



Technical Vocational Education and Training (TVET)

August 2018

WUSC has been delivering TVET training since the 1980s. While the work in Sri Lanka is the most extensive, WUSC has implemented TVET or Skills for Employment programming in Afghanistan (VTAWP), Palestine (TVTPW), South Sudan (BSFET), Haiti (PCV), Iraq (BRIDGE), and Jordan (We-Lead).





**What is
TVET?**

TVET (Technical and Vocational Education and Training) is education and training which provides knowledge and skills for employment. TVET uses formal, non-formal and informal learning. TVET is recognised to be a crucial vehicle for social equity, inclusion and sustainable development.

UNESCO TVET Strategy

The Strategy is aligned with [Sustainable Development Goal 4](#), namely to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”, and has three priority areas:

- ❖ Fostering youth employment and entrepreneurship;
- ❖ Promoting equity and gender equality;
- ❖ Facilitating transition to green economies and sustainable societies.

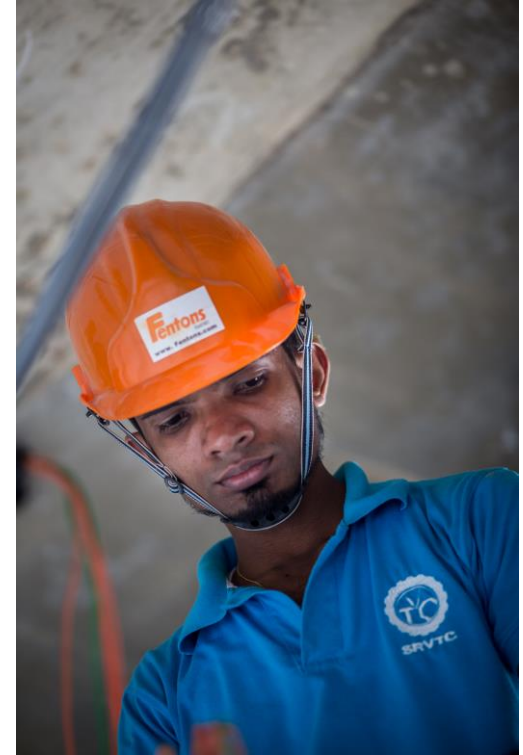
TVET Overview:

- ❑ There is a need for skilled tradespeople globally with considerable employment opportunities
- ❑ There is a mismatch between training and industry needs, especially in key growth sectors and in new and non-traditional jobs
- ❑ There is a lack of interest or support for women to enter technical trades
- ❑ Links need to be made to the formal and informal economy and businesses of all sizes



TVET Overview continued:

- ❑ There are often a variety of government agencies involved in the sector – usually under-resourced and with limited linkages or connections to industry
- ❑ In addition to government training providers, there are often a range of private and civil society institutions offering training
- ❑ Curriculum/syllabi is often outdated with limited industry input or validation (and often produced in English). Training material and instruction need to be in the local language.
- ❑ Testing needs to be conducted in the local language but applying national standards.





Overview continued:

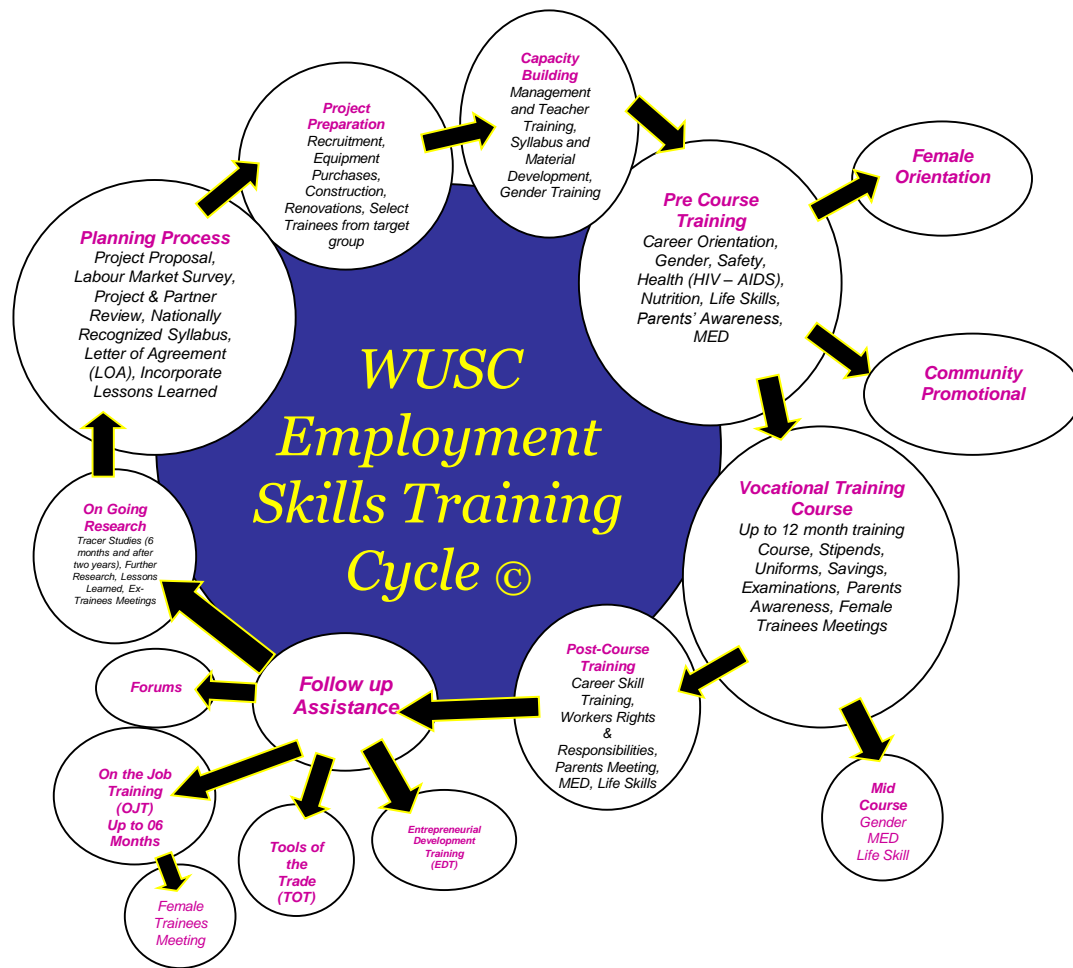
- ❑ Training should be a combination of practical, theoretical and soft skills
- ❑ WUSC has developed two approaches to TVET: Supply Driven and Demand Driven.

- Two broad approaches to TVET – Institutional based training and industry based training (i.e. apprenticeships). WUSC has focused on working through the institutional based training, but includes an industrial component in the On-the-Job Training aspect
- Registration: refers to institutions – meeting minimum standards in: management and record maintenance, administration, instructors skills, facility, infrastructure, student welfare and support services
- Accreditation: courses
- Assessment: trainees assessed on skills through national testing conducted by TVET assessors
- Certification: provided to trainees able to prove they have the skills required through standardized testing



Supply Driven approach to TVET

- Effective when the TVET system is under developed
- Can be used during conflict, emergency or disaster periods
- Works at a number of levels: national policy, institutional support and individual capacity building
- Integrates entrepreneurship
- Example: PRET in Sri Lanka and BSFET in South Sudan



Supply Driven approach to TVET

- Starts with Labour Market Survey: train youth for jobs in high demand
- Institutional Capacity Building:

The training institution should be registered. Registration requirements vary by country, but generally include: management and administrative capacity, ongoing professional development of trainers and assessors, infrastructure and amenities, strategic plan in place. The institution should deliver accredited courses.
- Pre-course training: Soft skills are highly valued by employers. They should be integrated into the training program from the outset.
- Vocational Training: Ideally National Vocational Qualification (NVQ) or equivalent. Applies a competency based approach. Standardized testing with recognized certification.
- Follow up: On the job training (OJT), Entrepreneurial Development Training (EDT), Tools of the Trade (TOT)

Demand Driven TVET:

- Appropriate when the national TVET system is well developed
- Focuses on developing networks/linkages between key actors in the sector: private sector employers, training institutions, government
- Strong engagement with private sector
- Requires buy-in from private sector at the outset to identify job opportunities for women
- Very high employment rates
- Social marketing – needs high quality, youth oriented messaging





ASSET & UNITERRA

Promote careers in the trades & technology sectors through social marketing

Create sector linkages via Business Stakeholder Forums

Determine employment needs through workforce planning

Ensure technical training reflects industry needs

Support access to training & employment for women & youth

Support capacity building through technical assistance



Increase female participation in the labour force



Improve perception of the trades



Close the skills gap

Role of National TVET Agencies

Request by Industry to
develop industry relevant
standards

Request from TVET
institutions: Industry standards
of competencies, content and
assessment

Request by individuals:
Assessment and Recognition
of Prior Learning (RPL)

Awarding Body

Standards Development

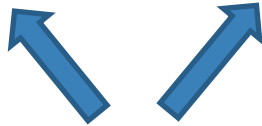
Curriculum Development

RPL Assessment

NVQ certification

Demand Driven
approach includes
influence by BSF

Business
Stakeholder
Forum



What is a Business Stakeholder Forum:

- Private sector led association of TVET actors (employers, training institutions, government) designed to strengthen collaboration and coordination at the district, regional and national levels.
- Key outputs: BSFs legally registered, industry input into technical training, workforce planning to identify labour needs at all levels, advocacy at national level (to Industry Sector Councils) on behalf of sector.
- WUSC involvement – technical assistance only, so the BSF is financially sustainable



Workforce Planning



Industry inputs toward training regulation
Help “skill up” the workforce in the districts / regions by
arranging on-the-job training
Recruitment of skilled employees for the sectors



Encouraging the adoption of relevant pedagogical
approaches through ToTs



Addressing equipment requirements to conduct
courses to the national competency standards



Promoting workplace equity and diversity, safety
and health, standard HR practices among the SSMEs

Gendered HR Toolkit



Recruitment



Employment contract



Work Ethics



On Boarding



Training and Development



Employee Benefits



Occupational Health & Safety



Work Culture



Grievances



Measures taken to improve quality



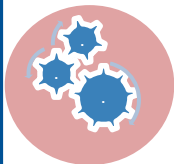
JOB DEMAND BASED ON INDUSTRY NEEDS

- Understand market demand from private sector industries/ enterprises
- Facilitate collaboration between private sector employers and selected VTIs to ensure synergy
- Sign Memorandum of Understanding (MOU) - VTI, Job providers/PS and WUSC



SELECTION OF TRAINING PROVIDERS

- GOSL training centers delivering accredited NVQ courses
- Sector training providers with excellent reputation (e.g. SLITHM for H&T sector)
- VT providers via a competitive process



TRAINING DELIVERY

- Course orientation with stakeholders
- Awareness and exposure for parents and youth
- Regular coordination meetings
- Sending monthly reports/ sending training completion reports
- Job placement for trained youth



DEVELOP CAPACITY OF TVET TRAINERS

Conduct TOT programs for instructors in partner VT centers

- Training methodology programs
- Skills upgrading programs



TECHNICAL TRAINING COMPLEMENTED BY EMPLOYMENT ORIENTED TRAINING:

- Soft skill training
- Industry related language skills: English/ Sinhala (for Tamil trainees)
- Labour Law

Social Marketing and Communications



Ignite, Educate, Engage



Radio Campaign



Posters



Brochures



Videos



RPL Training Vouchers for women



Raising Awareness

Social Marketing best practices:

- Influence the influencers. Youth are highly influenced in their career decisions by parents and peers.
- Many potential TVET trainees have no idea about the opportunities in the trades and technologies sector. Exposure increases interest significantly.
- Social marketing can influence both potential trainees and employers, including in supporting women entering the TVET sector.
- Repeated exposure to the message is essential.



