



# VET responding to investment needs

## Capitalising on the benefits of dual VET

14/03/2024

Co-funded by  
the European Union



A partnership project

# Agenda

Timing	Topic
11.00	Welcome and Introduction
11.10	How to align <b>skills development</b> with <b>investment</b> opportunities – VET Toolbox
11.15	Benefits of <b>dual VET</b> & how to engage the <b>business</b> sector - DC dVET
11.30	Insights into a VET Toolbox project operating in <b>Congo's industrial maintenance, woodwork, and forestry sectors</b> by: <ul style="list-style-type: none"><li>• John Gaga, VET Toolbox Project Manager at Expertise France</li><li>• Joël Barthélemy Kikadidi, President of BRAZZABOIS</li><li>• Bède Ghislain Louboya, Director of Apprenticeship at FONEA and Expert for Congo, RAFPRO</li></ul>
12.00	Q&A session and interactive discussion
12.25	Wrap up and closing

# VET Toolbox



As leading **European agencies** for international cooperation, we have joined in **one partnership** to support an **opportunity-driven approach** to vocational education and training (VET).

We are **co-funded by the European Union** (€ 30 million) and by the German Government BMZ (€ 1.750.000)





# VET responding to investment needs

## An opportunity-driven approach



VET Toolbox is piloting a new approach to link skill development directly with **investments** to unlock **decent job opportunities**.

It addresses skills gaps to enhance local benefits, like creating jobs, boosting income, and strengthening local value chains.





# Capitalising on the benefits of dual VET

- When linking skills development to investments, VET Toolbox focused on identifying **concrete employment opportunities**.
- **Private sector engagement** is at the heart of all action.
- **Dual VET** increases the quality of training and the prospects for a successful and sustainable **transition to employment**.



**Christine von Harrach**

**Thematic Expert**

Donor Committee for Dual Vocational  
Education and Training (DC dVET)

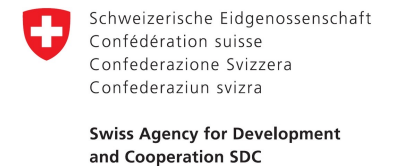




# VET Toolbox Webinar: engaging the business sector

Input by Christine von Harrach, Donor  
Committee for dual VET (DC dVET)

14<sup>th</sup> March 2024



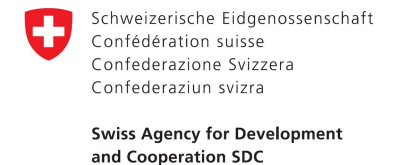
# Key points

1. Introduction to the Donor Committee for dual Vocational Education and Training
2. Engaging the Business Sector in VET
3. Cost-Benefit considerations in VET
4. Country Example Rwanda
5. How to implement dual VET: a digital guide for the organized business sector
6. Q&A



# Donor Committee for dual VET (DC dVET)

Mandate, Organisation, Services & Products





# Donor Committee for dual Vocational Education and Training

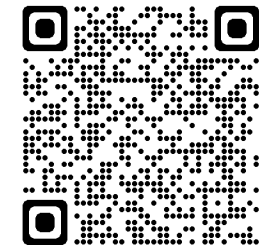
- Vocational Education and Training (VET) is an important pillar in the development cooperation of Austria, Germany, Liechtenstein and Switzerland.
- To better use their experiences and expertise, the four countries founded the Donor Committee for dual Vocational Education and Training – DC dVET.
- Knowledge hub for expertise, experience, and trends in dual VET in development cooperation.



