, the training system financed is not just initial training and, to a lesser extent, qualification-based continuing training, but rather a diversified range of training modes with support for apprenticeship, on-the-job training, and à la carte continuing or in-service training.

With regard to programme-contracts, several scenarios emerge based on cooperation:

- The contract between the supervisory ministry and the training institute (for example vocational training institutes [établissements de formation professionnelle, EFP] in Morocco). Based on the strategic guidelines of the administrative supervision and the work plan, a contract is signed between the two parties (public-public or public-private, depending on the type of training institute) specifying the financial resources that the administrative supervision shall provide to the institute to achieve a

44. Within ministries [...] a programme includes appropriations to implement an action or a coherent set of actions representing a clearly defined public policy in medium term. These programmes are associated with specific objectives. (Directive 06/2009/CM/UEMOA).

certain number of results set out in the contract. The same model is used in several countries for contract agreements with formal or informal training supervisors (public-private contract) that take on young apprentices in return for remuneration by the supervisory ministry.

- The contract between the supervisory ministry and employers' organizations for the management of a training scheme (case of the CFMPL in Senegal). The State invests in the training system's infrastructure and equipment and delegates its management to a private entity created by professionals. The private structure receives State funding to cover part of the costs of the system based on specifications set out in a public service delegation programme-contract, while the rest is financed by the resources generated (e.g. by continuing training and various business services) and by civil society via the payment of fees on the part of apprentices and their families.

In no case does the private sector contribute to the funding in this type of scheme, meaning that these partnerships cannot be considered as fully developed in terms of financing, even though the partnership is both meaningful and structured.

Concerning training funds, the situation remains embryonic in terms of partnerships: the tax collected on apprenticeship and/or training is not paid to a dedicated budget line, but instead is collected by the National Treasury. This means that the transfer to the training fund is only partial and that the money is treated exactly like a public contribution. Cooperation mechanisms at the level of decision-making bodies for such funds guarantee the participation of private and social actors in decisions regarding the allocation of financing to VET and its use to truly serve the socio-economic environment.

This does not prevent private and social actors from investing in other technical and vocational skills development (TVSD) programmes, but the cooperation-based framework and the tools put in place diminish the extent and scale of these investments. Here evaluations are based on the contract and its indicators, usually linked to the internal and external effectiveness of mechanisms formalised under contracts, which are themselves structured in a cooperation-based approach among the actors concerned.

Collaboration-based financing

This type of financing is characterised by full integration of funding from public actors, the private sector and civil society based on strategic and operational documents drawn up on a collaborative basis by all of the stakeholders (for example, national skills development or human capital development strategies, or similar), with sectoral and regional/local priorities input by the actors concerned.

Numerous instruments are thus put in place and mobilised, resulting in several scenarios that can exist simultaneously in a given country. Examples include:

- Joint financing: in the dual education system in Switzerland, for example, apprentices attend vocational schools 1 or 1½ days per week; the rest of the time their training takes place within companies. At a constant budget, the dual system is thus able to finance 4 to 5 times more people in training compared to formal education thanks to the participation of businesses to initial vocational education and training efforts. Dual training systems therefore reinforce the training capacities of the State structure by handing over practical training to host companies as part of a true partnership approach. Each employer independently decides whether they will train apprentices, for which occupations, and how many apprentices they will take on and the resources they will invest. They bear the cost of remuneration for the apprentice, insurance and social security contributions, tools, infrastructure and materials involved in practical training, as well as the services of the training supervisor. Private companies thus make a significant contribution to on-the-job VET, helping to reduce the budget put up by public authorities. In its federal act of 2004, Switzerland made inter-plant courses mandatory for all dual vocational training programmes, which must be run and financed by trade organizations with the help of the sector funds they co-manage. If trade organizations are not able to fulfil their duty, the burden falls to the local authorities (cantons), which participate in the mixed financing. It is also increasingly common for businesses to form 'business networks' for putting in place joint training centres to host their members' apprentices during the initial practical training stage.
- Training funds: compared to the previous financing model, at this fourth level the tax collected is paid back into the training fund which is also supplemented by public funding and becomes the main financial instrument for all VET activities within the country-context. This creates a tangible collaboration-based partnership not only in the planning and decision-making phases, but also

in the financing of the VET system itself. These funds can directly finance companies, individuals and training centres depending on their structuring, and usually focus on financing different training typologies while taking into account their diverse functions.

- Training accounts: while still mobilising public, private and social funding, a portion of the resources can be directly allocated to the training applicants who decide, based on their own choices or in agreement with their employer, where to spend a 'voucher' to improve their own skills. With a greater link to in-service training and skills development, this system is becoming increasingly common in emerging economies and developing countries.

Several incentives can be put in place to promote contributions from businesses. The introduction of collaboration-based partnerships relies on the capacity of the ministries to mobilise trade organizations and to motivate them to structure themselves so as to be able to participate not only in the preparation and implementation of training programmes, but also in their financing. The ministries concerned must not only establish the legal and regulatory framework, but must also develop policies that encourage companies to participate in vocational education and training. On-the-job apprenticeship, for example, is the most costly initial VET model for employers, but they nevertheless gain direct and indirect benefits from this type of training. This is why the public authorities endeavour to encourage employers to train larger number of apprentices and take on more interns using financial incentives of all kinds (e.g. grants, subsidies, tax cuts). These incentives can also be sector-based so as to encourage a sector to fill a deficit in trained staff in an economic sector or to increase its competitiveness.

Numerous countries on all continents have legislated in order to introduce taxes to encourage vocational training. Contribution schemes exist in which all companies pay contributions and the funds are then redistributed according to certain criteria provided for by law or by fund regulations, in addition to schemes that use incentives to promote the involvement of businesses in training. These incentives can be grouped into four categories⁴⁵: subsidies (e.g. corporate accounts, vouchers); exemptions on training taxes for companies' conducting training actions; State interventions to compensate for market imperfections (e.g. loan guarantees); and non-financial incentives. Some tools, such as exemptions, represent a means of recording, to all intents and purposes, businesses' private investment in training as an integrated source in the financing of the VET system, by once again implementing a truly contribution-based approach that is founded on market demand. These entirely contribution-based financing models result in the diversification of the methods and types of training and place the training applicant, whether an individual or an employer, at the heart of the system. This thus leads to training systems that effectively respond to labour market needs, with a concern for equity and social demand and using different pedagogical instruments according to the needs of these target groups.

2.6.2. The quality approach in vocational education and training ⁴⁶

The quality approach in a vocational education and training system can be defined according to six major components:

- Labour market analysis;
- Analysis of trades and occupations;
- Identification of diplomas and levels;
- Implementation of training programmes and pedagogical and organizational tools;
- Resource mobilisation and quality; and
- Development of evaluation tools and processes.

The first component of the quality approach (Q1) consists of improved knowledge of labour market needs and characteristics and the identification of growth sectors. Labour market analysis is a constantly evolving process. Planning studies – sectoral or preliminary – help improve knowledge in this area and support the decision-making process. However, it is through the intermediary of cooperation-based and advisory-based partnership structures that priority targets for the development of vocational education and training are best defined. Clear identification of growth sectors and development targets in the main socio-economic sectors constitutes the first step of a quality process in vocational training. In this case, quality is based on the knowledge as well as on the consensus and support of the main socio-economic partners.

45. *Support to VET Financing Policy Note #1: Financial incentives for companies' engagement in VET, ETF, 2018 - Working Document.*

46. *Guide de gestion des systèmes de formation et d'apprentissage en Afrique subsaharienne [Guide to the management of vocational education and training systems in Sub-Saharan Africa], OIF, 2016, p. 205.*

The analysis of trades and occupations represents the second component in the quality approach. It is important to carry out these analyses in order to take into account the context and reality of the work environment. Even in the case of so-called international trades, the reality of the organization and conditions of work differ from one country to another and can have a strong influence on the content, structuring and methods of implementing associated vocational training. At this stage, quality (Q2) is primarily based on the qualification of specialists (methodologists), the methodology used – OA or DACUM analysis, surveys, for example – and on the representation of workers involved in the quality approach. The products of this stage – occupation/skills standards or professional norms – can subsequently be used in in-service training, on-the-job training and the development of classroom- or apprenticeship-based initial training programmes.

The determination of the level of training and the associated diploma constitutes the third step of this quality approach (Q3) in VET. A classification tool and process should be applied. Only one diploma should exist per trade or occupation targeted by the vocational education and training programme. This diploma can be obtained through initial training in an institute, apprenticeship or through recognition of prior learning (RPL). Identical or equivalent certification rules, criteria and tools should be established and officialised by ministerial regulations.

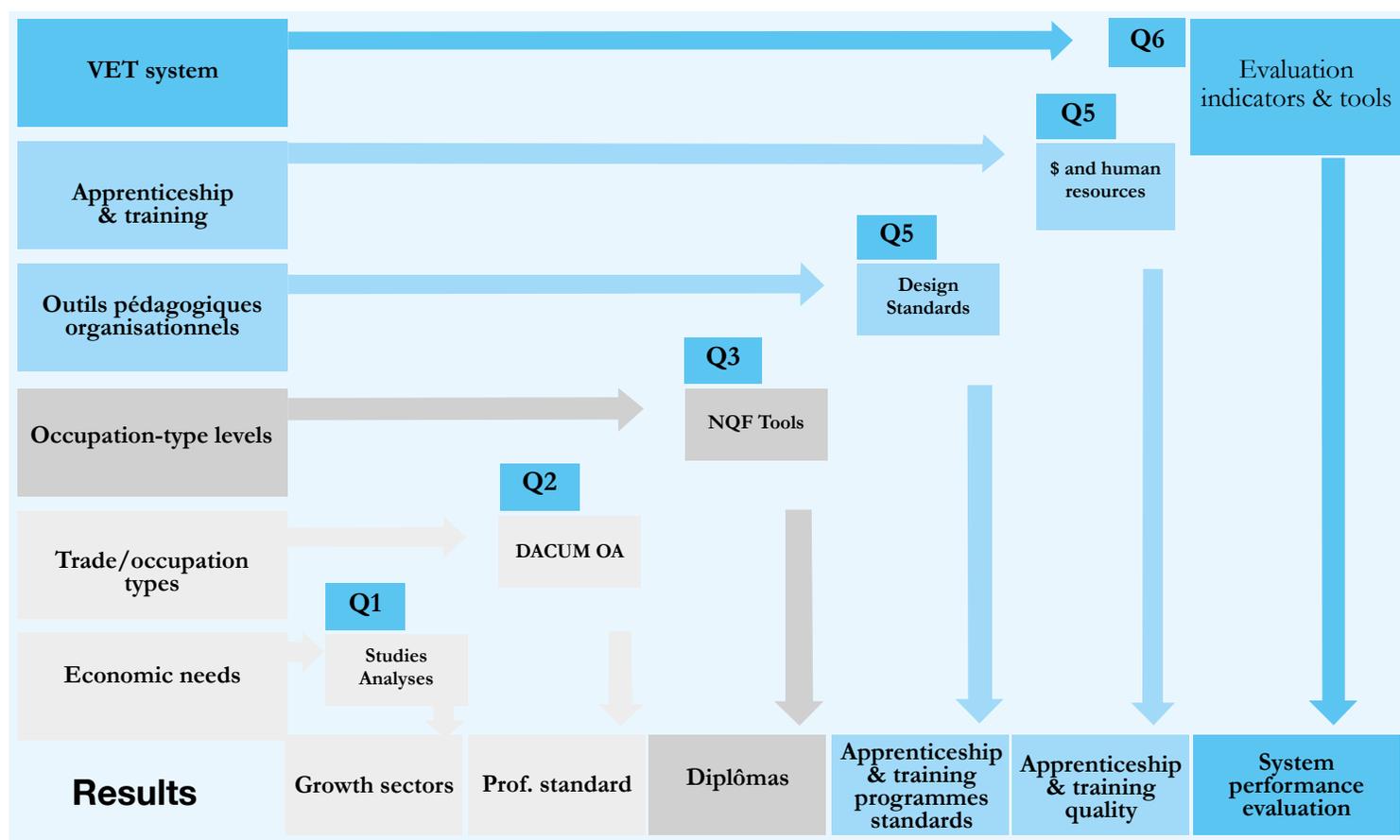
The preparation and provision of quality-based pedagogical and organizational tools is the fourth component (Q4) of the quality approach in VET. The production and provision of competency-based education (CBE) training programmes, pedagogical guides and physical and material aspects of organization and certification standards constitute key elements in the quality approach. These documents must meet certain production standards set out in a methodological framework, but above all they must be used by administrators and trainers to structure training programmes and coordinate the implementation of initial classroom-based and on-the-job training. Requirements for training and apprenticeship programmes must also take into account the resources actually available. A mismatch between these two aspects places training institutes in difficulty and leads to the non-application of some training programmes.

The mobilization and provision of suitable resources – human, financial, physical and material – are key determinants in the quality of training (Q5).

All administrators and trainers must receive training in CBE. Training strategies and approaches can vary depending on the context and the different environments – possibility including access to local resources or on-the-job training, production of certain goods or provision of certain services. What matters is that an equivalent if not identical level of resources is provided to each institute running the same training programme.

The evaluation of the performance of the training system (**Q6**) should be based on tools developed with the administrators concerned and be subject to consultation and validation, and should be based on transparent, recognised and uniformly applied approaches. The quality and regularity of surveys should allow for the comparison of results and the presentation of trends or avenues for improvement.

Figure 2.2. Main components of the quality approach in VET



In addition to the matrices presented in this section, there are other kinds of matrices using different approaches – such as scoring or graphic colour-coding – as well as diagrams to show how actors and partnership types interact in the various processes and functions concerning VET.

The suggestions put forward are based on a scoring approach with the following assumptions:

- Note = 1 signifies communication-based relationships/roles
- Note = 2 signifies advisory-based relationships/roles
- Note = 3 signifies cooperation-based relationships/roles
- Note = 4 signifies collaboration-based relationships/roles

The average per process or per family of actors (e.g. public, private, civil society) can be useful according to the context and the level of discussion to be put in place. It should also be noted that the matrix can be used to analyse public-private or private-private partnerships, providing a measure of the extent to which regional and local needs are taken into account.

Averages are rounded to the nearest whole number (example: 1.25 is rounded down to 1; 1.5 is rounded up to 2).

'Graphic' overview of actors' roles for each process

With the following additional assumption:

- Note = 1, colour = red
- Note = 2, colour = orange
- Note = 3, colour = light green
- Note = 4, colour = dark green

By using the matrix as a whole we can obtain a graphic representation at a glance of the type of partnership relationship for each actor and for each process/function, as shown in the (hypothetical) colour-coded table below. This allows us to quickly identify, based on a shared understanding, the potential areas for improvement and consolidation and to avoid having to conduct systematic, onerous and costly studies each time.

Hypothetical example

Process		P1 Analysis of the economic environment and labour market demand		
Functions		Macroeconomic watch and analysis	Employment watch and analysis	P1 average
Public actors	Ministries	1	3	2.00
	Devolved structures	1	1	1.00
	Établissements publics de formation	1	1	1.00
	Public training institutes	2	1	1.50
Public average		1.25	1.5	1.38
Private social and economic partners	Sectoral and intersectoral employers organizations	4	4	4.00
	Businesses	1	1	1.00
Private training institutes		3	2	2.50



Process		P1 – Analysis of the economic environment and labour market demand	P2 – Analysis and planning of the TVET system	P3 – Skills development and certification	P4 – Implementation of TVET and certification	P5 – Evaluation of the external efficiency of training
Public actors	Ministries	Cooperation-based	Cooperation-based	Cooperation-based	Cooperation-based	Communication-based
	Devolved structures	Communication-based	Cooperation-based	Cooperation-based	Collaboration-based	Cooperation-based
	Public training institutes	Communication-based	Cooperation-based	Cooperation-based	Collaboration-based	Cooperation-based
	National funding (Funds) And operational (Offices) bodies	Communication-based	Collaboration-based	Collaboration-based	Collaboration-based	Communication-based
	Collectivités territoriales	Collaboration-based	Collaboration-based	Collaboration-based	Collaboration-based	Communication-based
Private social and economic partners	Sectoral and intersectoral employers' organizations	Communication-based	Communication-based	Cooperation-based	Cooperation-based	Collaboration-based
	Businesses	Communication-based	Communication-based	Cooperation-based	Cooperation-based	Collaboration-based
	Private training institutes	Cooperation-based	Cooperation-based	Collaboration-based	Collaboration-based	Cooperation-based
Établissements privés de formation		Communication-based	Cooperation-based	Cooperation-based	Communication-based	Communication-based
Civil society	NGOs/CSOs	Communication-based	Cooperation-based	Cooperation-based	Collaboration-based	Collaboration-based

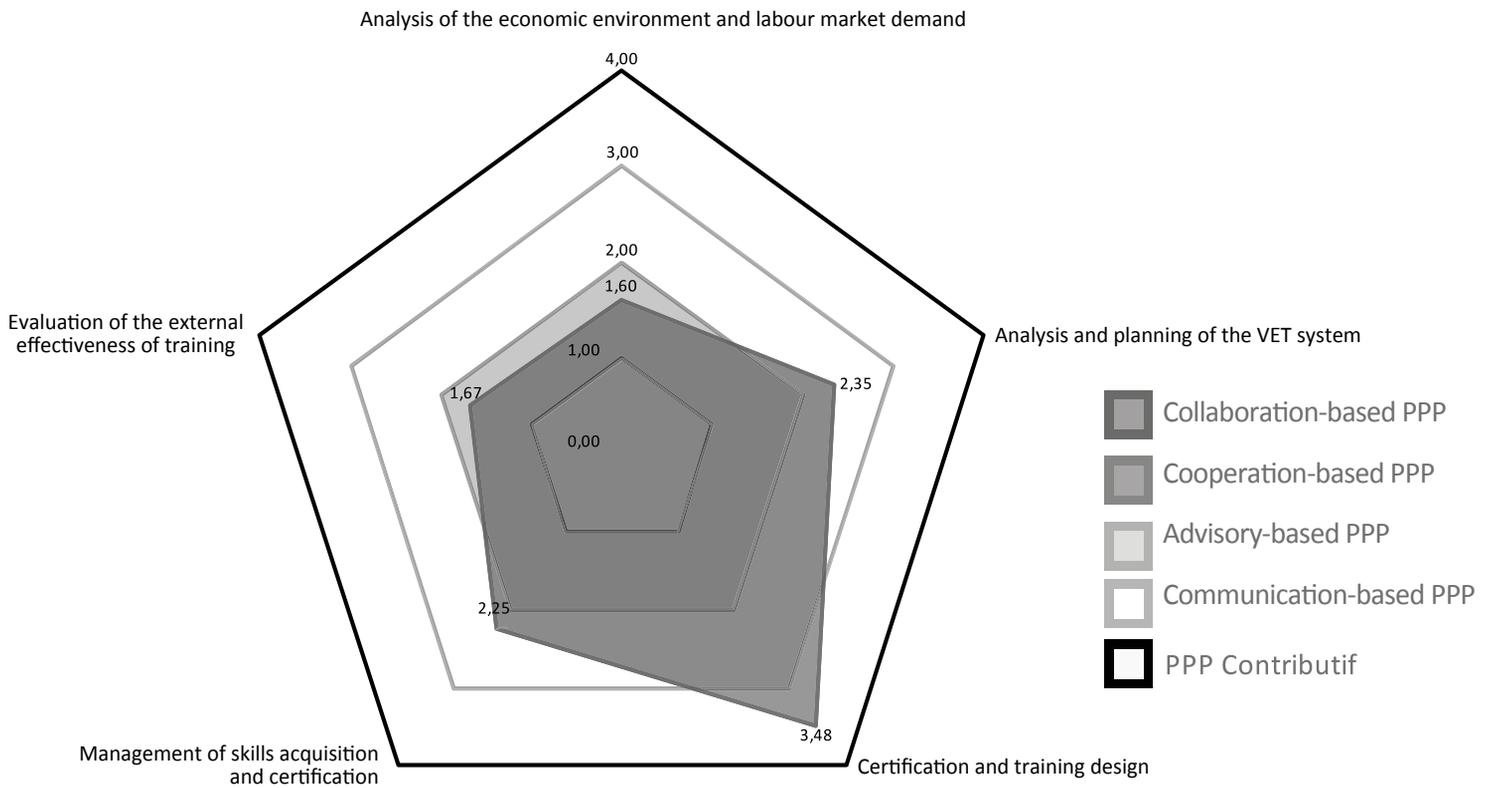
Diagrams

Using the same scoring principle and the characterisation of stakeholders' participation in the implementation of the various functions, we can also produce 'radar'-type diagrams that present more targeted information and various comparisons.

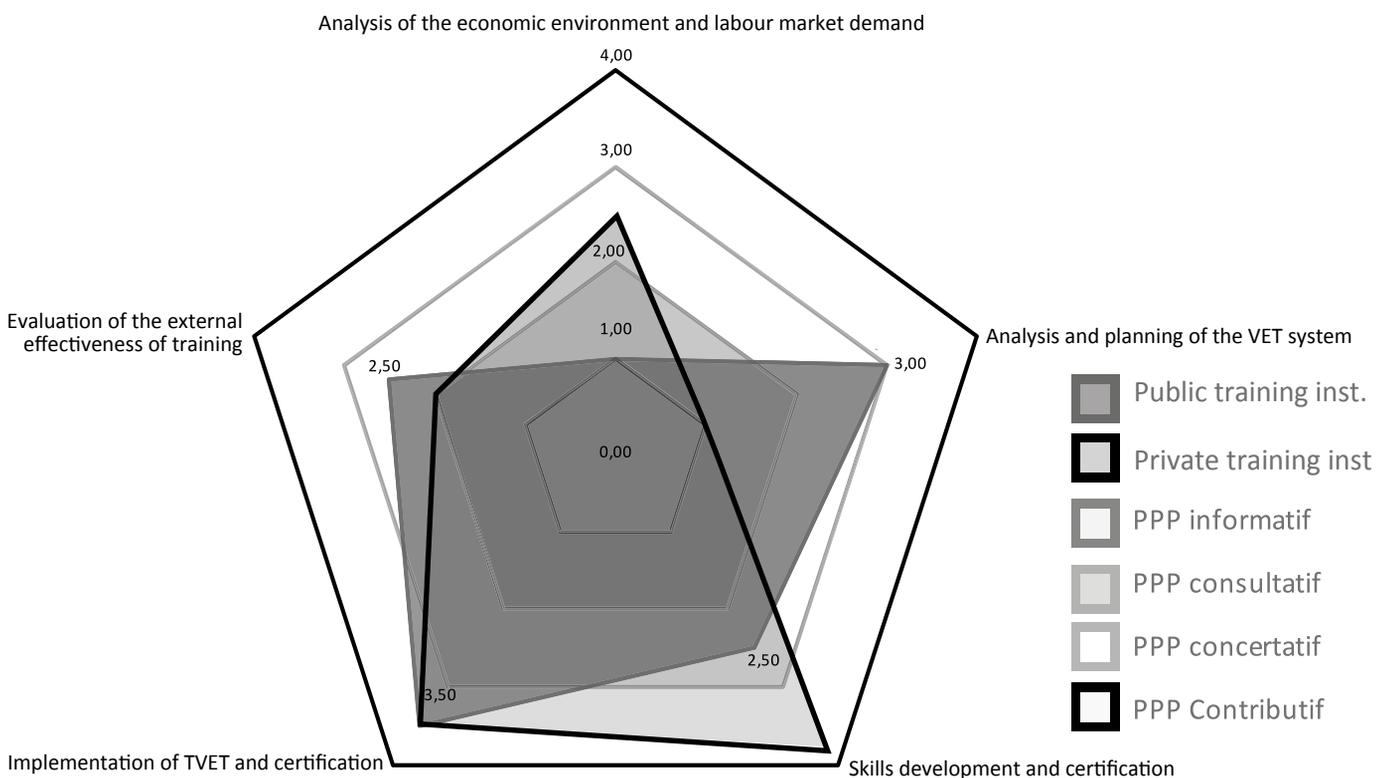
The two (hypothetical) examples below demonstrate:

- the overall level of partnership per process (average of all the scores for each process) (first 'radar');
- the comparative positioning of two actors (public and private training institutes, for example) with regard to each process (second 'radar').

