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How to address social inclusion in a feasible way in dual VET – an ILO input

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I. Social inclusion and dual VET – an ILO perspective



▶ ILO promotes social justice and inclusion in skills and employment policies and programmes

- ▶ Oldest UN organization (founded 1919)
- ▶ Only tripartite UN organization (governments, workers and employers)
- ▶ Social dialogue and tripartism essential for dual VET
- ▶ Equality and non-discrimination is one of 5 fundamental principles and rights at work
- ▶ 190 international Conventions and over 200 Recommendations related to the world of work



Human Resources Recommendation R195 calls for equal access to education, training and lifelong learning for

- people with nationally identified special needs, such as youth, low-skilled people, people with disabilities, migrants, older workers, indigenous people, ethnic minority groups and the socially excluded;
- workers in small and medium-sized enterprises, in the informal economy, in the rural sector and in self-employment
- women and men.

► Essential for dual VET: The business case for inclusion

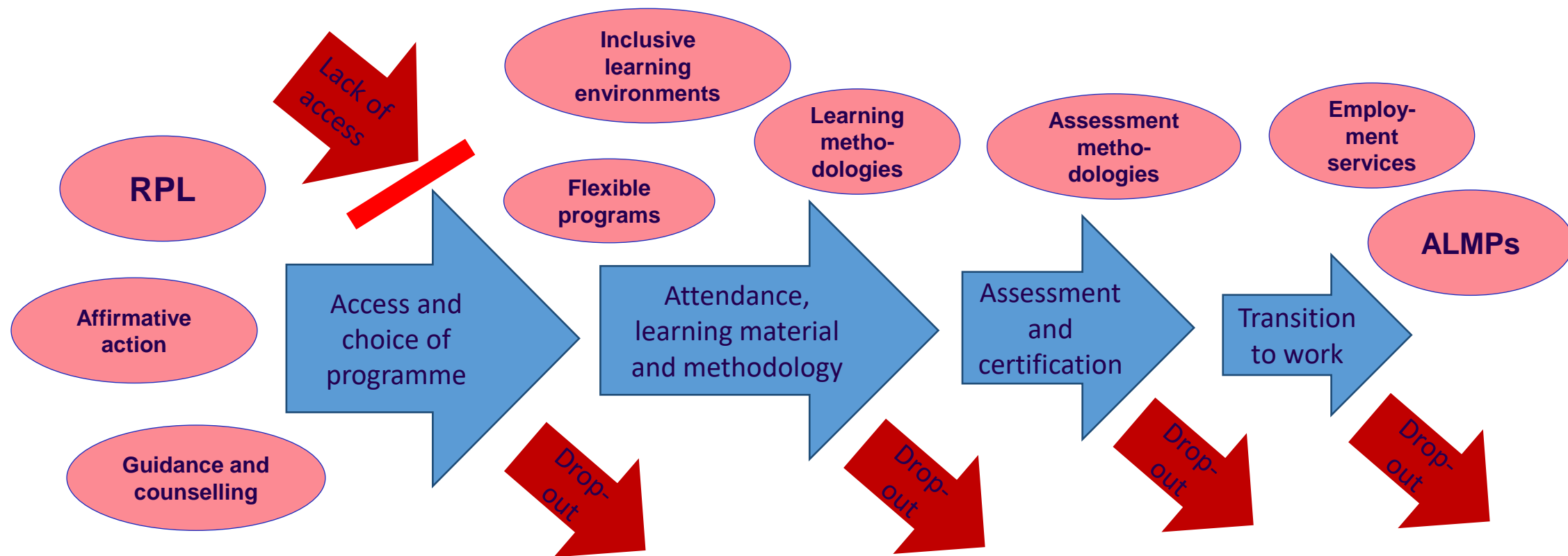
A diverse workforce

- has proven by various studies to propel innovation and enhance profitability
- helps employers to have the best person for the job
- ensures that the workforce has a balance of different perspectives, and
- benefits business by reflecting diverse customer base and the community that employers serve.

What is more:

- Many of the most successful companies have advanced diversity, strategies and are highly inclusive of minority groups.