SCAN ME



Website

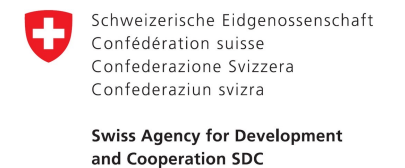


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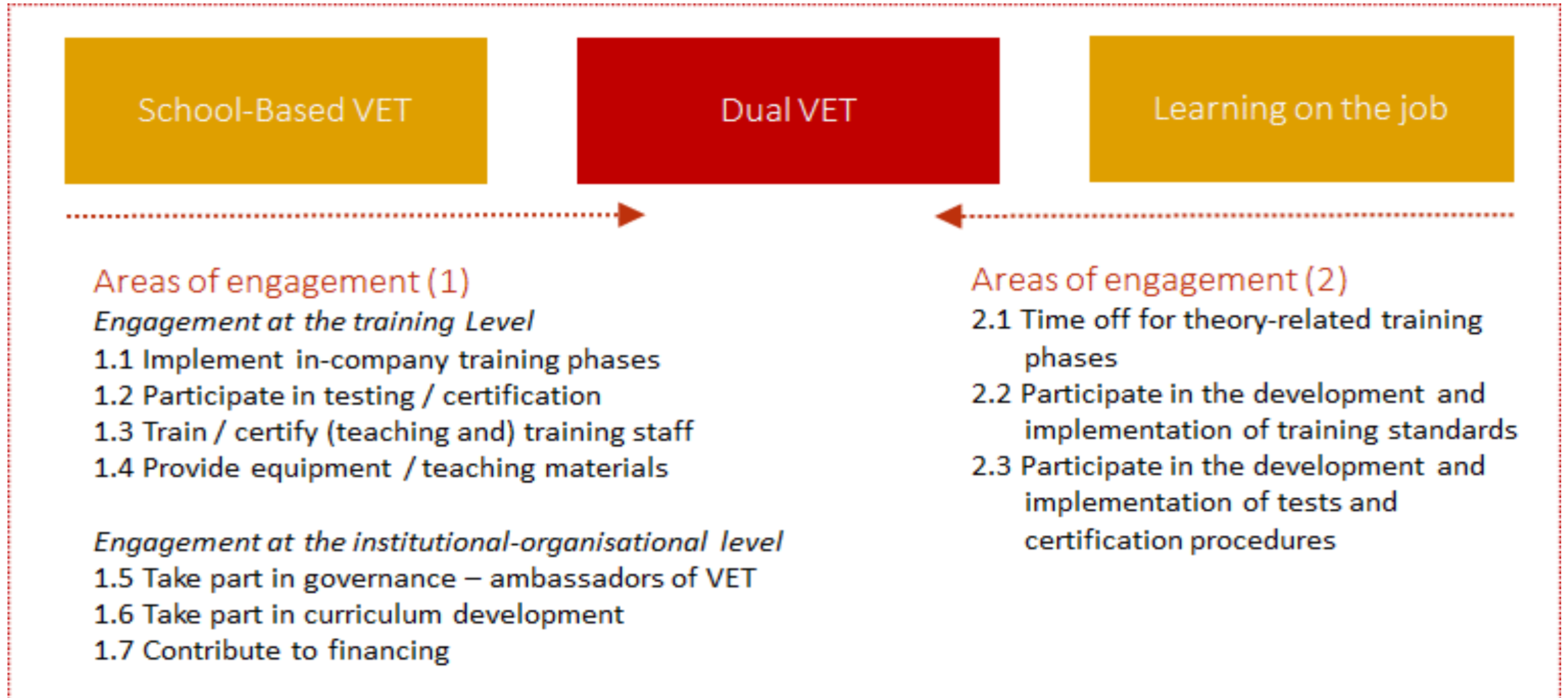


# Engaging the business sector

## Some tools



# Role of Business Sector in dual VET





# 1. Thematic Resources

## Key aspects

- Explains the goals to be achieved by VET and why cooperation with the business sector is essential. It provides information on particularly relevant framework conditions;
- Defines within the so-called 'reference framework' different areas of (enhanced) engagement;
- Offers useful hints for the implementation of the presented elements within a project, including a catalogue of arguments for dialogue with the business sector
- The questionnaire supports you in applying the considerations of the study to your own project. It helps you to structure the dialogue and negotiations within project teams or with partners from the business sector, ministries and other stakeholders.

