



The webinar will start at 13:30 CEST (Swiss time)



Welcome!



Welcome

Beatrice Ferrari

Advisor

Expert team Inclusive

Economic

Development

SDC



Andrea Inglin

Advisor

Expert team Inclusive

Economic

Development

SDC





Technical tips



If you have technical issues, feel free to post them in the chat.
Questions to the speakers can be asked through **Mentimeter** (link to be shared with you shortly)



If you can't hear or see: close and restart webinar, and close other programs.



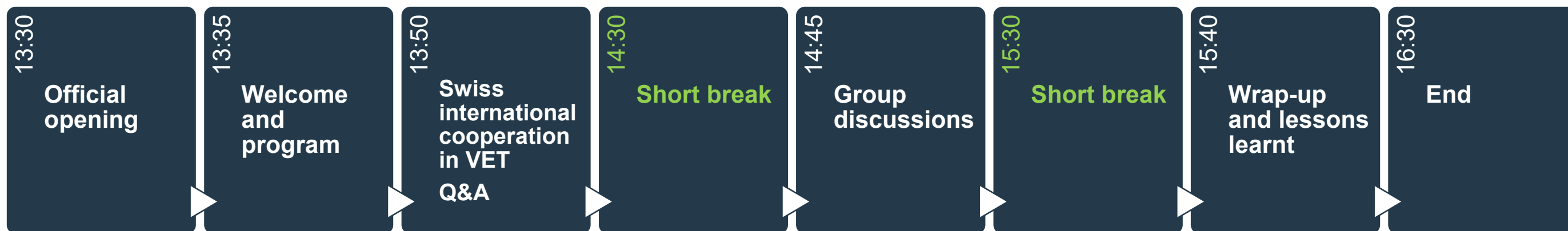
The speakers' presentations are being recorded and will be shared for further learning purposes. Group discussions will not be recorded.



Microphones are off.
We invite you to open them in the group discussions later.



Today's agenda



Group discussions – topics





Official opening

Patrick Egli

Co-Head Inclusive Economic Development expert team
SDC





Webinar team

Organisation/ moderation



**Beatrice
Ferrari**
Organiser /
Moderator

Advisor
Expert team Inclusive
Economic
Development
SDC



**Andrea
Inglin**
Speaker/Mo-
derator

Advisor
Expert team Inclusive
Economic
Development



**Miriam
Maeder**
Chat-
Moderator/
Co-rganiser

Academic Intern
Expert team Inclusive
Economic Development
SDC



**Gloria
Spezzano**
Tech-
facilitator

SDC Backstopping
Learning & Innovation
Advisor
HELVETAS



Group discussion leaders

1. Cost-Benefit Analysis in VSD programs



Andrea
Inglin

Advisor Expert team
Inclusive Economic
Development
SDC



Roman
Troxler

SDC backstopping,
VSD
Co-Managing Director
KEK– CDC



Ingrid
Portenkirchner

Head DC dVET
Secretariat and Capacity
Building and Networking



Patrick
Egli

Co-Head Inclusive
Economic
Development expert
team SDC



Beatrice
Ferrari

Advisor
Expert team Inclusive
Economic
Development
SDC



Michael
Morlok

Labour economist
SDC backstopping,
VSD
CO-Founder
orange and teal

Get to know each other

Introductory round in groups of 3-4 people, randomly assigned (approx. 4 minutes):

What is your main area of expertise?

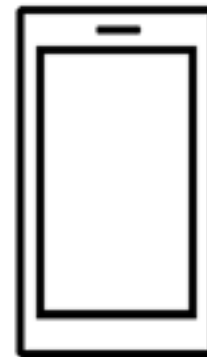
Which group did you choose for discussion?

Information on the Swiss international cooperation in VET



Your questions to the speakers on Mentimeter

- Please use Mentimeter to write your questions to the speakers (preferably on your mobile).
- You can also vote on other people's questions.
- Keep the menti page open, so you can add questions at any time.



Go to [menti.com](https://www.menti.com)

Use the code: **2906 1121**



Vocational skills development in the «2030 SDC»