Inclusive action needed during all stages of TVET





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II. ILO tools and resources



ILO Interactive digital assessment tool

Who is it for?

Policy-makers, representatives of workers' and employers' organizations engaged in skills development systems, TVET centre managers, and development practitioners providing skills policy advice

How to use it?

Individually or with a group of practitioners

<https://bit.ly/S4SIttool>





LEARN ABOUT INCLUSION

A self-assessment tool to help reflect how and why exclusion in TVET happens and what could be done about it

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Checklist: Inclusive policies and systems

	Don't know	Very little			Very much	
Does my country have a policy or strategy on inclusive TVET?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does my country have a TVET policy or strategy that puts particular focus on the inclusion of disadvantaged individuals and group?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does my country have other policies or strategies that promote equality and non-discrimination in TVET (e.g. gender policies, rural empowerment etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Do TVET providers have inclusion policies or guidelines?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do we use both universal TVET system design approaches and targeted measures to redress inequalities?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are TVET governance mechanisms inclusive and include under-represented groups, including among worker and employer representatives?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Checklist: Accessibility, selection, enrolment and choice of training programme

	Don't know	Very little				Very much	
Potential Access Barriers – Part I							
 Do distances to TVET providers prevent trainees from participating?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do some of our trainees face mobility restrictions (girls, people with disabilities, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are our boarding facilities appropriate and accessible for all?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
 Are direct and indirect costs preventing trainees from enrolling?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
 Are educational levels as entry requirements preventing trainees from enrolling?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
 Do we involve disabled learners in decisions about reasonable accommodation for them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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5. Learning material and teaching process



Average is 17 points

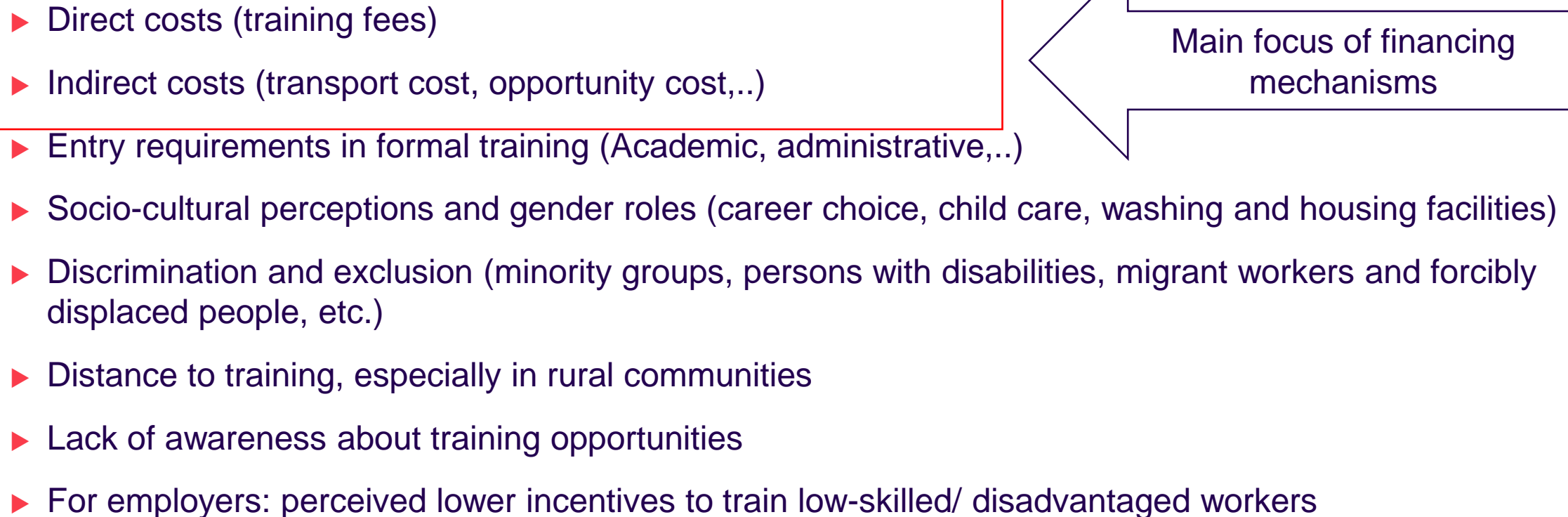
▶ Documents and information to download

- Work-based learning
- Learner-centred pedagogy
- ICT
- NGOs, charities and other private initiatives
- Enhancing TVET supply in rural areas
- Design of occupational standards, qualification and curricula