## Engaging the Business Sector in Vocational Education and Training



Working Tool for  
Policy Dialogue and Project Design  
in Development Cooperation

Part 1: Study

 AUSTRIAN  
DEVELOPMENT  
AGENCY

 Federal Ministry  
for Economic Cooperation  
and Development

 LED LIECHTENSTEIN  
DEVELOPMENT  
SERVICE

## Engaging the Business Sector in Vocational Education and Training



Working Tool for  
Policy Dialogue and Project Design  
in Development Cooperation

Part 2: Questionnaire  
**SHORT VERSION**

 AUSTRIAN  
DEVELOPMENT  
AGENCY

 Federal Ministry  
for Economic Cooperation  
and Development

 LED LIECHTENSTEIN  
DEVELOPMENT  
SERVICE

 Schweizerische Eidgenossenschaft  
Confédération suisse  
Confederazione Svizzera  
Confederaziun svizra  
Swiss Agency for Development  
and Cooperation SDC

# Arguments to get the business sector engaged

- Cost-benefit argument
- Productivity argument
- Investment argument
- Screening argument
- Relevance / quality argument
- Employee retention argument
- Reputation argument
- Social responsibility argument
- Stability argument


# Cost-Benefit Considerations

Important considerations

 Austrian  
Development  
Agency

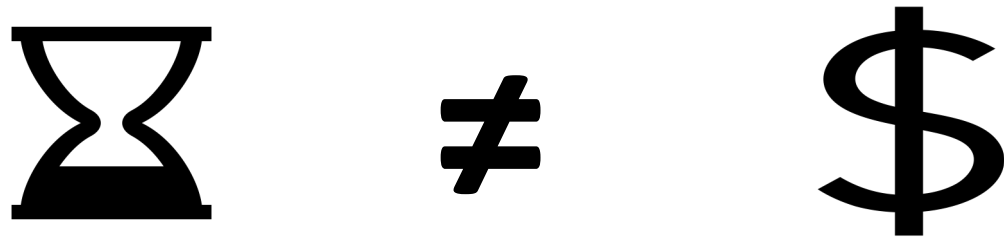
**LED LIECHTENSTEIN**  
DEVELOPMENT  
SERVICE 

 Federal Ministry  
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and Development

 Schweizerische Eidgenossenschaft  
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Confederaziun svizra  
  
Swiss Agency for Development  
and Cooperation SDC



# Time – or the lack of it – correlates with the likelihood of hiring interns



Cost is not the central factor but rather the benefits. The industry expects internships to deliver the following benefits:

- Increased production efficiency
- Higher quality production

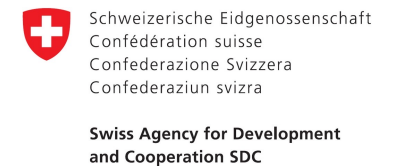
# .... Towards the Benefits of training

- Money – for once – is not the problem and tax deductions likely to be ineffective if firms do not see the benefit of training interns
- Using apprentices to improve the competitiveness of companies needs:
  - Align internships better to firms needs (selection of students by schools, school curricula)
  - Help firms to realize short term benefits when training apprentices (pool efforts of firms – “competitors in business but allies in training”): creating an ecosystem of future talents
  - Joint efforts by firms and external partners create knowledge spillovers, e.g. *train the trainers*
  - Improve the effectiveness of governments investments in school education (e.g. Ireland, Finland)



# Country case Rwanda

How to engage the business sector....?