Exchange between the SDC and experts in VET in international
cooperation

August 24, 2022

By Patrick Egli, Co-Head Inclusive Economic Development expert
team SDC

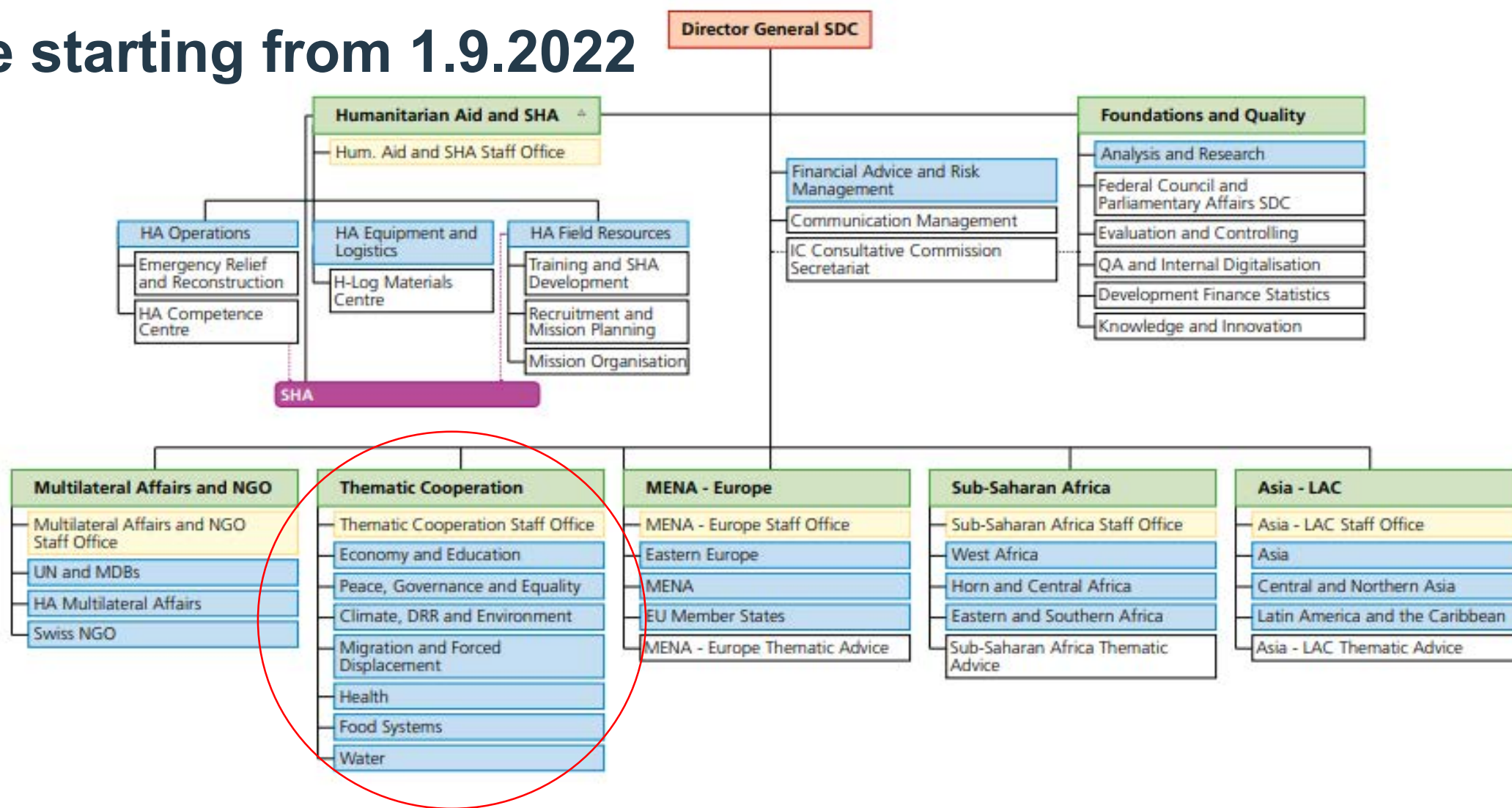
ied | e+i | vsd

inclusive economic development
employment + income
vocational skills development





Structure starting from 1.9.2022



△ Deputy Director

Directorate

Division

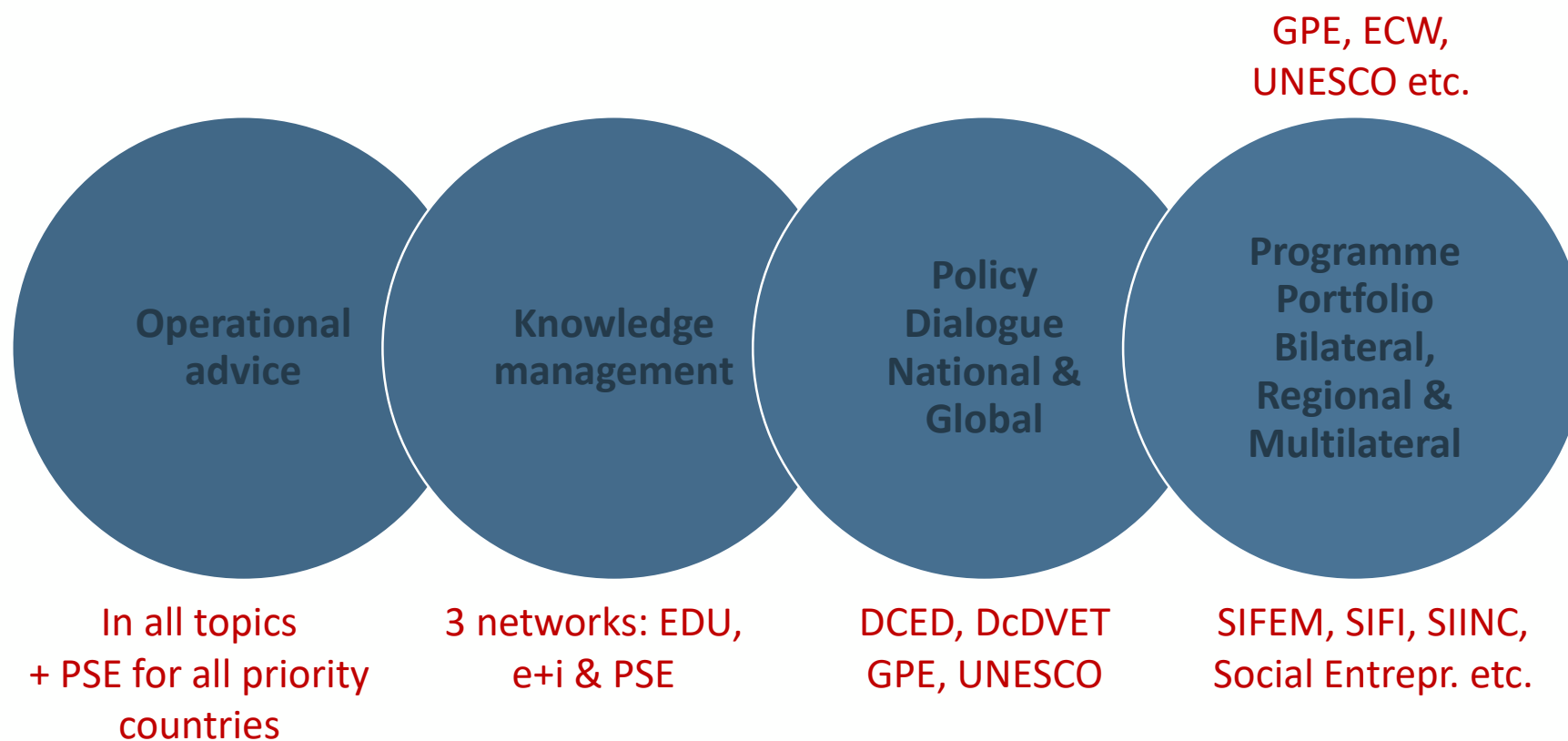
Section

Specialist service

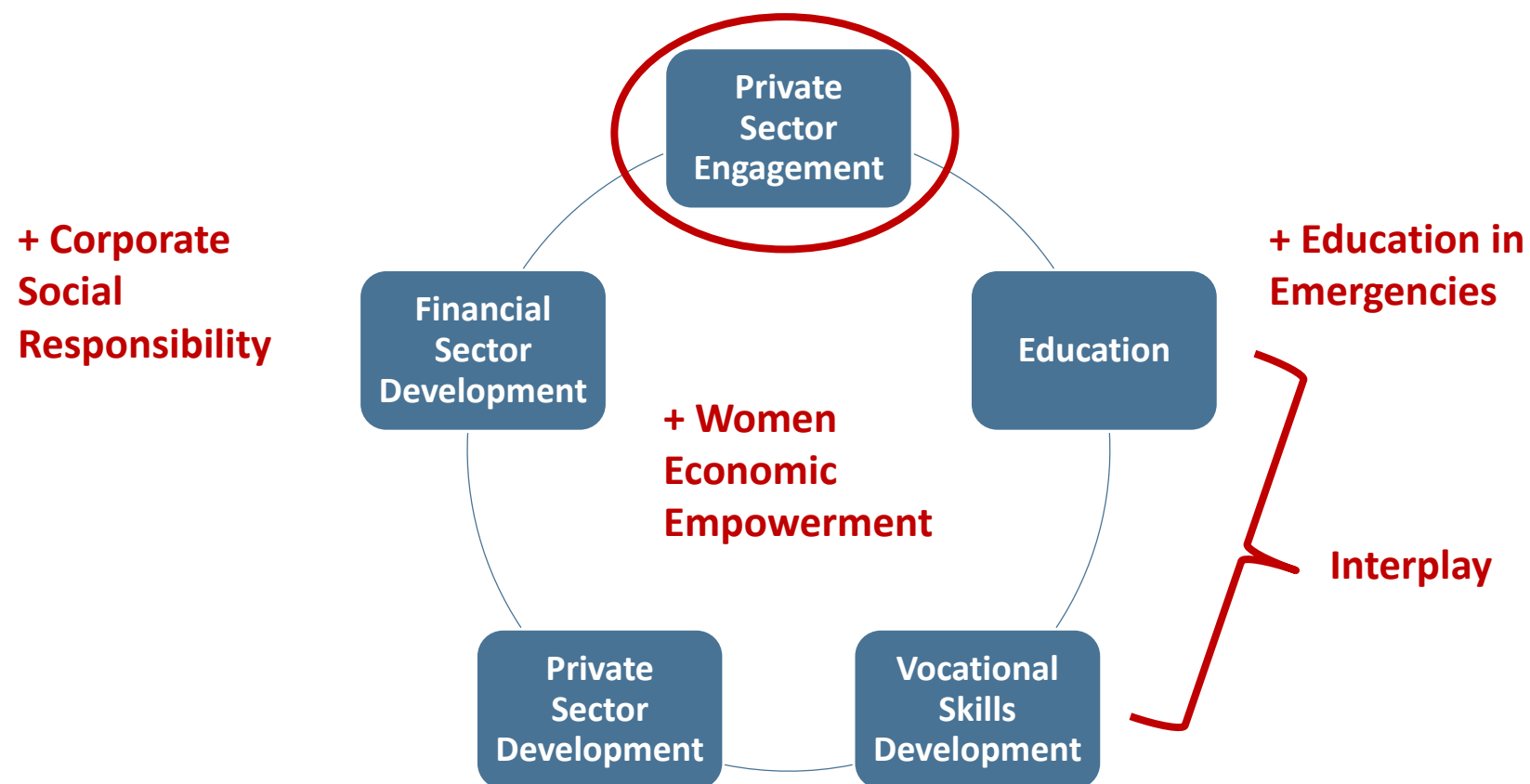
Staff Office



New Section Economy and Education: 4 main axes of cooperation



New Section Economy and Education: 4 main topics and 1 modality



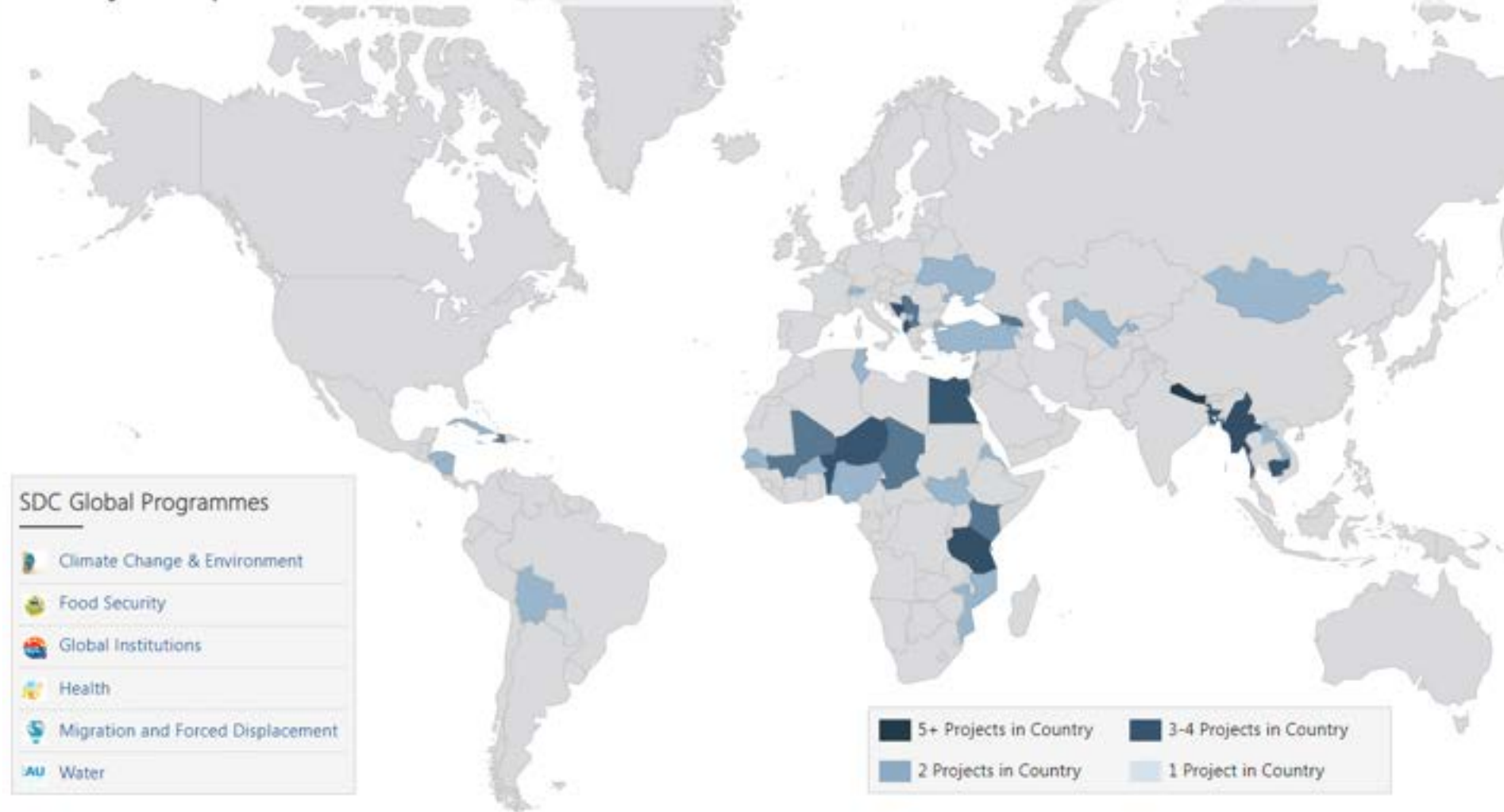


VSD bridging education with the world of work





IED Project Map - VSD Portfolio 2021-12



SDC Global Programmes

- Climate Change & Environment
- Food Security
- Global Institutions
- Health
- Migration and Forced Displacement
- Water

- 5+ Projects in Country
- 3-4 Projects in Country
- 2 Projects in Country
- 1 Project in Country

Total Number Of Projects				
	IED ①	VSD	PSD	FSD
Total	92			
Global	6	6	0	1
Regional	8	8	3	0
Country	74	74	46	2
Other	4	4	1	0
Total	92	92	50	3
With PSE Modality	6	4	2	0

Total Expenditure ALL Projects (In million CHF)				
	IED ①	VSD	PSD	FSD
Total	625.4			
Global	66.4	66.4	0	9.2
Regional	78.2	78.2	34.0	0
Country	470.3	470.3	320.8	7.0
Other	10.4	10.4	0.6	0
Total	625.3	625.3	355.4	16.2
With PSE Modality	39.3	28.9	10.4	0

Portfolio

- IED2021-12
- IED2020-12
- IED2019-12

Topics

- IED
- FSD
- PSD
- VSD

Regions

- All Projects
- Global
- LAC
- EEE
- MENA
- SSAfrica
- ESAsia
- Others

Working with VET experts



Operational advise and support

- SDC works decentralized: Management of VSD programs is done by the Swiss Cooperation Offices (SCO)

- Guidelines for the awarding of mandates and contributions are available on:

<https://www.eda.admin.ch/deza/en/home/partnerships-mandates/mandates-contributions.html>

- For mandates there are three threshold values for different types of procedure:

Object of procurement	Upper values	Type of procedure
Constructions Supplies of goods, Services	< CHF 300'000 < CHF 150'000	Direct procedure
Constructions Supplies of goods, Services	CHF 300'000 < CHF 2'000'000 CHF 150'000 < CHF 230'000	Invitation procedure
Constructions Supplies of goods, Services	CHF 2'000'000 and above CHF 230'000 and above	Tender Procedure

- HQ provides demand-based support directly or outsourced (Backstopping Mandate up to 3 days) and promotes the usage of “dgroups” to match the demand of SCOs with (external) expertise

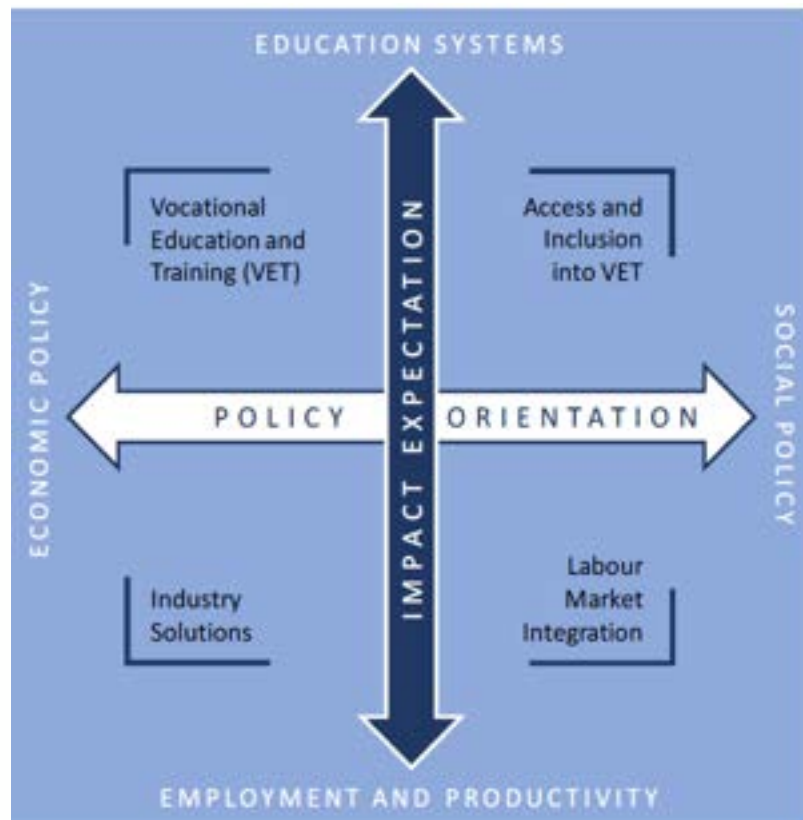


Knowledge Management

- Capacity building for SCO staff responsible for VSD programs through:
 - Network actives and collective Learning Trajectories, e.g. webinars/e-discussion (often open to non-SDC staff, too) or regional/global Face-to-Face meetings / seminars ([link](#) to network registration)
 - Specific courses provided by external training providers
- Systematically capturing, processing and making knowledge available to SCO staff responsible for VSD programs, but also to implementing partners and consultants through:
 - The Economy and Education [shareweb](#) (most documents are publicly available there!)
 - Further dissemination through the “Economy and Education newsletter” ([link](#) to registration) and the VSD “dgroups” ([link](#) to registration)



SDC VSD project typology



Aim: Support SDC operations in defining the orientation of their VSD intervention