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▶ **NEXT**

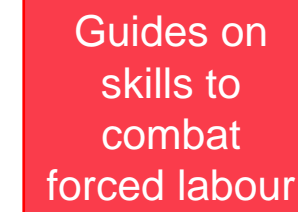
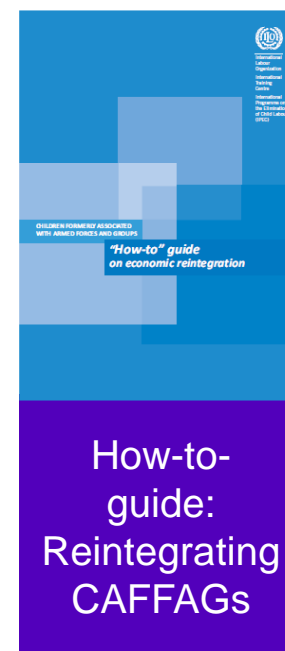
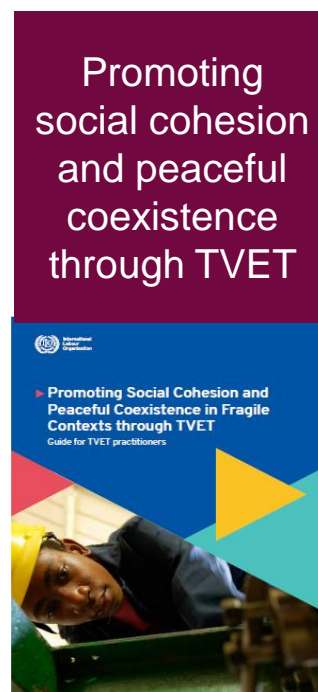
► Access barriers to skills development and lifelong learning

- 
- Direct costs (training fees)
 - Indirect costs (transport cost, opportunity cost,...)
 - Entry requirements in formal training (Academic, administrative,...)
 - Socio-cultural perceptions and gender roles (career choice, child care, washing and housing facilities)
 - Discrimination and exclusion (minority groups, persons with disabilities, migrant workers and forcibly displaced people, etc.)
 - Distance to training, especially in rural communities
 - Lack of awareness about training opportunities
 - For employers: perceived lower incentives to train low-skilled/ disadvantaged workers

A combination of non-financial and financial instruments is needed to advance social inclusion in skills and lifelong learning

ILO approaches and tools to skills and lifelong learning to promote social inclusion

Link to ILO's
S4SI website





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III. Country examples



Access: Pre-apprenticeship and mentoring services for vulnerable people

Australia

The **Australian Apprenticeships Incentives Programme** provides a range of assistance to support apprentices with disabilities, including wage support which is paid to employers, and assistance for tutorial, interpreter and mentor services for apprentices.

<https://www.australianapprenticeships.gov.au/programs/support-australian-apprentices-disability>

Canada

Trade Winds to Success Training Society is a partnership of nine construction unions in Alberta that **recruit indigenous adult learners for pre-apprenticeship training programs.**

<https://www.tradewindstosuccess.ca/>

Dual VET for refugees and host communities in Eastern Mauritania

- The ILO, with funding from USAID, the EU, AfD, and Japan constructs roads, schools and vocational training centres inside the M'Bera refugee camp
- **«Chantier école» approach based** Innovative skills training approach (80% workbased) with direct supervision of professionals from the construction sector.
- Training programmes were elaborated in partnership with the Mauritanian National Institute for the Promotion of Technical and Vocational Training (INAP-FTP) and are certified.
- Short cycle training (7 months) target vulnerable refugee and host community members with basic levels of education.
- Promotion of social cohesion through contact between host and refugees' communities



Dual VET for refugee and host community youth through inclusive apprenticeships and supporting local enterprises - Kenya, Uganda and Egypt

- Under the Partnership for improving prospects of forcibly displaced people and host communities (PROSPECTS), the ILO, with funding from the Netherlands, organized **inclusive apprenticeship and work-based learning programs**
- Dual VET courses in **Welding, Ready-made garment and Tourism occupations.**
- Capacity development of curriculum developers, TVET staff and enterprise trainers on different topics, including soft skills, apprenticeship management, OSH and refugee inclusion.