# Engaged Business Sector in Rwanda

## CFAO-Group

- CFAO Motors Rwanda is a subsidiary of CFAO Automotive (South Africa)
- Distributor of global brand e.g. Volkswagen
- Provides complete range of before- and after-sales services (Assembly & Maintenance Service)
- E-Mobility via "Moving Rwanda" Project in Cooperation with Siemens

## Dualised Training

- Dualised Training via cooperation with IPRC Kigali (College Level) & Automotive Association
- Automotive Mechanics & E-Mobility trades (core sectors)
- VW Training Center & close cooperation with college in Curricula Development & Material distribution
- Cooperation is financed by company & supported by Rwandan Government

# Engaged Business Sector in Rwanda

## Rwanda Telecentre Network (RTN)

- Provides digital services to remote areas
- E-government, Internet & Financial Services
- RTN cooperates with a number of business partners e.g. Irembo (gov. services) or MTN (mobile money) or banks
- Social Transformation via Digitalisation

## Dualised Training

- Dualised Training with own curricula
- Cooperation with IT-Chamber
- Certificate as Digital Service Agent
- Career opportunities in remote areas
- Cooperation is financed by company & supported by Rwandan Government



# John Gaga

Chef de projet VET Toolbox en  
République du Congo  
Expertise France

## **Contexte:**

Le projet VET Toolbox II au Congo appuie la formation et insertion des jeunes dans les secteurs du bois, de la maintenance industrielle et de l'éco-tourisme, afin de favoriser un meilleur accompagnement des jeunes pour leur entrée dans le monde du travail.

## **Objectif du projet:**

Contribuer à l'accroissement du capital humain au Congo en permettant à 75% des bénéficiaires de trouver de l'emploi ou s'auto-employer après le développement des compétences.

## **Activités principales du projet:**

Les activités principales du projet sont implémentées sous 3 axes principaux :

- i. **Promouvoir un partenariat Public-Privé de l'EFP à travers des cadres de concertation**
- ii. **Développement des compétences dans les 3 secteurs cités à travers des dispositifs de formation innovants et co-construits**
- iii. **Capitalisation et partage des bonnes pratiques**

# FACTEURS CLÉS DE SUCCÈS

## Formation initiale et continue (dans le secteur privé) répondant aux opportunités d'investissement/emploi suivantes:

- Besoins multisectoriels de recrutements de techniciens de maintenance: **Maintenance industrielle : (264 bénéficiaires formés)**
- Accompagnement du secteur du tourisme durable: **Écotourisme & Hospitalité: (77 bénéficiaires formés)**
- Accompagnement des perspectives de développement et d'investissement de grandes entreprises œuvrant dans la gestion durable de la forêt au nord du Congo: **Bois forestier: (74 bénéficiaires formés)**

## Création d'une plateforme des partenaires d'EFP pour la continuité d'un cadre de concertation & la pérennité des activités du projet

**Approche préconisée du projet:** Formation du type dual/en alternance: l'entreprise est pleinement impliquée dès le départ de la formation: La formation initiale se passe au sein des entreprises durant trois semaines du mois (75%) pendant que la formation théorique prend une semaine du mois (25%) su sein des centres de formation CEFA.



**Joël Barthélemy Kikadidi**

Président

**Cluster bois-menuiserie BRAZZABOIS**

# Bède Ghislain Louboya

Directeur de l'apprentissage

Fonds national d'appui à l'employabilité et à l'apprentissage (FONEA)

Expert Congo

Réseau Africain des Institutions et Fonds de Formation Professionnelle (RAFPRO)



# Questions & Discussion



# Take-aways and closing






# Digital Guide for the effective implementation of dual VET

How-to steps for the organized business sector ....?