<https://www.shareweb.ch/site/EI/Pages/VSD/Documents%20VSD%20typology.aspx>

Main document / Document de base

VSD Typology / Typologie du DCP

Add-ons / Compléments

Roles and interests of the private sector / Rôles et intérêts du secteur privé

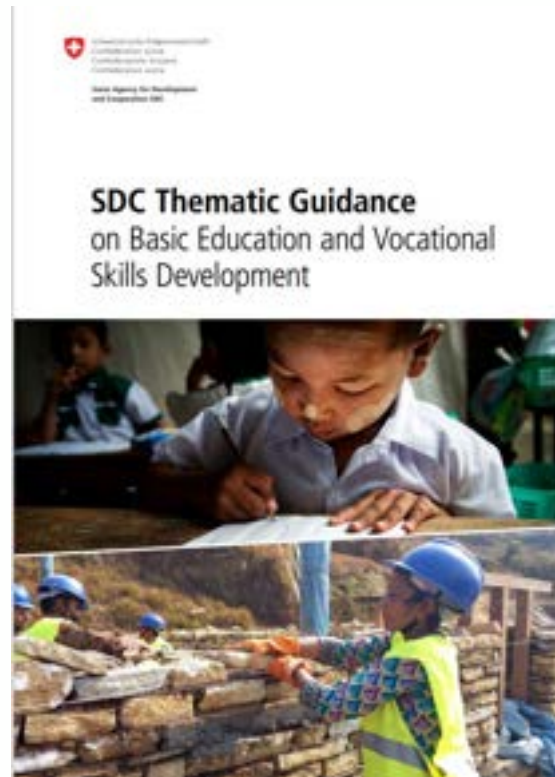
Governance issues in Vocational Skill Development / Gouvernance dans le DCP

Engagement with the private sector (EPS) / Engagement avec le secteur privé (EPS)

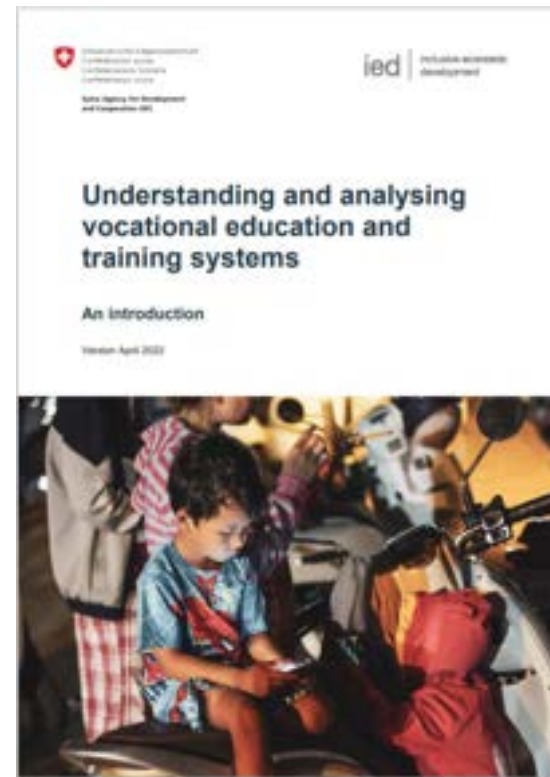
Dual Vocational Education and Training (dVET) / Système d'EFPP dual (EFPPd)



Examples of other VSD tools and guidance



[Link](#)



[Link](#)



[Link](#)



[Link](#)



Thank you!



VET in the second contribution to selected EU member states

Thomas Krajnik

Programme Manager
SDC, Department of
Cooperation with
Eastern Europe and
the CIS

EU Member States
Division



Jerôme Hügli

Project Manager
State Secretariat for
Education, Research
and Innovation SERI





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Confederazione Svizzera
Confederaziun svizra

Federal Department of Foreign Affairs (FDFA)
Swiss Agency for Development and Cooperation (SDC)

Federal Department of Economic Affairs, Education and Research (EAER)
State Secretariat for Education, Research and Innovation SERI

Second Swiss contribution to selected EU member states

Cooperation in the Area of Cohesion / VET

Exchange between the Swiss Agency for Development and Cooperation (SDC) and experts in vocational education and training (VET) in international cooperation,
August 24, 2022

Jérôme Hügli, Project Manager, SERI
Thomas Krajnik, Programme Manager SDC



Overview Thematic Areas, Allocations, Responsibilities

Cohesion Federal Act on Cooperation with Eastern European Countries Partner States: EU-13		Migration Asylum Act Partner States: EU-27
SECO Financing for SMEs, Energy efficiency & renewable energy Public transport Water and wastewater management Waste management	SDC Vocational and professional education and training (with SERI) Research & innovation Providing support to migration management and promoting integration measures Improving public safety & security Nature conservation and biodiversity Health & social protection Minorities & socially disadvantaged groups Civic engagement & transparency	SEM Migration (in the field of asylum and return)
Total CHF 1046.9 million		Total CHF 190 million
Expenditures of the Swiss administration CHF 65.1 million		
Total CHF 1302 million		



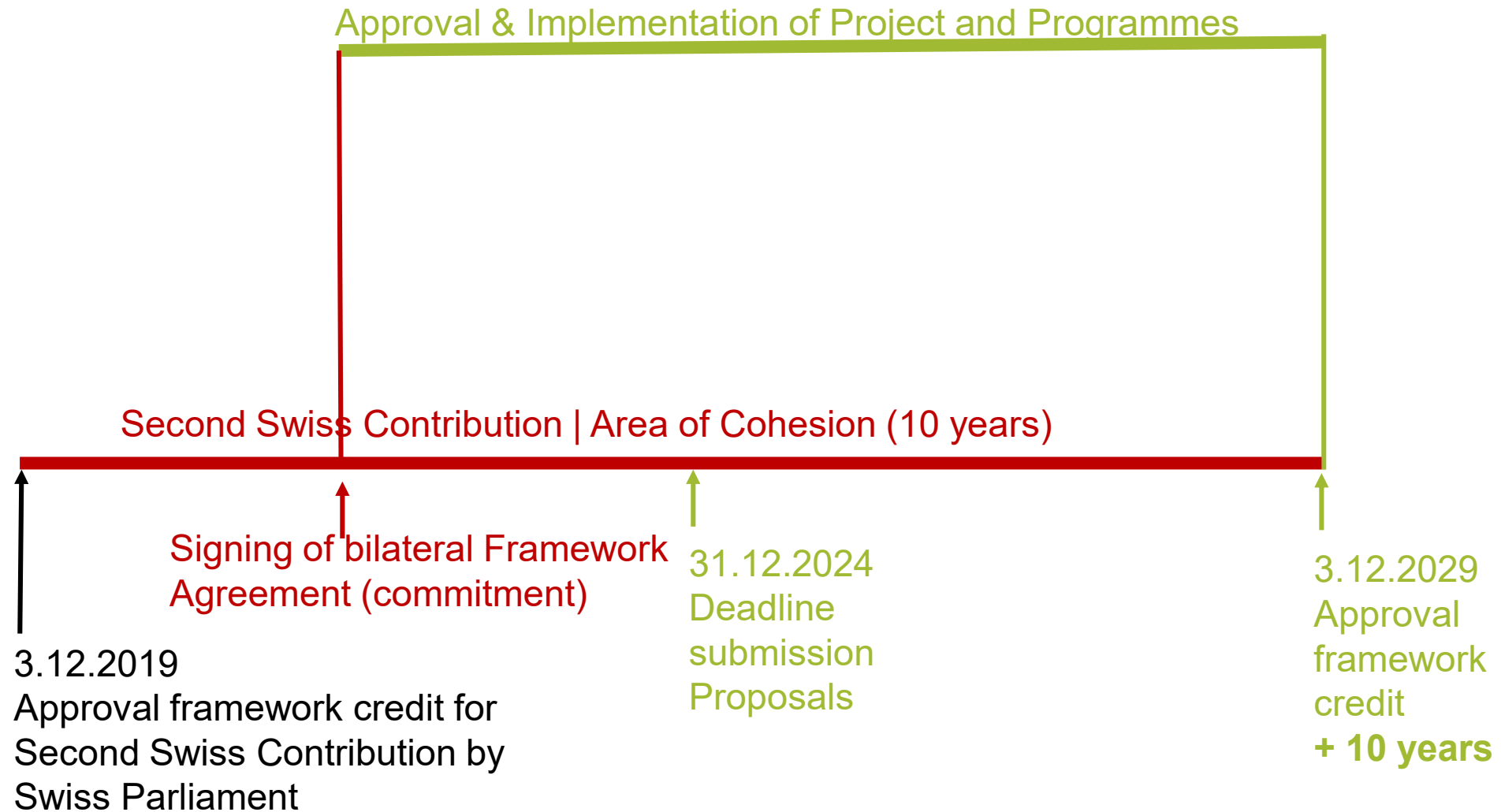
Guiding principles for VET cooperation

1. Promote dual VET / work-based learning
2. Promote institutional cooperation between stakeholders from public and private sector
3. Aim at systemic impact (durable, long-term) – VET as an integral and coordinated part of the education system with strong links to the labour market
4. Coordinate with a national long-term strategy
5. Build capacity of national stakeholders
6. Involve Swiss stakeholders / use Swiss expertise

And: Complementary to EU funding / initiatives and other ongoing programmes

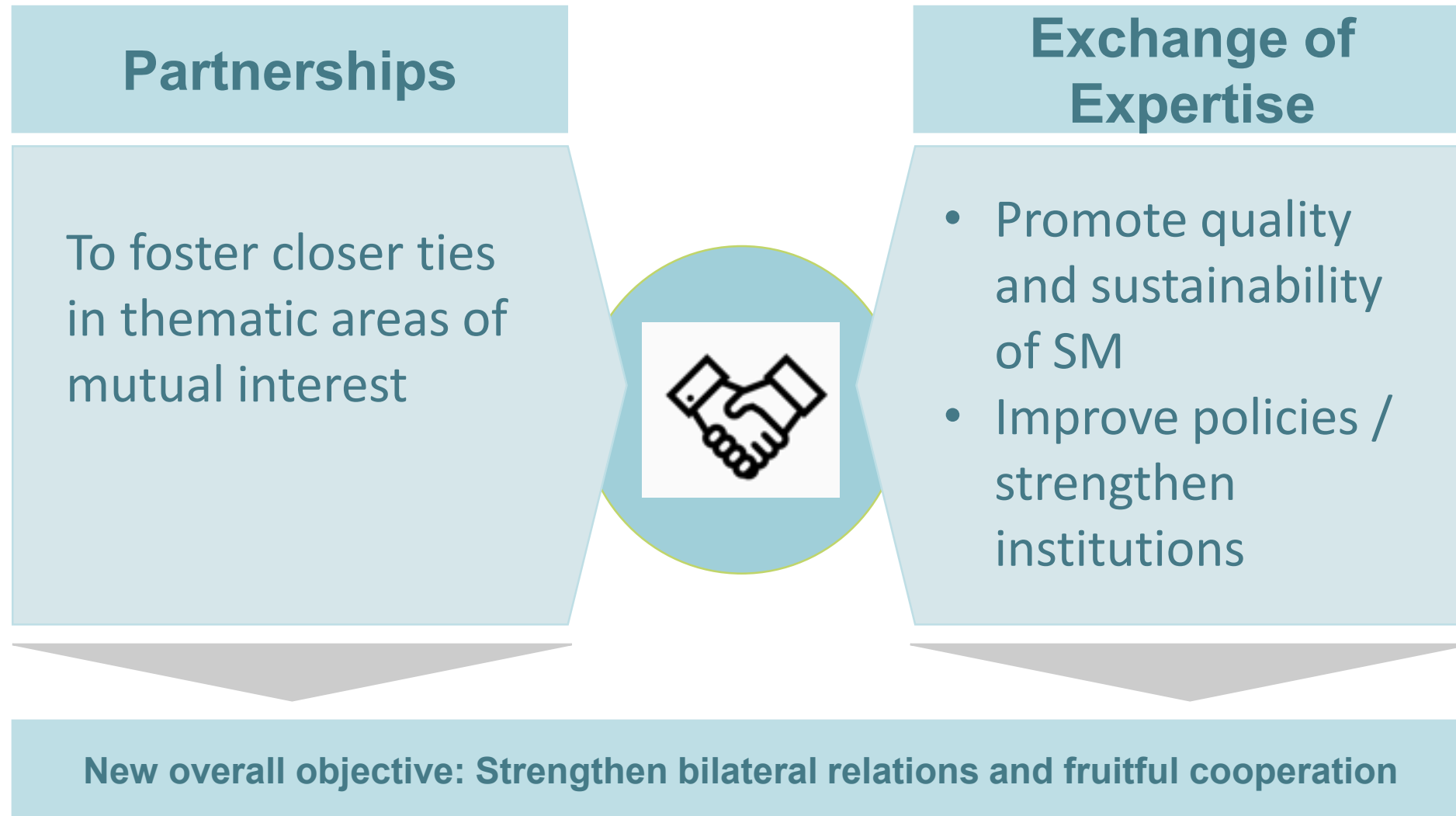


Timeline Implementation Cooperation Programmes





Bilateral relations, partnerships and Swiss Expertise





Financing of (Swiss) Expertise and Partnerships



Swiss Expertise and Partnership Fund – managed by SDC/SECO

Support Measure-related expertise by primarily Swiss entities outside of the Federal Administration