OVERVIEW OF PARTNERSHIPS IN VET



PUBLIC AND PRIVATE TRAINING INSTITUTIONS IN THE 5 TRAINING PROCESSES





MATRICES

COMMUNICATION-BASED PARTNERSHIP

Process		Analysis of the economic environment and labour market demand		Analysis and planning of the VET system			Certification and training design		Management of skills acquisition and certification				Evaluation of the effectiveness of the VET system	
Functions	Macroeconomic monitoring and analysis	Employment monitoring and analysis to identify skills needs	Analysis and development of VET policy	VET development planning	Communication and organization of career guidance	Skills determination	Design and definition of training content	Training of trainers and non-teaching staff	Infrastructure, equipment and materials	Training implementation	Assessment and certification	Evaluation of the internal effectiveness of the system	Evaluation of the external effectiveness of the system	
Public actors	Ministries	Analyse prospective macroeconomic studies Identify priority economic sectors Organize information campaigns Ensure a macroeconomic watch	Determine training sectors and occupations and convey these to the partners Provide social and economic data Finance employment studies Monitor the evolution of employment and identify quantitative and qualitative economic needs	Analyse and draft policy and convey the broad orientations to the partners Finance the analysis and drafting of policy	Draw up VET planning Inform private and social actors of the planning at national level Finance VET	Design and implement the communication/career guidance mechanism Provide information on the communication/career guidance mechanism to actors Finance the communication/career guidance mechanism	Steer and finance skills identification Produce and disseminate standards Inform trade associations of the skills identified	Steer, finance and develop the normative framework and training content	Develop the normative framework Inform the partners of the training requirements and actions Put in place the training system and plans Provide funding Certify individuals	Identify norms and needs Inform the socio-economic partners of new projects Build infrastructure and provide equipment and materials	Develop training organization norms Coordinate the normative, technical and pedagogical implementation Finance public training Can contribute to the funding of private training	Develop evaluation norms and directives Develop the certification of prior learning and training skills Define the certification procedures Finance assessment and certification Award certification to learners	Develop internal system evaluation norms Provide funding Collect data Provide information to the partners	Commission or conduct surveys and studies and inform the partners of the results and recommendations
	Devolved structures	Share information with local actors and collect their feedback	Provide data on the analysis of the training offer and its relevance with regard to existing jobs within their territory Share information with local actors and collect their feedback	Analyse and put forward policy considerations concerning their zones/regions Inform the regional partners of the VET policy	Oversee planning in their zones/regions Manage information campaigns at regional level and supervise the transmission of information at local level	Open up communication and guidance spaces for individuals requesting training Provide information and advice on the occupational and training requirements in growth sectors	Provide information to their socio-economic partners	Inform the socio-economic partners in their zones/regions of training content	Identify needs in staff training Manage training actions at local level	Identify the needs of their zones/regions Inform the regional partners of new infrastructure and equipment	Coordinate, control and monitor the implementation of norms and decisions taken at central level	Coordinate, control and monitor the implementation of norms and measures set out at central level	Collect and convey the results of the internal evaluation of institutes	Participate in data collection
	Public training institutes		Provide data on the training offer	Participate in the final policy review Inform their partners and community of the policy	Provide quantitative elements to devolved structures Inform their partners and community of the planning	Open up communication and guidance spaces Provide information on occupational requirements and assessment and certification procedures	Make their specialized human resources available Inform users of standards content	Make their specialized human resources available Inform their partners and community of training content	Express their needs Participate in training	Participate in needs identification	Implement training norms Manage the training methods and courses defined at central level	Implement assessment and certification norms Provide infrastructure and staff for assessment and certification	Participate in data collection	Participate in data collection from the employers of their apprentices
	National bodies (funds, offices, agencies)	Conduct macroeconomic studies Provide macroeconomic information Contribute to the financing of information campaigns	Conduct studies on employment and training, particularly on skills needs Provide qualitative and quantitative information on existing employment Contribute to the financing of employment analysis	Provide policy elements Contribute to the financing of the analysis and development process	Participate in the planning of information campaigns at national level	Participate in information campaigns and guidance	Contribute to skills identification Contribute to the mobilization of national and international expertise to develop standards	Contribute to the definition of training content Contribute to the financing of the job function	Contribute to training Contribute to funding	Contribute to funding	Contribute to funding, particularly for in-service training	Contribute to the organization of evaluation Contribute to funding	Contribute to funding the evaluation of internal effectiveness	Conduct surveys and studies Co-finance surveys and studies
	Local and regional authorities	Provide elements for the macroeconomic analysis Participate in information meetings		Participate in information campaigns	Participate in information campaigns at regional and local level					Participate in information campaigns				Provide available information Receive information on the integration rate and employer satisfaction

Private social and economic partners	Sectoral and intersectoral employers' organizations	Provide considerations on the macroeconomic analysis Participate in information campaigns	Provide elements for the analysis of employment and qualitative and quantitative data Give their opinion on the economic sectors and job function defined	Participate in information meetings Develop training policies that mobilize public opinion and support	Participate in information campaigns at national and regional level Plan their own training offer separately from national planning	Manage communication and guidance mechanisms, parallel to those of the State, targeting the occupations of their choice	Participate in reviews	Participate in reviews		Participate in information campaigns	Coordinate non-formal training systems	Receive information on the methods and final results of certifications Can certify learners in non-formal systems	Participate in data collection Receive information on the system	Participate in data collection Receive information on the integration rate and employer satisfaction
	Businesses		Give their opinion on the job functions defined	Develop training policies that mobilize public opinion and support	Participate in information meetings at regional and local level Plan their own training offer separately from national planning	Manage communication and guidance campaigns targeting their occupations	Participate in reviews Develop standards to manage their own human resources	Participate in information campaigns Develop training content to manage their own human resources	Train their staff in non-formal training actions	Participate in information campaigns Use their own structures, equipment and materials for non-formal training	Run non-formal training programmes	Assess learners in their non-formal programmes	Participate in data collection	Convey available information Receive information on the integration rate and employer satisfaction
	Trade unions	Participate in information campaigns	Give their opinion on the economic sectors and job functions defined	Participate in information campaigns	Participate in information meetings at national and regional level			Participate in reviews	Participate in information campaigns and reviews		Participate in information campaigns		Receive information on the methods and final results of certifications	
Private training institutes				Participate in the final policy review Inform their stakeholders of the policy	Provide quantitative elements to devolved structures Participate in information campaigns Inform their partners and community of the planning	Open up communication and guidance spaces Provide information on occupational requirements and assessment and certification procedures	Make their specialized expertise available Inform users of standards content	Make their specialized expertise available Inform their stakeholders of training content	Express their needs Participate in training	Participate in needs identification and financing	Implement training norms Manage the training methods and courses defined at central level Finance the running of their training offer	Implement assessment and certification norms Provide infrastructure and staff for assessment and, where appropriate, certification	Convey available data to evaluators	Participate in data collection from the employers of their apprentices
Civil society	NGOs/CSOs			Participate in information campaigns	Participate in information campaigns Plan their training offer separately from national planning		Participate in reviews	Participate in information campaigns		Use their own structures, equipment and materials for non-formal training	Run non-formal training programmes	Can assess and certify learners in their non-formal programmes	Convey available data to evaluators	Convey available data Receive information on the integration rate and employer satisfaction
	Parents' associations			Participate in information campaigns	Participate in information campaigns at national, regional and local level			Participate in information campaigns and reviews				Receive information on the methods and final results of certifications		Receive information on the integration rate and employer satisfaction
Learners						Benefit from a communication and guidance mechanism					Register for and take training programmes Pay registration fees	Undergo assessments and certification Pay possible exam fees	Participate in data collection by providing information	Participate in data collection Receive information on the integration rate and employer satisfaction
Development partners (DPs)		Support the capacity-building of public actors in the macroeconomic analysis	Finance sectoral studies Support the capacity-building of public actors in the employment monitoring and analysis	Support the process and capacity-building of public actors through expertise Contribute to funding	Support the capacity-building of public actors through expertise and financing	Contribute to the design and financing of the implementation of the communication and guidance mechanisms	Support the development of standards by mobilizing expertise and funding	Support the development of training content by mobilizing expertise and funding	Build the capacities of national actors Finance training actions	Participate in needs identification Participate in investments	Support the implementation of formal training		Contribute by making tools and expertise available Contribute to funding	Contribute to the capacity-building of public agents Contribute to the financing of studies and surveys

ADVISORY-BASED PARTNERSHIP

Process		Analysis of the economic environment and labour market demand		Analysis and planning of the VET system			Certification and training design		Management of skills acquisition and certification				Evaluation of the effectiveness of the VET system	
Functions		Macroeconomic monitoring and analysis	Employment monitoring and analysis to identify skills needs	Analysis and development of VET policy	VET development planning	Communication and organization of career guidance	Skills determination	Design and definition of training content	Training of trainers and non-teaching staff	Infrastructure, equipment and materials	Training implementation	Assessment and certification	Evaluation of the internal effectiveness of the system	Evaluation of the external effectiveness of the system
Public actors	Ministries	Analyse prospective macroeconomic studies Identify priority economic sectors Consult the partners on the orientations identified Ensure a macroeconomic watch	Determine training sectors and job functions in consultation with the partners Provide social and economic data Finance employment studies Monitor the evolution of employment and identify economic needs	Define the broad policy orientations Consult with the partners Develop policy and ensure the financing of the analysis and development process	Draw up the planning in consultation with the private and social actors Finance VET	Design and put in place the communication/ career guidance mechanism following an advisory-process with public actors and private training centres Provide information on occupational requirements Finance the communication/ career guidance mechanism	Identify skills Consult with the partners Standardize skills Provide funding	Develop the normative framework and training content Finance the job function	Develop the normative framework and standards for the occupations covered by the system Provide funding Put in place the training system and plans Centralize training needs Certify individuals	Define norms Centralize and consolidate the expressed demands for infrastructure, equipment and materials Decide on and finance investments	Develop training organization norms in consultation with the actors Coordinate the normative, technical and pedagogical implementation Finance public training Can contribute to the funding of private training	Develop evaluation directives and the certification mechanism for training skills and prior learning in consultation with the actors Define the certification procedures Finance assessment and certification Award certification to learners	Develop and ensure the application of norms to evaluate the internal effectiveness of the system Collect information from institutes and trade associations and evaluate this information Consult with the partners on the results of the evaluation Provide funding	Develop and put in place the mechanism to monitor integration and employer satisfaction Collect and publish data and recommendations Provide funding
	Devolved structures	Organize and manage the local dimension of the advisory process	Provide, after consultation with the local actors, data on the analysis of the training offer and its relevance with regard to existing jobs in their territory	Organize consultation with private and social actors at regional level Put forward policy proposals from their territories	Organize consultation with private and social actors at regional level Put forward planning proposals from their territories	Open up communication/ career guidance spaces for individuals requesting training Provide information and advice on the occupational and training requirements in growth sectors	Put forward proposals specific to their zones/ regions Make their specialized expertise available	Put forward proposals specific to their zones/ regions Make their specialized expertise available	Coordinate the identification of training needs at regional level Contribute to the monitoring and evaluation of training results	Collect and consolidate demands for infrastructure, equipment and materials at regional level	Give their opinion on the definition of training organization norms Coordinate, control and monitor the implementation of norms and decisions taken at central level	Give their opinion on the definition of assessment norms and certification mechanisms Assist with and control the implementation of norms and mechanisms set out at central level	Collect and convey the results of the internal evaluation of institutes Manage the regional dimension of the advisory process	Collect and convey data on integration and satisfaction
	Public training institutes		Give their opinion on training sectors	Give their opinion and put forward policy proposals Collect and feed back the opinions of the partners	Give their opinion and put forward planning proposals	Open up communication/ career guidance spaces Provide information on occupational requirements and assessment and certification procedures	Feed back proposals that emerge from the advisory process with their stakeholders Make their specialized expertise available	Feed back the observations of their stakeholders Make their specialized expertise available	Express their needs via devolved structures Participate in training	Express their needs to devolved structures	Give their opinion on the definition of training organization norms Run training programmes in compliance with norms	Give their opinion on the definition of assessment norms and certification mechanisms Implement assessment and certification norms Provide infrastructure and staff for assessment and certification	Apply internal evaluation norms at their level Put forward recommendations at regional level	Ensure the follow-up of graduates Conduct satisfaction surveys among the employers of graduates Convey available data to the administrative supervision Inform the partners of the results of the evaluation of the institute's external effectiveness
	National bodies (funds, offices, agencies)	Conduct macroeconomic studies Provide macroeconomic information Contribute to the financing of the advisory process	Conduct employment analyses and quantitative and qualitative studies on economic and skills needs Contribute to financing the advisory process	Provide policy proposals Contribute to the financing of the analysis and development process	Put forward planning proposals and contribute to funding	Participate in providing information and guidance	Contribute to skills identification Contribute to funding	Contribute to the definition of training content Contribute to the financing of job functions	Contribute to training Contribute to funding	Contribute to the definition of norms Contribute to the identification of needs Contribute to funding	Contribute to funding, particularly in-service training	Contribute to the organization of evaluation Contribute to funding	Contribute to financing evaluation	Contribute to financing the evaluation of external effectiveness Use the results for their planning
	Local and regional authorities	Put forward proposals from the macroeconomic analysis	Give their opinion on the job functions and training sectors	Collect and feed back their opinions and those of the partners Put forward policy proposals	Give their opinion and put forward planning proposals	Give their opinion on the effectiveness of the system				Facilitate the expression of needs Give their opinion on the location of institutes				Provide available information Give their opinion on the results of the external effectiveness evaluation

Private social and economic partners	Sectoral and intersectoral employers' organizations	Give their opinions on the macroeconomic analysis	Provide, when called on as part of the advisory-based approach, opinions on the employment analysis and quantitative and qualitative data Give their opinion on job functions and training sectors	Put forward policy proposals, often based on their training policies Give their opinion on policy decisions	Give their opinion Put forward planning considerations, often based on their training plans	Convey their skills needs to the State system in order to align the career guidance system Manage communication/career guidance mechanisms, parallel to those of the State, targeting the occupations of their choice	Give their opinion Put forward considerations collected from businesses	Give their opinion Put forward considerations collected from businesses	Give their opinion on the standards and system	Give their opinion on the location of institutes Express their needs	Give their opinion on the definition of training organization norms Coordinate non-formal training systems	Give their opinion on the definition of assessment norms and certification mechanisms Can certify learners in non-formal systems	Participate in data collection Express their opinions and suggestions to improve internal effectiveness	Participate in data collection Express their opinions and suggestions to improve external effectiveness
	Businesses		Provide quantitative and qualitative considerations regarding their skills needs Give their opinion on the job and job-occupation clustering proposed	Put forward policy proposals, often based on their training policies Give their opinion on policy decisions	Give their opinion Put forward planning proposals, often based on their training plans	Express their skills needs and convey them to employers' organizations and devolved or central departments Manage communication/career guidance actions targeting their occupations	Give their opinion Put forward and feed back considerations based on the standards developed to manage their human resources	Put forward and feed back considerations based on the training content developed to manage their human resources	Express their needs via trade associations Give their opinion on the standards and system Train their staff in non-formal training actions	Express their needs Give their opinion on the types of infrastructure and equipment Use their own structures, equipment and materials for non-formal training	Give their opinion on the definition of training organization norms Run non-formal training programmes	Give their opinion on the definition of assessment norms and certification mechanisms Can assess learners in their non-formal systems	Participate in data collection Express their opinions and suggestions to improve internal effectiveness of partner institutes	Convey available information Express their opinions and suggestions to improve external effectiveness
	Trade unions	Give their opinions on the macroeconomic analysis	Give their opinion on the training sectors and job functions	Put forward policy proposals Give their opinion	Give their opinion Put forward planning considerations	Give their opinion on the effectiveness of the system	Give their opinion	Express their opinion on social and safety content considerations	Give their opinion on the system	Give their opinion (occupational health and safety)	Give their opinion on the definition of training organization norms (health and safety at training sites)	Give their opinion on the definition of assessment norms and certification mechanisms	Give their opinion	Convey available information Give their opinion
Private training institutes		Give their opinion on training sectors	Give their opinion and put forward policy proposals Collect and feed back the opinions of the partners	Give their opinion and put forward planning proposals	Open up communication/career guidance spaces Provide information on occupational requirements and assessment and certification procedures	Feed back considerations that emerge from the advisory process with their stakeholders Make their specialized expertise available	Feed back the observations of their stakeholders Make their specialized expertise available	Express their needs via devolved structures Participate in training	Express their needs to devolved structures Participate in funding	Give their opinion on the definition of training organization norms Run training programmes in compliance with norms Finance the running of their training offer	Implement assessment and certification norms Provide infrastructure and staff for assessment and, where appropriate, certification	Convey available data to evaluators	Ensure the follow-up of graduates Conduct satisfaction surveys among the employers of graduates Convey available data to the administrative supervision	
Civil society	NGOs/CSOs		Give their opinion on training sectors and job functions	Express their expectations Put forward policy proposals Give their opinion	Give their opinion Put forward planning considerations, often based on their training plans	Give their opinion on the effectiveness of the system Transmit information on growth sectors and training offers	Put forward and feed back considerations based on the standards developed within the framework of their initiatives and/or the management of their institutes	Put forward and feed back considerations based on the training content developed within the framework of their initiatives and/or the management of their institutes	Give their opinion on the standards and system	Express their needs Give their opinion on the different types of infrastructure and equipment Use their own structures, equipment and materials for non-formal training	Give their opinion on the definition of training organization norms Run non-formal training programmes	Give their opinion on the definition of assessment norms and certification mechanisms Can assess learners in their non-formal systems	Convey available data to evaluators	Convey available data
	Parents' associations		Give their opinion on training sectors and job functions	Express their expectations Put forward policy proposals Give their opinion	Give their opinion Put forward planning considerations	Give their opinion on the effectiveness of the system and transmit information on growth sectors and training offers	Give their opinion on training content		Give their opinion on the location of institutes	Give their opinion on the definition of training organization norms	Give their opinion on the definition of assessment norms and certification mechanisms	Give their opinion	Give their opinion	
Learners				Express their expectations Put forward policy proposals Give their opinion	Give their opinion Put forward planning considerations	Benefit from a communication/career guidance mechanism				Give their opinion on the location of institutes	Register for and take training programmes Pay registration fees Sign internship agreements Undertake internships in companies	Give their opinion on the definition of assessment norms and certification mechanisms Undertake assessments and certification Pay possible exam fees	Participate in data collection by providing information Give their opinion	Participate in data collection Give their opinion
Development partners (DPs)	Support capacity-building of public actors in the macroeconomic analysis	Finance sectoral studies and advisory meetings Support capacity-building of public actors in employment monitoring and analysis	Support capacity-building of public actors through expertise Contribute to funding	Support capacity-building of public actors through expertise Contribute to the financing of the advisory process	Contribute to the design and financing of implementation of the communication/career guidance mechanism	Support the development of standards by mobilizing expertise and funding	Support the development of training content by mobilizing expertise and funding	Build the capacities of national actors Finance training actions	Participate in needs identification Participate in investments	Support the implementation of formal training and internships		Contribute by making tools and expertise available Contribute to funding	Contribute to the capacity-building of public agents Contribute to the financing of studies and surveys	

