

## Donor Committee for dual Vocational Education and Training: Founding Event and Specialist Conference on 14 April 2016, Lucerne (Switzerland)

### Workshop 2: Joint Responsibility of the State and Private Sector

#### Starting point

Joint responsibility in the core countries of dual vocational education and training (Germany, Liechtenstein, Austria and Switzerland):

- The joint responsibility of the state and private sector/of partners at schools and companies is a key feature of dual vocational education and training systems – the so-called *Verbundaufgabe* (joint task). It is regulated in the legislation (Vocational Training Act/Vocational and Professional Education and Training Act and Ordinance on Vocational and Professional Education and Training). Clearly defined responsibilities and roles and also dialogue on an equal footing are an important starting point.
- The private sector is basically responsible for the company-based training contents and the examination procedures and also for providing training places. The state is responsible for guaranteeing quality standards, legally enshrining and recognising qualifications and also for the school-based offers.

In the partner countries of development cooperation, the private sector is often not involved at all or only to a minimal extent. In vocational education and training projects, the integration of the private sector is therefore often a key project goal.

#### Project examples (presentation and additional information)

**Egypt:** Employment Promotion Programme (EPP) and Enhancement of the Egyptian Dual System (EEDS), Tanja Lohmann, programme manager, GIZ.

- **Placement of young people:** the young people usually come to the Regional Units for dual System (RUDS) without any clear ideas. Based on discussions, the RUDS decide on the career choice and the place of learning. The school grades and the physical proximity play an important role in the career choice decision and the placement in the companies.
- **Supply and demand:** the demand of trainees and companies is greater than the supply. The lack of offers is at VET schools. The state-funded VET schools cannot cover the demand for training places.
- **Training companies:** these are mainly medium-sized to large Egyptian and international companies.
- **Labour market opportunities:** to date 25,000 people have been trained. 97% received a job offer after their training. However, many of the trained people choose to study at university to shorten their impending military service. There is a high level of permeability of the education system in Egypt. A certain grade point average is required to be admitted to university, however.

**Myanmar:** *Vocational Skills Development Programme Myanmar (VSDP)*, Carin Salerno, vice director of the SDC cooperation office in Myanmar.

- **Establishment of trust between the state and private sector:** as the donor organisation, SDC involves both parties and tries to strengthen the cooperation between the two parties via dialogue.
- **Selection of occupations:** the private sector informs SDC as the donor organisation about which skilled workers the private sector needs and should be trained. The private sector also

cooperates in setting up the course programmes. It is also ensured that the training programmes appeal to men and also women.

### Excerpts from the discussion

#### Establishment of trust and communication between the state and private sector

- A well-functioning training programme needs both the private sector and also the state. The private sector provides the training places. The state formulates the necessary laws and ensures the certification of the training courses. It is therefore very important that the donor organisations include both parties and promote cooperation.
- It is important to work in small steps. The objectives need to be specific and easy to implement. This makes joint communication easier. Working groups with representatives from the private sector and the state also help to increase mutual trust.

#### Incentives for the private sector

- The self-interests of the companies need to be aroused. For this, they need to be shown the advantages of dual vocational education and training (including future skilled workers or learners as productive and cost-effective labour).
- For small companies, support from the state is particularly important. Small companies often need financial support and support for contents, e.g. when training trainers or implementing training plans. They can be supported, for example, in their efforts to establish networks, provide training places, and offer and carry out training or branch courses together.
- Recommendation if the private sector is not incorporated by the state: proactive integration of the private sector in order to formulate their needs and objectives, plan vocational education and training programmes and continue with the implementation until the state can assume its role. Then the private sector needs to approach the state and invite it to cooperate. The state often appears motivated to cooperate if this is already a specific goal and realisation is possible.
- The route via regional government representatives is also recommended. This means personal relationships can be established and the effectiveness and sustainability of education programmes can become more visible. With regional government representatives it is also possible to work on a small scale without immediately reforming an entire system. The route via regional government representatives is shorter. Vocational education and training programmes can be implemented in a “short” time. This is important in particular when jobs have to be quickly created.

#### Vocational education and training and turnover of staff / migration

- Poor pay and working conditions in the home country are often triggers for turnover of staff/migration.
- Companies have to accept that trained skilled workers demand a higher wage than before the training period. In Myanmar there is the observation that small companies which accept their employees as part of the family and give them room for manoeuvre report fewer staff turnover problems. This type of management is shown by female entrepreneurs in particular.
- High staff turnover rates can be tackled on the one hand if companies are shown the potential of well trained skilled workers or with continuing education and training options and development opportunities.
- Where there is a high turnover of staff with employees moving abroad, it is important to develop programmes for migration protection to ensure that labour migration runs safely and at fair conditions if this cannot be stopped.

### Take home messages

- Donor organisations and the private sector should not wait for an invitation from the state to have their say but rather should themselves invite the state to discussions and work meetings.
- For no challenge is there a standardised solution which can be implemented in all partner countries. The context in the respective country always has to be taken into consideration.
- When developing vocational education and training programmes it must be ensured that the training offer is attractive for men and also for women.