- Strengthen bilateral relations
- Share Swiss know-how
- Ensure the quality and the sustainability of Support Measures



Strengthening professional competencies - strategy & challenges

André Pantzer

Program Manager

State Secretariat for Economic Affairs SECO

Economic Cooperation & Development

Private Sector Development Division (WEIF)





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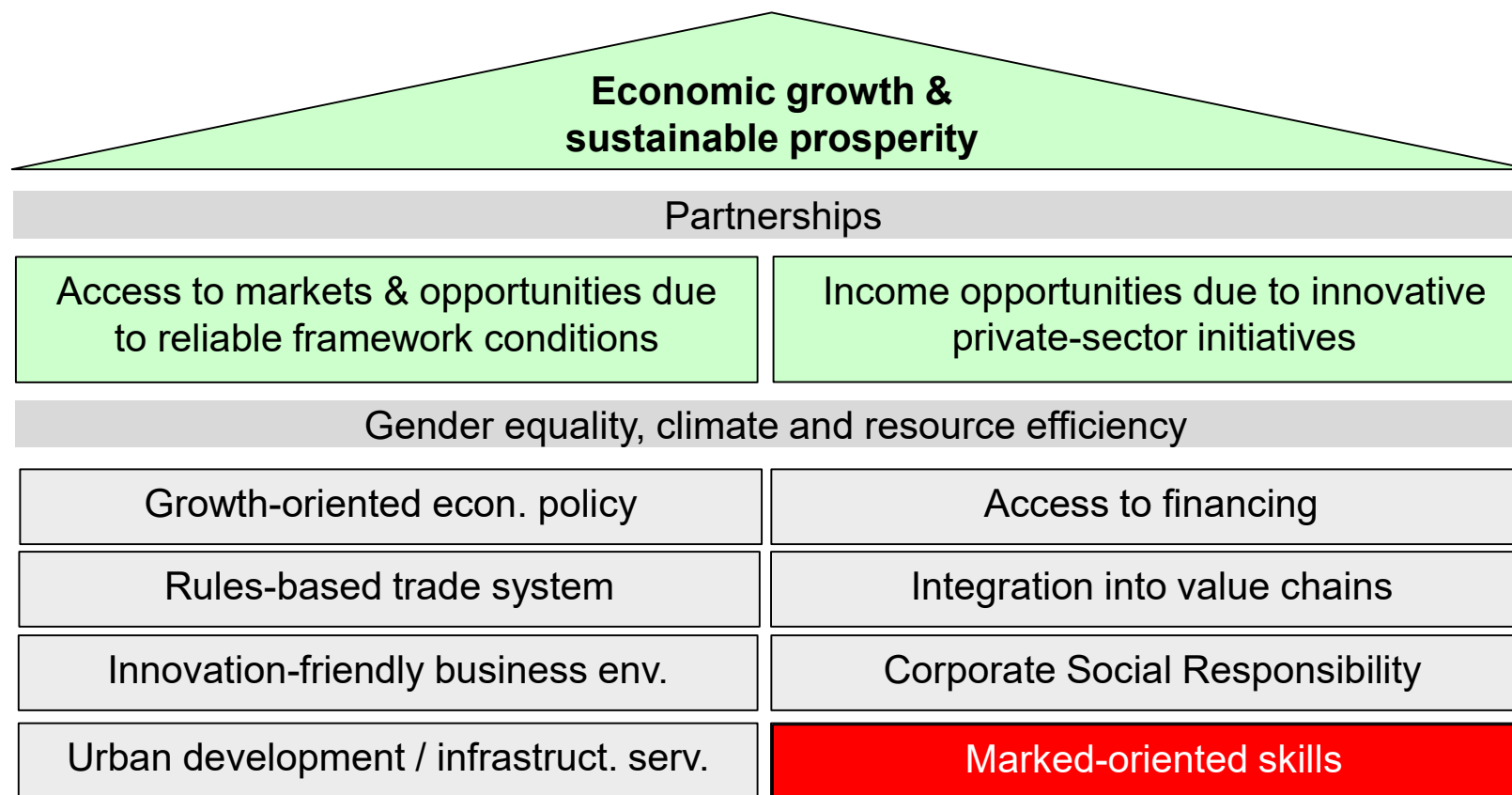
Federal Department of Economic Affairs,
Education and Research EAER
State Secretariat for Economic Affairs SECO
Private Sector Development WEIF

SECO strategy in the field of Skills development

André Pantzer, SECO / Economic Cooperation & Development / Private Sector Development division (WEIF)



Contributing to the overarching goal





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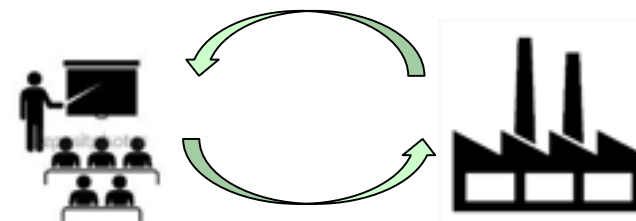
Swiss Confederation

Federal Department of Economic Affairs,
Education and Research EAER
State Secretariat for Economic Affairs SECO
Private Sector Development WEIF

SECO's Skills development strategy



- **Higher education: post-secondary and tertiary level only.** Training on the job for workers already active in the labor market.
- **Sector approach**
 - Dynamic and growth oriented sectors, relevant for the economic development of the country → economic impact
 - Lack of skilled workforce
- **Private sector in the focus**
 - The private sectors creates jobs, the companies are the economy, growth, welfare
 - “Dualization” of the VET, according to the needs of the private sector, **not of the professional schools**
 - Strong cooperation and interaction between education and private sector
 - **Willingness of the private sector to be on board is a challenge!**
- **Governmental commitment needed**
- **Potential for scale** / replication. More companies to join, more professional schools to join.
- **Recent developments like climate change or digitalization to be taken into consideration**





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Federal Department of Economic Affairs,
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Private Sector Development WEIF

SECO strategy in the field of Skills development

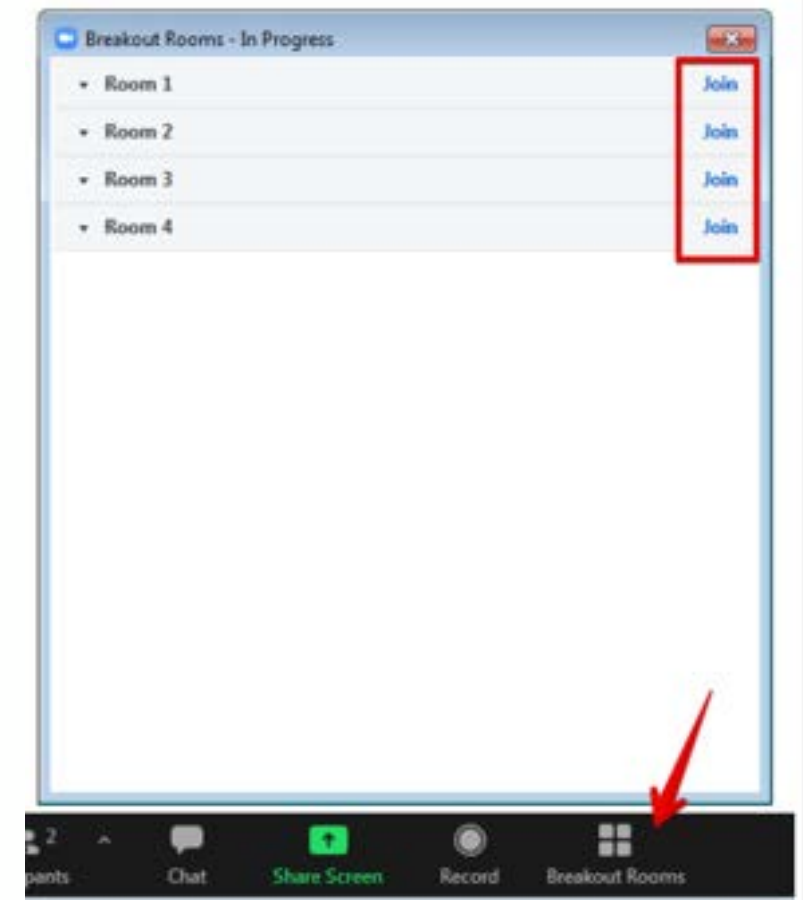
André Pantzer, SECO / Economic Cooperation & Development / Private Sector Development division (WEIF)

Questions & Answers



Groups discussion: how it works

- The host will open the break-out rooms shortly
- Please join the group of your preference:
 1. **Cost-benefit analysis in VSD programs**
 2. **Engaging the business sector in VET**
 3. **Skills for the future: what is relevant for SDC's VSD projects?**
- Please open your camera and mic in the groups for discussion
- Link to padlets will be pasted in each group; feel free to use them.
- Rooms will close automatically at 15:30 CEST





1. Cost-Benefit Analysis in VSD programs

Andrea Inglin

Advisor

Expert team

Inclusive Economic

Development

SDC



Roman Troxler

SDC backstopping,

VSD





2. Engaging the business sector in VET

Ingrid Portenkirchner

Head DC dVET
Secretariat and
Capacity Building and
Networking

Donor Committee for
dual Vocational
Education & Training
(DC dVET)



Patrick Egli

Co-Head Inclusive
Economic
Development expert
team SDC





3. Skills for the future: what is relevant for SDC's VSD projects?

Beatrice Ferrari

Advisor

Expert team

Inclusive Economic

Development

SDC



Michael Morlok

Labour economist

SDC backstopping,
VSD

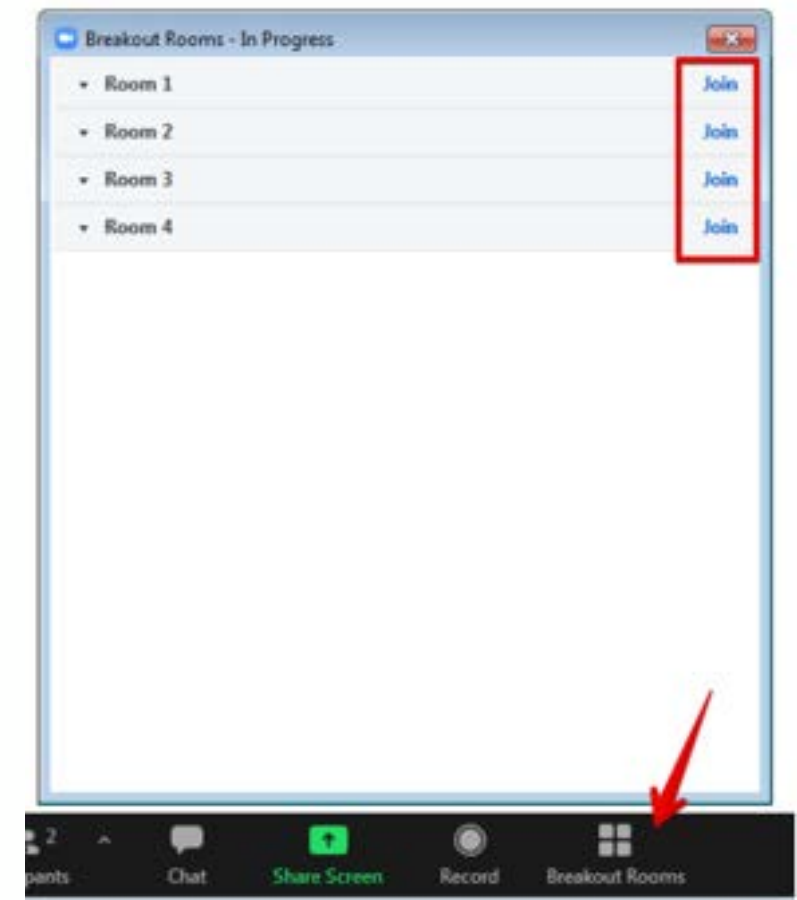




Groups discussion: how it works

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- Link to padlets will be pasted in each group; feel free to use them.
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Enjoy the discussion!