Promoting social cohesion and peaceful coexistence in teacher's curriculum - Kenya

- In December 2020, a pilot teacher training has been organized to apply the Guide for TVET practitioners on Promoting Social Cohesion and Peaceful Coexistence in Fragile Contexts through TVET and test its relevance in the Kenyan context.
- ILO supported the - Kenyan Technical Teacher Training College (KTTC) to assess gaps in the occupational standard of TVET trainers regarding the promotion of social cohesion.
- inclusion of social cohesion and peaceful coexistence in their employability skills module
- comprehensive institutionalization and reach more trainers over the years to come



Recognizing skills of informal economy workers, refugees and host communities

Jordan

Over 10.000 refugees participated in (short) training plus assessment (RPL system) in the construction sector that leads to a work permit for the Jordanian labour market.

A tracer study of beneficiaries showed that 58% improved their self-esteem and the way others perceive them;
21% were better able to claim their employment rights;
19% improved earnings through the RPL process.

https://www.ilo.org/beirut/media-centre/news/WCMS_649339/lang--en/index.htm

Tanzania

Craftspeople and informal apprentices (with the consent of the master craftsperson) can have their skills recognized through RPL by VETA, the Vocational Education and Training Authority.

Free upskilling courses provided to successful candidates serve as incentive. 680 assessors are trained.

https://www.ilo.org/africa/media-centre/pr/WCMS_776523/lang--en/index.htm

Take-aways

- **Raise awareness** of decision-makers
- Think of **universal design** solutions first
- Money isn't always the problem, but if it is, design targeted solutions well
- Prioritize **earning while learning**
- Build on **existing skill sets and experiences**
- Take a **learner-centred approach**
- Consider **flexible delivery** to address access barriers by women and other care givers
- **Diversify training offer** and move away from traditional trades that perpetuate gender inequalities
- **Engage employers' and workers' organizations!**



For more information:

www.skillsforemployment.org
Skills for social inclusion (SKILLS)
ilo.org

 **Thank you**

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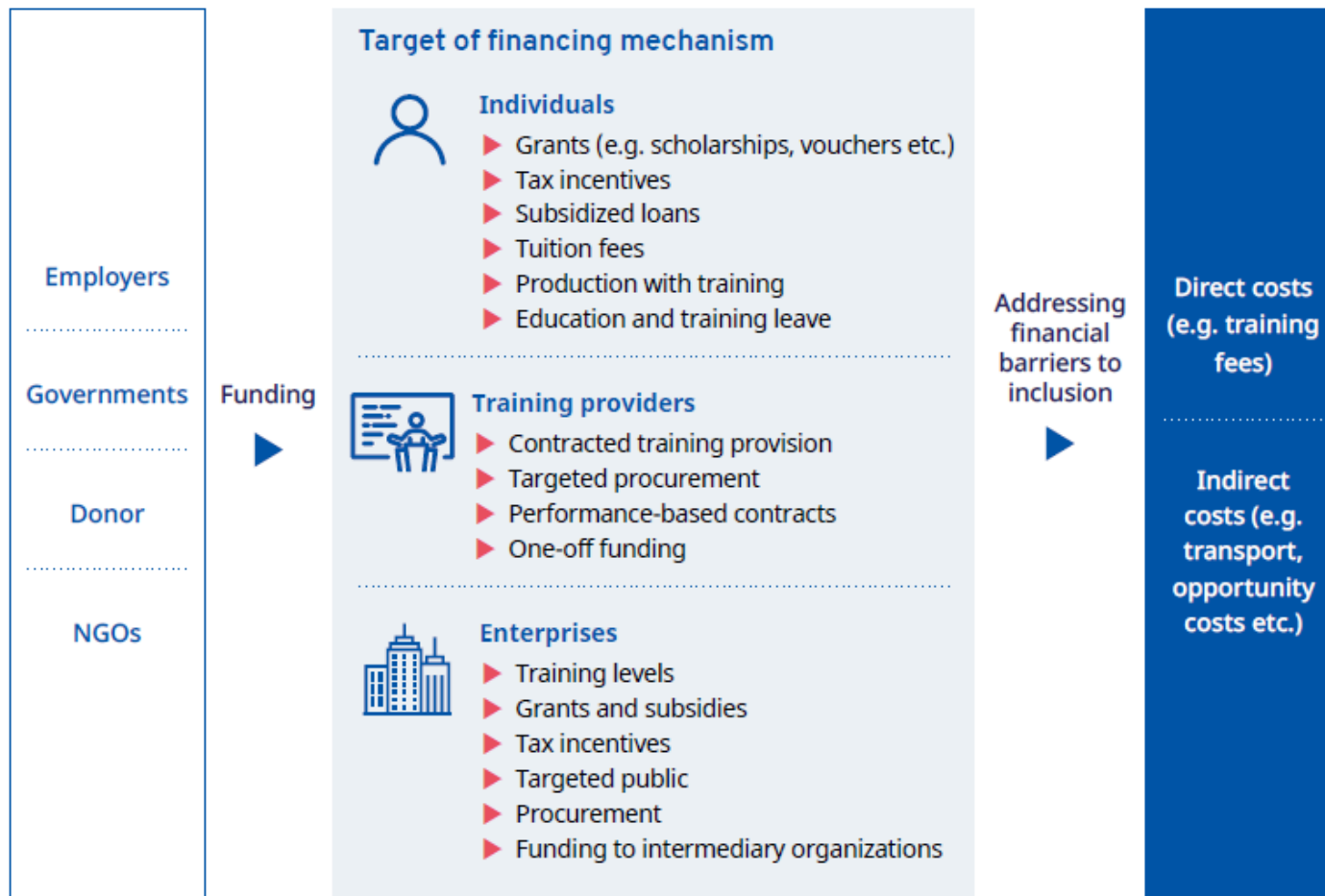


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► Break-out session



Financing mechanisms for improving social inclusion in skills and lifelong learning systems



Financing mechanisms for individuals

Mechanisms	Conditions for effective implementation
Grants: scholarships, stipends, conditional cash transfers, training vouchers, individual learning accounts, cost-reimbursement	<p>Trust in the organization: clear criteria-based selection processes, and a transparent way of payment. Criteria need to account for prior disadvantage in educational attainment, and close monitoring of eligibility.</p> <p>Combine individual learning accounts with career guidance.</p> <p>For vouchers: sufficient choice of providers.</p> <p>Intermediary organisations can often be a good way to reach the disadvantaged (e.g. informal sector associations).</p>
Tax incentives	Application process needs to be as simple as possible.
Subsidized loans	<p>Application process needs to be as simple as possible. People need bank accounts.</p> <p>Income-contingent loans are better suited for disadvantaged persons, especially when blended with well-targeted grants.</p>
Tuition Fees	The level of tuition fee subsidy (partial up to 100%) should be based on an assessment of local context , including peoples' ability to pay and motivation levels, and selection criteria
Educational and training leave	Conducive legal environment , encouragement of firms, collective agreements, combination with transportation allowance where relevant.
Production during training	National level regulation to prevent abuse.

