



International
Labour
Organization

BarCamp: Informality and Dual VET

‘Building Resilient Funding Models for Dual VET in
Informal Economies towards Quality and Transitions’

24th February 2026



Agenda

11:00 CET

Keynote input

Salim Akoojee

Commentators

Robert Palmer

Markus Maurer

Xiaoyan Liang

11:45 CET

Couch Sessions

Resilient Financing

Financing by Intermediary

Organisations (French + Engl)

How informal TVET usually financed

Financing RPL

12:30 pm – 13:00 pm

Closing

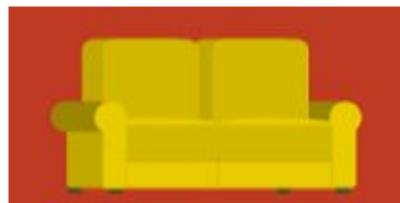
Key take aways

Wrap-up & Next steps

BarCamp

Informality and dual VET

Resilient Funding Models



Discussion Sessions - Couches

Financing by intermediary organizations (Engl)

Host: Salim Akoojee & Dr Nyamai Wambua

Support: Eva Schöning



2. Resilient financing

Host: Xiaoyan Liang

Support: Christine Hofmann



3. Financing by intermediary organisations (Français)

Host: Markus Maurer, Rubain Bankolé and Marie Claire Catraye

Support: Christine von Harrach



4. Supply-Side Financing

Host: Robert Palmer & Collins Armah

Support: Inka Gersch



5. Costing and Financing Recognition of Prior Learning (RPL)

Host: Patrick Werquin

Support: Linda Wanklin



Discussion in Session 1:

Financing models and the role of intermediary organisations

Moderation: Salim Akoojee, reference case: Jua Kali Kenya

Possible topics for discussion:

- What forms of indirect financing (e.g., equipment provision, funding of ToT, funding training alliances) have proven effective in lowering costs for MSMEs?
- How do intermediary organisations help aggregate demand for developing financing solutions, reduce costs, and improving how financing schemes are managed?
- What are good practices for integrating indirect support (e.g., shared training infrastructure, resource centres, mobile training units) into dual VET systems in and for informal economies?
- How can financing schemes ensure that representatives of the informal economy (worker associations, cooperatives, guilds, trade bodies) have a meaningful voice in governance, including training fund boards?
- Given the data scarcity in informal economies, what light-touch, low-cost verification mechanisms can help link financing to outcomes (e.g., skills gained, assessments completed, transitions to jobs)?
- Which forms of simple tools, logbooks, community verification, or peer-checking have worked to avoid administrative overload?
- How can governments, associations, or programmes ensure transparency and auditability without discouraging participation?

Key take aways Session 1:

- Intermediary organisations in the informal economy carry a huge financial burden of apprenticeships. This huge burden of financing is not measured adequately.
- ❖ How can financial mechanisms of MSMEs in the informal economy better linked to the frameworks/ financial mechanisms of the formal economy (e.g. HR-sector/ taxation sector)?
- ❖ Kenya has been engaging the informal economy successfully into a social dialogue with the government since several years divided by the various subsectors of trades (textile, construction, masonry, etc.). The Kenyan government has started to define minimal wages for domestic workers.
- By advancing skills of informal workers and agreeing on joint strategies as well as joint advocacy forums employer associations could collaborate with the informal economy to influence apprenticeship financing. This would be an efficient leverage to advance the informal economy.
- ❖ As the rights of informal workers are not being respected adequately breaking down the silos of formal and informal economies would be necessary to move ahead the rights of informal workers and the agenda of the informal economy.
- ❖ Regulation of the informal sector does not necessarily mean compliance and enforcement.

Discussion in Session 2

Resilient Financing

Moderation: Xiaoyan Liang

Possible topics for discussion:

- Many initiatives collapse once external funding phases out. What strategies help ensure long-term financial sustainability, including gradual public financing, levy windows, co-financing models, or hybrid cost-sharing arrangements?
- How can financing models be aligned with national budgets and economic realities to ensure continuity?
- Which reforms help governments gradually take ownership (e.g., unit cost schedules, earmarked training budgets, social fund integration)?
- What design features help ensure that public funds result in genuine training, not subsidising activities that would have happened anyway?

Key takeaways Session 2

- ❏ Overall TVET funding in LMICs needs to go up to meet levels in HICs – with an integrated view including formal, non-formal and informal skills development
- ❏ Ensure close alignment with policies and strategies so that project funding is sustained by governments and scaled-up
- ❏ Results-based financing is seen as effective, but indicators need to mix outcome and output level, have flexible disbursement link indicators, and focus on institutional autonomy. However, RBF is data-hungry and needs strong capacity to implement and manage
- ❏ Understand contexts, invest where jobs are, and what employment and decent work means in Africa – including private and public sector employment

Discussion in Session 3

Financing models and the role of intermediary organizations

Moderation: Markus Maurer ; reference case: Chambre de Métiers de l'Artisanat du Bénin (CMA-Bénin)

Topics for discussion:

- What forms of indirect financing (e.g., equipment provision, funding of ToT, funding training alliances) have proven effective in lowering costs for MSMEs?
- How do intermediary organisations help aggregate demand for developing financing solutions, reduce costs, and improving how financing schemes are managed?
- What are good practices for integrating indirect support (e.g., shared training infrastructure, resource centres, mobile training units) into dual VET systems in and for informal economies?
- How can financing schemes ensure that representatives of the informal economy (worker associations, cooperatives, guilds, trade bodies) have a meaningful voice in governance, including training fund boards?
- Given the data scarcity in informal economies, what light-touch, low-cost verification mechanisms can help link financing to outcomes (e.g., skills gained, assessments completed, transitions to jobs)?
- Which forms of simple tools, logbooks, community verification, or peer-checking have worked to avoid administrative overload?
- How can governments, associations, or programmes ensure transparency and auditability without discouraging participation?

Discussion in Session 3

Modèles de financement et rôle des organisations intermédiaires (chambres, associations, coopératives)

Modération: Markus Maurer; cas de référence: Chambre de Métiers de l'Artisanat du Bénin (CMA-Bénin)

Sujets possibles de discussion :

- Quelles formes de financement indirect (par ex. mise à disposition d'équipement, financement de la formation des formateurs, soutien aux alliances de formation) ont montré leur efficacité pour réduire les coûts des MPME ?
- Comment les organisations intermédiaires contribuent-elles à regrouper la demande afin de développer des solutions de financement, réduire les coûts et améliorer la gestion des dispositifs de financement ?
- Quelles bonnes pratiques existent pour intégrer des formes de soutien indirect — par ex. infrastructures de formation partagées, centres de ressources, unités de formation mobiles — dans les systèmes de formation professionnelle duale dans et pour les économies informelles ?
- Comment les dispositifs de financement peuvent-ils garantir que les représentants de l'économie informelle (associations de travailleurs, coopératives, guildes, organisations professionnelles) aient une voix significative dans la gouvernance, notamment au sein des conseils de fonds de formation ?
- Compte tenu du manque de données dans les économies informelles, quels mécanismes de vérification simples et peu coûteux peuvent aider à lier le financement aux résultats (p. ex. compétences acquises, évaluations réalisées, transitions vers l'emploi) ?
- Quels outils pratiques et peu lourds (carnets de suivi, vérification communautaire, validation par les pairs) ont fait leurs preuves pour éviter une surcharge administrative ?
- Comment les gouvernements, associations ou programmes peuvent-ils assurer la transparence et l'auditabilité sans décourager la participation ?

Key takeaways in Session 3

❏ **Constats transversaux**

- Rôle clé mais sous-financé des organisations intermédiaires (OI)
- Les organisations intermédiaires (chambres, associations, coopératives, patronat) jouent un rôle central d'interface entre État, entreprises, artisans et prestataires de formation.
- Leur contribution financière directe à la formation professionnelle reste très limitée, alors même qu'elles assument :
 - ❏ la mobilisation des entreprises et artisans,
 - ❏ l'accès à la formation et à la certification,
 - ❏ parfois des fonctions de régulation (référentiels, qualité).

❏ **Complexité et fragmentation des modèles de financement**

- Les dispositifs sont souvent complexes, peu lisibles et peu adaptés aux réalités des artisans et du secteur informel.
- La certification est un point critique :
 - ❏ fréquemment financée par les bailleurs,
 - ❏ générant des risques de distorsion et de non-durabilité si elle n'est pas progressivement intégrée dans des mécanismes nationaux.

Key takeaways in Session 3

- **Enseignements issus des expériences pays: Passage de l'informel au formel**
 - Dans plusieurs contextes, la formation repose sur des arrangements informels efficaces à court terme.
 - Le passage à des dispositifs formels (facturation, certification, reconnaissance officielle) reste difficile et peu incitatif pour les artisans si les coûts augmentent sans bénéfices clairs.
 - Des fonds publics existent mais sont parfois peu accessibles ou mal alignés sur les besoins réels des filières.
- **Organisations intermédiaires comme catalyseurs**
 - Les OI sont reconnues comme acteurs catalytiques, notamment :
 - pour structurer les filières,
 - pour relier entreprises informelles et systèmes de formation formels,
 - pour soutenir la mise en œuvre de la formation professionnelle duale (FPD/FPA).
 - Limite majeure : manque de ressources humaines et financières propres, ce qui freine leur montée en puissance.
- **Partage des coûts et implication du secteur privé**
 - Plusieurs modèles reposent sur un partage des coûts entre État, entreprises et apprenants (modèle au Sénégal).
 - Les entreprises restent souvent réticentes à s'engager sans incitations claires.
 - Les mécanismes d'incitation testés incluent :
 - subventions dégressives (80%, 50% et 20% sur trois ans)
 - prise en charge majoritaire par l'État au démarrage,
 - contribution croissante des entreprises dans le temps.