Break

We will start again at 14:45

Group discussions

45 minutes discussion in the group you choose
5 minutes reporting back for each group



1. Cost-benefit analysis in VSD programs

Andrea Inglin

Policy Advisor

Vocational Skills and

Private Sector

Development

SDC



Roman Troxler

SDC backstopping,

VSD





Cost-benefit analysis in VSD programs

Exchange between the SDC and experts in VET in international cooperation

Andrea Inglin, Advisor, IED expert team SDC





Options to carry out (mandate) an Economic and Financial Analysis (EFA)

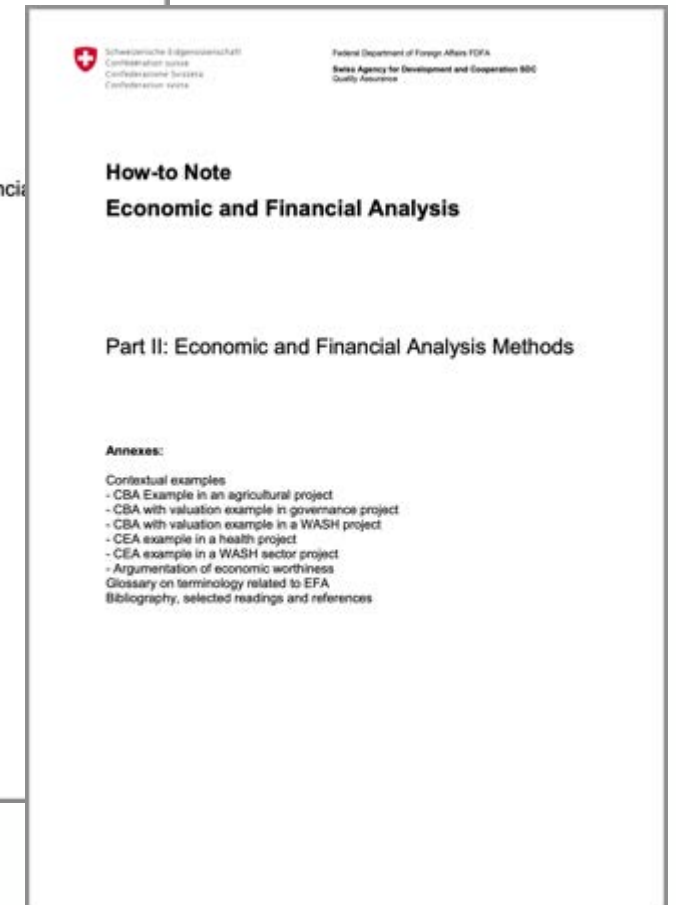
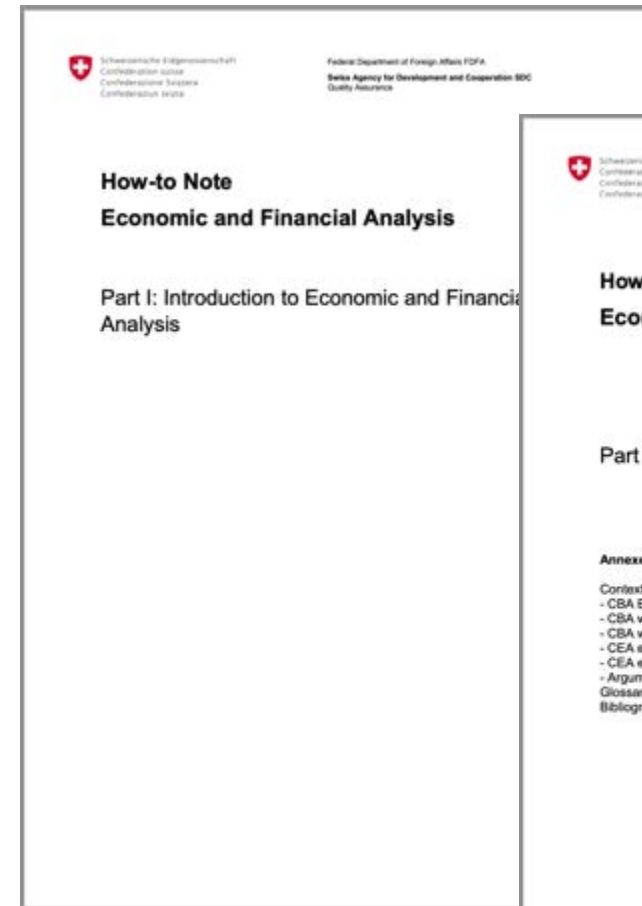
The SDC can mandate an EFA to any competent institution or person, including:

- the project implementing agency itself
- consultant(s) from a local institution
- consultant(s) from an institution that is internationally active
- consultant(s) from one of the three consortia selected by the SDC's quality assurance unit, based on the tender offer and now working under a frame contract for EFA:
 - Helvetas (incl. KEK-CDC as sub-contractor)
 - IKAT-HAFL
 - Vivid Economics
- consultant(s) from the VSD backstopping mandate, i.e. a consortia selected by the SDC's Economy and Education unit based on a tender offer and now working under a frame contact (-> only applicable if it is a short-term support of less than 3 days)



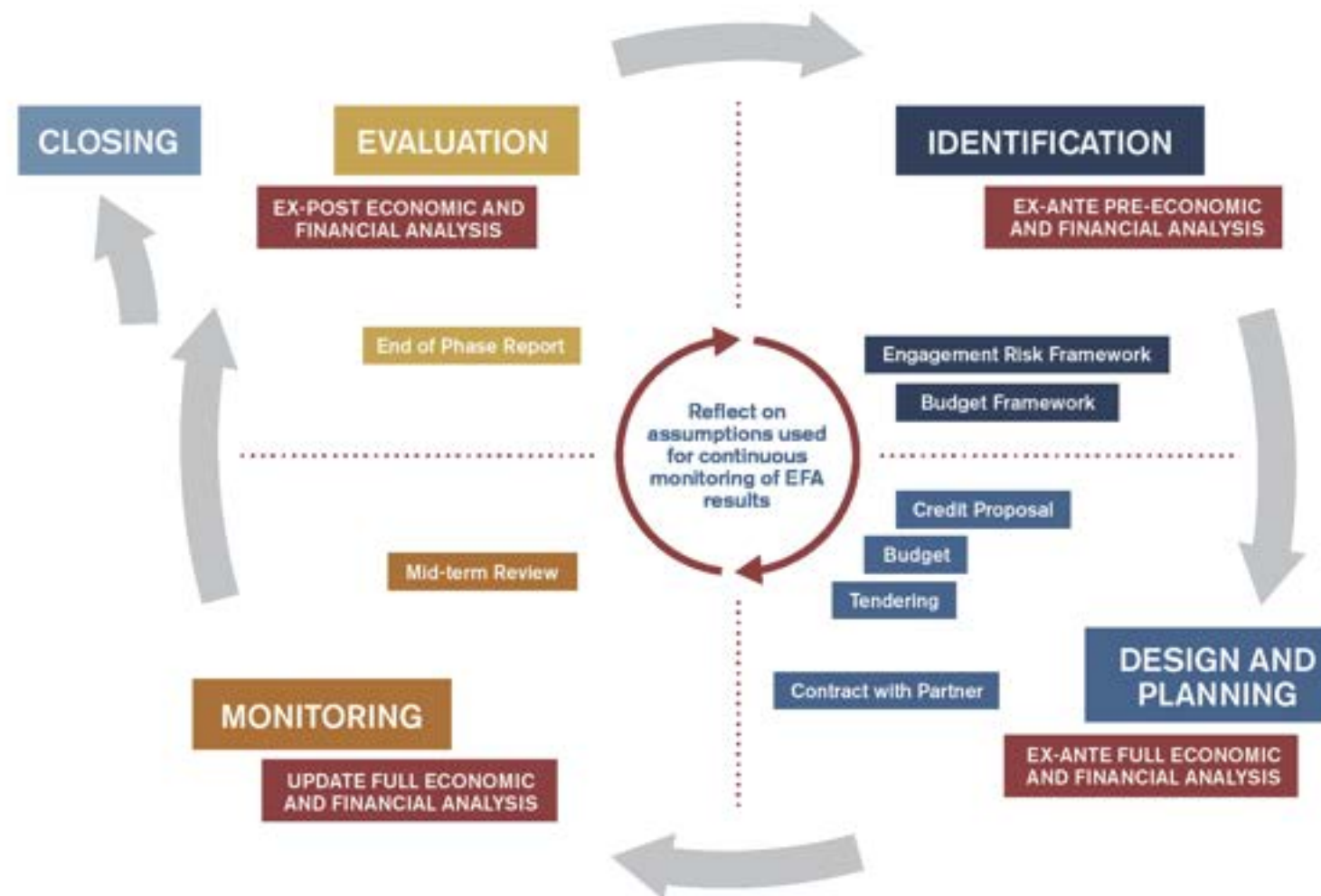
The “new” H2N is comprised of two parts

- Part I provides a **basic understanding** of EFA for all SDC staff.
- Part II provides **practical guidance** for SDC staff who mandate an EFA.





EFA as a continuous process

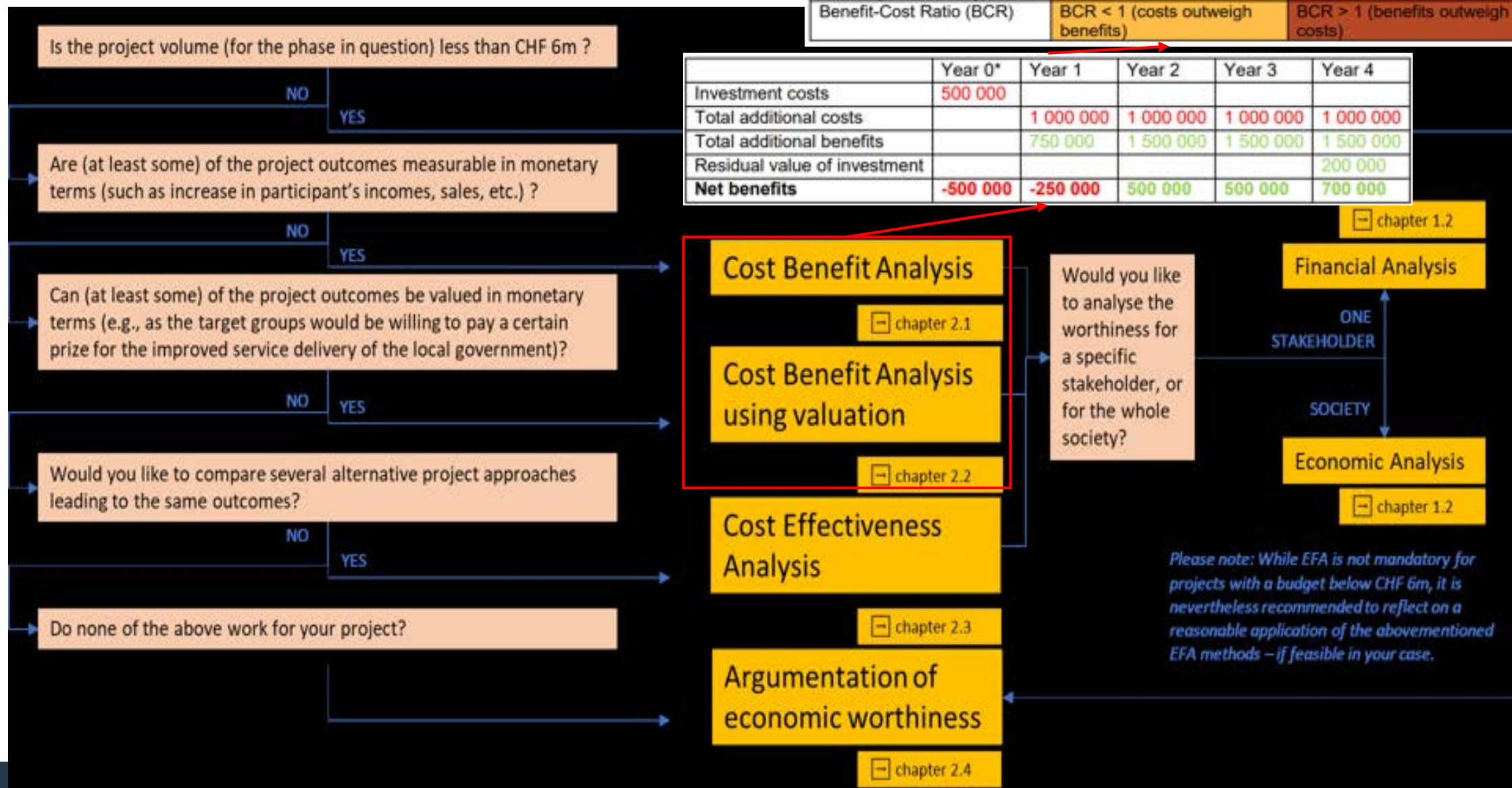




EFA tools at your disposal

	Project should be rejected / revised	Project may be accepted / revised
Net Present Value (NPV)	NPV < 0 (negative)	NPV > 0 (positive)
Internal/Economic Rate of Return (IRR or ERR)	IRR < social discount rate	IRR > social discount rate
Benefit-Cost Ratio (BCR)	BCR < 1 (costs outweigh benefits)	BCR > 1 (benefits outweigh costs)

	Year 0*	Year 1	Year 2	Year 3	Year 4
Investment costs	500 000				
Total additional costs		1 000 000	1 000 000	1 000 000	1 000 000
Total additional benefits		750 000	1 500 000	1 500 000	1 500 000
Residual value of investment					200 000
Net benefits	-500 000	-250 000	500 000	500 000	700 000





Economic VSD CBA

Working Aid on Cost-Benefit Analysis (CBA) in Vocational Skills Development (VSD) projects

December 2019

Why CBA?