COOPERATION-BASED PARTNERSHIP

Process		Analysis of the economic environment and labour market demand		Analysis and planning of the VET system			Certification and training design		Management of skills acquisition and certification				Evaluation of the effectiveness of the VET system	
Function	Macroeconomic monitoring and analysis	Employment monitoring and analysis to identify skills needs	Analysis and development of VET policy	VET development planning	Communication and organization of career guidance	Skills determination	Design and definition of training content	Training of trainers and non-teaching staff	Infrastructure, equipment and materials	Training implementation	Assessment and certification	Evaluation of the internal effectiveness of the system	Evaluation of the external effectiveness of the system	
Public actors	Ministries	Analyse prospective macroeconomic studies Identify priority economic sectors Cooperate with the partners on the orientations to be defined Ensure a macroeconomic watch	Cooperate with the partners to define training sectors and functions Provide social and economic data Finance the employment analysis Ensure an employment trend watch Define quantitative and qualitative economic needs based on sectoral studies conducted in cooperation with private and social actors	Analyse and develop the training policy in cooperation with private and social partners Finance the analysis and development of the policy Validate work plans for training institutes	Cooperate with the partners at national, regional, local and sectoral level Finance VET Validate school work plans for training institutes	Design and put in place the communication/career guidance mechanism involving all of the actors concerned Provide information on occupational requirements Co-finance the communication/career guidance mechanism	Develop standards in cooperation with the socio-economic partners concerned Finance the process	Develop training content and the normative framework in cooperation with the private social actors Validate specific content put forward by institutes	Cooperate with the socio-economic partners to develop the normative framework and standards Put in place the training system and plans Implement training plans Finance the system Certify individuals	Confer with the partners to define norms and identify needs Confer with the partners regarding decisions on investments Provide the most substantial portion of investment financing	Develop training organization norms in cooperation with the actors, including on-the-job training Coordinate implementation at a normative level Ensure compliance with the training organization directives Contribute to the financing of public training Can contribute to the financing of private training, including apprenticeships	Develop evaluation directives and the certification mechanism for training skills and prior learning in cooperation with the actors Monitor possible certification procedures Finance assessment and certification for public actors Award certification to learners	Cooperate with the partners and determine the norms used to evaluate the internal effectiveness of the system Centralize the information collected from institutes, devolved structures and trade associations Evaluate external effectiveness and make recommendations for the system in cooperation with the partners	Determine the norms used to evaluate external effectiveness in cooperation with the partners Centralize the information collected from institutes, devolved structures and trade associations Evaluate external effectiveness and make recommendations for the system in cooperation with the partners
	Devolved structures	Organize and manage the local dimension of the cooperation process	Provide data on the analysis of the training offer and its relevance with regard to existing employment in its territory Organize consultations through joint and partnership commissions on the identification of skills needs	Organize consultations with private and social actors at regional level and convey the results to the ministries Supervise the development of work plans for training institutes	Organize consultations with other actors at regional level and convey the results to the ministries Supervise the development of work plans for training institutes	Open up communication/career guidance spaces for training applicants Provide information and advice on occupational and training requirements in growth sectors	Contribute to the development of standards, in cooperation with other actors at regional level and feed back the results to the ministries	Consult with the socio-economic partners on the normative proposals of content Supervise and support the definition of training content by institutes	Identify needs Contribute to the training of trainers, training supervisors and non-teaching staff in regional or sectoral centres and partner companies	Participate in needs identification in their zones/regions	Coordinate, control and monitor the technical and pedagogical implementation Contribute to the definition of training organization norms Ensure compliance with training organization directives	Contribute to the definition of assessment norms and certification mechanisms Assist and control the implementation of norms and provisions in cooperation with training institutes and private training actors that steer certification	Monitor the application of internal evaluation norms Collect information from institutes and trade associations Organize cooperation at regional level to formulate recommendations	Collect information from institutes and trade associations Organize cooperation at regional level to formulate recommendations
	Public training institutes		Participate in the definition of training sectors Collect and consult with businesses on skills needs	Cooperate with the private and social partners concerned and put forward policy proposals Develop work plans in line with policy in cooperation with the partners	Cooperate with the private and social partners concerned and put forward planning considerations Participate in validating planning Develop their work plans in cooperation with the partners	Open up communication/career guidance spaces Provide information on occupational requirements and assessment and certification procedures	Contribute to the definition of skills by making technical and pedagogical experts available	Cooperate with the partners particularly businesses to define training content to validate at central level Make technical and pedagogical experts available for projects at national level	Contribute to the definition of standards Make experts available for training Run and finance certain in-service training programmes	Identify their needs in cooperation with the socio-economic partners and convey them to devolved departments Contribute to funding with their own resources	Contribute to the definition of training organization norms Run training programmes in compliance with norms Contribute to funding with their own resources	Contribute to the definition of assessment norms and certification mechanisms Implement assessment and certification norms Provide infrastructure and staff for assessment and certification Contribute to the financing of assessments and certification	Apply the norms governing the evaluation of internal effectiveness of institutes Organize cooperation at local level to formulate recommendations Convey recommendations to the administrative supervisors	Ensure the follow-up of graduates Collect information from graduates and social and economic partners and convey it to devolved structures
	National bodies (funds, offices, agencies)	Conduct macroeconomic studies Provide macroeconomic information Contribute to the financing of forums for cooperation	Conduct macroeconomic studies Contribute to the financing of forums for cooperation	Contribute to financing of the analysis process and develop studies based on policy analysis and development	Participate in cooperation and validation Contribute to financing planning at national level and training institute work plans	Co-finance information campaigns and career guidance Participate in information campaigns and career guidance	Contribute to skills identification Contribute to funding	Contribute to the definition of training content at national level Contribute to the financing of job functions	Contribute to training Contribute to funding	Contribute to funding	Contribute to funding, particularly for initial and in-service training in companies	Contribute to the organization of evaluation Contribute to funding	Contribute to funding the evaluation of internal effectiveness	Participate in the evaluation of the external effectiveness of the system Use the results for planning and financing
	Local and regional authorities	Participate in the macroeconomic analysis	Participate in the definition of training sectors and job functions	Cooperate with the private and social partners in their zones/regions and put forward proposals, observations and amendments	Put forward joint proposals with the socio-economic actors in their zones/regions Participate in the development of work plans for training institutes	Contribute to the definition of priorities for the communication and career guidance mechanism				Contribute to the decision on investments Contribute to the implementation of decisions about infrastructure, equipment and materials Provide part of the funding of investments	Contribute to funding for institutes and learners	Participate in the assessment and certification process		Provide available information Participate in the evaluation of external effectiveness

Private social and economic partners	Sectoral and intersectoral employers' organizations	Participate in the macroeconomic analysis Monitor evolutions in sectors and investments	Participate in the definition of training sectors and job functions Ensure a watch on employment trends Participate in needs identification for the occupational sector in collaboration with the other partners Make occupational experts available	Put forward considerations, observations and amendments, often based on their training policy Participate in the analysis, development and validation of policy	Express their observations and amendments and participate in planning validation Participate in the development of work plans for training institutes Contribute to national and local planning based on their training plans	Convey their skills needs to the State system Define the pathways and growth sectors to be promoted as priorities with public actors Manage communication/career guidance mechanisms, parallel to those of the State, targeting the occupations of their choice	Cooperate with the public partners on the content of standards by mobilizing technical or pedagogical experts within their companies	Cooperate at national level and with institutes on the content of standards by mobilizing technical or pedagogical experts	Contribute to the definition of the normative framework and standards Participate in the training process by making their experts and infrastructure available	Contribute to the definition of standards Contribute to decisions on investments Make equipment and materials and/or training premises available	Contribute to the definition of training organization standards Make occupational experts available for training modules in institutes Facilitate the hosting of interns and apprentices Contribute to training by making occupational experts available Coordinate non-formal training systems	Contribute to the definition of assessment standards and certification mechanisms Pilot and finance a large part of the implementation of private certification Participate in the implementation of public certification processes by providing expertise Award formal private certifications	Participate in data collection Participate in the evaluation of internal effectiveness at national and regional level	Participate in the collection and supply of data Participate in data processing and express their level of satisfaction regarding the offer of the TVET system Put forward recommendations to improve external effectiveness
	Businesses	Contribute to the monitoring of trends in sectors and investments	Give their opinion on the job and job-occupation clustering proposed Monitor employment trends Express their needs through trade associations	Provide policy proposals resulting from their discussions with institutes and their training policies and convey these to trade associations Contribute to the development of work plans for training institutes	Provide planning proposals resulting from their discussions with institutes and their training plans and convey these to trade associations Participate in planning validation Participate in the development of work plans for training institutes	Express their skills needs and convey them to employers' organizations and devolved or central departments Manage communication/career guidance actions targeting their occupations	Express their needs through trade associations and training structures Participate in the development of standards through experts	Participate in the development of training content at national level and with institutes by making occupational experts available	Run training for trainers and training supervisors in companies	Participate in needs identification and make infrastructure, equipment and materials available Use their own structures, equipment and materials for non-formal training	Train their own apprentices and sign an apprenticeship or training contract Run non-formal training programmes Host interns and apprentices and mobilize experts-trainers	Contribute to the definition of assessment standards and certification mechanisms Implement and partly finance private assessment and certification Participate in the implementation of public certification processes by providing expertise	Participate in data collection Participate in the evaluation of internal effectiveness at regional and local level	Participate in the collection of data and their transfer to public actors Participate in data processing to express their satisfaction with training products
	Trade unions	Participate in the macroeconomic analysis	Participate in the definition of training sectors and job functions	Put forward policy proposals for the analysis, development and validation of policy	Express their needs Put forward planning considerations	Contribute to the definition of priorities for the communication/career guidance mechanism	Participate in the validation of standards	Express their opinion on social and safety content considerations	Contribute to the definition of the normative framework and standards Contribute by hosting in-service training	Contribute to decisions on investments Express their opinion on the requirements of norms, particularly safety norms	Contribute to the definition of training organization norms Control and monitor the implementation of apprenticeships	Contribute to the definition of assessment norms and certification mechanisms Participate in the implementation of public and private certification processes through expertise and funding	Participate in the evaluation of internal effectiveness	Participate in data collection and the evaluation of internal effectiveness
Private training institutes		Participate in the definition of training sectors Collect information and consult with businesses on skills needs	Participate in the definition of training sectors and job functions	Cooperate with the private and social partners concerned and put forward policy proposals Develop work plans in line with policy and in cooperation with the partners	Cooperate with the private and social partners concerned and put forward planning considerations Participate in planning reviews and validation Develop their work plans in cooperation with their partners	Contribute to the definition of priorities for the communication and career guidance mechanism Open up communication/career guidance spaces Provide information on occupational requirements and assessment and certification procedures	Contribute to the definition of skills by making technical and pedagogical experts available	Cooperate with the partners, particularly businesses, to define training content for validation at central level Make technical and pedagogical experts available for projects at national level	Identify their needs in cooperation with the socio-economic partners and convey them to devolved departments Contribute to funding with their own resources	Contribute to the definition of training organization norms Run training programmes in compliance with norms Contribute to funding with their own resources	Contribute to the definition of assessment norms and certification mechanisms Implement assessment and certification norms Provide infrastructure and staff for assessment and, where appropriate, certification Contribute to funding	Apply the norms governing the evaluation of the internal effectiveness of institutes Organize cooperation at local level to formulate recommendations Convey recommendations to the administrative supervisors	Ensure the follow-up of graduates Collect information from graduates and the social and economic partners and convey it to devolved structures	

Civil society	NGOs/CSOs		Participate in the definition of training sectors and job functions	Put forward proposals for policy proposals Contribute to the development of work plans for training institutes	Put forward planning considerations Participate in the review and validation of planning and the development of work plans for training institutes	Contribute to the definition of priorities for the communication and career guidance mechanism Transmit information on growth sectors and training offers	Put forward skills proposals Make specialized human resources available	Put forward proposals for training content Support the definition of training content by partner institutes Make specialized human resources available	Contribute to the creation of occupational standards and system design Support training actions by mobilizing expertise and funds	Make their infrastructure and experts-trainers available for the organization and implementation of training and certification Use their own structures, equipment and materials for non-formal training	Contribute to the definition of training organization norms Run approved non-formal or formal training programmes	Contribute to the definition of assessments norms and certification mechanisms Implement private assessment and certification	Participate in information collection Participate in the evaluation of internal effectiveness	Participate in information collection Participate in the evaluation of external effectiveness
	Parents' associations		Participate in the definition of the training sectors and job functions	Put forward proposals for policy proposals Contribute to the development of work plans for training institutes	Put forward planning considerations Participate in the review and validation of planning and the development of work plans for training institutes	Contribute to the definition of priorities for the communication and guidance mechanism and transmit information on growth sectors and training offers		Put forward proposals for training content at institute level Express their opinion on the relevance of training content		Contribute to decisions on investments	Contribute to the definition of training organization norms Sign apprenticeship or training contracts and undertake to comply with training norms	Contribute to the definition of assessment norms and certification mechanisms	Participate in the evaluation of internal effectiveness	Participate in the evaluation of external effectiveness
Learners				Put forward proposals for policy proposals Contribute to the development of work plans for training institutes	Put forward planning considerations Participate in the review and validation of planning and the development of work plans for training institutes	Benefit from a communication/guidance mechanism				Contribute to decisions on investments	Contribute to the definition of training organization norms Register for and take training programmes Pay registration fees Sign apprenticeship or training contracts	Contribute to the definition of assessment norms and certification mechanisms Undertake assessments and certification Pay possible exam fees	Participate in the evaluation of internal effectiveness	Participate in data collection Participate in the evaluation of external effectiveness
Development partners (DPs)	Support capacity-building of national actors in macroeconomic analysis	Finance sectoral studies and forums for cooperation Support capacity-building of national actors in employment monitoring and analysis	Support capacity-building of public actors through expertise Contribute to financing forums for cooperation Contribute to the development of work plans for training institutes	Support capacity-building of national actors through expertise Contribute to the financing of VET at national and local level	Contribute to the design and financing of the implementation of the communication/guidance mechanism	Support the development of standards by mobilizing expertise and funding	Support the development of standards by mobilizing expertise Contribute to the financing of the process and the development of pedagogical tools	Build the capacities of national actors Finance training actions	Contribute to funding investments	Support the implementation of diversified formal training		Contribute by making tools and expertise available Contribute to funding	Make tools and expertise available Contribute to funding	

COLLABORATION-BASED PARTNERSHIP

Process		Analysis and planning of the VET system			Certification and training design		Management of skills acquisition and certification				Evaluation of the effectiveness of the VET system			
Function	Macroeconomic monitoring and analysis	Employment monitoring and analysis to identify skills needs	Analysis and development of VET policy	VET development planning	Communication and organization of career guidance	Skills determination	Design and definition of training content	Training of trainers and non-teaching staff	Infrastructure, equipment and materials	Training implementation	Assessment and certification	Evaluation of the internal effectiveness of the system	Evaluation of the external effectiveness of the system	
Public actors	Ministries	Analyse prospective macroeconomic studies Identify priority economic sectors Decide on policy priorities with the partners Ensure a macroeconomic watch	Define the training sectors with all of the central and local partners Provide social and economic data Monitor employment trends Assist trade associations with studies to define skills needs	Develop and validate the policy with partners Contribute to financing the analysis and development process Validate work plans for training institutes	Plan VET development with the partners at national, regional, local and sectoral level Contribute to financing VET Validate work plans for training institutes	Design and put in place the communication/career guidance mechanism involving all of the actors concerned Provide information on occupational requirements Co-finance the communication/career guidance mechanism	Develop the normative framework in cooperation with partners Contribute to financing the process	Develop the normative framework in cooperation with partners Put in place the mechanism and certify it Contribute to funding	Define the normative framework and standards with partners Develop training programmes and content with partners Implement training plans Participate in financing the mechanism Participate in the certification of individuals	Define norms in terms of training infrastructure and equipment with the partners Decide on investments with the partners Co-finance investments	Develop training organization norms with the partners for all types of training Coordinate its implementation at a normative level Ensure compliance with the training organization directives Contribute to the financing of public training Contribute to the financing of private training, including dual systems (apprenticeships, etc.)	Develop evaluation directives and the certification mechanism for training skills and prior learning with the partners Monitor private certification Finance assessment and certification for public actors Award certification to learners	Develop and put in place the mechanisms to evaluate internal effectiveness with the partners Centralize the information collected from institutes and trade associations Make recommendations with the partners	Develop and put in place the mechanism to monitor integration and employer satisfaction with the partners Collect and publish data Make recommendation with the partners Contribute to funding
	Devolved structures	Organize and manage the local dimension of priority decisions	Pilot the processes conducted by all local partners to analyse the training offer and its relevance to existing employment in their territory Identify skills needs and formulate recommendations Feed back at national level	Organize consultations with other actors at regional level and convey the results to the ministries Participate in planning validation Supervise the development of work plans for training institutes	Open up communication/career guidance spaces for training applicants Provide information and advice on occupational and training requirements in growth sectors	Mobilize their specialized expertise	Mobilize their specialized expertise	Contribute to the identification of new staff needs and in-service training needs Mobilize their specialized human resources	Participate in needs identification Consolidate investment proposals at regional level	Coordinate, control and monitor the technical and pedagogical implementation Participate in the definition of training organization norms Ensure compliance with training organization directives	Participate in the definition of assessment norms and certification mechanisms Assist with and control the implementation of norms and provisions in cooperation with training institutes and private training actors that steer certification	Monitor the application of norms governing the internal evaluation of the training system Collect information from institutes and trade associations Organize cooperation between regional actors and pass on their recommendations at national level	Collect and convey data with partners to evaluate the external effectiveness of the system at regional level Make recommendations with the partners and convey them at national level	
	Public training institutes		Utilize the results of the tracer studies Identify and express local needs in cooperation with local businesses Contribute to the definition of training sectors	Organize cooperation with private and social actors Provide policy elements at devolved and central level resulting from discussions Develop work plans in line with policy with their partners	Cooperate with private and social partners concerned and put forward planning considerations Participate in the review and validating of planning Develop work plans in cooperation with their partners	Open up communication/career guidance spaces Provide information on occupational requirements and assessment and certification procedures	Mobilize their specialized expertise	Mobilize their specialized expertise	Participate in the definition of standards Make experts available Run and finance certain in-service training programmes	Participate in needs identification Contribute to funding with their own resources	Participate in the definition of assessment norms and certification mechanisms Run training programmes in compliance with norms in partnership with all of the actors involved Contribute to funding with their own resources	Participate in the definition of assessment norms and certification mechanisms Implement assessment and certification norms Provide infrastructure and staff for assessment and certification Contribute to the financing of assessments and certification		Ensure the follow-up of graduates' employment with the institute partners Share the results with the partners and formulate recommendations
	National bodies (funds, offices, agencies)	Conduct macroeconomic studies Provide macroeconomic information Contribute to the financing of joint activities to define priorities	Manage employment monitoring mechanisms and trends Contribute to the financing of joint employment analysis activities	Participate in the development of policy through their studies and expertise Contribute to financing the analysis and development process	Participate in cooperation and validation Contribute to financing planning at national level and training institute work plans	Co-finance information and career guidance Participate in information and career guidance	Mobilize their specialized expertise Contribute to financing the development of reference documents	Mobilize their specialized expertise Contribute to financing job functions	Contribute to training Contribute to funding	Contribute to funding	Contribute to funding, particularly for initial and in-service training in companies	Contribute to evaluation Contribute to funding	Contribute to funding the evaluation of internal effectiveness	Contribute to financing studies to evaluate external effectiveness Use the results for their planning
	Local and regional authorities	Participate in decisions on priorities	Contribute to the definition of training sectors and job functions	Provide analyses and policy elements Participate in policy validation	Put forward joint proposals with the socio-economic actors in their zones/regions Participate in the development of work plans for training institutes	Contribute to the definition of priorities for the communication/career guidance mechanism Implement communication plans targeting occupations and training				Contribute to the decision on investments Contribute to the implementation of decisions on infrastructure, equipment and materials Provide part of the funding of investments	Contribute to operational implementation Contribute to funding for institutes and learners	Participate in the assessment and certification process		Participate in data collection and the evaluation of internal effectiveness Capitalize on data Contribute to funding

Private social and economic partners	Sectoral and inter-sectoral employers' organizations	Provide elements for the sectoral macroeconomic analysis Participate in decisions on priorities Monitor sectors and investments	Coordinate and pilot the monitoring of employment trends and structuring Coordinate and pilot the identification of quantitative and qualitative skills needs Share the results with the partners Contribute to the financing of job functions Define job functions in cooperation with the public partners	Provide analyses and policy elements, often based on their training policies Mobilize their specialized expertise Participate in policy validation and align their training policies	Express their observations, amendments and recommendations Participate in planning validation Participate in the development and financing of work plans for training institutes Align their training offer with national and local planning Contribute to the financing of VET at national level	Contribute to the definition of the priorities for the communication and career guidance mechanism Open up communication/guidance spaces for growth sectors/pathways in line with the public system Provide information on occupational requirements and assessment and certification procedures in collaboration with the ministries	Steer the development of standards in coordination with public actors and training institutes Mobilize their specialized expertise	Steer the development of training content Mobilize their specialized expertise Contribute to financing job functions	Participate in the definition of the normative framework and standards Contribute to the identification of new staff needs and in-service training needs Participate in the training process by making their experts and infrastructure available	Participate in the definition of standards Participate in decisions on investments Make their premises, equipment and materials available for training Contribute to the financing of investments	Participate in the definition of training organization standards Make occupational experts available for training modules in institutes Facilitate the hosting of learners on internships, practical training, dual education systems and apprenticeships Contribute to funding by making occupational experts available Integrate their programmes in the formal system	Participate in the definition of assessment standards and certification mechanisms Pilot and finance a large part of the implementation of private certification Participate in the implementation of public certification processes by providing expertise Award formal private certifications	Participate in data collection Participate in the evaluation of internal effectiveness at national and regional level	Pilot satisfaction surveys and studies in cooperation with central and devolved departments Participate in the collection of data on integration Participate in the evaluation of the external effectiveness of the system at national and regional level
	Businesses	Contribute to the monitoring of trends in sectors and investments	Participate in the definition of job functions: clustering of jobs and jobs-occupations that present common sets of capacities and skills	Provide policy elements resulting from their discussions with institutes and their training policies and convey these to trade associations Align their training policies with national policy Contribute to the development of work plans for training institutes	Provide planning policy elements resulting from their discussions with institutes and their training plans and convey these to trade associations Participate in the development and financing of work plans for training institutes Align their own training offer with national and local planning	Express their skills needs and convey them to employers' organizations and devolved or central departments Manage communication/guidance actions targeting their occupations in partnership with other actors	Mobilize their specialized expertise	Mobilize professionals in their respective occupations	Feed back in-service training needs to trade associations Mobilize professionals in their respective occupations as trainers Run training for trainers and training supervisors in companies	Participate in needs identification Make their professional infrastructure, equipment and materials available (dual education, formal apprenticeship)	Mobilize and take on professionals as trainers, tutors and supervisors Make training positions available and sign apprenticeship, dual education or training contracts	Participate in the definition of assessment standards and certification mechanisms Implement and partly finance private assessment and certification Participate in the implementation of public certification processes by providing expertise	Participate in data collection Participate in the evaluation of internal effectiveness at regional and local level	Participate in satisfaction surveys and studies Participate in the evaluation of external effectiveness
	Trade unions	Participate in decisions on priorities	Participate in the definition of training sectors and job functions	Provide analysis and policy elements Participate in policy validation	Express their observations, amendments and recommendations Participate in planning validation	Contribute to the definition of priorities for the communication/guidance mechanism Open up information and guidance spaces for individuals requesting training Provide information on and promote occupations, their requirements and recruitment conditions	Contribute to the introduction of skills considerations into social and safety norms	Ensure compliance with social and safety norms	Participate in the definition of the normative framework and occupational standards Contribute by hosting in-service training	Participate in the definition of norms Participate in decisions on investments	Participate in the definition of training organization norms Control and monitor the implementation of apprenticeships	Participate in the definition of assessment norms and certification mechanisms Participate in the implementation of public and private certification processes through expertise and funding	Participate in the evaluation of internal effectiveness	Participate in data collection Participate in the evaluation of the external effectiveness of the system at national and regional level
Private training institutes		Utilize the results of the follow-up of graduates Identify and express local needs in cooperation with local businesses Contribute to the definition of training sectors	Organize cooperation with businesses Provide policy elements at devolved and central level resulting from discussions Develop work plans in line with policy with their partners	Cooperate with the private and social partners concerned and put forward planning considerations Participate in planning reviews and validation Develop their work plans in coordination with their partners	Contribute to the definition of priorities for the communication and career guidance mechanism Open up communication/career guidance spaces Provide information on occupational requirements and assessment and certification procedures in partnership with public training centres and private and social actors	Mobilize their specialized expertise	Mobilize their specialized expertise	Participate in the definition of standards for training occupations Make experts available for training Run and finance certain in-service training programmes	Participate in needs identification Contribute to funding with their own resources	Participate in the definition of training organization norms Run training programmes in compliance with norms, within the framework of a partnership-based pilot approach Contribute to funding with their own resources	Participate in the definition of assessment norms and certification mechanisms Implement assessment and certification norms Provide infrastructure and staff for assessment and, where appropriate, certification Contribute to funding	Apply the norms governing the evaluation of the internal effectiveness of institutes Organize the involvement of local actors to formulate recommendations and convey these at regional level	Ensure the follow-up of graduates' employment with the institute partners Share the results with the partners and formulate recommendations	