Key takeaways in Session 3

Rôle de l'État et des partenaires techniques: L'État conserve un rôle clé dans :

- la régulation,
- l'élaboration des référentiels,
- la reconnaissance des certifications.
- Les partenaires techniques (GIZ, UNESCO, etc.) soutiennent :
 - l'innovation institutionnelle,
 - l'expérimentation de modèles hybrides,
 - mais soulignent la nécessité d'ancrage national et local pour la durabilité.

Points spécifiques sur l'Afrique de l'Ouest: Accès des artisans et certification

- Les artisans sont souvent faiblement solvables.
- Les OI jouent un rôle déterminant pour :
 - sécuriser l'accès à une certification de base,
 - accompagner les bénéficiaires dans les démarches administratives.

Fonds nationaux et dispositifs existants

- Certains pays disposent de fonds (ex. fonds pour les jeunes), avec :
 - une forte subvention publique,
 - une contribution symbolique des bénéficiaires.
- Ces fonds restent souvent centrés sur les individus, et peu orientés vers le renforcement des OI ou des filières.

Discussion in Session 4

📌 How TVET is usually financed

Moderation: Robert Palmer; reference case: CTVET Ghana

Possible topics for discussion:

- What are the dominant financing mechanisms for dual VET in your context and which issues are they addressing: e.g. affordability, workplace capacity, provider quality, or recognition?
- What design features in these financing mechanisms have you found most useful, and how have you avoided subsidizing activities that would have happened anyway?
- What governance arrangements and regulatory frameworks have you found most useful, and to what extent are informal sector actors represented in decision making?
- Do you have examples of pathways to sustainability from approaches that rely on external funding of pilots to those that are funded by predictable domestic finance (budget lines, training funds/levy windows, co-financing with local government/associations)? What did this journey look like?

Key takeaways in Session 4

- ❑ Three areas of TVET financing to be considered
 - **Workplace:** upgrading the learning environment, including training staff & equipment, and association-based activities
 - **Training Providers/Intermediaries:** supporting TVET schools, NGOs, etc., in training implementing (including adaptation of curricula)
 - **TVET Systems:** Administration and Implementation of systems that enable quality TVET, incl. quality assurance, RPL, etc.
- ❑ Two key considerations when planning TVET interventions:
 - Analysing what kind of **financing sources** are already used and build on them (not replace them)
 - How can financing be **sustainable**?

Key takeaways in Session 4

- The TVET voucher-based funding approach is expensive at the initial stage of implementation but well designed has high potential for **scaling-up TVET delivery** and set **incentives for market development** within a quality-assured regulatory framework.
- Investments into voucher-based financing approaches can, in the long run, bring enormous **benefits to TVET stakeholders**: Training Providers, Trade Associations, and target beneficiaries – small enterprises, young apprentices etc.
- Next steps **towards sustainability** of TVET financing in Ghana: National TVET Fund for a dedicated source of Funding to sustain the gains using the national GETFund levy system and oil revenues

Discussion in Session 5

Costing and Financing Recognition of Prior Learning (RPL)

Moderation: Patrick Werquin

Possible topics for discussion:

- What is the role of a RPL system to upgrade skills development for learners and workers in the informal economy?
- What are the typical costs of an RPL system? Which RPL cost components (e.g., outreach, assessment, verification, certification) tend to be the most expensive, and what strategies have proven effective in keeping these costs affordable for countries with large informal sectors?
- What financing instruments enable learners in the informal economy to pursue RPL?
- What forms of financial incentives (e.g., performance-based payments, subsidies) are effective in motivating training institutions and assessors to engage in RPL delivery for informal-economy learners?
- What hasn't worked so well in financing RPL systems?

Key takeaways in Session 5

Reference materials:

The accompanying slides and the ILO study that formed the basis of the session are available here:

<https://www.ilo.org/resource/report/guidelines-costing-and-financing-recognition-prior-learning>

1. Sustainability of funding for RPL systems:

- The sustainability of RPL funding is crucial but often very challenging
- Donors and international organisations frequently finance repeated pilot projects without progressing to scale.
- It is therefore essential to consider unit costs, such as the cost per candidate and the cost of assessors. These costs vary significantly depending on whether the RPL system operates in a small country or a populous one.
- Political turnover can undermine continuity. Effective RPL systems require a strong civil service capable of maintaining institutional memory—checking what already exists and building on it, rather than restarting from scratch.

2. Cost considerations for individuals:

- RPL should not be entirely free for candidates. A personal contribution strengthens the perceived value of the qualification - for the individual, employers, and the wider community.
- However, RPL must remain affordable, especially in African contexts, to ensure access for those who need it most.

3. Relevance of RPL for employers:

- RPL can be highly valuable for employers: When implemented well, employers often prefer candidates who hold an RPL qualification over those who obtained their certificate through the formal education route. These candidates combine real work experience with recognised qualifications.
- At the same time, employers may hesitate to support employees in obtaining RPL because they fear losing them, for instance to competitors or to migration. A useful question to discuss with employers is: “Where do you want your company to be in five years?” If their goal is growth, improved expertise, or competing for public contracts, they will need a workforce with a certain percentage of certified employees. Ultimately, this reflects a mindset shift among employers: seeing RPL not as a risk, but as an investment in productivity and competitiveness.