Cost-Benefit Analysis (CBA) is a widely used approach for assessing whether the benefits of a particular action are greater than its costs over a given period of time. A CBA can in principle be done from the viewpoint of a project's individual beneficiary (e.g. a trainee), a project partner (e.g. a training centre) or the whole society. Depending on the viewpoint, the analysis will encompass different costs and benefits. In this note we focus on benefits for a widely defined group of direct and indirect beneficiaries of a project.

The SDC undertakes financial and economic project analyses since 1996. Information on cost-effectiveness of projects and programmes is increasingly in demand and value-for-money has become a buzzword not only among development banks but also in the assessment of credit proposals at SDC's headquarters. In April 2015 SDC's Quality Assurance thus published an updated [How-to-Note](#), on which this introduction is based. Besides this note, an open access e-learning tool has been developed in cooperation with NADEL. For all general (not VSD specific) questions, please refer to these two sources.

CBA in VSD – some basics

The purposes mentioned above do also apply to VSD. In the application and assessment of a new project idea as well as in monitoring and project evaluations we would like to know if the expected benefits from this intervention are greater than its costs (is the investment worth it?) – and if there might be cheaper alternatives producing equal outcomes. The tangible benefits of VSD consist primarily of employment and thus of higher incomes for graduates, while costs are mainly borne by the public sector, relating to training expenses such as investments into school buildings, equipment and trainers' salaries. However, there are a few other points that need to be taken into account when considering the rather complex context of VSD projects.

Therefore, this introductory note and the accompanying Excel workbook ([Link to Shareweb!](#)) have been developed. Their aim is to support SDC program officers, project implementers, consultants and other stakeholders in assessing costs and benefits of VSD interventions. Use it in the planning stage of a project (ex ante), for monitoring purposes (ex inter) or as part of a mid-term or end of phase evaluation (ex post).

In focusing on costs and benefits for a large range of stakeholders (e.g. trainees/graduates and their families, training providers and prospective employers), we adopt an approach known as 'economic analysis'. An economic analysis is concerned with all the costs and benefits of

Please have a look at the above mentioned How-to-Notes of SDC's Quality Assurance for a better understanding of the differences between an economic and a financial CBA.

Automatisches Speichern | B-SkillFUL_PhaseII_Post_Inception_CBA

Start Einfügen Zeichnen Seitenlayout Formeln Daten Überprüfen Ansicht Diagrammentwurf Format Sie wünschen

Diagram... Workbook for Cost-Benefit Analysis (CBA) in Vocational Skills Development (VSD) projects, v1.0 (beta-version, December 2019)

Step 1: Input Project parameters

Step 2: Trainee flow

Step 3: Expected yearly costs

Step 4: Calculation of employment & income benefits

Step 5: Calculation of economic benefits

Step 6: Calculation of economic benefits (continued)

Summary table showing NPV, IRR, and payback period for different perspectives (Project, Employer, Society).

Category	NPV (incl. allocation period)	IRR (incl. allocation period)	Payback period (incl. allocation period)
NPV of project phases	4.8 years	10.30%	4.8 years
NPV (including allocation period)	7.8 years	11.42%	7.8 years
Payback period (including allocation period)	7.8 years	11.42%	7.8 years

Working Sheet | Programme Cost | Workers Salaries



Step 1: Overall Project parameters

Project duration (years)

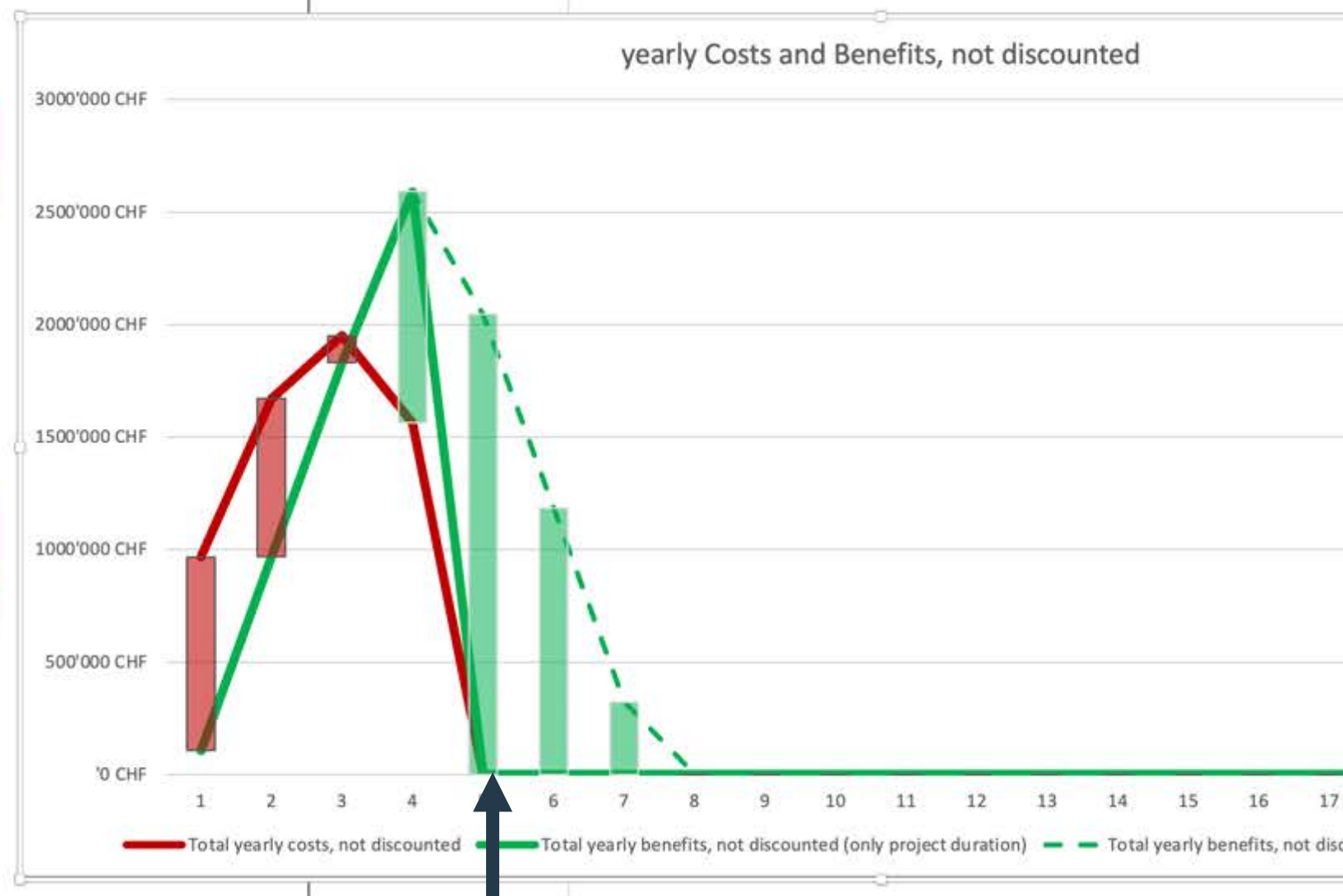
4

We recommend to calculate costs and benefits for more than just one phase. However, you will have to regularly revise the assumptions based on new data (yearly, or at least for each new phase). The workbook allows a maximum project duration of 12 years.

Attribution of benefits (years)

3

Benefits (such as higher incomes) should only be attributed to a specific intervention for a limited period of time. We recommend between 1 year for a very short training (duration of 1-4 weeks), around 3 years for a training of several months and up to a maximum of 10 years for a multi-year apprenticeship.



End of project phase



Financial VSD CBA

Example for a Financial Analysis in Vocational Skills Development (VSD)

The Germany-Pakistan Training Initiative (GPATI), implemented by GIZ, piloted the applicability of a cooperative Vocational Education and Training approach according to the Pakistani context. In this pilot, leading Pakistani and multinational companies like Suzuki, General Tyre and Siemens provided work-based training for different occupations. In order to bring additional companies on board and respond to the often-voiced assumption that participating in Vocational Education and Training results is a loss for private companies, the project in 2019 mandated a **financial Cost Benefit Analysis**.

The analysis compared the monthly training costs incurred by the firms (direct costs) with the productive output generated by the trainees (direct benefits) and the savings on hiring and induction costs when a trainee stays with the company (downstream benefits). The CBA concluded that the five interviewed companies on average saved PKR 462,000 on recruitment costs and thus achieved a net benefit.¹

More resource and information available on the DCdVET's website: Cost-Benefit Considerations for Companies Engaging in Dual VET (<https://www.dcdualvet.org/en/newsletter/dc-dvet-newsletter-august-2021-focus-cost-benefit-considerations-for-companies-in-dual-vet/>)

1: Return on investment or an investment without return? A cost-benefit ration analysis of in-company training in Pakistan (https://www.dcdualvet.org/wp-content/uploads/2019_GIZ_Return-on-investment-Build4skills-Pakistan_short.pdf)



Questions up for discussion:

What are your experiences conducting CBAs or other Economic / Financial Analyses (EFAs) for VSD projects?

Do such analyses have an impact on project results? What is needed to ensure that they are useful (and don't just end up in a drawer)?

Have you been using some of the tools presented (new or old SDC How-to-Note on EFA, working aid and excel template for VSD CBAs)? Have they been useful?

- Is there need for more guidance, more standardization? What would you recommend?





Thank you!



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Swiss Agency for Development
and Cooperation SDC

ied | e+i | vsd

Document details

Date

24 August 2022

Authors

Andrea Inglin, SDC

Roman Troxler, KEK – CDC

This document is also available at

[e+i Shareweb](#)



2. Engaging the business sector in VET

Ingrid Portenkirchner

Head DC dVET
Secretariat and
Capacity Building and
Networking

Donor Committee for
dual Vocational
Education & Training
(DC dVET)



Patrick Egli

Co-Head Inclusive
Economic
Development expert
team SDC





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GROUP DISCUSSION 2: ENGAGING THE BUSINESS SECTOR IN VET

2:45 – 3:30pm



- **Welcome & Intro**
- **SDC Input by Patrick Egli incl. Q&A**
 - Private Sector Engagement (PSE) and Vocational Skills Development (VSD)
 - some key concepts
- **DC dVET Input by Ingrid Portenkirchner incl. Discussion**
 - Motivating the Business Sector to Engage in VET
- **Wrap-up & Closing**

Please use the padlet for documentation and links to experiences and resources.