Civil society	NGOs/CSOs		Contribute to the definition of training sectors and job functions	Provide analysis and planning considerations Participate in policy validation Contribute to the development of work plans for training institutes	Put forward planning considerations Participate in the review and validation of planning for training institutes Contribute to the development and financing of work plans for training institutes	Contribute to the definition of priorities for the communication/career guidance mechanism Transmit information on growth sectors and training offers Manage communication/guidance actions in partnership with the other actors	Mobilize their specialized expertise	Mobilize their specialized expertise	Participate in the production of occupational standards and system design Support training actions by mobilizing expertise and funds	Make experts available Participate in the financing of investments	Participate in the definition of training organization norms Run approved non-formal or formal training programmes	Participate in the definition of assessment norms and certification mechanisms Implement private assessment and certification	Participate in information collection Participate in the evaluation of internal effectiveness	Participate in information collection Participate in the evaluation of internal effectiveness
	Parents' associations		Participate in the definition of the training sectors	Provide policy elements and participate in policy validation Contribute to the development of work plans for training institutes	Put forward planning considerations Participate in the review and validation of planning for training institutes Contribute to the development and financing of work plans for training institutes	Contribute to the definition of priorities for the communication and career guidance mechanism Transmit information on growth sectors and training offers		Express their opinion on the relevance of training content		Participate in decisions on investments	Participate in the definition of training organization norms Sign apprenticeship or training contracts and comply with training norms Contribute to funding (registration, etc.)	Participate in the definition of assessment norms and certification mechanisms	Participate in the evaluation of internal effectiveness	Participate in the evaluation of external effectiveness
Learners				Provide analysis and policy elements Participate in policy validation Contribute to the development of work plans for training institutes	Participate in planning discussions and validation and the development and financing of work plans through training fees	Benefit from a communication/guidance mechanism Contribute to the definition of priorities for the communication/career guidance mechanism				Participate in decisions on investments	Participate in the definition of training organization norms Register for and take training programmes Pay registration fees Sign apprenticeship or training contracts and undertake to comply with training norms	Contribute to the definition of assessment norms and certification mechanisms Undertake assessments and certification Pay possible exam fees	Participate in the evaluation of internal effectiveness	Participate in data collection Participate in the evaluation of external effectiveness
Development partners (DPs)		Support the capacity-building of national actors in macroeconomic analysis Invest in macroeconomic monitoring mechanisms with public and private actors	Support the capacity-building of national actors in employment monitoring and analysis Support the creation of employment monitoring mechanisms	Make experts available Contribute to financing the analysis and development of VET policy Contribute to the development of work plans for training institutes	Support the capacity-building of national actors Participate in the development of planning by making experts available Contribute to the financing of VET at national and local level	Contribute to the design and financing of the implementation of the communication/guidance mechanism	Support the development of standards by mobilizing expertise and funding	Support the development of standards by mobilizing expertise Contribute to the financing of the process and the development of pedagogical tools	Build the capacities of national actors Finance training actions	Contribute to funding investments	Support the implementation of diversified formal training		Contribute by making tools and expertise available Contribute to funding	Make tools and expertise available Contribute to funding

Process		ANALYSIS OF THE ECONOMIC ENVIRONMENT AND LABOUR MARKET DEMAND							
Function		Macroeconomic monitoring and analysis			Employment monitoring and analysis to identify skills needs				
Partnership Type		COMMUNICATION-BASED	ADVISORY-BASED	COOPERATION-BASED	COLLABORATION-BASED	COMMUNICATION-BASED	ADVISORY-BASED	COOPERATION-BASED	COLLABORATION-BASED
Public actors	Ministries	Analyse prospective macroeconomic studies Identify priority economic sectors Organize information campaigns Ensure a macroeconomic watch	Analyse prospective macroeconomic studies Identify priority economic sectors Consult the partners on the orientations identified Ensure a macroeconomic watch	Analyse prospective macroeconomic studies Identify priority economic sectors Cooperate with the partners on the orientations to be defined Ensure a macroeconomic watch	Analyse prospective macroeconomic studies Identify priority economic sectors Decide on policy priorities with the partners Ensure a macroeconomic watch	Determine training sectors and occupations and convey these to the partners Provide social and economic data Finance employment studies Monitor the evolution of employment and identify quantitative and qualitative economic needs	Determine training sectors and job functions in consultation with the partners Provide social and economic data Finance employment studies Monitor the evolution of employment and identify economic needs	Cooperate with the partners to define training sectors and functions Provide social and economic data Finance the employment analysis Ensure an employment trend watch Define quantitative and qualitative economic needs based on sectoral studies conducted in cooperation with private and social actors	Define the training sectors with all of the central and local partners Provide social and economic data Monitor employment trends Assist trade associations with studies to define skills needs
	Devolved structures	Share information with local actors and collect their feedback	Organize and manage the local dimension of the advisory process	Organize and manage the local dimension of the cooperation process	Organize and manage the local dimension of priority decisions	Provide data on the analysis of the training offer and its relevance with regard to existing jobs within their territory Share information with local actors and collect their feedback	Provide, after consultation with the local actors, data on the analysis of the training offer and its relevance with regard to existing jobs in their territory	Provide data on the analysis of the training offer and its relevance with regard to existing employment in its territory Organize consultations through joint and partnership commissions on the identification of skills needs	Pilot the processes conducted by all local partners to analyse the training offer and its relevance to existing employment in their territory Identify skills needs and formulate recommendations Feed back at national level
	Public training institutes					Provide data on the training offer	Give their opinion on training sectors	Participate in the definition of training sectors Collect and consult with businesses on skills needs	Utilize the results of the tracer studies Identify and express local needs in cooperation with local businesses Contribute to the definition of training sectors
	National bodies (Funds, Offices, Agencies)	Conduct macroeconomic studies Provide macroeconomic information Contribute to the financing of information campaigns	Conduct macroeconomic studies Provide macroeconomic information Contribute to the financing of the advisory process	Conduct macroeconomic studies Provide macroeconomic information Contribute to the financing of forums for cooperation	Conduct macroeconomic studies Provide macroeconomic information Contribute to the financing of joint activities to define priorities	Conduct studies on employment and training, particularly on skills needs Provide qualitative and quantitative information on existing employment Contribute to the financing of employment analysis	Conduct employment analyses and quantitative and qualitative studies on economic and skills needs Contribute to financing the advisory process	Conduct macroeconomic studies Contribute to the financing of forums for cooperation	Manage employment monitoring mechanisms and trends Contribute to the financing of joint employment analysis activities
	Local and regional authorities	Provide elements for the macroeconomic analysis Participate in information meetings	Put forward proposals from the macroeconomic analysis	Participate in the macroeconomic analysis	Participate in decisions on priorities		Give their opinion on the job functions and training sectors	Participate in the definition of training sectors and job functions	Contribute to the definition of training sectors and job functions

Private social and economic partners	Sectoral and intersectoral employers' organizations	Provide considerations on the macroeconomic analysis Participate in information campaigns	Give their opinions on the macroeconomic analysis	Participate in the macroeconomic analysis Monitor evolutions in sectors and investments	Provide elements for the sectoral macroeconomic analysis Participate in decisions on priorities Monitor sectors and investments	Provide elements for the analysis of employment and qualitative and quantitative data Give their opinion on the economic sectors and job function defined	Provide, when called on as part of the advisory-based approach, opinions on the employment analysis and qualitative and quantitative data Give their opinion on job functions and training sectors	Participate in the definition of training sectors and job functions Ensure a watch on employment trends Participate in needs identification for the occupational sector in collaboration with the other partners Make occupational experts available	Coordinate and pilot the monitoring of employment trends and structuring Coordinate and pilot the identification of quantitative and qualitative skills needs Share the results with the partners Contribute to the financing of job functions Define job functions in cooperation with the public partners
	Businesses			Contribute to the monitoring of trends in sectors and investments	Contribute to the monitoring of trends in sectors and investments	Give their opinion on the job functions defined	Provide quantitative and qualitative considerations regarding their skills needs Give their opinion on the job and job-occupation clustering proposed	Give their opinion on the job and job-occupation clustering proposed Monitor employment trends Express their needs through trade associations	Participate in the definition of job functions: clustering of jobs and jobs-occupations that present common sets of capacities and skills
	Trade unions	Participate in information campaigns	Give their opinions on the macroeconomic analysis	Participate in the macroeconomic analysis	Participate in decisions on priorities	Give their opinion on the economic sectors and job functions defined	Give their opinion on the training sectors and job functions	Participate in the definition of training sectors and job functions	Participate in the definition of training sectors and job functions
Private training institutes							Give their opinion on training sectors	Participate in the definition of training sectors Collect information and consult with businesses on skills needs	Utilize the results of the follow-up of graduates Identify and express local needs in cooperation with local businesses Contribute to the definition of training sectors
Civil society	NGOs/CSOs						Give their opinion on training sectors and job functions	Participate in the definition of training sectors and job functions	Contribute to the definition of training sectors and job functions
	Parents' associations						Give their opinion on training sectors and job functions	Participate in the definition of the training sectors and job functions	Participate in the definition of the training sectors
Learners									
Development Partners (DPs)		Support the capacity-building of public actors in the macroeconomic analysis	Support capacity-building of public actors in the macroeconomic analysis	Support capacity-building of national actors in macroeconomic analysis	Support the capacity-building of national actors in macroeconomic analysis Invest in macroeconomic monitoring mechanisms with public and private actors	Finance sectoral studies Support the capacity-building of public actors in the employment monitoring and analysis	Finance sectoral studies and advisory meetings Support capacity-building of public actors in employment monitoring and analysis	Finance sectoral studies and forums for cooperation Support capacity-building of national actors in employment monitoring and analysis	Support the capacity-building of national actors in employment monitoring and analysis Support the creation of employment monitoring mechanisms

Process		ANALYSIS OF THE ECONOMIC ENVIRONMENT AND LABOUR MARKET DEMAND							
Function		Macroeconomic monitoring and analysis				Employment monitoring and analysis to identify skills needs			
Partnership Type		COMMUNICATION-BASED	ADVISORY-BASED	COOPERATION-BASED	COLLABORATION-BASED	COMMUNICATION-BASED	ADVISORY-BASED	COOPERATION-BASED	COLLABORATION-BASED
Public actors	Ministries	Analyse prospective macroeconomic studies Identify priority economic sectors Organize information campaigns Ensure a macroeconomic watch	Analyse prospective macroeconomic studies Identify priority economic sectors Consult the partners on the orientations identified Ensure a macroeconomic watch	Analyse prospective macroeconomic studies Identify priority economic sectors Cooperate with the partners on the orientations to be defined Ensure a macroeconomic watch	Analyse prospective macroeconomic studies Identify priority economic sectors Decide on policy priorities with the partners Ensure a macroeconomic watch	Determine training sectors and occupations and convey these to the partners Provide social and economic data Finance employment studies Monitor the evolution of employment and identify quantitative and qualitative economic needs	Determine training sectors and job functions in consultation with the partners Provide social and economic data Finance employment studies Monitor the evolution of employment and identify economic needs	Cooperate with the partners to define training sectors and functions Provide social and economic data Finance the employment analysis Ensure an employment trend watch Define quantitative and qualitative economic needs based on sectoral studies conducted in cooperation with private and social actors	Define the training sectors with all of the central and local partners Provide social and economic data Monitor employment trends Assist trade associations with studies to define skills needs
	Devolved structures	Share information with local actors and collect their feedback	Organize and manage the local dimension of the advisory process	Organize and manage the local dimension of the cooperation process	Organize and manage the local dimension of priority decisions	Provide data on the analysis of the training offer and its relevance with regard to existing jobs within their territory Share information with local actors and collect their feedback	Provide, after consultation with the local actors, data on the analysis of the training offer and its relevance with regard to existing jobs in their territory	Provide data on the analysis of the training offer and its relevance with regard to existing employment in its territory Organize consultations through joint and partnership commissions on the identification of skills needs	Pilot the processes conducted by all local partners to analyse the training offer and its relevance to existing employment in their territory Identify skills needs and formulate recommendations Feed back at national level
	Public training institutes					Provide data on the training offer	Give their opinion on training sectors	Participate in the definition of training sectors Collect and consult with businesses on skills needs	Utilize the results of the tracer studies Identify and express local needs in cooperation with local businesses Contribute to the definition of training sectors
	National bodies (Funds, Offices, Agencies)	Conduct macroeconomic studies Provide macroeconomic information Contribute to the financing of information campaigns	Conduct macroeconomic studies Provide macroeconomic information Contribute to the financing of the advisory process	Conduct macroeconomic studies Provide macroeconomic information Contribute to the financing of forums for cooperation	Conduct macroeconomic studies Provide macroeconomic information Contribute to the financing of joint activities to define priorities	Conduct studies on employment and training, particularly on skills needs Provide qualitative and quantitative information on existing employment Contribute to the financing of employment analysis	Conduct employment analyses and quantitative and qualitative studies on economic and skills needs Contribute to financing the advisory process	Conduct macroeconomic studies Contribute to the financing of forums for cooperation	Manage employment monitoring mechanisms and trends Contribute to the financing of joint employment analysis activities
	Local and regional authorities	Provide elements for the macroeconomic analysis Participate in information meetings	Put forward proposals from the macroeconomic analysis	Participate in the macroeconomic analysis	Participate in decisions on priorities		Give their opinion on the job functions and training sectors	Participate in the definition of training sectors and job functions	Contribute to the definition of training sectors and job functions

Private social and economic partners	Sectoral and intersectoral employers' organizations	Provide considerations on the macroeconomic analysis Participate in information campaigns	Give their opinions on the macroeconomic analysis	Participate in the macroeconomic analysis Monitor evolutions in sectors and investments	Provide elements for the sectoral macroeconomic analysis Participate in decisions on priorities Monitor sectors and investments	Provide elements for the analysis of employment and qualitative and quantitative data Give their opinion on the economic sectors and job functions defined	Provide, when called on as part of the advisory-based approach, opinions on the employment analysis and quantitative and qualitative data Give their opinion on job functions and training sectors	Participate in the definition of training sectors and job functions Ensure a watch on employment trends Participate in needs identification for the occupational sector in collaboration with the other partners Make occupational experts available	Coordinate and pilot the monitoring of employment trends and structuring Coordinate and pilot the identification of quantitative and qualitative skills needs Share the results with the partners Contribute to the financing of job functions Define job functions in cooperation with the public partners
	Businesses			Contribute to the monitoring of trends in sectors and investments	Contribute to the monitoring of trends in sectors and investments	Give their opinion on the job functions defined	Provide quantitative and qualitative considerations regarding their skills needs Give their opinion on the job and job-occupation clustering proposed	Give their opinion on the job and job-occupation clustering proposed Monitor employment trends Express their needs through trade associations	Participate in the definition of job functions: clustering of jobs and jobs-occupations that present common sets of capacities and skills
	Trade unions	Participate in information campaigns	Give their opinions on the macroeconomic analysis	Participate in the macroeconomic analysis	Participate in decisions on priorities	Give their opinion on the economic sectors and job functions defined	Give their opinion on the training sectors and job functions	Participate in the definition of training sectors and job functions	Participate in the definition of training sectors and job functions
Private training institutes							Give their opinion on training sectors	Participate in the definition of training sectors Collect information and consult with businesses on skills needs	Utilize the results of the follow-up of graduates Identify and express local needs in cooperation with local businesses Contribute to the definition of training sectors
Civil society	NGOs/CSOs						Give their opinion on training sectors and job functions	Participate in the definition of training sectors and job functions	Contribute to the definition of training sectors and job functions
	Parents' associations						Give their opinion on training sectors and job functions	Participate in the definition of the training sectors and job functions	Participate in the definition of the training sectors
Learners									
Development Partners (DPs)		Support the capacity-building of public actors in the macroeconomic analysis	Support capacity-building of public actors in the macroeconomic analysis	Support capacity-building of national actors in macroeconomic analysis	Support the capacity-building of national actors in macroeconomic analysis Invest in macroeconomic monitoring mechanisms with public and private actors	Finance sectoral studies Support the capacity-building of public actors in the employment monitoring and analysis	Finance sectoral studies and advisory meetings Support capacity-building of public actors in employment monitoring and analysis	Finance sectoral studies and forums for cooperation Support capacity-building of national actors in employment monitoring and analysis	Support the capacity-building of national actors in employment monitoring and analysis Support the creation of employment monitoring mechanisms

Process		ANALYSIS AND PLANNING OF THE VET SYSTEM											
Function		Analysis and development of VET policy				VET development planning				Communication and organization of career guidance			
Partnership Type		COMMUNICATION-BASED	ADVISORY-BASED	COOPERATION-BASED	COLLABORATION-BASED	COMMUNICATION-BASED	ADVISORY-BASED	COOPERATION-BASED	COLLABORATION-BASED	COMMUNICATION-BASED	ADVISORY-BASED	COOPERATION-BASED	COLLABORATION-BASED
Public actors	Ministries	Analyse and draft policy and convey the broad orientations to the partners Finance the analysis and drafting of policy	Define the broad policy orientations Consult with the partners Develop policy and ensure the financing of the analysis and development process	Analyse and develop the training policy in cooperation with private and social partners Finance the analysis and development of the policy Validate work plans for training institutes	Develop and validate the policy with partners Contribute to financing the analysis and development process Validate work plans for training institutes	Draw up VET planning Inform private and social actors of the planning at national level Finance VET	Draw up the planning in consultation with the private and social actors Finance VET	Cooperate with the partners at national, regional, local and sectoral level Finance VET Validate school work plans for training institutes	Plan VET development with the partners at national, regional, local and sectoral level Contribute to financing VET Validate work plans for training institutes	Design and implement the communication/career guidance mechanism Provide information on the communication/career guidance mechanism to actors Finance the communication/career guidance mechanism	Design and put in place the communication/career guidance mechanism following an advisory-process with public actors and private training centres Provide information on occupational requirements Co-finance the communication/career guidance mechanism	Design and put in place the communication/career guidance mechanism involving all of the actors concerned Provide information on occupational requirements Co-finance the communication/career guidance mechanism	Design and put in place the communication/career guidance mechanism involving all of the actors concerned Provide information on occupational requirements Co-finance the communication/career guidance mechanism
	Devolved structures	Analyse and put forward policy considerations concerning their zones/regions Inform the regional partners of the VET policy	Organize consultation with private and social actors at regional level Put forward policy proposals from their territories	Organize consultations with private and social actors at regional level and convey the results to the ministries Supervise the development of work plans for training institutes		Oversee planning in their zones/regions Manage information campaigns at regional level and supervise the transmission of information at local level	Organize consultation with private and social actors at regional level Put forward planning proposals from their territories	Organize consultations with other actors at regional level and convey the results to the ministries Supervise the development of work plans for training institutes	Organize consultations with other actors at regional level and convey the results to the ministries Participate in planning validation Supervise the development of work plans for training institutes	Open up communication and guidance spaces for individuals requesting training Provide information and advice on the occupational and training requirements in growth sectors	Open up communication/career guidance spaces for individuals requesting training Provide information and advice on the occupational and training requirements in growth sectors	Open up communication/career guidance spaces for training applicants Provide information and advice on occupational and training requirements in growth sectors	Open up communication/career guidance spaces for training applicants Provide information and advice on occupational and training requirements in growth sectors
	Public training institutes	Participate in the final policy review Inform their partners and community of the policy	Give their opinion and put forward policy proposals Collect and feed back the opinions of the partners	Cooperate with the private and social partners concerned and put forward policy proposals Develop work plans in line with policy in cooperation with the partners	Organize cooperation with private and social actors Provide policy elements at devolved and central level resulting from discussions Develop work plans in line with policy with their partners	Provide quantitative elements to devolved structures Inform their partners and community of the planning	Give their opinion and put forward planning proposals	Cooperate with the private and social partners concerned and put forward planning considerations Participate in validating planning Develop their work plans in cooperation with the partners	Cooperate with private and social partners concerned and put forward planning considerations Participate in the review and validating of planning Develop work plans in cooperation with their partners	Open up communication and guidance spaces Provide information on occupational requirements and assessment and certification procedures	Open up communication/career guidance spaces Provide information on occupational requirements and assessment and certification procedures	Open up communication/career guidance spaces Provide information on occupational requirements and assessment and certification procedures	Open up communication/career guidance spaces Provide information on occupational requirements and assessment and certification procedures
	National bodies (Funds, Offices, Agencies)	Provide policy elements Contribute to the financing of the analysis and development process	Provide policy proposals Contribute to the financing of the analysis and development process	Contribute to financing of the analysis process and develop studies based on policy analysis and development	Participate in the development of policy through their studies and expertise Contribute to financing the analysis and development process	Participate in the planning of information campaigns at national level	Put forward planning proposals and contribute to funding	Participate in cooperation and validation Contribute to financing planning at national level and training institute work plans	Participate in cooperation and validation Contribute to financing planning at national level and training institute work plans	Participate in information campaigns and guidance	Participate in providing information and guidance	Co-finance information campaigns and career guidance Participate in information campaigns and career guidance	Co-finance information and career guidance Participate in information and career guidance
	Local and regional authorities	Participate in information campaigns	Collect and feed back their opinions and those of the partners Put forward policy proposals	Cooperate with the private and social partners in their zones/regions and put forward proposals, observations and amendments		Provide analyses and policy elements Participate in policy validation	Participate in information campaigns at regional and local level	Give their opinion and put forward planning proposals	Put forward joint proposals with the socio-economic actors in their zones/regions Participate in the development of work plans for training institutes	Put forward joint proposals with the socio-economic actors in their zones/regions Participate in the development of work plans for training institutes	Give their opinion on the effectiveness of the system	Contribute to the definition of priorities for the communication and career guidance mechanism	Contribute to the definition of priorities for the communication/career guidance mechanism Implement communication plans targeting occupations and training