 Austrian  
Development  
Agency

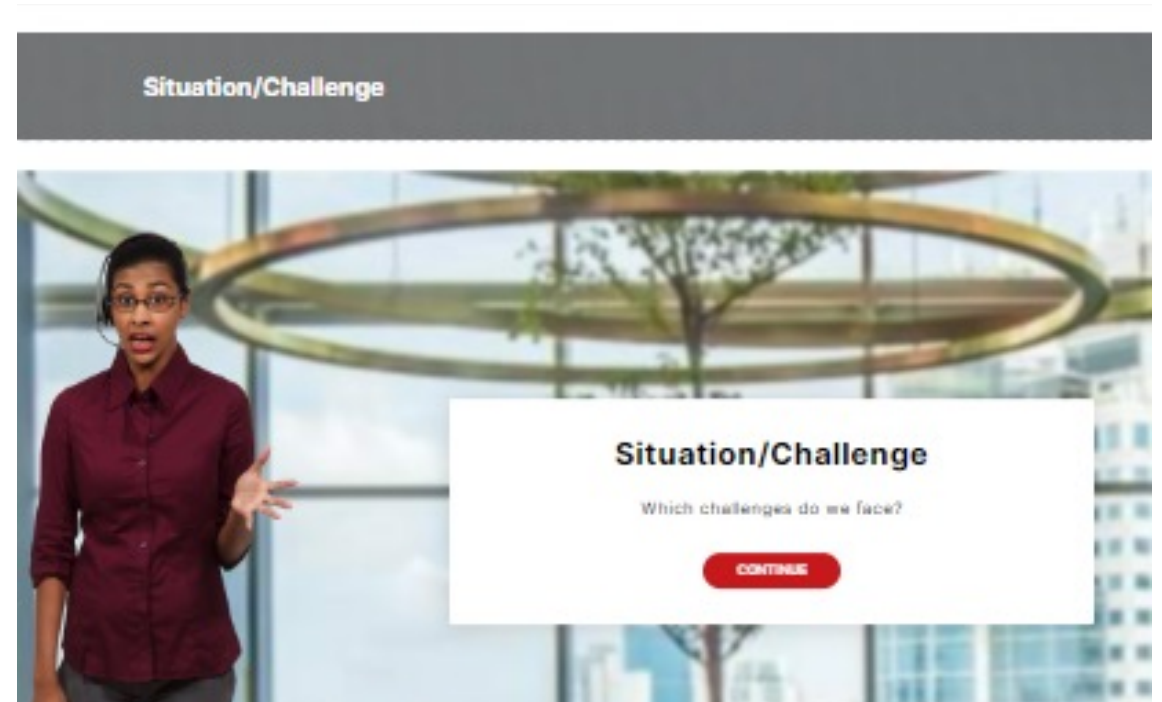
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# dual VET guide for the organized business sector



# The guide – what for?



01. Practical + user-friendly / hands-on tool to support dual VET projects + stakeholders
02. Bottom-up approach with an in-depth understanding of the project realities and collection of real needs with real project examples
03. Tool with several 'how-to-do packages' for an effective step-by-step implementation
04. Compendium of recommendations structured in relevant thematic blocks
05. The online tool is expandable over time and everywhere - anytime accessible for all concerned stakeholders and the same time offline version (PDF)



# dual VET guide for the organized business sector

[LET US TRY THE GUIDE!](#)