Common to both Supply Driven and Demand Driven approaches:

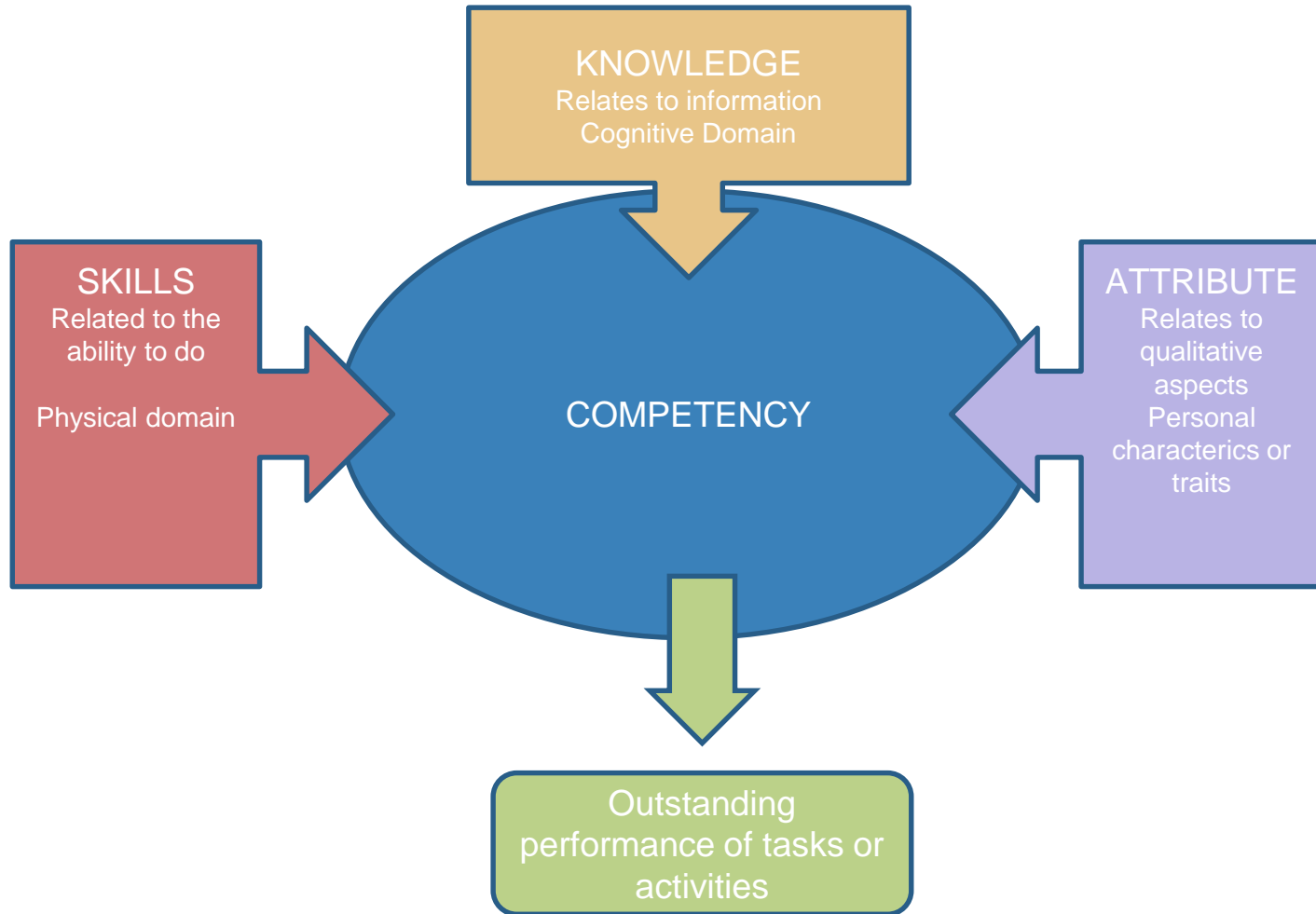
- National Vocational Qualifications
- ***Competency based training***
- Recognition of Prior Learning
- Quality Management System
- Upgrading of instructors with pedagogy and gender training
- Tracer studies/M&E and integration of lessons learned



What is Competency Based Training:

- Way of approaching vocational training that places emphasis on what a person can do as a result of training
- Involves organizing the curriculum (instruction environment and assessment) to ensure that desired learning outcomes are achieved





Competency Based Education and Training

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graph TD; A[Competency Based Education and Training] --- B[Competencies identified by industry experts]; A --- C[Learner centred]; A --- D[Assessment of knowledge, skills, attitude]; A --- E[Criterion referenced assessment]; A --- F[Demonstration of competence]
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The diagram illustrates the components of Competency Based Education and Training. A central horizontal bar at the top is labeled "Competency Based Education and Training". Below this bar, five vertical bars connect to five rounded rectangular boxes at the bottom. From left to right, these boxes contain the following text: "Competencies identified by industry experts", "Learner centred", "Assessment of knowledge, skills, attitude", "Criterion referenced assessment", and "Demonstration of competence".