Private social and economic partners	Sectoral and intersectoral employers' organizations	Participate in information meetings Develop training policies that mobilize public opinion and support	Put forward policy proposals, often based on their training policies Give their opinion on policy decisions	Put forward considerations, observations and amendments, often based on their training policy Participate in the analysis, development and validation of policy	Provide analyses and policy elements, often based on their training policies Mobilize their specialized expertise Participate in policy validation and align their training policies	Participate in information campaigns at national and regional level Plan their own training offer separately from national planning	Give their opinion Put forward planning considerations, often based on their training plans	Express their observations and amendments and participate in planning validation Participate in the development of work plans for training institutes Contribute to national and local planning based on their training plans	Express their observations, amendments and recommendations Participate in planning validation Participate in the development and financing of work plans for training institutes Align their training offer with national and local planning Contribute to the financing of VET at national level	Manage communication and guidance mechanisms, parallel to those of the State, targeting the occupations of their choice	Convey their skills needs to the State system in order to align the career guidance system Manage communication/career guidance mechanisms, parallel to those of the State, targeting the occupations of their choice	Convey their skills needs to the State system Define the pathways and growth sectors to be promoted as priorities with public actors Manage communication/career guidance mechanisms, parallel to those of the State, targeting the occupations of their choice	Contribute to the definition of the priorities for the communication and career guidance mechanism Open up communication/guidance spaces for growth sectors/pathways in line with the public system Provide information on occupational requirements and assessment and certification procedures in collaboration with the ministries
	Businesses	Develop training policies that mobilize public opinion and support	Put forward policy proposals, often based on their training policies Give their opinion on policy decisions	Provide policy proposals resulting from their discussions with institutes and their training policies and convey these to trade associations Align their training policies with national policy Contribute to the development of work plans for training institutes	Provide policy elements resulting from their discussions with institutes and their training policies and convey these to trade associations Align their training policies with national policy Contribute to the development of work plans for training institutes	Participate in information meetings at regional and local level Plan their own training offer separately from national planning	Give their opinion Put forward planning proposals, often based on their training plans	Provide planning proposals resulting from their discussions with institutes and their training plans and convey these to trade associations Participate in planning validation Participate in the development of work plans for training institutes	Provide planning policy elements resulting from their discussions with institutes and their training plans and convey these to trade associations Participate in the development and financing of work plans for training institutes Align their own training offer with national and local planning	Manage communication and guidance campaigns targeting their occupations	Express their skills needs and convey them to employers' organizations and devolved or central departments Manage communication/career guidance actions targeting their occupations	Express their skills needs and convey them to employers' organizations and devolved or central departments Manage communication/career guidance actions targeting their occupations	Express their skills needs and convey them to employers' organizations and devolved or central departments Manage communication/guidance actions targeting their occupations in partnership with other actors
	Trade unions	Participate in information campaigns	Put forward policy proposals Give their opinion	Put forward policy proposals for the analysis, development and validation of policy	Provide analysis and policy elements Participate in policy validation	Participate in information meetings at national and regional level	Give their opinion Put forward planning considerations	Express their needs Put forward planning considerations	Express their observations, amendments and recommendations Participate in planning validation		Give their opinion on the effectiveness of the system	Contribute to the definition of priorities for the communication/career guidance mechanism	Contribute to the definition of priorities for the communication and career guidance mechanism Requesting training information on and promote occupations, their requirements and recruitment conditions
Private training institutes	Participate in the final policy review Inform their stakeholders of the policy	Give their opinion and put forward policy proposals Collect and feed back the opinions of the partners	Cooperate with the private and social partners concerned and put forward policy proposals Develop work plans in line with policy and in cooperation with the partners	Organize cooperation with businesses Provide policy elements at devolved and central level resulting from discussions Develop work plans in line with policy with their partners	Provide quantitative elements to devolved structures Participate in information campaigns Inform their partners and community of the planning	Give their opinion and put forward planning proposals	Cooperate with the private and social partners concerned and put forward planning considerations Participate in planning reviews and validation Develop their work plans in cooperation with their partners	Cooperate with the private and social partners concerned and put forward planning considerations Participate in planning reviews and validation Develop their work plans in coordination with their partners	Open up communication and guidance spaces Provide information on occupational requirements and assessment and certification procedures	Open up communication/career guidance spaces Provide information on occupational requirements and assessment and certification procedures	Contribute to the definition of priorities for the communication and career guidance mechanism Open up communication/career guidance spaces Provide information on occupational requirements and assessment and certification procedures	Contribute to the definition of priorities for the communication and career guidance mechanism Open up communication/career guidance spaces Provide information on occupational requirements and assessment and certification procedures in partnership with public training centres and private and social actors	

Civil society	NGOs/CSOs	Participate in information campaigns	Express their expectations Put forward policy proposals Give their opinion	Put forward proposals for policy proposals Contribute to the development of work plans for training institutes	Provide analysis and planning considerations Participate in policy validation Contribute to the development of work plans for training institutes	Participate in information campaigns Plan their training offer separately from national planning	Give their opinion Put forward planning considerations, often based on their training plans	Put forward planning considerations Participate in the review and validation of planning and the development of work plans for training institutes	Put forward planning considerations Participate in the review and validation of planning for training institutes Contribute to the development and financing of work plans for training institutes		Give their opinion on the effectiveness of the system Transmit information on growth sectors and training offers	Contribute to the definition of priorities for the communication and career guidance mechanism Transmit information on growth sectors and training offers	Contribute to the definition of priorities for the communication/career guidance mechanism Transmit information on growth sectors and training offers Manage communication/guidance actions in partnership with the other actors
	Parents' associations	Participate in information campaigns	Express their expectations Put forward policy proposals Give their opinion	Put forward proposals for policy proposals Contribute to the development of work plans for training institutes	Provide policy elements and participate in policy validation Contribute to the development of work plans for training institutes	Participate in information campaigns at national, regional and local level	Give their opinion Put forward planning considerations	Put forward planning considerations Participate in the review and validation of planning and the development of work plans for training institutes	Put forward planning considerations Participate in the review and validation of planning for training institutes Contribute to the development and financing of work plans for training institutes		Give their opinion on the effectiveness of the system and transmit information on growth sectors and training offers	Contribute to the definition of priorities for the communication and guidance mechanism and transmit information on growth sectors and training offers	Contribute to the definition of priorities for the communication and career guidance mechanism Transmit information on growth sectors and training offers
Learners			Express their expectations Put forward policy proposals Give their opinion	Put forward proposals for policy proposals Contribute to the development of work plans for training institutes	Provide analysis and policy elements Participate in policy validation Contribute to the development of work plans for training institutes		Give their opinion Put forward planning considerations	Put forward planning considerations Participate in the review and validation of planning and the development of work plans for training institutes	Participate in planning discussions and validation and the development and financing of work plans through training fees	Benefit from a communication and guidance mechanism	Benefit from a communication/career guidance mechanism	Benefit from a communication/guidance mechanism	Benefit from a communication/guidance mechanism Contribute to the definition of priorities for the communication/career guidance mechanism
Development Partners (DPs)		Support the process and capacity-building of public actors through expertise Contribute to funding	Support capacity-building of public actors through expertise Contribute to funding	Support capacity-building of public actors through expertise Contribute to financing forums for cooperation Contribute to the development of work plans for training institutes	Make experts available Contribute to financing the analysis and development of VET policy Contribute to the development of work plans for training institutes	Support the capacity-building of public actors through expertise and financing	Support capacity-building of public actors through expertise Contribute to the financing of the advisory process	Support capacity-building of national actors through expertise Contribute to the financing of VET at national and local level	Support the capacity-building of national actors Participate in the development of planning by making experts available Contribute to the financing of VET at national and local level	Contribute to the design and financing of the implementation of the communication and guidance mechanisms	Contribute to the design and financing of the implementation of the communication/career guidance mechanism	Contribute to the design and financing of the implementation of the communication/guidance mechanism	Contribute to the design and financing of the implementation of the communication/guidance mechanism

Process		CERTIFICATION AND TRAINING DESIGN							
Function		Skills determination				Design and definition of training content			
Partnership Type		COMMUNICATION-BASED	ADVISORY-BASED	COOPERATION-BASED	COLLABORATION-BASED	COMMUNICATION-BASED	ADVISORY-BASED	COOPERATION-BASED	COLLABORATION-BASED
Public actors	Ministries	Steer and finance skills identification Produce and disseminate standards Inform trade associations of the skills identified	Identify skills Consult with the partners Standardize skills Provide funding	Develop standards in cooperation with the socio-economic partners concerned Finance the process	Develop the normative framework in cooperation with partners Contribute to financing the process	Steer, finance and develop the normative framework and training content	Develop the normative framework and training content Finance the job function	Develop training content and the normative framework in cooperation with the private social actors Validate specific content put forward by institutes	Develop the normative framework in cooperation with partners Put in place the mechanism and certify it Contribute to funding
	Devolved structures	Provide information to their socio-economic partners	Put forward proposals specific to their zones/regions Make their specialized expertise available	Contribute to the development of standards, in cooperation with other actors at regional level and feed back the results to the ministries	Mobilize their specialized expertise	Inform the socio-economic partners in their zones/regions of training content	Put forward proposals specific to their zones/regions Make their specialized expertise available	Consult with the socio-economic partners on the normative proposals of content Supervise and support the definition of training content by institutes	Mobilize their specialized expertise
	Public training institutes	Make their specialized human resources available Inform users of standards content	Feed back proposals that emerge from the advisory process with their stakeholders Make their specialized expertise available	Contribute to the definition of skills by making technical and pedagogical experts available	Mobilize their specialized expertise	Make their specialized human resources available Inform their partners and community of training content	Feed back the observations of their stakeholders Make their specialized expertise available	Cooperate with the partners particularly businesses to define training content to validate at central level Make technical and pedagogical experts available for projects at national level	Mobilize their specialized expertise
	National bodies (Funds, Offices, Agencies)	Contribute to skills identification Contribute to the mobilization of national and international expertise to develop standards	Contribute to skills identification Contribute to funding	Contribute to skills identification Contribute to funding	Mobilize their specialized expertise Contribute to financing the development of reference documents	Contribute to the definition of training content Contribute to the financing of the job function	Contribute to the definition of training content Contribute to the financing of job functions	Contribute to the definition of training content at national level Contribute to the financing of job functions	Mobilize their specialized expertise Contribute to financing job functions
	Local and regional authorities								
Private social and economic partners	Sectoral and intersectoral employers' organizations	Participate in reviews	Give their opinion Put forward considerations collected from businesses	Cooperate with the public partners on the content of standards by mobilizing technical or pedagogical experts within their companies	Steer the development of standards in coordination with public actors and training institutes Mobilize their specialized expertise	Participate in reviews	Give their opinion Put forward considerations collected from businesses	Cooperate at national level and with institutes on the content of standards by mobilizing technical or pedagogical experts	Steer the development of training content Mobilize their specialized expertise Contribute to financing job functions
	Businesses	Participate in reviews Develop standards to manage their own human resources	Give their opinion Put forward and feed back considerations based on the standards developed to manage their human resources	Express their needs through trade associations and training structures Participate in the development of standards through experts	Mobilize their specialized expertise	Participate in information campaigns Develop training content to manage their own human resources	Put forward and feed back considerations based on the training content developed to manage their human resources	Participate in the development of training content at national level and with institutes by making occupational experts available	Mobilize professionals in their respective occupations
	Trade unions	Participate in reviews	Give their opinion	Participate in the validation of standards	Contribute to the introduction of skills considerations into social and safety norms	Participate in information campaigns and reviews	Express their opinion on social and safety content considerations	Express their opinion on social and safety content considerations	Ensure compliance with social and safety norms

	Private training institutes	Make their specialized expertise available Inform users of standards content	Feed back considerations that emerge from the advisory process with their stakeholders Make their specialized expertise available	Contribute to the definition of skills by making technical and pedagogical experts available	Mobilize their specialized expertise	Make their specialized expertise available Inform their stakeholders of training content	Feed back the observations of their stakeholders Make their specialized expertise available	Cooperate with the partners, particularly businesses, to define training content for validation at central level Make technical and pedagogical experts available for projects at national level	Mobilize their specialized expertise
Civil society	NGOs/CSOs	Participate in reviews	Put forward and feed back considerations based on the standards developed within the framework of their initiatives and/or the management of their institutes	Put forward skills proposals Make specialized human resources available	Mobilize their specialized expertise	Participate in information campaigns	Put forward and feed back considerations based on the training content developed within the framework of their initiatives and/or the management of their institutes	Put forward proposals for training content Support the definition of training content by partner institutes Make specialized human resources available	Mobilize their specialized expertise
	Parents' associations					Participate in information campaigns and reviews	Give their opinion on training content	Put forward proposals for training content at institute level Express their opinion on the relevance of training content	Express their opinion on the relevance of training content
Learners									
	Development Partners (DPs)	Support the development of standards by mobilizing expertise and funding	Support the development of standards by mobilizing expertise and funding	Support the development of standards by mobilizing expertise and funding	Support the development of standards by mobilizing expertise and funding	Support the development of training content by mobilizing expertise and funding	Support the development of training content by mobilizing expertise and funding	Support the development of standards by mobilizing expertise Contribute to the financing of the process and the development of pedagogical tools	Support the development of standards by mobilizing expertise Contribute to the financing of the process and the development of pedagogical tools

Process	MANAGEMENT OF SKILLS ACQUISITION AND CERTIFICATION																
Function	Training of trainers and non-teaching staff				Infrastructure, equipment and materials				Training implementation				Assessment and certification				
Partnership Type	COMMUNICATION-BASED	ADVISORY-BASED	COOPERATION-BASED	COLLABORATION-BASED	COMMUNICATION-BASED	ADVISORY-BASED	COOPERATION-BASED	COLLABORATION-BASED	COMMUNICATION-BASED	ADVISORY-BASED	COOPERATION-BASED	COLLABORATION-BASED	COMMUNICATION-BASED	ADVISORY-BASED	COOPERATION-BASED	COLLABORATION-BASED	
Public actors	Ministries	Develop the normative framework Inform the partners of the training requirements and actions Put in place the training system and plans Provide funding Certify individuals	Develop the normative framework and standards for the occupations covered by the system Provide funding Put in place the training system and plans Centralize training needs Certify individuals	Cooperate with the socio-economic partners to develop the normative framework and standards Put in place the training system and plans Implement training plans Finance the system Certify individuals	Define the normative framework and standards with partners Develop training programmes and content with partners Implement training plans Participate in financing the mechanism Participate in the certification of individuals	Identify norms and needs Inform the socio-economic partners of new projects Build infrastructure and provide equipment and materials	Define norms Centralize and consolidate the expressed demands for infrastructure, equipment and materials Decide on and finance investments	Confer with the partners to define norms and identify needs Confer with the partners regarding decisions on investments Provide the most substantial portion of investment financing	Define norms in terms of training infrastructure and equipment with the partners Decide on investments with the partners Co-finance investments	Develop training organization norms Coordinate the normative, technical and pedagogical implementation Finance public training Can contribute to the funding of private training	Develop training organization norms in consultation with the actors Coordinate the normative, technical and pedagogical implementation Finance public training Can contribute to the funding of private training	Develop training organization norms in cooperation with the actors, including on-the-job training Coordinate implementation at a normative level Ensure compliance with the training organization directives Contribute to the financing of public training Can contribute to the financing of private training, including apprenticeships	Develop training organization norms with the partners for all types of training Coordinate its implementation at a normative level Ensure compliance with the training organization directives Contribute to the financing of public training Contribute to the financing of private training, including apprenticeships, etc.)	Develop evaluation norms and directives Develop the certification of prior learning and training skills Define the certification procedures Finance assessment and certification Award certification to learners	Develop evaluation directives and the certification mechanism for training skills and prior learning in consultation with the partners Monitor possible certification procedures Finance assessment and certification Award certification to learners	Develop evaluation directives and the certification mechanism for training skills and prior learning with the partners Monitor possible certification procedures Finance assessment and certification Award certification to learners	Develop evaluation directives and the certification mechanism for training skills and prior learning with the partners Monitor private certification Finance assessment and certification for public actors Award certification to learners
	Devolved structures	Identify needs in staff training Manage training actions at local level	Coordinate the identification of training needs at regional level Contribute to the monitoring and evaluation of training results	Identify needs Contribute to the training of trainers, training supervisors and non-teaching staff in regional or sectoral centres and partner companies	Contribute to the identification of new staff needs and in-service training needs Mobilize their specialized human resources	Identify the needs of their zones/ regions Inform the regional partners of new infrastructure and equipment	Collect and consolidate demands for infrastructure, equipment and materials at regional level	Participate in needs identification in their zones/regions	Participate in needs identification Consolidate investment proposals at regional level	Coordinate, control and monitor the implementation of norms and decisions taken at central level	Give their opinion on the definition of training organization norms Coordinate, control and monitor the implementation of norms and decisions taken at central level	Coordinate, control and monitor the technical and pedagogical implementation Contribute to the definition of training organization norms Ensure compliance with training organization directives	Coordinate, control and monitor the technical and pedagogical implementation Participate in the definition of training organization norms Ensure compliance with training organization directives	Coordinate, control and monitor the implementation of norms and measures set out at central level	Give their opinion on the definition of assessment norms and certification mechanisms Assist with and control the implementation of norms and mechanisms set out at central level	Contribute to the definition of assessment norms and certification mechanisms Assist and control the implementation of norms and provisions in cooperation with training institutes and private training actors that steer certification	Participate in the definition of assessment norms and certification mechanisms Assist with and control the implementation of norms and provisions in cooperation with training institutes and private training actors that steer certification
	Public training institutes	Express their needs Participate in training	Express their needs via devolved structures Participate in training	Contribute to the definition of standards Make experts available for training Run and finance certain in-service training programmes	Participate in the definition of standards Make experts available Run and finance certain in-service training programmes	Participate in needs identification	Express their needs to devolved structures	Identify their needs in cooperation with the socio-economic partners and convey them to devolved departments Contribute to funding with their own resources	Participate in needs identification Contribute to funding with their own resources	Implement training norms Manage the training methods and courses defined at central level	Give their opinion on the definition of training organization norms Run training programmes in compliance with norms	Contribute to the definition of training organization norms Run training programmes in compliance with norms Contribute to funding with their own resources	Participate in the definition of training organization norms Run training programmes in compliance with norms in partnership with all of the actors involved Contribute to funding with their own resources	Implement assessment and certification norms Provide infrastructure and staff for assessment and certification	Give their opinion on the definition of assessment norms and certification mechanisms Implement assessment and certification norms Provide infrastructure and staff for assessment and certification	Contribute to the definition of assessment norms and certification mechanisms Implement assessment and certification norms Provide infrastructure and staff for assessment and certification Contribute to the financing of assessments and certification	Participate in the definition of assessment norms and certification mechanisms Implement assessment and certification norms Provide infrastructure and staff for assessment and certification Contribute to the financing of assessments and certification
	National bodies (Funds, Offices, Agencies)	Contribute to training Contribute to funding	Contribute to training Contribute to funding	Contribute to training Contribute to funding	Contribute to training Contribute to funding	Contribute to funding	Contribute to the definition of norms Contribute to the identification of needs Contribute to funding	Contribute to funding	Contribute to funding	Contribute to funding, particularly for in-service training	Contribute to funding, particularly in-service training	Contribute to funding, particularly for initial and in-service training in companies	Contribute to funding, particularly for initial and in-service training in companies	Contribute to the organization of evaluation Contribute to funding	Contribute to the organization of evaluation Contribute to funding	Contribute to the organization of evaluation Contribute to funding	Contribute to evaluation Contribute to funding
Local and regional authorities					Participate in information campaigns	Facilitate the expression of needs Give their opinion on the location of institutes	Contribute to the decision on investments Contribute to the implementation of decisions about infrastructure, equipment and materials Provide part of the funding of investments	Contribute to the decision on investments Contribute to the implementation of decisions on infrastructure, equipment and materials Provide part of the funding of investments			Contribute to funding for institutes and learners	Contribute to operational implementation Contribute to funding for institutes and learners			Participate in the assessment and certification process	Participate in the assessment and certification process	