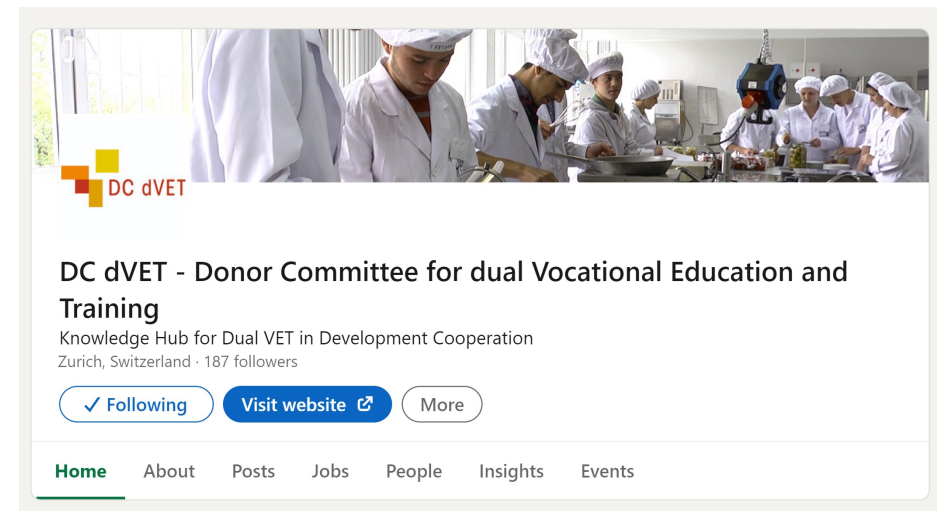
# DC dVET Resources & Services

Using our resources for your own work and benefits



# News & Outlook

- ❖ BarCamps series (2023 / 2024): Just Green Transition and the role of dual VET: [role of dual VET in a just green transition](#)
- ❖ Available: [Policy Briefs](#) and Thematic Site [Gender Equality & Social Inclusion](#)
- ❖ E-learning course: [eLearning Course: Dual VET in Development Cooperation | DC dVET \(dcdualvet.org\)](#)
- ❖ STAY CONNECTED on LinkedIn





# How to implement dual VET - a guide for the organised business sector

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How-to.... Overview

About this guide - Objectives, target group and methodology

THEMATIC INTRODUCTION

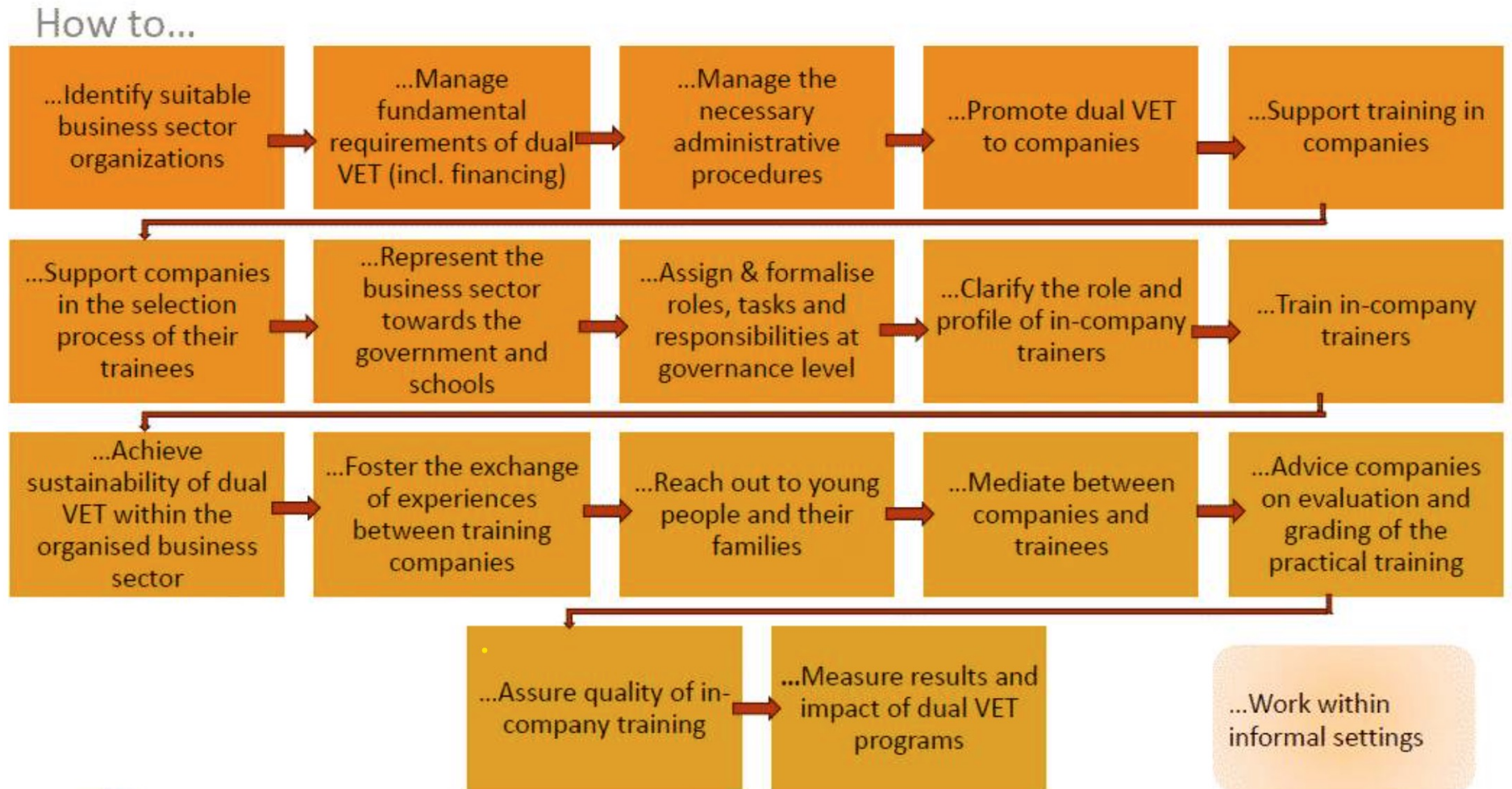
Introduction - The (organised) business sector in dual VET