Financing mechanisms for enterprises

- ▶ **Training levies:** contributions paid by enterprises are a current source of extrabudgetary income for training, as the main type of contribution is that based on wages. The majority of training funds financed by contributions around the world serve multiple objectives, which often include the training of groups of employees
- ▶ **Assistance and subsidies for enterprises:** direct transfers to employers with the aim of co-financing costs to promote training and retraining by supporting learning in the workplace, apprenticeships, internships and by encouraging training for disadvantaged employees. Government subsidies often have the purpose of increasing the number of apprentices and promoting access for unqualified employees to formal training. Subsidies cover training and related costs and can be financed by the general tax regime, employers' training taxes, unemployment benefit schemes or other social welfare schemes
- ▶ **Tax incentives for enterprises:** tax incentives granted to enterprises consist of deductions regulated by the tax code from the tax liability of enterprises by reducing the taxable income or tax owed. Often, a high percentage of training costs and other staff-related costs are deductible.
- ▶ **Targeted public procurement:** Allocation of procurement contracts to enterprises, dependent on the provision of a specific type of training
- ▶ **Funding intermediary organizations:** Includes diversified funding strategies to support private organizations and civil society that help individuals access apprenticeships and organizations to improve their learning abilities and career development. This involves, for examples, financing the services of workers' organizations for members and vulnerable workers or recruitment and learning support agencies

▶ Financing mechanisms for skills development providers

- ▶ **Contracted training provision:** agreements based on objectives between training providers and governments / training funds (financed by levies or donors) which can be used for targeted financing and can be used, among other matters, to promote access and inclusion. **TRAIN 500 PERSONS WITH DISABILITIES**
- ▶ **Targeted procurement:** award of contracts to training providers, with priority being given to those who demonstrate the most inclusive approach: **TRAIN 500 people and MAXIMIZE NO. OF POOR STUDENTS**
- ▶ **Performance-based contracts:** the inclusion of performance-based criteria in financing approaches to improve the quality of and access to training, including performance monitoring. This can generate access for vulnerable groups of all ages and create a better response to skills needs. **MORE FUNDING IF INCLUSION TARGETS ARE MET**
- ▶ **Specific financing:** to increase capacities, make training providers more accessible to disabled persons, make training providers more inclusive of women

Country examples: Financial mechanisms to promote inclusion

Scholarship system for low-income students - Costa Rica

- ▶ The National Apprenticeship Institute has an educational scholarship system that includes financial support to cover areas such as housing, transport and food

Grants and subsidies to enterprises in Australia for hiring disadvantaged apprentices

- ▶ Incentives can be given to employers who host apprentices from designated equity groups, for example: the indigenous, elderly, rural residents, disabled.

Public procurement in Norway to include apprenticeships

- ▶ In Norway, since 2017, apprentices must be included in all projects and public construction and building services as part of contracts with a minimal value of 1.3 million Norwegian krone (USD 132,000) excluding VAT for state authorities and 2 million Norwegian krone (USD 200,000) excluding VAT for other public authorities

Contracted training by the Continuing vocational training and apprenticeship development fund (FODEFCA) - Benin

- ▶ FODEFCA funds training for workers in the informal economy (e.g. modular training for master craftsperson's and additional theoretical training for informal sector apprentices), including through grants given to formal sector training providers

Performance-based funding of training providers by HELVETAS in Nepal, Ethiopia and Tanzania

- ▶ Training providers were selected through a competitive bidding process and performance-based contracts were agreed consisting of a results-based payment and a social inclusion incentive scheme.

Key messages on financial instruments to promote inclusion in skills systems

- ▶ **Financial instruments alone are often insufficient:** combine with flexible admission criteria, inclusive learning approaches, anti-harassment policies, quotas, counselling...
- ▶ **Raise awareness** on financial incentive schemes (including their existence, eligibility requirements, application processes) – e.g. through social marketing campaigns
- ▶ To increase workplace training for disadvantaged, **target the worker, not the employer**
- ▶ **Formal sector enterprises** can be encouraged to train their more disadvantaged workers using targeted grants, tax incentives or differentiated levy payments
- ▶ Reach **enterprises in the informal sector** by channelling financial incentives via intermediary organizations.
- ▶ **For training providers, performance-based contracts** appear most effective, as well as procurement and contracting approaches that explicitly take into account social inclusion – rather than one-off grants or expand overall provision
- ▶ **Keeping the administrative burden as low as possible** and avoiding co-financing or repayment requirement is important if disadvantaged individuals and MSMEs are to benefit.
- ▶ **Careful monitoring** is needed to understand who is and who is not benefitting in a particular context.