Private social and economic partners	Sectoral and intersectoral employers' organizations	Give their opinion on the standards and system	Contribute to the definition of the normative framework and standards Participate in the training process by making their experts and infrastructure available	Participate in the definition of the normative framework and standards Contribute to the identification of new staff needs and in-service training needs Participate in the training process by making their experts and infrastructure available	Participate in information campaigns	Give their opinion on the location of institutes Express their needs	Contribute to the definition of standards Contribute to decisions on investments Make equipment and materials and/or training premises available	Participate in the definition of standards Participate in decisions on investments Make their premises, equipment and materials available for training Contribute to the financing of investments	Coordinate non-formal training systems	Give their opinion on the definition of training organization norms Coordinate non-formal training systems	Contribute to the definition of training organization standards Make occupational experts available for training modules in institutes Facilitate the hosting of interns and apprentices Contribute to training by making occupational experts available Coordinate non-formal training systems	Participate in the definition of training organization standards Make occupational experts available for training modules in institutes Facilitate the hosting of learners on internships, practical training, dual education systems and apprenticeships Contribute to funding by making occupational experts available Integrate their programmes in the formal system	Receive information on the methods and final results of certifications Can certify learners in non-formal systems	Give their opinion on the definition of assessment norms and certification mechanisms Can certify learners in non-formal systems	Contribute to the definition of assessment standards and certification mechanisms Pilot and finance a large part of the implementation of private certification Participate in the implementation of public certification processes by providing expertise Award formal private certifications	Participate in the definition of assessment standards and certification mechanisms Pilot and finance a large part of the implementation of private certification Participate in the implementation of public certification processes by providing expertise Award formal private certifications
	Businesses	Train their staff in non-formal training actions	Express their needs via trade associations Give their opinion on the standards and system Train their staff in non-formal training actions	Run training for trainers and training supervisors in companies	Feed back in-service training needs to trade associations Mobilize professionals in their respective occupations as trainers Run training for trainers and training supervisors in companies	Participate in information campaigns Use their own structures, equipment and materials for non-formal training	Express their needs Give their opinion on the types of infrastructure and equipment Use their own structures, equipment and materials for non-formal training	Participate in needs identification and make infrastructure, equipment and materials available Use their own structures, equipment and materials for non-formal training	Participate in needs identification Make their professional infrastructure, equipment and materials available (dual education, formal apprenticeship)	Give their opinion on the definition of training organization norms Run non-formal training programmes	Train their own apprentices and sign an apprenticeship or training contract Run non-formal training programmes Host interns and apprentices and mobilize experts-trainers	Mobilize and take on professionals as trainers, tutors and supervisors Make training positions and internships available and sign apprenticeship, dual education or training contracts	Assess learners in their non-formal programmes	Give their opinion on the definition of assessment norms and certification mechanisms Can assess learners in their non-formal systems	Contribute to the definition of assessment standards and certification mechanisms Implement and partly finance private assessment and certification Participate in the implementation of public certification processes by providing expertise	Participate in the definition of assessment standards and certification mechanisms Implement and partly finance private assessment and certification Participate in the implementation of public certification processes by providing expertise
	Trade unions	Give their opinion on the system	Contribute to the definition of the normative framework and standards Contribute by hosting in-service training	Participate in the definition of the normative framework and occupational standards Contribute by hosting in-service training	Participate in information campaigns	Give their opinion (occupational health and safety)	Contribute to decisions on investments Express their opinion on the requirements of norms, particularly safety norms	Participate in the definition of norms Participate in decisions on investments	Give their opinion on the definition of training organization norms (health and safety at training sites)	Contribute to the definition of training organization norms Control and monitor the implementation of apprenticeships	Participate in the definition of training organization norms Control and monitor the implementation of apprenticeships	Receive information on the methods and final results of certifications	Give their opinion on the definition of assessment norms and certification mechanisms	Contribute to the definition of assessment norms and certification mechanisms Participate in the implementation of public and private certification processes through expertise and funding	Participate in the definition of assessment norms and certification mechanisms Participate in the implementation of public and private certification processes through expertise and funding	
Private training institutes	Express their needs Participate in training	Express their needs via devolved structures Participate in training	Contribute to the definition of standards Make experts available for training Run and finance certain in-service training programmes	Participate in the definition of standards for training occupations Make experts available for training Run and finance certain in-service training programmes	Participate in needs identification and financing	Express their needs to devolved structures Participate in funding	Identify their needs in cooperation with the socio-economic partners and convey them to devolved departments Contribute to funding with their own resources	Participate in needs identification Contribute to funding with their own resources	Implement training norms Manage the training methods and courses defined at central level Finance the running of their training offer	Give their opinion on the definition of training organization norms Run training programmes in compliance with norms Finance the running of their training offer	Contribute to the definition of training organization norms Run training programmes in compliance with norms Contribute to funding with their own resources	Participate in the definition of training organization norms Run training programmes in compliance with norms, within the framework of a partnership-based pilot approach Contribute to funding with their own resources	Implement assessment and certification norms Provide infrastructure and staff for assessment and, where appropriate, certification	Implement assessment and certification norms Provide infrastructure and staff for assessment and, where appropriate, certification	Contribute to the definition of assessment norms and certification mechanisms Implement assessment and certification norms Provide infrastructure and staff for assessment and, where appropriate, certification Contribute to funding	Participate in the definition of assessment norms and certification mechanisms Implement assessment and certification norms Provide infrastructure and staff for assessment and, where appropriate, certification Contribute to funding

Civil society	NGOs/ CSOs		Give their opinion on the standards and system	Contribute to the creation of occupational standards and system design Support training actions by mobilizing expertise and funds	Participate in the production of occupational standards and system design Support training actions by mobilizing expertise and funds	Use their own structures, equipment and materials for non-formal training	Express their needs Give their opinion on the different types of infrastructure and equipment Use their own structures, equipment and materials for non-formal training	Make their infrastructure and experts-trainers available for the organization and implementation of training and certification Use their own structures, equipment and materials for non-formal training	Make experts available Participate in the financing of investments	Run non-formal training programmes	Give their opinion on the definition of training organization norms Run non-formal training programmes	Contribute to the definition of training organization norms Run approved non-formal or formal training programmes	Participate in the definition of training organization norms Run approved non-formal or formal training programmes	Can assess and certify learners in their non-formal programmes	Give their opinion on the definition of assessment norms and certification mechanisms Can assess learners in their non-formal systems	Contribute to the definition of assessments norms and certification mechanisms Implement private assessment and certification	Participate in the definition of assessment norms and certification mechanisms Implement private assessment and certification
	Parents' associations						Give their opinion on the location of institutes	Contribute to decisions on investments	Participate in decisions on investments		Give their opinion on the definition of training organization norms	Contribute to the definition of training organization norms Sign apprenticeship or training contracts and undertake to comply with training norms	Participate in the definition of training organization norms Sign apprenticeship or training contracts and comply with training norms Contribute to funding (registration, etc.)	Receive information on the methods and final results of certifications	Give their opinion on the definition of assessment norms and certification mechanisms	Contribute to the definition of assessment norms and certification mechanisms	Participate in the definition of assessment norms and certification mechanisms
	Learners						Give their opinion on the location of institutes	Contribute to decisions on investments	Participate in decisions on investments	Register for and take training programmes Pay registration fees	Register for and take training programmes Sign internship agreements Undertake internships in companies	Contribute to the definition of training organization norms Register for and take training programmes Pay registration fees Sign apprenticeship or training contracts	Participate in the definition of training organization norms Register for and take training programmes Pay registration fees Sign apprenticeship or training contracts and undertake to comply with	Undergo assessments and certification Pay possible exam fees	Give their opinion on the definition of assessment norms and certification mechanisms Undertake assessments and certification Pay possible exam fees	Contribute to the definition of assessment norms and certification mechanisms Undertake assessments and certification Pay possible exam fees	Contribute to the definition of assessment norms and certification mechanisms Undertake assessments and certification Pay possible exam fees
	Development Partners (DPs)	Build the capacities of national actors Finance training actions	Build the capacities of national actors Finance training actions	Build the capacities of national actors Finance training actions	Build the capacities of national actors Finance training actions	Participate in needs identification Participate in investments	Participate in needs identification Participate in investments	Contribute to funding investments	Contribute to funding investments	Support the implementation of formal training	Support the	Support the implementation of diversified formal training	Support the implementation of diversified formal training				

Process		EVALUATION OF THE EFFECTIVENESS OF THE VET SYSTEM							
Function		Evaluation of the internal effectiveness of the system			Evaluation of the external effectiveness of the system				
Partnership Type		COMMUNICATION-BASED	ADVISORY-BASED	COOPERATION-BASED	COLLABORATION-BASED	COMMUNICATION-BASED	ADVISORY-BASED	COOPERATION-BASED	COLLABORATION-BASED
PUBLIC ACTORS	Ministries	Develop internal system evaluation norms Provide funding Collect data Provide information to the partners	Develop and ensure the application of norms to evaluate the internal effectiveness of the system Collect information from institutes and trade associations and evaluate this information Consult with the partners on the results of the evaluation Provide funding	Cooperate with the partners and determine the norms used to evaluate the internal effectiveness of the system Centralize the information collected from institutes and trade associations Make recommendations in cooperation with the partners	Develop and put in place the mechanisms to evaluate internal effectiveness with the partners Centralize the information collected from institutes and trade associations Make recommendations with the partners	Commission or conduct surveys and studies and inform the partners of the results and recommendations	Develop and put in place the mechanism to monitor integration and employer satisfaction Collect and publish data and recommendations Provide funding	Determine the norms used to evaluate external effectiveness in cooperation with the partners Centralize the information collected from institutes, devolved structures and trade associations Evaluate external effectiveness and make recommendations for the system in cooperation with the partners	Develop and put in place the mechanism to monitor integration and employer satisfaction with the partners Collect and publish data with the partners Make recommendation with the partners Contribute to funding
	Devolved structures	Collect and convey the results of the internal evaluation of institutes	Collect and convey the results of the internal evaluation of institutes Manage the regional dimension of the advisory process	Monitor the application of internal evaluation norms Collect information from institutes and trade associations Organize cooperation at regional level to formulate recommendations	Monitor the application of norms governing the internal evaluation of the training system Collect information from institutes and trade associations Organize cooperation between regional actors and pass on their recommendations at national level	Participate in data collection	Collect and convey data on integration and satisfaction	Collect information from institutes and trade associations Organize cooperation at regional level to formulate recommendations	Collect and convey data with partners to evaluate the external effectiveness of the system at regional level Make recommendations with the partners and convey them at national level
	Public training institutes	Participate in data collection	Apply internal evaluation norms at their level Put forward recommendations at regional level	Apply the norms governing the evaluation of internal effectiveness of institutes Organize cooperation at local level to formulate recommendations Convey recommendations to the administrative supervisors		Participate in data collection from the employers of their apprentices	Ensure the follow-up of graduates Conduct satisfaction surveys among the employers of graduates Convey available data to the administrative supervision Inform the partners of the results of the evaluation of the institute's external effectiveness	Ensure the follow-up of graduates Collect information from graduates and social and economic partners and convey it to devolved structures	Ensure the follow-up of graduates' employment with the institute partners Share the results with the partners and formulate recommendations
	National bodies (Funds, Offices, Agencies)	Contribute to funding the evaluation of internal effectiveness	Contribute to financing evaluation	Contribute to funding the evaluation of internal effectiveness	Contribute to funding the evaluation of internal effectiveness	Conduct surveys and studies Co-finance surveys and studies	Contribute to financing the evaluation of external effectiveness Use the results for their planning	Participate in the evaluation of the external effectiveness of the system Use the results for planning and financing	Contribute to financing studies to evaluate external effectiveness Use the results for their planning
	Local and regional authorities					Provide available information Receive information on the integration rate and employer satisfaction	Provide available information Give their opinion on the results of the external effectiveness evaluation	Provide available information Participate in the evaluation of external effectiveness	Participate in data collection and the evaluation of internal effectiveness Capitalize on data Contribute to funding

PRIVATE SOCIAL AND ECONOMIC PARTNERS	Sectoral and intersectoral employers' organizations	Participate in data collection Receive information on the system	Participate in data collection Express their opinions and suggestions to improve internal effectiveness	Participate in data collection Participate in the evaluation of internal effectiveness at national and regional level	Participate in data collection Participate in the evaluation of internal effectiveness at national and regional level	Participate in data collection Receive information on the integration rate and employer satisfaction	Participate in data collection Express their opinions and suggestions to improve external effectiveness	Participate in the collection and supply of data Participate in data processing and express their level of satisfaction regarding the offer of the TVET system Put forward recommendations to improve external effectiveness	Pilot satisfaction surveys and studies in cooperation with central and devolved departments Participate in the collection of data on integration Participate in the evaluation of the external effectiveness of the system at national and regional level
	Businesses	Participate in data collection	Participate in data collection Express their opinions and suggestions to improve internal effectiveness of partner institutes	Participate in data collection Participate in the evaluation of internal effectiveness at regional and local level	Participate in data collection Participate in the evaluation of internal effectiveness at regional and local level	Convey available information Receive information on the integration rate and employer satisfaction	Convey available information Express their opinions and suggestions to improve external effectiveness	Participate in the collection of data and their transfer to public actors Participate in data processing to express their satisfaction with training products	Participate in satisfaction surveys and studies Participate in the evaluation of external effectiveness
	Trade unions		Give their opinion	Participate in the evaluation of internal effectiveness	Participate in the evaluation of internal effectiveness	Convey available information Receive information on the integration rate and employer satisfaction	Convey available information Give their opinion	Participate in data collection and the evaluation of internal effectiveness	Participate in data collection Participate in the evaluation of the external effectiveness of the system at national and regional level
PRIVATE TRAINING INSTITUTES		Convey available data to evaluators	Convey available data to evaluators	Apply the norms governing the evaluation of the internal effectiveness of institutes Organize cooperation at local level to formulate recommendations Convey recommendations to the administrative supervisors	Apply the norms governing the evaluation of the internal effectiveness of institutes Organize the involvement of local actors to formulate recommendations and convey these at regional level	Participate in data collection from the employers of their apprentices	Ensure the follow-up of graduates Conduct satisfaction surveys among the employers of graduates Convey available data to the administrative supervision	Ensure the follow-up of graduates Collect information from graduates and the social and economic partners and convey it to devolved structures	Ensure the follow-up of graduates' employment with the institute partners Share the results with the partners and formulate recommendations
CIVIL SOCIETY	NGOs/CSOs	Convey available data to evaluators	Convey available data to evaluators	Participate in information collection Participate in the evaluation of internal effectiveness	Participate in information collection Participate in the evaluation of internal effectiveness	Convey available data Receive information on the integration rate and employer satisfaction	Convey available data	Participate in information collection Participate in the evaluation of external effectiveness	Participate in information collection Participate in the evaluation of internal effectiveness
	Parents' associations		Give their opinion	Participate in the evaluation of internal effectiveness	Participate in the evaluation of internal effectiveness	Receive information on the integration rate and employer satisfaction	Give their opinion	Participate in the evaluation of external effectiveness	Participate in the evaluation of external effectiveness
LEARNERS		Participate in data collection by providing information	Participate in data collection by providing information Give their opinion	Participate in the evaluation of internal effectiveness	Participate in the evaluation of internal effectiveness	Participate in data collection Receive information on the integration rate and employer satisfaction	Participate in data collection Give their opinion	Participate in data collection Participate in the evaluation of external effectiveness	Participate in data collection Participate in the evaluation of external effectiveness
DEVELOPMENT PARTNERS (DPS)		Contribute by making tools and expertise available Contribute to funding	Contribute by making tools and expertise available Contribute to funding	Contribute by making tools and expertise available Contribute to funding	Contribute by making tools and expertise available Contribute to funding	Contribute to the capacity-building of public agents Contribute to the financing of studies and surveys	Contribute to the capacity-building of public agents Contribute to the financing of studies and surveys	Make tools and expertise available Contribute to funding	Make tools and expertise available Contribute to funding

MINISTRIES

Process		Analysis and planning of the VET system			Certification and training design		Management of skills acquisition and certification				Evaluation of the effectiveness of the VET system			
Function	Macroeconomic monitoring and analysis	Employment monitoring and analysis to identify skills needs	Analysis and development of VET policy	VET development planning	Communication and organization of career guidance	Skills determination	Design and definition of training content	Training of trainers and non-teaching staff	Infrastructure, equipment and materials	Training implementation	Assessment and certification	Evaluation of the internal effectiveness of the system	Evaluation of the external effectiveness of the system	
Partnership Type	COMMUNICATION-BASED	Analyse prospective macroeconomic studies Identify priority economic sectors Organize information campaigns Ensure a macroeconomic watch	Determine training sectors and occupations and convey these to the partners Provide social and economic data Finance employment studies Monitor the evolution of employment and identify quantitative and qualitative economic needs	Analyse and draft policy and convey the broad orientations to the partners Finance the analysis and drafting of policy	Draw up VET planning Inform private and social actors of the planning at national level Finance VET	Design and implement the communication/ career guidance mechanism Provide information on the communication/ career guidance mechanism to actors Finance the communication/ career guidance mechanism	Steer and finance skills identification Produce and disseminate standards Inform trade associations of the skills identified	Steer, finance and develop the normative framework and training content	Develop the normative framework Inform the partners of the training requirements and actions Put in place the training system and plans Provide funding Certify individuals	Identify norms and needs Inform the socio-economic partners of new projects Build infrastructure and provide equipment and materials	Develop training organization norms Coordinate the normative, technical and pedagogical implementation Finance public training Can contribute to the funding of private training	Develop evaluation norms and directives Develop the certification of prior learning and training skills Define the certification procedures Finance assessment and certification Award certification to learners	Develop internal system evaluation norms Provide funding Collect data Provide information to the partners	Commission or conduct surveys and studies and inform the partners of the results and recommendations
	ADVISORY-BASED	Analyse prospective macroeconomic studies Identify priority economic sectors Consult the partners on the orientations identified Ensure a macroeconomic watch	Determine training sectors and job functions in consultation with the partners Provide social and economic data Finance employment studies Monitor the evolution of employment and identify economic needs	Define the broad policy orientations Consult with the partners Develop policy and ensure the financing of the analysis and development process	Draw up the planning in consultation with the private and social actors Finance VET	Design and put in place the communication/ career guidance mechanism following an advisory-process with public actors and private training centres Provide information on occupational requirements Finance the communication/ career guidance mechanism	Identify skills Consult with the partners Standardize skills Provide funding	Develop the normative framework and training content Finance the job function	Develop the normative framework and standards for the occupations covered by the system Provide funding Put in place the training system and plans Centralize training needs Certify individuals	Define norms Centralize and consolidate the expressed demands for infrastructure, equipment and materials Decide on and finance investments	Develop training organization norms in consultation with the actors Coordinate the normative, technical and pedagogical implementation Finance public training Can contribute to the funding of private training	Develop evaluation directives and the certification mechanism for training skills and prior learning in consultation with the actors Define the certification procedures Finance assessment and certification Award certification to learners	Develop and ensure the application of norms to evaluate the internal effectiveness of the system Collect information from institutes and trade associations and evaluate this information Consult with the partners on the results of the evaluation Provide funding	Develop and put in place the mechanism to monitor integration and employer satisfaction Collect and publish data and recommendations Provide funding
	COOPERATION-BASED	Analyse prospective macroeconomic studies Identify priority economic sectors Cooperate with the partners on the orientations to be defined Ensure a macroeconomic watch	Cooperate with the partners to define training sectors and functions Provide social and economic data Finance the employment analysis Ensure an employment trend watch Define quantitative and qualitative economic needs based on sectoral studies conducted in cooperation with private and social actors	Analyse and develop the training policy in cooperation with private and social partners Finance the analysis and development of the policy Validate work plans for training institutes	Cooperate with the partners at national, regional, local and sectoral level Finance VET Validate school work plans for training institutes	Design and put in place the communication/ career guidance mechanism involving all of the actors concerned Provide information on occupational requirements Co-finance the communication/ career guidance mechanism	Develop standards in cooperation with the socio-economic partners concerned Finance the process	Develop training content and the normative framework in cooperation with the private social actors Validate specific content put forward by institutes	Cooperate with the socio-economic partners to develop the normative framework and standards Put in place the training system and plans Implement training plans Finance the system Certify individuals	Confer with the partners to define norms and identify needs Confer with the partners regarding decisions on investments Provide the most substantial portion of investment financing	Develop training organization norms in cooperation with the actors, including on-the-job training Coordinate implementation at a normative level Ensure compliance with the training organization directives Contribute to the financing of public training Can contribute to the financing of private training, including apprenticeships	Develop evaluation directives and the certification mechanism for training skills and prior learning in cooperation with the actors Monitor possible certification procedures Finance assessment and certification for public actors Award certification to learners	Cooperate with the partners and determine the norms used to evaluate the internal effectiveness of the system Centralize the information collected from institutes and trade associations Make recommendations in cooperation with the partners	Determine the norms used to evaluate external effectiveness in cooperation with the partners Centralize the information collected from institutes, devolved structures and trade associations Evaluate external effectiveness and make recommendations for the system in cooperation with the partners
	COLLABORATION-BASED	Analyse prospective macroeconomic studies Identify priority economic sectors Decide on policy priorities with the partners Ensure a macroeconomic watch	Define the training sectors with all of the central and local partners Provide social and economic data Monitor employment trends Assist trade associations with studies to define skills needs	Develop and validate the policy with partners Contribute to financing the analysis and development process Validate work plans for training institutes	Plan VET development with the partners at national, regional, local and sectoral level Contribute to financing VET Validate work plans for training institutes	Design and put in place the communication/ career guidance mechanism involving all of the actors concerned Provide information on occupational requirements Co-finance the communication/ career guidance mechanism	Develop the normative framework in cooperation with partners Contribute to financing the process	Develop the normative framework in cooperation with partners Put in place the mechanism and certify it Contribute to funding	Define the normative framework and standards with partners Develop training programmes and content with partners Implement training plans Participate in financing the mechanism Participate in the certification of individuals	Define norms in terms of training infrastructure and equipment with the partners Decide on investments with the partners Co-finance investments	Develop training organization norms with the partners for all types of training Coordinate its implementation at a normative level Ensure compliance with the training organization directives Contribute to the financing of public training Contribute to the financing of private training, including dual systems (apprenticeships, etc.)	Develop evaluation directives and the certification mechanism for training skills and prior learning with the partners Monitor private certification Finance assessment and certification for public actors Award certification to learners	Develop and put in place the mechanisms to evaluate internal effectiveness with the partners Centralize the information collected from institutes and trade associations Make recommendations with the partners	Develop and put in place the mechanism to monitor integration and employer satisfaction with the partners Collect and publish data Make recommendation with the partners Contribute to funding