Examples of implementation guides for dual VET

HOW TO ...

How to ... Identify suitable business sector organisations

This flowchart gives an overview of several 'how-to-do packages' for an effective step-by-step implementation of dual VET. Use the links underneath the flowchart or the navigation on the left to jump to the different chapters.





# Examples of implementation guides for dual VET

4 OF 22

## Share experiences!

In this section you can find samples, templates and examples of implementation guides that were kindly provided by different projects (and therefore can be found in different languages). This collection here is intended to grow constantly and we would be delighted if you would also provide us with your examples. Further tools and specific templates can be found in the different chapters of this guide.

### Give and take

This collection here is intended to grow constantly and we would be delighted if you would also provide us with your examples. The exchange is based on a constant give and take within the community.

SEND YOUR SAMPLES

## Guidelines in English

### Roadmap to High-Quality Dual Vocational Education and Training

Study (2023)

ROADMAP

### Manual for the implementation of various formats of WBL

(2018)

MANUAL

### Policy Brief: VET Systems & Terminology: A Classification and Clarification

If you want to know more about dual approaches and concepts, check out DC dVET's policy brief

DC DVET TERMINOLO...

### Glossary

If you want to learn more about terminology of TVET have a look at UNEVOCs glossary

GLOSSARY

## Guidelines in Spanish

Here you can find a very comprehensive example of a guidebook for dual VET (in Spanish), kindly provided by Formados, Ecuador.



Manual de procedimientos MADERA CUENCA.pdf

1.1 MB



The following guideline has kindly been provided by Sparkassenstiftung Ecuador.



Guideline Implementation Processes Sparkassenstiftung (Spanish).pdf

3.7 MB



### Hoja de ruta para una Formación Profesional dual de calidad

(2023)

ROADMAP

## Guidelines in French

### Pistes pour une formation professionnelle dualisée

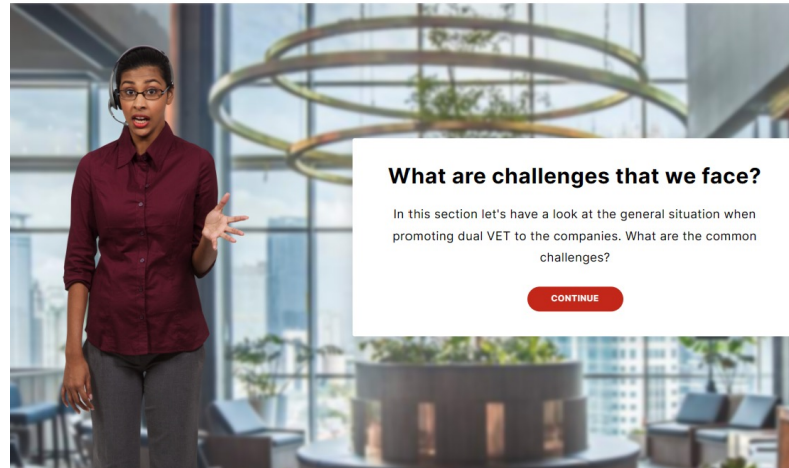
(2023)