Link: <https://padlet.com/coordination96/t0p4xquj45w7g577>



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Private Sector Engagement (PSE) and Vocational Skills Development (VSD) – some key concepts

Exchange between the SDC and experts in VET in international cooperation

August 24, 2022

By Patrick Egli, co-head Inclusive Economic Development Expert Team

ied | e+i | vsd

inclusive economic development
employment + income
vocational skills development





Definition

For the SDC, Private Sector Engagement (PSE) refers to

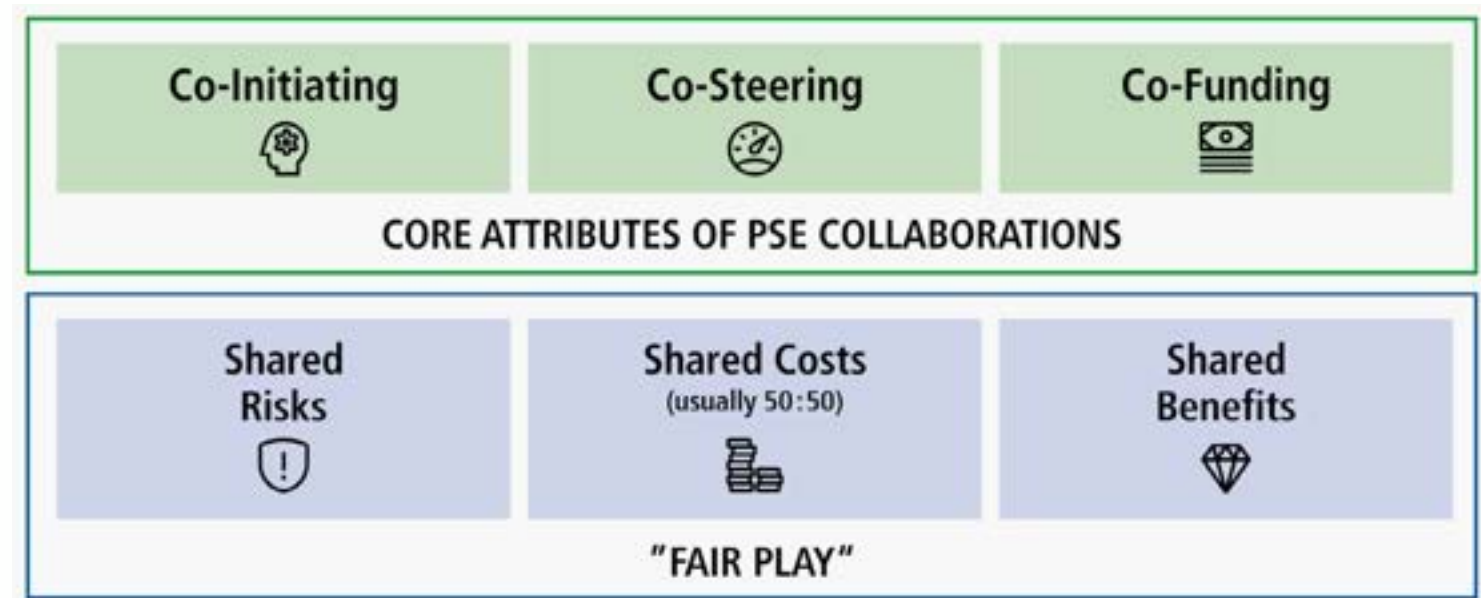
- the SDC
 - ... and one or several private sector partner
- ...joining forces on an equal footing
- for an impact-driven Development Intervention.

PSE is not a thematic cluster but a **modality**: Engaging the private sector to jointly address certain system constraints.



PSE implies **co-initiating, co-steering, co-funding.**

Co-ownership of the project is what differentiates PSE from other forms of interaction with the private sector.



- Not all VSD projects – even if supporting the private sector are considered as a PSE modality
- - **support VET institutions** (i.e. actors within the VET system of a country) not the same as to **partner with the private sector** (as shown in the DCdVET presentation)



Principles

- **Compatibility with the SDC's objectives**
- **Measurable development outcomes**
- **Additionality**
- **Complementarity**
- **Subsidiarity**
- **Avoiding the distortion of functioning markets and crowding-out effects**
- **Transparency**



Example: Improved sanitary education in Ukraine



Strengthening the VET systems for plumbers in Ukraine in partnership with Geberit. Leading to provide better employment opportunities for young plumbers.



Facts

- **Country:** Ukraine
- **Partner:** Geberit
- **Timeframe:** 2014 – 2023
- **Contribution SDC**
CHF 1.46M
- **Contribution Geberit**
CHF 432k



Objective

Improve the capacity of VET institutions to offer market oriented, practical, up to date sanitary VET courses (providing up-to-date knowledge on current technologies, standards, norms and regulations)



Process

Geberit approached SDC and together they initiated the partnership with the Ministry of Education. The project supports 25 VET schools to modernize the curriculum, provide modern equipment and develop the capacity of the teachers.



Benefits

- **For Geberit**
Skilled plumbers able to install Geberit material
- **For SDC**
Improved income opportunity for target group (with a plumber diploma certified by the Ministry of Education)



Thank you!



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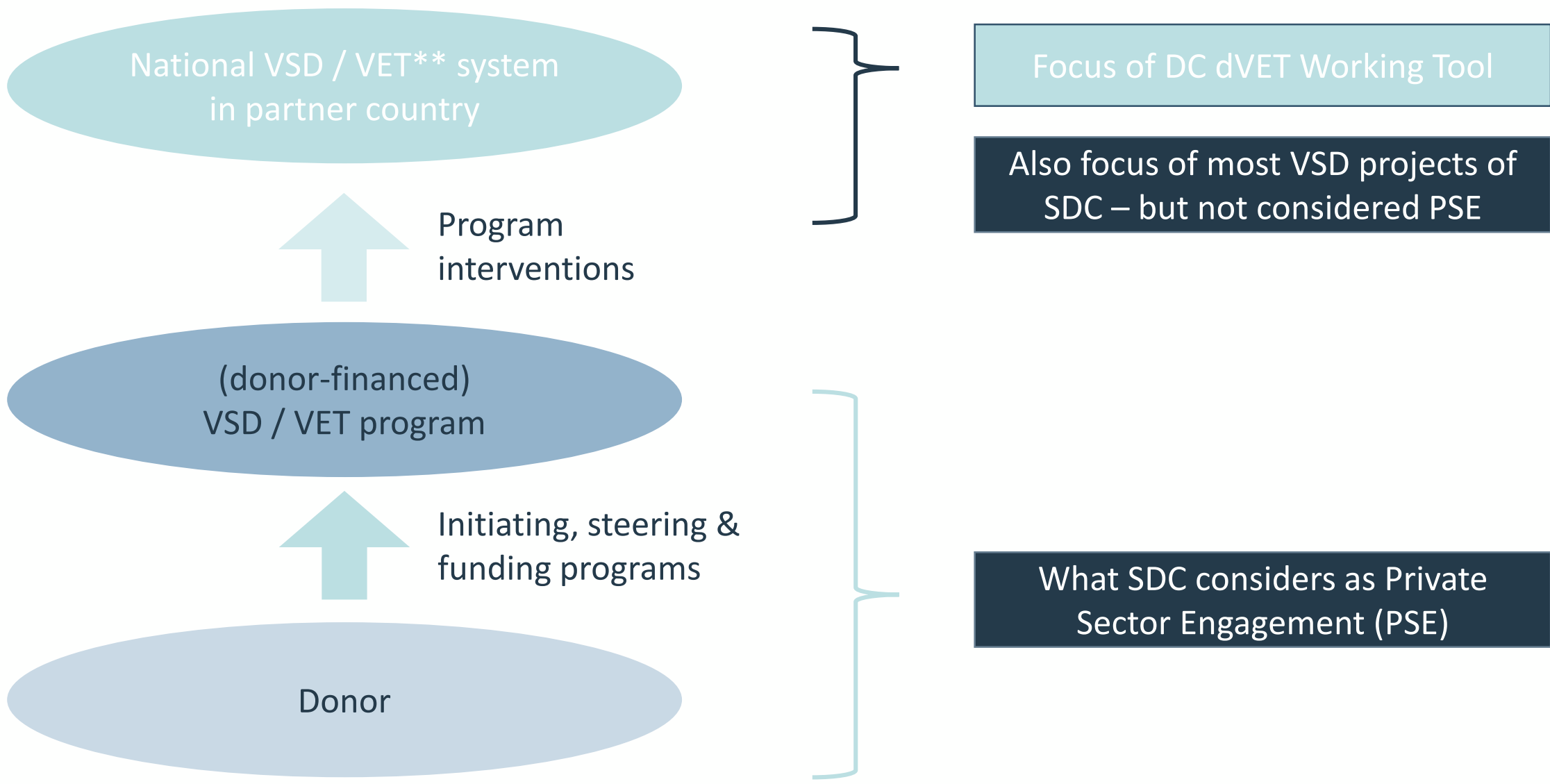
Motivating the Business Sector to Engage in VET

Group Discussion 2, Input by DC dVET

24.08.2022 / Ingrid Portenkirchner



Intro: Levels & Terminology*



* Based on the SDC [slide desk](#) on “VSD and PSE: forming partnerships with the private sector”

** VET and VSD are used synonymously



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Menti: <https://www.menti.com/qdwkrypgjf>
Code: 4640 8361 (www.menti.com)



Goals of Business Sector Engagement

What do you consider the main goals of engaging the business sector in VET...

... at macro level?

Economic Objectives

e.g. developing human resources in companies on a sector or national level; increasing the level of qualification and productivity in a specific sector; strengthening the employability of employees

Social Integration Objectives

e.g. reducing youth unemployment; preventing social marginalization; tackling youth violence

Personal Development Objectives

e.g. increasing self-efficacy and motivation to learn; developing skills for shaping own life / earn a living

... at meso level?

Relevance

e.g. qualifications are needed and can be applied in practice

Quality

e.g. VET-graduates represent a high-quality qualification profile

Attractiveness

e.g. VET represents a pathway into a career which makes it attractive for school graduates, their peers and parents

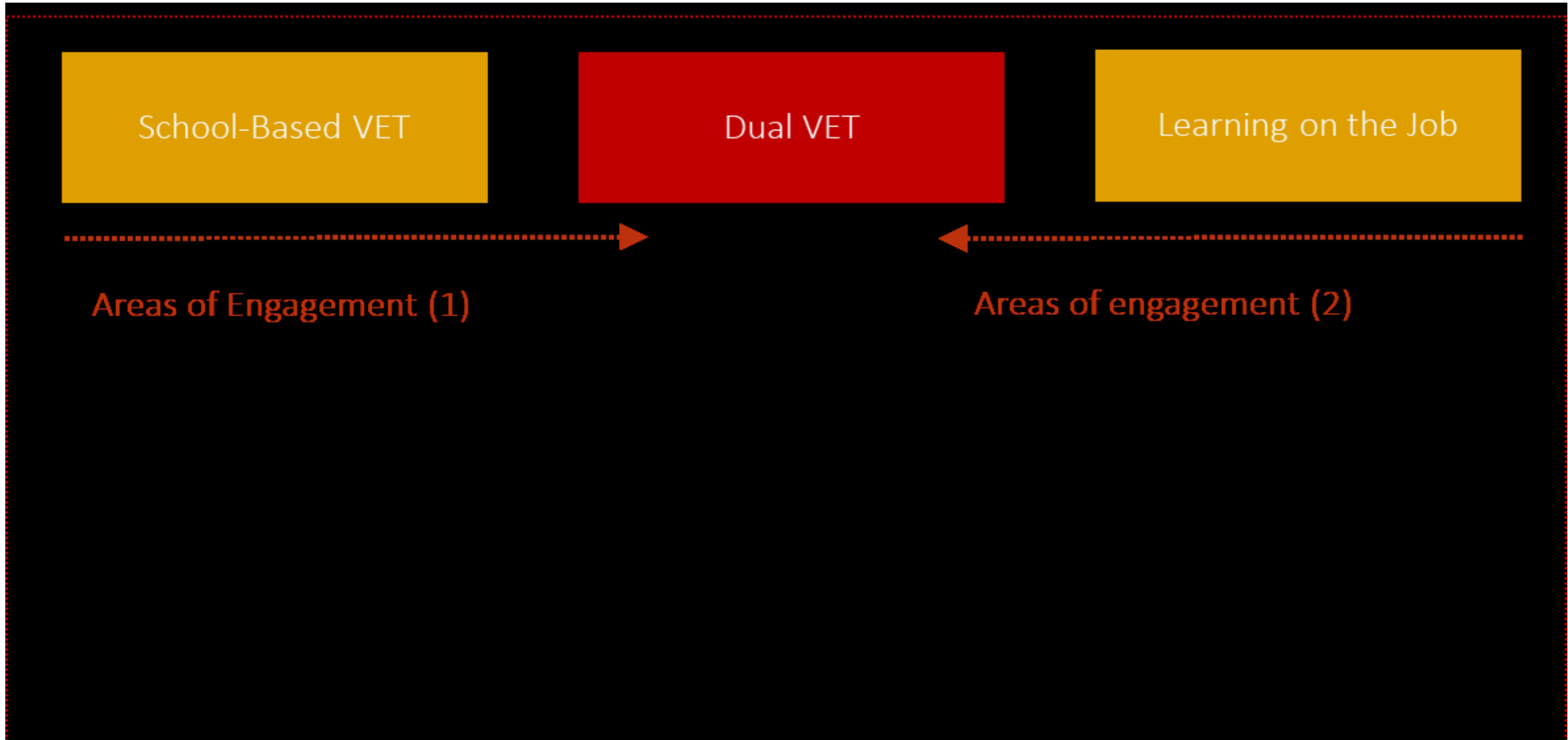


Where do you see the main reasons why companies do not engage in VET?