DEVOLVED STRUCTURES

Process		Analysis and planning of the VET system				Certification and training design		Management of skills acquisition and certification				Evaluation of the effectiveness of the VET system		
Function	Macroeconomic monitoring and analysis	Employment monitoring and analysis to identify skills needs	Analysis and development of VET policy	VET development planning	Communication and organization of career guidance	Skills determination	Design and definition of training content	Training of trainers and non-teaching staff	Infrastructure, equipment and materials	Training implementation	Assessment and certification	Evaluation of the internal effectiveness of the system	Evaluation of the external effectiveness of the system	
Partnership Type	COMMUNICATION-BASED	Share information with local actors and collect their feedback	Provide data on the analysis of the training offer and its relevance with regard to existing jobs within their territory Share information with local actors and collect their feedback	Analyse and put forward policy considerations concerning their zones/regions Inform the regional partners of the VET policy	Oversee planning in their zones/regions Manage information campaigns at regional level and supervise the transmission of information at local level	Open up communication and guidance spaces for individuals requesting training Provide information and advice on the occupational and training requirements in growth sectors	Provide information to their socio-economic partners	Inform the socio-economic partners in their zones/regions of training content	Identify needs in staff training Manage training actions at local level	Identify the needs of their zones/regions Inform the regional partners of new infrastructure and equipment	Coordinate, control and monitor the implementation of norms and decisions taken at central level	Coordinate, control and monitor the implementation of norms and measures set out at central level	Collect and convey the results of the internal evaluation of institutes	Participate in data collection
	ADVISORY-BASED	Organize and manage the local dimension of the advisory process	Provide, after consultation with the local actors, data on the analysis of the training offer and its relevance with regard to existing jobs in their territory	Organize consultation with private and social actors at regional level Put forward policy proposals from their territories	Organize consultation with private and social actors at regional level Put forward planning proposals from their territories	Open up communication/career guidance spaces for individuals requesting training Provide information and advice on the occupational and training requirements in growth sectors	Put forward proposals specific to their zones/regions Make their specialized expertise available	Put forward proposals specific to their zones/regions Make their specialized expertise available	Coordinate the identification of training needs at regional level Contribute to the monitoring and evaluation of training results	Collect and consolidate demands for infrastructure, equipment and materials at regional level	Give their opinion on the definition of training organization norms Coordinate, control and monitor the implementation of norms and decisions taken at central level	Give their opinion on the definition of assessment norms and certification mechanisms Assist with and control the implementation of norms and mechanisms set out at central level	Collect and convey the results of the internal evaluation of institutes Manage the regional dimension of the advisory process	Collect and convey data on integration and satisfaction
	COOPERATION-BASED	Organize and manage the local dimension of the cooperation process	Provide data on the analysis of the training offer and its relevance with regard to existing employment in its territory Organize consultations through joint and partnership commissions on the identification of skills needs	Organize consultations with private and social actors at regional level and convey the results to the ministries Supervise the development of work plans for training institutes	Organize consultations with other actors at regional level and convey the results to the ministries Supervise the development of work plans for training institutes	Open up communication/career guidance spaces for training applicants Provide information and advice on occupational and training requirements in growth sectors	Contribute to the development of standards, in cooperation with other actors at regional level and feed back the results to the ministries	Consult with the socio-economic partners on the normative proposals of content Supervise and support the definition of training content by institutes	Identify needs Contribute to the training of trainers, training supervisors and non-teaching staff in regional or sectoral centres and partner companies	Participate in needs identification in their zones/regions	Coordinate, control and monitor the technical and pedagogical implementation Contribute to the definition of training organization norms Ensure compliance with training organization directives	Contribute to the definition of assessment norms and certification mechanisms Assist and control the implementation of norms and provisions in cooperation with training institutes and private training actors that steer certification	Monitor the application of internal evaluation norms Collect information from institutes and trade associations Organize cooperation at regional level to formulate recommendations	Collect information from institutes and trade associations Organize cooperation at regional level to formulate recommendations
	COLLABORATION-BASED	Organize and manage the local dimension of priority decisions	Pilot the processes conducted by all local partners to analyse the training offer and its relevance to existing employment in their territory Identify skills needs and formulate recommendations Feed back at national level	Organize consultations with other actors at regional level and convey the results to the ministries Participate in planning validation Supervise the development of work plans for training institutes	Organize consultations with other actors at regional level and convey the results to the ministries Participate in planning validation Supervise the development of work plans for training institutes	Open up communication/career guidance spaces for training applicants Provide information and advice on occupational and training requirements in growth sectors	Mobilize their specialized expertise	Mobilize their specialized expertise	Contribute to the identification of new staff needs and in-service training needs Mobilize their specialized human resources	Participate in needs identification Consolidate investment proposals at regional level	Coordinate, control and monitor the technical and pedagogical implementation Participate in the definition of training organization norms Ensure compliance with training organization directives	Participate in the definition of assessment norms and certification mechanisms Assist with and control the implementation of norms and provisions in cooperation with training institutes and private training actors that steer certification	Monitor the application of norms governing the internal evaluation of the training system Collect information from institutes and trade associations Organize cooperation between regional actors and pass on their recommendations at national level	Collect and convey data with partners to evaluate the external effectiveness of the system at regional level Make recommendations with the partners and convey them at national level

PUBLIC TRAINING INSTITUTES

		Process	Analysis and planning of the VET system			Certification and training design		Management of skills acquisition and certification				Evaluation of the effectiveness of the VET system		
Function		Macroeconomic monitoring and analysis	Employment monitoring and analysis to identify skills needs	Analysis and development of VET policy	VET development planning	Communication and organization of career guidance	Skills determination	Design and definition of training content	Training of trainers and non-teaching staff	Infrastructure, equipment and materials	Training implementation	Assessment and certification	Evaluation of the internal effectiveness of the system	Evaluation of the external effectiveness of the system
Partnership Type	COMMUNICATION-BASED		Provide data on the training offer	Participate in the final policy review Inform their partners and community of the policy	Provide quantitative elements to devolved structures Inform their partners and community of the planning	Open up communication and guidance spaces Provide information on occupational requirements and assessment and certification procedures	Make their specialized human resources available Inform users of standards content	Make their specialized human resources available Inform their partners and community of training content	Express their needs Participate in training	Participate in needs identification	Implement training norms Manage the training methods and courses defined at central level	Implement assessment and certification norms Provide infrastructure and staff for assessment and certification	Participate in data collection	Participate in data collection from the employers of their apprentices
	ADVISORY-BASED		Give their opinion on training sectors	Give their opinion and put forward policy proposals Collect and feed back the opinions of the partners	Give their opinion and put forward planning proposals	Open up communication/career guidance spaces Provide information on occupational requirements and assessment and certification procedures	Feed back proposals that emerge from the advisory process with their stakeholders Make their specialized expertise available	Feed back the observations of their stakeholders Make their specialized expertise available	Express their needs via devolved structures Participate in training	Express their needs to devolved structures	Give their opinion on the definition of training organization norms Run training programmes in compliance with norms	Give their opinion on the definition of assessment norms and certification mechanisms Implement assessment and certification norms Provide infrastructure and staff for assessment and certification	Apply internal evaluation norms at their level Put forward recommendations at regional level	Ensure the follow-up of graduates Conduct satisfaction surveys among the employers of graduates Convey available data to the administrative supervision Inform the partners of the results of the evaluation of the institute's external effectiveness
	COOPERATION-BASED		Participate in the definition of training sectors Collect and consult with businesses on skills needs	Cooperate with the private and social partners concerned and put forward policy proposals Develop work plans in line with policy in cooperation with the partners	Cooperate with the private and social partners concerned and put forward planning considerations Participate in validating planning Develop their work plans in cooperation with the partners	Open up communication/career guidance spaces Provide information on occupational requirements and assessment and certification procedures	Contribute to the definition of skills by making technical and pedagogical experts available	Cooperate with the partners particularly businesses to define training content to validate at central level Make technical and pedagogical experts available for projects at national level	Contribute to the definition of standards Make experts available for training Run and finance certain in-service training programmes	Identify their needs in cooperation with the socio-economic partners and convey them to devolved departments Contribute to funding with their own resources	Contribute to the definition of training organization norms Run training programmes in compliance with norms Contribute to funding with their own resources	Contribute to the definition of assessment norms and certification mechanisms Implement assessment and certification norms Provide infrastructure and staff for assessment and certification Contribute to the financing of assessments and certification	Apply the norms governing the evaluation of internal effectiveness of institutes Organize cooperation at local level to formulate recommendations Convey recommendations to the administrative supervisors	Ensure the follow-up of graduates Collect information from graduates and social and economic partners and convey it to devolved structures
	COLLABORATION-BASED		Utilize the results of the tracer studies Identify and express local needs in cooperation with local businesses Contribute to the definition of training sectors	Organize cooperation with private and social actors Provide policy elements at devolved and central level resulting from discussions Develop work plans in line with policy with their partners	Cooperate with private and social partners concerned and put forward planning considerations Participate in the review and validating of planning Develop work plans in cooperation with their partners	Open up communication/career guidance spaces Provide information on occupational requirements and assessment and certification procedures	Mobilize their specialized expertise	Mobilize their specialized expertise	Participate in the definition of standards Make experts available Run and finance certain in-service training programmes	Participate in needs identification Contribute to funding with their own resources	Participate in the definition of training organization norms Run training programmes in compliance with norms in partnership with all of the actors involved Contribute to funding with their own resources	Participate in the definition of assessment norms and certification mechanisms Implement assessment and certification norms Provide infrastructure and staff for assessment and certification Contribute to the financing of assessments and certification		Ensure the follow-up of graduates' employment with the institute partners Share the results with the partners and formulate recommendations

NATIONAL BODIES

Process		Analysis of the economic environment and labour market demand		Analysis and planning of the VET system			Certification and training design		Management of skills acquisition and certification				Evaluation of the effectiveness of the VET system	
Function	Macroeconomic monitoring and analysis	Employment monitoring and analysis to identify skills needs	Analysis and development of VET policy	VET development planning	Communication and organization of career guidance	Skills determination	Design and definition of training content	Training of trainers and non-teaching staff	Infrastructure, equipment and materials	Training implementation	Assessment and certification	Evaluation of the internal effectiveness of the system	Evaluation of the external effectiveness of the system	
Partnership Type	COMMUNICATION-BASED	Conduct macroeconomic studies Provide macroeconomic information Contribute to the financing of information campaigns	Conduct studies on employment and training, particularly on skills needs Provide qualitative and quantitative information on existing employment Contribute to the financing of employment analysis	Provide policy elements Contribute to the financing of the analysis and development process	Participate in the planning of information campaigns at national level	Participate in information campaigns and guidance	Contribute to skills identification Contribute to the mobilization of national and international expertise to develop standards	Contribute to the definition of training content Contribute to the financing of the job function	Contribute to training Contribute to funding	Contribute to funding	Contribute to funding, particularly for in-service training	Contribute to the organization of evaluation Contribute to funding	Contribute to funding the evaluation of internal effectiveness	Conduct surveys and studies Co-finance surveys and studies
	ADVISORY-BASED	Conduct macroeconomic studies Provide macroeconomic information Contribute to the financing of the advisory process	Conduct employment analyses and quantitative and qualitative studies on economic and skills needs Contribute to financing the advisory process	Provide policy proposals Contribute to the financing of the analysis and development process	Put forward planning proposals and contribute to funding	Participate in providing information and guidance	Contribute to skills identification Contribute to funding	Contribute to the definition of training content Contribute to the financing of job functions	Contribute to training Contribute to funding	Contribute to the definition of norms Contribute to the identification of needs Contribute to funding	Contribute to funding, particularly in-service training	Contribute to the organization of evaluation Contribute to funding	Contribute to financing evaluation	Contribute to financing the evaluation of external effectiveness Use the results for their planning
	COOPERATION-BASED	Conduct macroeconomic studies Provide macroeconomic information Contribute to the financing of forums for cooperation	Conduct macroeconomic studies Contribute to the financing of forums for cooperation	Contribute to financing of the analysis process and develop studies based on policy analysis and development	Participate in cooperation and validation Contribute to financing planning at national level and training institute work plans	Co-finance information campaigns and career guidance Participate in information campaigns and career guidance	Contribute to skills identification Contribute to funding	Contribute to the definition of training content at national level Contribute to the financing of job functions	Contribute to training Contribute to funding	Contribute to funding	Contribute to funding, particularly for initial and in-service training in companies	Contribute to the organization of evaluation Contribute to funding	Contribute to funding the evaluation of internal effectiveness	Participate in the evaluation of the external effectiveness of the system Use the results for planning and financing
	COLLABORATION-BASED	Conduct macroeconomic studies Provide macroeconomic information Contribute to the financing of joint activities to define priorities	Manage employment monitoring mechanisms and trends Contribute to the financing of joint employment analysis activities	Participate in the development of policy through their studies and expertise Contribute to financing the analysis and development process	Participate in cooperation and validation Contribute to financing planning at national level and training institute work plans	Co-finance information and career guidance Participate in information and career guidance	Mobilize their specialized expertise Contribute to financing the development of reference documents	Mobilize their specialized expertise Contribute to financing job functions	Contribute to training Contribute to funding	Contribute to funding	Contribute to funding, particularly for initial and in-service training in companies	Contribute to evaluation Contribute to funding	Contribute to funding the evaluation of internal effectiveness	Contribute to financing studies to evaluate external effectiveness Use the results for their planning

LOCAL AND REGIONAL AUTHORITIES

Process		Analysis of the economic environment and labour market demand		Analysis and planning of the VET system			Certification and training design		Management of skills acquisition and certification				Evaluation of the effectiveness of the VET system	
Function		Macroeconomic monitoring and analysis	Employment monitoring and analysis to identify skills needs	Analysis and development of VET policy	VET development planning	Communication and organization of career guidance	Skills determination	Design and definition of training content	Training of trainers and non-teaching staff	Infrastructure, equipment and materials	Training implementation	Assessment and certification	Evaluation of the internal effectiveness of the system	Evaluation of the external effectiveness of the system
Partnership Type	COMMUNICATION-BASED	Provide elements for the macroeconomic analysis Participate in information meetings		Participate in information campaigns	Participate in information campaigns at regional and local level					Participate in information campaigns				Provide available information Receive information on the integration rate and employer satisfaction
	ADVISORY-BASED	Put forward proposals from the macroeconomic analysis	Give their opinion on the job functions and training sectors	Collect and feed back their opinions and those of the partners Put forward policy proposals	Give their opinion and put forward planning proposals	Give their opinion on the effectiveness of the system				Facilitate the expression of needs Give their opinion on the location of institutes				Provide available information Give their opinion on the results of the external effectiveness evaluation
	COOPERATION-BASED	Participate in the macroeconomic analysis	Participate in the definition of training sectors and job functions	Cooperate with the private and social partners in their zones/regions and put forward proposals, observations and amendments	Put forward joint proposals with the socio-economic actors in their zones/regions Participate in the development of work plans for training institutes	Contribute to the definition of priorities for the communication and career guidance mechanism				Contribute to the decision on investments Contribute to the implementation of decisions about infrastructure, equipment and materials Provide part of the funding of investments	Contribute to funding for institutes and learners	Participate in the assessment and certification process		Provide available information Participate in the evaluation of external effectiveness
	COLLABORATION-BASED	Participate in decisions on priorities	Contribute to the definition of training sectors and job functions	Provide analyses and policy elements Participate in policy validation	Put forward joint proposals with the socio-economic actors in their zones/regions Participate in the development of work plans for training institutes	Contribute to the definition of priorities for the communication/ career guidance mechanism Implement communication plans targeting occupations and training				Contribute to the decision on investments Contribute to the implementation of decisions on infrastructure, equipment and materials Provide part of the funding of investments	Contribute to operational implementation Contribute to funding for institutes and learners	Participate in the assessment and certification process		Participate in data collection and the evaluation of internal effectiveness Capitalize on data Contribute to funding

SECTORAL AND INTERSECTORAL EMPLOYERS' ORGANIZATIONS

Process		Analysis of the economic environment and labour market demand		Analysis and planning of the VET system			Certification and training design		Management of skills acquisition and certification				Evaluation of the effectiveness of the VET system	
Function	Macroeconomic monitoring and analysis	Employment monitoring and analysis to identify skills needs	Analysis and development of VET policy	VET development planning	Communication and organization of career guidance	Skills determination	Design and definition of training content	Training of trainers and non-teaching staff	Infrastructure, equipment and materials	Training implementation	Assessment and certification	Evaluation of the internal effectiveness of the system	Evaluation of the external effectiveness of the system	
Partnership Type	COMMUNICATION-BASED	Provide considerations on the macroeconomic analysis Participate in information campaigns	Provide elements for the analysis of employment and qualitative and quantitative data Give their opinion on the economic sectors and job function defined	Participate in information meetings Develop training policies that mobilize public opinion and support	Participate in information campaigns at national and regional level Plan their own training offer separately from national planning	Manage communication and guidance mechanisms, parallel to those of the State, targeting the occupations of their choice	Participate in reviews	Participate in reviews		Participate in information campaigns	Coordinate non-formal training systems	Receive information on the methods and final results of certifications Can certify learners in non-formal systems	Participate in data collection Receive information on the system	Participate in data collection Receive information on the integration rate and employer satisfaction
	ADVISORY-BASED	Give their opinions on the macroeconomic analysis	Provide, when called on as part of the advisory-based approach, opinions on the employment analysis and qualitative and quantitative data Give their opinion on job functions and training sectors	Put forward policy proposals, often based on their training policies Give their opinion on policy decisions	Give their opinion Put forward planning considerations, often based on their training plans	Convey their skills needs to the State system in order to align the career guidance system Manage communication/ career guidance mechanisms, parallel to those of the State, targeting the occupations of their choice	Give their opinion Put forward considerations collected from businesses	Give their opinion Put forward considerations collected from businesses	Give their opinion on the standards and system	Give their opinion on the location of institutes Express their needs	Give their opinion on the definition of training organization norms Coordinate non-formal training systems	Give their opinion on the definition of assessment norms and certification mechanisms Can certify learners in non-formal systems	Participate in data collection Express their opinions and suggestions to improve internal effectiveness	Participate in data collection Express their opinions and suggestions to improve external effectiveness
	COOPERATION-BASED	Participate in the macroeconomic analysis Monitor evolutions in sectors and investments	Participate in the definition of training sectors and job functions Ensure a watch on employment trends Participate in needs identification for the occupational sector in collaboration with the other partners Make occupational experts available	Put forward considerations, observations and amendments, often based on their training policy Participate in the analysis, development and validation of policy	Express their observations and amendments and participate in planning validation Participate in the development of work plans for training institutes Contribute to national and local planning based on their training plans	Convey their skills needs to the State system Define the pathways and growth sectors to be promoted as priorities with public actors Manage communication/ career guidance mechanisms, parallel to those of the State, targeting the occupations of their choice	Cooperate with the public partners on the content of standards by mobilizing technical or pedagogical experts within their companies	Cooperate at national level and with institutes on the content of standards by mobilizing technical or pedagogical experts	Contribute to the definition of the normative framework and standards Participate in the training process by making their experts and infrastructure available	Contribute to the definition of standards Contribute to decisions on investments Make equipment and/or training premises available	Contribute to the definition of training organization standards Make occupational experts available for training modules in institutes Facilitate the hosting of interns and apprentices Contribute to training by making occupational experts available Coordinate non-formal training systems	Contribute to the definition of assessment standards and certification mechanisms Pilot and finance a large part of the implementation of private certification Participate in the implementation of public certification processes by providing expertise Award formal private certifications	Participate in data collection Participate in the evaluation of internal effectiveness at national and regional level	Participate in the collection and supply of data Participate in data processing and express their level of satisfaction regarding the offer of the TVET system Put forward recommendations to improve external effectiveness
	COLLABORATION-BASED	Provide elements for the sectoral macroeconomic analysis Participate in decisions on priorities Monitor sectors and investments	Coordinate and pilot the monitoring of employment trends and structuring Coordinate and pilot the identification of quantitative and qualitative skills needs Share the results with the partners Contribute to the financing of job functions Define job functions in cooperation with the public partners	Provide analyses and policy elements, often based on their training policies Mobilize their specialized expertise Participate in policy validation and align their training policies	Express their observations, amendments and recommendations Participate in planning validation Participate in the development and financing of work plans for training institutes Align their training offer with national and local planning Contribute to the financing of VET at national level	Contribute to the definition of the priorities for the communication and career guidance mechanism Open up communication/ guidance spaces for growth sectors/ pathways in line with the public system Provide information on occupational requirements and assessment and certification procedures in collaboration with the ministries	Steer the development of standards in coordination with public actors and training institutes Mobilize their specialized expertise	Steer the development of training content Mobilize their specialized expertise Contribute to financing job functions	Participate in the definition of the normative framework and standards Contribute to the identification of new staff needs and in-service training needs Participate in the training process by making their experts and infrastructure available	Participate in the definition of standards Participate in decisions on investments Make their premises, equipment and materials available for training Contribute to the financing of investments	Participate in the definition of training organization standards Make occupational experts available for training modules in institutes Facilitate the hosting of learners on internships, practical training, dual education systems and apprenticeships Contribute to funding by making occupational experts available Integrate their programmes in the formal system	Participate in the definition of assessment standards and certification mechanisms Pilot and finance a large part of the implementation of private certification Participate in the implementation of public certification processes by providing expertise Award formal private certifications	Participate in data collection Participate in the evaluation of internal effectiveness at national and regional level	Pilot satisfaction surveys and studies in cooperation with central and devolved departments Participate in the collection of data on integration Participate in the evaluation of the external effectiveness of the system at national and regional level

BUSINESSES

Process		Analysis of the economic environment and labour market demand		Analysis and planning of the VET system			Certification and training design		Management of skills acquisition and certification				Evaluation of the effectiveness of the VET system	
Function	Macroeconomic monitoring and analysis	Employment monitoring and analysis to identify skills needs	Analysis and development of VET policy	VET development planning	Communication and organization of career guidance	Skills determination	Design and definition of training content	Training of trainers and non-teaching staff	Infrastructure, equipment and materials	Training implementation	Assessment and certification	Evaluation of the internal effectiveness of the system	Evaluation of the external effectiveness of the system	
PARTNERSHIP TYPE	COMMUNICATION-BASED		Give their opinion on the job functions defined	Develop training policies that mobilize public opinion and support	Participate in information meetings at regional and local level Plan their own training offer separately from national planning	Manage communication and guidance campaigns targeting their occupations	Participate in reviews Develop standards to manage their own human resources	Participate in information campaigns Develop training content to manage their own human resources		Participate in information campaigns Use their own structures, equipment and materials for non-formal training	Run non-formal training programmes	Assess learners in their non-formal programmes	Participate in data collection	Convey available information Receive information on the integration rate and employer satisfaction
	ADVISORY-BASED		Provide quantitative and qualitative considerations regarding their skills needs Give their opinion on the job and job-occupation clustering proposed	Put forward policy proposals, often based on their training policies Give their opinion on policy decisions	Give their opinion Put forward planning proposals, often based on their training plans	Express their skills needs and convey them to employers' organizations and devolved or central departments Manage communication/ career guidance actions targeting their occupations	Give their opinion Put forward and feed back considerations based on the standards developed to manage their human resources	Put forward and feed back considerations based on the training content developed to manage their human resources		Express their needs Give their opinion on the types of infrastructure and equipment Use their own structures, equipment and materials for non-formal training	Give their opinion on the definition of training organization norms Run non-formal training programmes	Give their opinion on the definition of assessment norms and certification mechanisms Can assess learners in their non-formal systems	Participate in data collection Express their opinions and suggestions to improve internal effectiveness of partner institutes	Convey available information Express their opinions and suggestions to improve external effectiveness
	COOPERATION-BASED	Contribute to the monitoring of trends in sectors and investments	Give their opinion on the job and job-occupation clustering proposed Monitor employment trends Express their needs through trade associations	Provide policy proposals resulting from their discussions with institutes and their training policies and convey these to trade associations Contribute to the development of work plans for training institutes	Provide planning proposals resulting from their discussions with institutes and their training plans and convey these to trade associations Participate in planning validation Participate in the development of work plans for training institutes	Express their skills needs and convey them to employers' organizations and devolved or central departments Manage communication/ career guidance actions targeting their occupations	Express their needs through trade associations and training structures Participate in the development of standards through experts	Participate in the development of training content at national level and with institutes by making occupational experts available	Run training for trainers and training supervisors in companies	Participate in needs identification and make infrastructure, equipment and materials available Use their own structures, equipment and materials for non-formal training	Train their own apprentices and sign an apprenticeship or training contract Run non-formal training programmes Host interns and apprentices and mobilize experts-trainers	Contribute to the definition of assessment standards and certification mechanisms Implement and partly finance private assessment and certification Participate in the implementation of public certification processes by providing expertise	Participate in data collection Participate in the evaluation of internal effectiveness at regional and local level	Participate in the collection of data and their transfer to public actors Participate in data processing to express their satisfaction with training products
	COLLABORATION-BASED	Contribute to the monitoring of trends in sectors and investments	Participate in the definition of job functions: clustering of jobs and jobs-occupations that present common sets of capacities and skills	Provide policy elements resulting from their discussions with institutes and their training policies and convey these to trade associations Align their training policies with national policy Contribute to the development of work plans for training institutes	Provide planning policy elements resulting from their discussions with institutes and their training plans and convey these to trade associations Participate in the development and financing of work plans for training institutes Align their own training offer with national and local planning	Express their skills needs and convey them to employers' organizations and devolved or central departments Manage communication/ guidance actions targeting their occupations in partnership with other actors	Mobilize their specialized expertise	Mobilize professionals in their respective occupations	Feed back in-service training needs to trade associations Mobilize professionals in their respective occupations as trainers Run training for trainers and training supervisors in companies	Participate in needs identification Make their professional infrastructure, equipment and materials available (dual education, formal apprenticeship)	Mobilize and take on professionals as trainers, tutors and supervisors Make training positions and internships available and sign apprenticeship, dual education or training contracts	Participate in the definition of assessment standards and certification mechanisms Implement and partly finance private assessment and certification Participate in the implementation of public certification processes by providing expertise	Participate in data collection Participate in the evaluation of internal effectiveness at regional and local level	Participate in satisfaction surveys and studies Participate in the evaluation of external effectiveness