Competencies
identified by
industry
experts

Learner
centred

Assessment of
knowledge,
skills, attitude

Criterion
referenced
assessment

Demonstration
of competence

What is included in CBT course design:

- Course title
- Course duration (# hours)
- Course description
- Course outcomes
- Entry requirements



Example:

Course title: Automotive Servicing

Nominal Duration: 360 hours

Description: This course is designed to enhance the knowledge, desirable attitudes and skills of automotive service technician in accordance with industry standards. It covers specialized competencies such as; test and service batteries, service ignition system, install and repair wiring.....It also includes competencies in workplace communication, team work, safety, use of hand tools, and shop maintenance.

Outcomes: Upon completion, the trainee must be able to:

- Perform diesel engine tune up
- Perform gas engine tune up
- Service automotive battery
- Test and repair wiring/lighting system
- Service ignition system
- Perform under chassis preventive maintenance
- Service charging system
- Service starting system
- Service engine mechanical system

Entry requirements: Trainee must be:

- 18 years old and above
- Able to communicate effectively in (local language) both oral and written

Common challenges for Training Institutions:

- Lack of skilled instructors – instructors tend to have technical skills but lack pedagogy training, especially in adult education and gender sensitivity
- Sustainability: TVET training can be costly and unaffordable to poor and marginalized individuals
- Tendency to deliver the same program repeatedly
- Lack of facilities – tend to not be “female friendly” and require upgrading to include toilet and change room facilities for women
- Slow system for certification of courses from ministry
- Lack of equipment and consumables for practical training
- No strong links to industry beyond OJT



Skills Assessment:

- Often there is a lack of national skills assessors and deployment to remote or rural areas is problematic as assessors are generally government staff based in the capital city
- Assessment needs to take place fairly soon after completion of training
- Issuing of certification can be challenging as the documents are government prepared and issued at the national level.



Trainees:

- WUSC target group is usually young women and men, people with disabilities (PWD), female headed households and other marginalized/disadvantaged groups (i.e. ex-combatants, resettled)
- Economic criteria is generally developed and applied to the selection process
- Unemployed/underemployed youth are encouraged to attend
- During the recruitment or orientation period, ideally the trainee and family members should gain exposure to the industry/sector of training. Often neither the trainee nor the family have a clear understanding of the opportunity, requirements, expectations of the industry.
- Include family members in orientation sessions – they are key influencers and their support will enhance retention in both training and employment.



Supply Driven TVET

Strengths

- Works well in challenging environments
- Supports both wage/self employment options
- Provides opportunities for women in non-traditional trades
- Flexible and allows for integration of lifeskills in a variety of areas

Weakness

- Possible to oversaturate market; training institutions continue to deliver training even if opportunities no longer exist in that trade
- Employment not guaranteed
- If stipend is offered, possibility that trainee attends course just for that payment
- Limited engagement with private sector
- Limit on trainees only restricted by number of training partners

Demand Driven TVET

Strengths

- Training leads directly to employment
- Strong engagement with private sector
- BSF structure improves collaboration and improves training to meet industry needs
- Limited opportunity for self employment or entrepreneurship, at least initially
- Integrates social marketing to influence perception around careers in trades and technologies

Weakness

- In order to support training and employment of women, requires buy-in from private sector at the outset
- Limit on trainees restricted by number of identified jobs

Practical Assignment

How many trainees can a TVET program graduate annually?

Issues to be taken into account:

- Duration of project
- duration of training (NVQ standards)
- Number of training partners
- Number of trainees/class
- Number of instructors
- Employment opportunities



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