ROADMAP

# How to ... Promote dual VET to companies

8 OF 22

## Frequent situations



## Common Challenges

- In many countries, the dual VET (dVET) system and its benefits are not well known and is therefore not positively valued.
- Companies often do not have proper information about dual VET and its (administrative) prerequisites.
- With respect to costs and benefits of dual VET, information is often asymmetric: costs/investments are easily obvious / monetizable, benefits are not as it is hard(er) to estimate the productive share of trainees work during their work-based learning phases and the mid-/long-term positive effects of employing trained skilled staff.
- In state- and scholar driven VET systems, the public schools / academic actors need to recruit training companies, but they often do not have access to business networks such as the organised business sector (chambers, associations etc.). They also tend to have difficulties understanding companies and lack the language to communicate in a way to awake their interest.
- In many countries the organised business sector (chambers, associations etc.) does not have dual VET on their traditional agenda and therefore lack knowledge, competencies and economic resources to promote dual training for companies.

### ***Campaigns and testimonials***

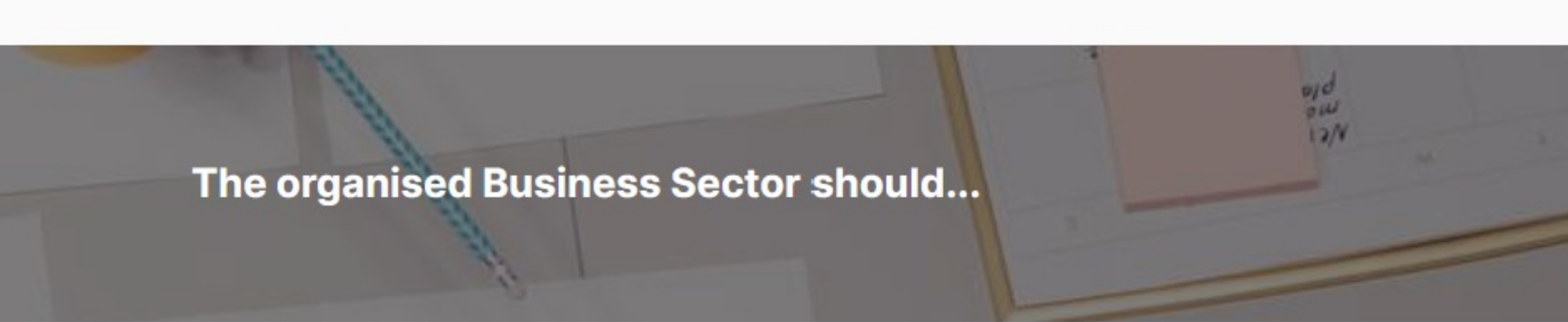
- Design campaigns that highlight the cost-benefit dimensions of dual VET
- Collect and prepare testimonials of training companies in written format or videos or other communicational instruments

### ***Company visits and events***

- Proactively visit companies to provide basic info about dual VET and its positive effects for the company
- Convene companies to specific informational events, to learn about the training needs of their human talent.
- Present information on dual VET offers at each event. This could be a information both about dVET, or a short video in the beginning of the event, or written information layed out at the venue, banners, etc.
- Chambers continuously convene meetings, workshops, technical committees for the implementation of dual vocational training.

### ***Strategic alliances and coordination***

- Form strategic alliances with different actors to promote dual vocational education and training: e.g. chamber networks and federations; professional organizations; Companies with best practice training experiences; mass media; production related ministries and other public entities
- Facilitate the coordination between the business sector and academia to generate synergies and mutual advantages.



## The organised Business Sector should...

1

Be the entity that promotes dVET directly to companies.

2

Present costs and benefits of dual training

3

Design different communicational instruments and formats to promote DVET to companies

4

Collect and systematize the experiences and benefits of companies with dual VET to illustrate success factors.

# Thank you for your attention!



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