TRADE UNIONS

Process		Analysis of the economic environment and labour market demand		Analysis and planning of the VET system			Certification and training design		Management of skills acquisition and certification				Evaluation of the effectiveness of the VET system	
Function	Macroeconomic monitoring and analysis	Employment monitoring and analysis to identify skills needs	Analysis and development of VET policy	VET development planning	Communication and organization of career guidance	Skills determination	Design and definition of training content	Training of trainers and non-teaching staff	Infrastructure, equipment and materials	Training implementation	Assessment and certification	Evaluation of the internal effectiveness of the system	Evaluation of the external effectiveness of the system	
Partnership Type	COMMUNICATION-BASED	Participate in information campaigns	Give their opinion on the economic sectors and job functions defined	Participate in information campaigns	Participate in information meetings at national and regional level			Participate in reviews	Participate in information campaigns and reviews			Receive information on the methods and final results of certifications	0	Convey available information Receive information on the integration rate and employer satisfaction
	ADVISORY-BASED	Give their opinions on the macroeconomic analysis	Give their opinion on the training sectors and job functions	Put forward policy proposals Give their opinion	Give their opinion Put forward planning considerations	Give their opinion on the effectiveness of the system	Give their opinion	Express their opinion on social and safety content considerations	Give their opinion on the system	Give their opinion (occupational health and safety)	Give their opinion on the definition of training organization norms (health and safety at training sites)	Give their opinion on the definition of assessment norms and certification mechanisms	Give their opinion	Convey available information Give their opinion
	COOPERATION-BASED	Participate in the macroeconomic analysis	Participate in the definition of training sectors and job functions	Put forward policy proposals for the analysis, development and validation of policy	Express their needs Put forward planning considerations	Contribute to the definition of priorities for the communication/career guidance mechanism	Participate in the validation of standards	Express their opinion on social and safety content considerations	Contribute to the definition of the normative framework and standards Contribute by hosting in-service training	Contribute to decisions on investments Express their opinion on the requirements of norms, particularly safety norms	Contribute to the definition of training organization norms Control and monitor the implementation of apprenticeships	Contribute to the definition of assessment norms and certification mechanisms Participate in the implementation of public and private certification processes through expertise and funding	Participate in the evaluation of internal effectiveness	Participate in data collection and the evaluation of internal effectiveness
	COLLABORATION-BASED	Participate in decisions on priorities	Participate in the definition of training sectors and job functions	Provide analysis and policy elements Participate in policy validation	Express their observations, amendments and recommendations Participate in planning validation	Contribute to the definition of priorities for the communication/guidance mechanism Open up information and guidance spaces for individuals requesting training Provide information on and promote occupations, their requirements and recruitment conditions	Contribute to the introduction of skills considerations into social and safety norms	Ensure compliance with social and safety norms	Participate in the definition of the normative framework and occupational standards Contribute by hosting in-service training	Participate in the definition of norms Participate in decisions on investments	Participate in the definition of training organization norms Control and monitor the implementation of apprenticeships	Participate in the definition of assessment norms and certification mechanisms Participate in the implementation of public and private certification processes through expertise and funding	Participate in the evaluation of internal effectiveness	Participate in data collection Participate in the evaluation of the external effectiveness of the system at national and regional level

PRIVATE TRAINING INSTITUTES

Process		Analysis of the economic environment and labour market demand		Analysis and planning of the VET system			Certification and training design		Management of skills acquisition and certification				Evaluation of the effectiveness of the VET system	
Function	Macroeconomic monitoring and analysis	Employment monitoring and analysis to identify skills needs	Analysis and development of VET policy	VET development planning	Communication and organization of career guidance	Skills determination	Design and definition of training content	Training of trainers and non-teaching staff	Infrastructure, equipment and materials	Training implementation	Assessment and certification	Evaluation of the internal effectiveness of the system	Evaluation of the external effectiveness of the system	
Partnership Type	COMMUNICATION-BASED			Participate in the final policy review Inform their stakeholders of the policy	Provide quantitative elements to devolved structures Participate in information campaigns Inform their partners and community of the planning	Open up communication and guidance spaces Provide information on occupational requirements and assessment and certification procedures	Make their specialized expertise available Inform users of standards content	Make their specialized expertise available Inform their stakeholders of training content	Express their needs Participate in training	Participate in needs identification and financing	Implement training norms Manage the training methods and courses defined at central level Finance the running of their training offer	Implement assessment and certification norms Provide infrastructure and staff for assessment and, where appropriate, certification	Convey available data to evaluators	Participate in data collection from the employers of their apprentices
	ADVISORY-BASED		Give their opinion on training sectors	Give their opinion and put forward policy proposals Collect and feed back the opinions of the partners	Give their opinion and put forward planning proposals	Open up communication/ career guidance spaces Provide information on occupational requirements and assessment and certification procedures	Feed back considerations that emerge from the advisory process with their stakeholders Make their specialized expertise available	Feed back the observations of their stakeholders Make their specialized expertise available	Express their needs via devolved structures Participate in training	Express their needs to devolved structures Participate in funding	Give their opinion on the definition of training organization norms Run training programmes in compliance with norms Finance the running of their training offer	Implement assessment and certification norms Provide infrastructure and staff for assessment and, where appropriate, certification	Convey available data to evaluators	Ensure the follow-up of graduates Conduct satisfaction surveys among the employers of graduates Convey available data to the administrative supervision
	COOPERATION-BASED		Participate in the definition of training sectors Collect information and consult with businesses on skills needs	Cooperate with the private and social partners concerned and put forward policy proposals Develop work plans in line with policy and in cooperation with the partners	Cooperate with the private and social partners concerned and put forward planning considerations Participate in planning reviews and validation Develop their work plans in cooperation with their partners	Contribute to the definition of priorities for the communication and career guidance mechanism Open up communication/ career guidance spaces Provide information on occupational requirements and assessment and certification procedures	Contribute to the definition of skills by making technical and pedagogical experts available	Cooperate with the partners, particularly businesses, to define training content for validation at central level Make technical and pedagogical experts available for projects at national level	Contribute to the definition of standards Make experts available for training Run and finance certain in-service training programmes	Identify their needs in cooperation with the socio-economic partners and convey them to devolved departments Contribute to funding with their own resources	Contribute to the definition of training organization norms Run training programmes in compliance with norms Contribute to funding with their own resources	Contribute to the definition of assessment norms and certification mechanisms Implement assessment and certification norms Provide infrastructure and staff for assessment and, where appropriate, certification Contribute to funding	Apply the norms governing the evaluation of the internal effectiveness of institutes Organize cooperation at local level to formulate recommendations Convey recommendations to the administrative supervisors	Ensure the follow-up of graduates Collect information from graduates and the social and economic partners and convey it to devolved structures
	COLLABORATION-BASED		Utilize the results of the follow-up of graduates Identify and express local needs in cooperation with local businesses Contribute to the definition of training sectors	Organize cooperation with businesses Provide policy elements at devolved and central level resulting from discussions Develop work plans in line with policy with their partners	Cooperate with the private and social partners concerned and put forward planning considerations Participate in planning reviews and validation Develop their work plans in coordination with their partners	Contribute to the definition of priorities for the communication and career guidance mechanism Open up communication/ career guidance spaces Provide information on occupational requirements and assessment and certification procedures in partnership with public training centres and private and social actors	Mobilize their specialized expertise	Mobilize their specialized expertise	Participate in the definition of standards for training occupations Make experts available for training Run and finance certain in-service training programmes	Participate in needs identification Contribute to funding with their own resources	Participate in the definition of training organization norms Run training programmes in compliance with norms, within the framework of a partnership-based pilot approach Contribute to funding with their own resources	Participate in the definition of assessment norms and certification mechanisms Implement assessment and certification norms Provide infrastructure and staff for assessment and, where appropriate, certification Contribute to funding	Apply the norms governing the evaluation of the internal effectiveness of institutes Organize the involvement of local actors to formulate recommendations and convey these at regional level	Ensure the follow-up of graduates' employment with the institute partners Share the results with the partners and formulate recommendations

NGOS / CSOS

		Process		Analysis and planning of the VET system			Certification and training design		Management of skills acquisition and certification				Evaluation of the effectiveness of the VET system	
Function		Macroeconomic monitoring and analysis	Employment monitoring and analysis to identify skills needs	Analysis and development of VET policy	VET development planning	Communication and organization of career guidance	Skills determination	Design and definition of training content	Training of trainers and non-teaching staff	Infrastructure, equipment and materials	Training implementation	Assessment and certification	Evaluation of the internal effectiveness of the system	Evaluation of the external effectiveness of the system
Partnership Type	COMMUNICATION-BASED			Participate in information campaigns	Participate in information campaigns Plan their training offer separately from national planning		Participate in reviews	Participate in information campaigns		Use their own structures, equipment and materials for non-formal training	Run non-formal training programmes	Can assess and certify learners in their non-formal programmes	Convey available data to evaluators	Convey available data Receive information on the integration rate and employer satisfaction
	ADVISORY-BASED		Give their opinion on training sectors and job functions	Express their expectations Put forward policy proposals Give their opinion	Give their opinion Put forward planning considerations, often based on their training plans	Give their opinion on the effectiveness of the system Transmit information on growth sectors and training offers	Put forward and feed back considerations based on the standards developed within the framework of their initiatives and/or the management of their institutes	Put forward and feed back considerations based on the training content developed within the framework of their initiatives and/or the management of their institutes	Give their opinion on the standards and system	Express their needs Give their opinion on the different types of infrastructure and equipment Use their own structures, equipment and materials for non-formal training	Give their opinion on the definition of training organization norms Run non-formal training programmes	Give their opinion on the definition of assessment norms and certification mechanisms Can assess learners in their non-formal systems	Convey available data to evaluators	Convey available data
	COOPERATION-BASED		Participate in the definition of training sectors and job functions	Put forward proposals for policy proposals Contribute to the development of work plans for training institutes	Put forward planning considerations Participate in the review and validation of planning and the development of work plans for training institutes	Contribute to the definition of priorities for the communication and career guidance mechanism Transmit information on growth sectors and training offers	Put forward skills proposals Make specialized human resources available	Put forward proposals for training content Support the definition of training content by partner institutes Make specialized human resources available	Contribute to the creation of occupational standards and system design Support training actions by mobilizing expertise and funds	Make their infrastructure and experts-trainers available for the organization and implementation of training and certification Use their own structures, equipment and materials for non-formal training	Contribute to the definition of training organization norms Run approved non-formal or formal training programmes	Contribute to the definition of assessments norms and certification mechanisms Implement private assessment and certification	Participate in information collection Participate in the evaluation of internal effectiveness	Participate in information collection Participate in the evaluation of external effectiveness
	COLLABORATION-BASED		Contribute to the definition of training sectors and job functions	Provide analysis and planning considerations Participate in policy validation Contribute to the development of work plans for training institutes	Put forward planning considerations Participate in the review and validation of planning for training institutes Contribute to the development and financing of work plans for training institutes	Contribute to the definition of priorities for the communication/ career guidance mechanism Transmit information on growth sectors and training offers Manage communication/ guidance actions in partnership with the other actors	Mobilize their specialized expertise	Mobilize their specialized expertise	Participate in the production of occupational standards and system design Support training actions by mobilizing expertise and funds	Make experts available Participate in the financing of investments	Participate in the definition of training organization norms Run approved non-formal or formal training programmes	Participate in the definition of assessment norms and certification mechanisms Implement private assessment and certification	Participate in information collection Participate in the evaluation of internal effectiveness	Participate in information collection Participate in the evaluation of internal effectiveness

PARENTS' ASSOCIATIONS

Process		Analysis of the economic environment and labour market demand		Analysis and planning of the VET system			Certification and training design		Management of skills acquisition and certification				Evaluation of the effectiveness of the VET system	
Function	Macroeconomic monitoring and analysis	Employment monitoring and analysis to identify skills needs	Analysis and development of VET policy	VET development planning	Communication and organization of career guidance	Skills determination	Design and definition of training content	Training of trainers and non-teaching staff	Infrastructure, equipment and materials	Training implementation	Assessment and certification	Evaluation of the internal effectiveness of the system	Evaluation of the external effectiveness of the system	
Partnership Type	COMMUNICATION-BASED		Participate in information campaigns	Participate in information campaigns at national, regional and local level			Participate in information campaigns and reviews				Receive information on the methods and final results of certifications	0	Receive information on the integration rate and employer satisfaction	
	ADVISORY-BASED		Give their opinion on training sectors and job functions	Express their expectations Put forward policy proposals Give their opinion	Give their opinion Put forward planning considerations	Give their opinion on the effectiveness of the system and transmit information on growth sectors and training offers	Give their opinion on training content		Give their opinion on the location of institutes	Give their opinion on the definition of training organization norms	Give their opinion on the definition of assessment norms and certification mechanisms	Give their opinion	Give their opinion	
	COOPERATION-BASED		Participate in the definition of the training sectors and job functions	Put forward proposals for policy proposals Contribute to the development of work plans for training institutes	Put forward planning considerations Participate in the review and validation of planning and the development of work plans for training institutes	Contribute to the definition of priorities for the communication and guidance mechanism and transmit information on growth sectors and training offers		Put forward proposals for training content at institute level Express their opinion on the relevance of training content	Contribute to decisions on investments	Contribute to the definition of training organization norms Sign apprenticeship or training contracts and undertake to comply with training norms	Contribute to the definition of assessment norms and certification mechanisms	Participate in the evaluation of internal effectiveness	Participate in the evaluation of external effectiveness	
	COLLABORATION-BASED		Participate in the definition of the training sectors	Provide policy elements and participate in policy validation Contribute to the development of work plans for training institutes	Put forward planning considerations Participate in the review and validation of planning for training institutes Contribute to the development and financing of work plans for training institutes	Contribute to the definition of priorities for the communication and career guidance mechanism Transmit information on growth sectors and training offers		Express their opinion on the relevance of training content	Participate in decisions on investments	Participate in the definition of training organization norms Sign apprenticeship or training contracts and comply with training norms Contribute to funding (registration, etc.)	Participate in the definition of assessment norms and certification mechanisms	Participate in the evaluation of internal effectiveness	Participate in the evaluation of external effectiveness	

LEARNERS

Process		Analysis of the economic environment and labour market demand		Analysis and planning of the VET system			Certification and training design		Management of skills acquisition and certification				Evaluation of the effectiveness of the VET system	
Function	Macroeconomic monitoring and analysis	Employment monitoring and analysis to identify skills needs	Analysis and development of VET policy	VET development planning	Communication and organization of career guidance	Skills determination	Design and definition of training content	Training of trainers and non-teaching staff	Infrastructure, equipment and materials	Training implementation	Assessment and certification	Evaluation of the internal effectiveness of the system	Evaluation of the external effectiveness of the system	
Partnership Type	COMMUNICATION-BASED				Benefit from a communication and guidance mechanism					Register for and take training programmes Pay registration fees	Undergo assessments and certification Pay possible exam fees	Participate in data collection by providing information	Participate in data collection Receive information on the integration rate and employer satisfaction	
	ADVISORY-BASED			Express their expectations Put forward policy proposals Give their opinion	Give their opinion Put forward planning considerations	Benefit from a communication/ career guidance mechanism			Give their opinion on the location of institutes	Register for and take training programmes Pay registration fees Sign internship agreements Undertake internships in companies	Give their opinion on the definition of assessment norms and certification mechanisms Undertake assessments and certification Pay possible exam fees	Participate in data collection by providing information Give their opinion	Participate in data collection Give their opinion	
	COOPERATION-BASED			Put forward proposals for policy proposals Contribute to the development of work plans for training institutes	Put forward planning considerations Participate in the review and validation of planning and the development of work plans for training institutes	Benefit from a communication/ guidance mechanism			Contribute to decisions on investments	Contribute to the definition of training organization norms Register for and take training programmes Pay registration fees Sign apprenticeship or training contracts	Contribute to the definition of assessment norms and certification mechanisms Undertake assessments and certification Pay possible exam fees	Participate in the evaluation of internal effectiveness	Participate in data collection Participate in the evaluation of external effectiveness	
	COLLABORATION-BASED			Provide analysis and policy elements Participate in policy validation Contribute to the development of work plans for training institutes	Participate in planning discussions and validation and the development and financing of work plans through training fees	Benefit from a communication/ guidance mechanism Contribute to the definition of priorities for the communication/ career guidance mechanism			Participate in decisions on investments	Participate in the definition of training organization norms Register for and take training programmes Pay registration fees Sign apprenticeship or training contracts and undertake to comply with training norms	Contribute to the definition of assessment norms and certification mechanisms Undertake assessments and certification Pay possible exam fees	Participate in the evaluation of internal effectiveness	Participate in data collection Participate in the evaluation of external effectiveness	

DEVELOPMENT PARTNERS (DPS)

Process		Analysis of the economic environment and labour market demand		Analysis and planning of the VET system			Certification and training design		Management of skills acquisition and certification				Evaluation of the effectiveness of the VET system	
Function	Macroeconomic monitoring and analysis	Employment monitoring and analysis to identify skills needs	Analysis and development of VET policy	VET development planning	Communication and organization of career guidance	Skills determination	Design and definition of training content	Training of trainers and non-teaching staff	Infrastructure, equipment and materials	Training implementation	Assessment and certification	Evaluation of the internal effectiveness of the system	Evaluation of the external effectiveness of the system	
Partnership Type	COMMUNICATION-BASED	Support the capacity-building of public actors in the macroeconomic analysis	Finance sectoral studies Support the capacity-building of public actors in the employment monitoring and analysis	Support the process and capacity-building of public actors through expertise Contribute to funding	Support the capacity-building of public actors through expertise and financing	Contribute to the design and financing of the implementation of the communication and guidance mechanisms	Support the development of standards by mobilizing expertise and funding	Support the development of training content by mobilizing expertise and funding	Build the capacities of national actors Finance training actions	Participate in needs identification Participate in investments	Support the implementation of formal training	Contribute by making tools and expertise available Contribute to funding	Contribute to the capacity-building of public agents Contribute to the financing of studies and surveys	
	ADVISORY-BASED	Support capacity-building of public actors in the macroeconomic analysis	Finance sectoral studies and advisory meetings Support capacity-building of public actors in employment monitoring and analysis	Support capacity-building of public actors through expertise Contribute to funding	Support capacity-building of public actors through expertise Contribute to the financing of the advisory process	Contribute to the design and financing of implementation of the communication/career guidance mechanism	Support the development of standards by mobilizing expertise and funding	Support the development of training content by mobilizing expertise and funding	Build the capacities of national actors Finance training actions	Participate in needs identification Participate in investments	Support the implementation of formal training and internships	Contribute by making tools and expertise available Contribute to funding	Contribute to the capacity-building of public agents Contribute to the financing of studies and surveys	
	COOPERATION-BASED	Support capacity-building of national actors in macroeconomic analysis	Finance sectoral studies and forums for cooperation Support capacity-building of national actors in employment monitoring and analysis	Support capacity-building of public actors through expertise Contribute to financing forums for cooperation Contribute to the development of work plans for training institutes	Support capacity-building of national actors through expertise Contribute to the financing of VET at national and local level	Contribute to the design and financing of the implementation of the communication/guidance mechanism	Support the development of standards by mobilizing expertise and funding	Support the development of standards by mobilizing expertise Contribute to the financing of the process and the development of pedagogical tools	Build the capacities of national actors Finance training actions	Contribute to funding investments	Support the implementation of diversified formal training	Contribute by making tools and expertise available Contribute to funding	Make tools and expertise available Contribute to funding	
	COLLABORATION-BASED	Support the capacity-building of national actors in macroeconomic analysis Invest in macroeconomic monitoring mechanisms with public and private actors	Support the capacity-building of national actors in employment monitoring and analysis Support the creation of employment monitoring mechanisms	Make experts available Contribute to financing the analysis and development of VET policy Contribute to the development of work plans for training institutes	Support the capacity-building of national actors Participate in the development of planning by making experts available Contribute to the financing of VET at national and local level	Contribute to the design and financing of the implementation of the communication/guidance mechanism	Support the development of standards by mobilizing expertise and funding	Support the development of standards by mobilizing expertise Contribute to the financing of the process and the development of pedagogical tools	Build the capacities of national actors Finance training actions	Contribute to funding investments	Support the implementation of diversified formal training	Contribute by making tools and expertise available Contribute to funding	Make tools and expertise available Contribute to funding	



One of the clear ways to improve the effectiveness of Technical and Vocational Education and Training (TVET) systems is by developing partnerships between actors in the public and private spheres, and civil society.

But what exactly is a partnership? And in what forms are partnerships most effective?

The wide range of national and local contexts shows how complex and multidimensional TVET can be. It is therefore important to clarify the types of partnerships to pursue, the areas in which actors should get involved, as well as their respective roles.

In this study, the IIEP-Pôle de Dakar and the IFEF combined their expertise in order to understand the key processes in TVET, and to provide an overview of the different types of partnerships worth considering.

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