- VET is regarded as a state responsibility / no tradition of PPP
- Low status of VET, lack of qualified applicants
- Unfavorable frame conditions e.g. legal status / unclear criteria or administrative hurdles e.g. too complex / too many rules
- Work-organization in the sector doesn't need skilled workers or the demand is met by additional training of existing personnel
- Unfavorable cost-benefit ratio
- The duration of the apprenticeships is too long / too short
- Not enough time / resources to train the trainee
- It is cheaper to hire qualified workers from the external labor market
- Fear of poaching / brain drain
- Lack of knowledge about possibilities
- Other: culture, custom, rights, status of women etc.



Areas of Engagement: Reference Framework



Arguments to Convince the Business Sector

Which arguments are the best ones to convince the business sector?

- **Cost/benefit Argument:** Benefits > costs during or after the training
- **Productivity Argument:** Skilled workers contribute to increased productivity, quality, and growth.
- **Investment Argument:** Training is an investment in the future of the company.
- **Screening Argument:** During training, potential future employees can be monitored & assessed.
- **Relevance / Quality Argument:** Business sector can increase relevance of the training.
- **Employee Retention Argument:** Creation of strong bonds that might lead to loyal employees.
- **Reputation Argument:** Contribution to a positive image for the company or a sector.
- **Social Responsibility Argument:** The company/sector can present itself as socially responsible.
- **Stability Argument:** Contribution to social and economic stability in the sector / country.
- **Innovation Argument:** Can be an important source and driver of innovation
- **Attraction of Direct Foreign Investment:** Skilled workers as a key criteria for investments
- **Advantage for Export Industry:** Skilled worker as key criteria for export





Working Tool on Engaging the Business Sector

- **Elements:** [Study](#) & [Questionnaire](#)
- **Goal:** Support to structure and implement the dialogue and design process for (increased) engagement of the business sector in the context of development cooperation.
- **Application:** Planning, reflecting or evaluating an approach.
- **DC dVET Offer:** Online Tools & Workshop to reflect on the results of the questionnaire

Further Resources

- [List of Arguments to Convince the Business Sector](#)
- Companies Engaging in Dual VET: Do Financial Incentives Matter? [Discussion Note](#)
- Cost-Benefit Considerations for Companies Engaging in Dual VET: Does it Matter? [Website with different resource material.](#)



20 Sep 22

11:00am – 1:30pm CET
(online)

Webinaire Regionale Afrique de l’Ouest

Formation Professionnelle Duale en Afrique de l’Ouest:
Genre, Transition Verte et Quoi d’Autre?

20 Oct 22

10:00am -12:00 CET
(online)

New Technologies & E-learning

Peer Exchange on New Technologies in Dual VET &
Launch DC dVET E-Learning Module



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Thank you

www.dcdualvet.org

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DC dVET Interactive Map – Who we are





3. Skills for the future: what is relevant for SDC's VSD projects?

Beatrice Ferrari

Advisor

Expert team

Inclusive Economic
Development

SDC



Michael Morlok

Labour economist

SDC backstopping,
VSD





Skills for the Future

Discussion input for VET consultants exchange workshop

Beatrice Ferrari (IED expert team) and
Michael Morlok (SDC backstopping for VSD)





What are we discussing?

Brief input:

- What has been initiated so far at SDC?

Cascading discussion:

- How do you engage with the topic in your work?
- What resources do you use for guidance and inspiration?
- What resources or discussions do you miss?

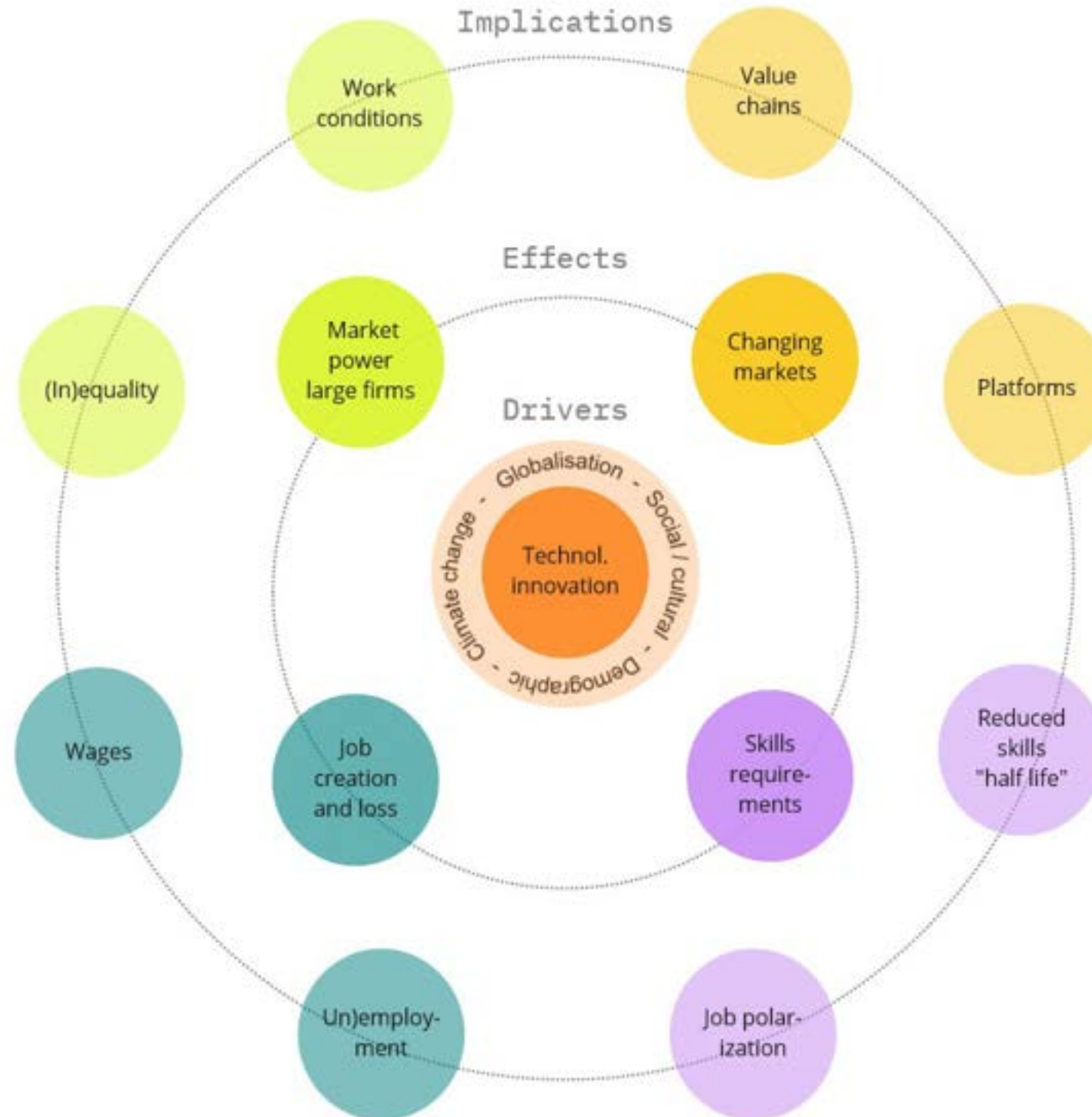
What has been initiated so far at SDC?



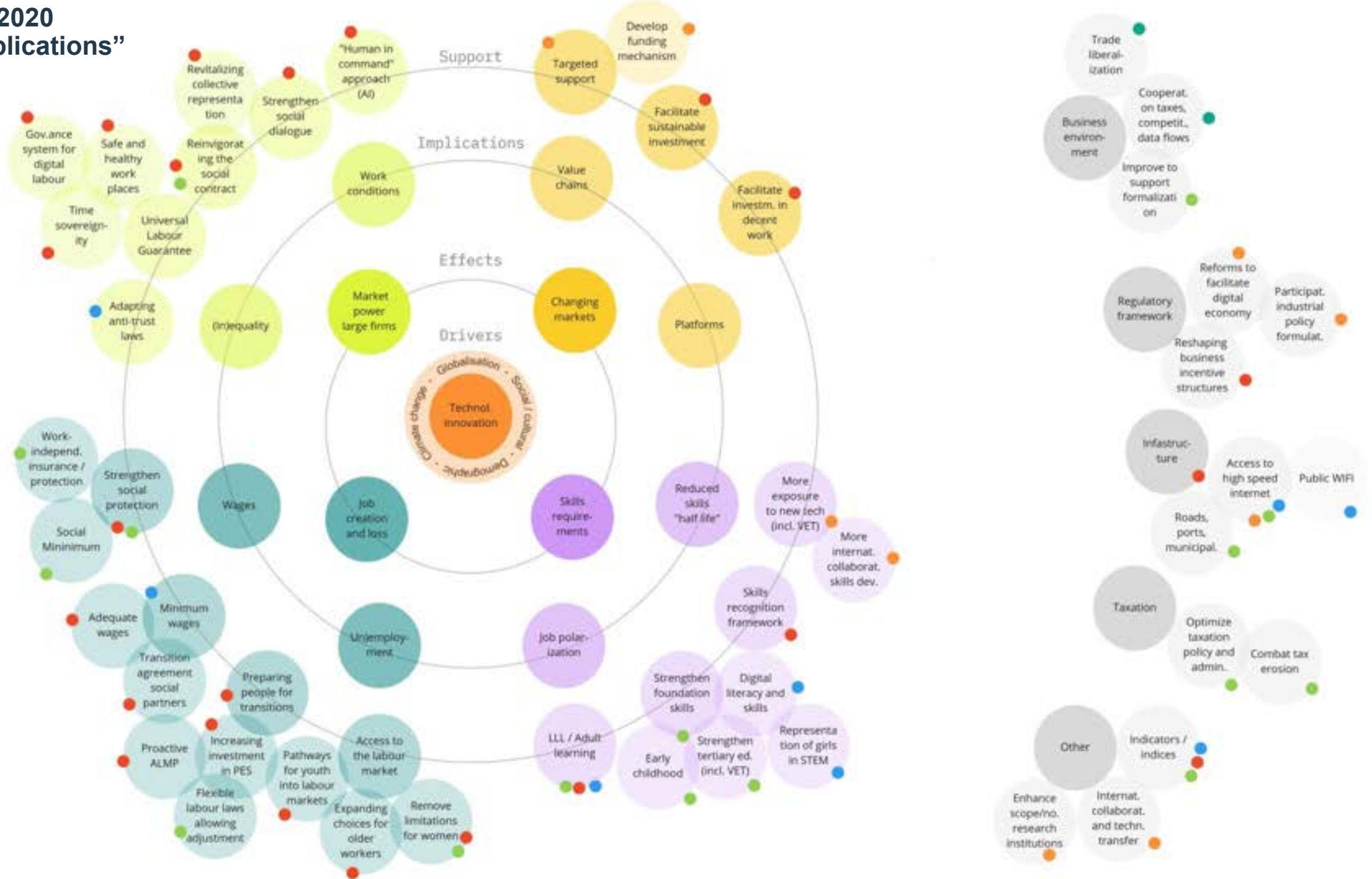
Discussions, research, projects

- SDC-internal workshops organised by the IED expert team, 2020
→ overview “effects and implications”, resource collection on Shareweb
- e-discussion SDC’s Education and IED networks on “Decent Work” and “Future of Work”, 2021
→ exchange of experiences, input paper and summary of discussion on Shareweb
- Other events organized, e.g. Education Global F2F, webinars with World Bank and with the WEF (2021)
- SDC funded projects with an implicit or explicit link to Future of Work, e.g., with market analysis and skills anticipation components, R4D (Research for Development) project “Skills for industry”

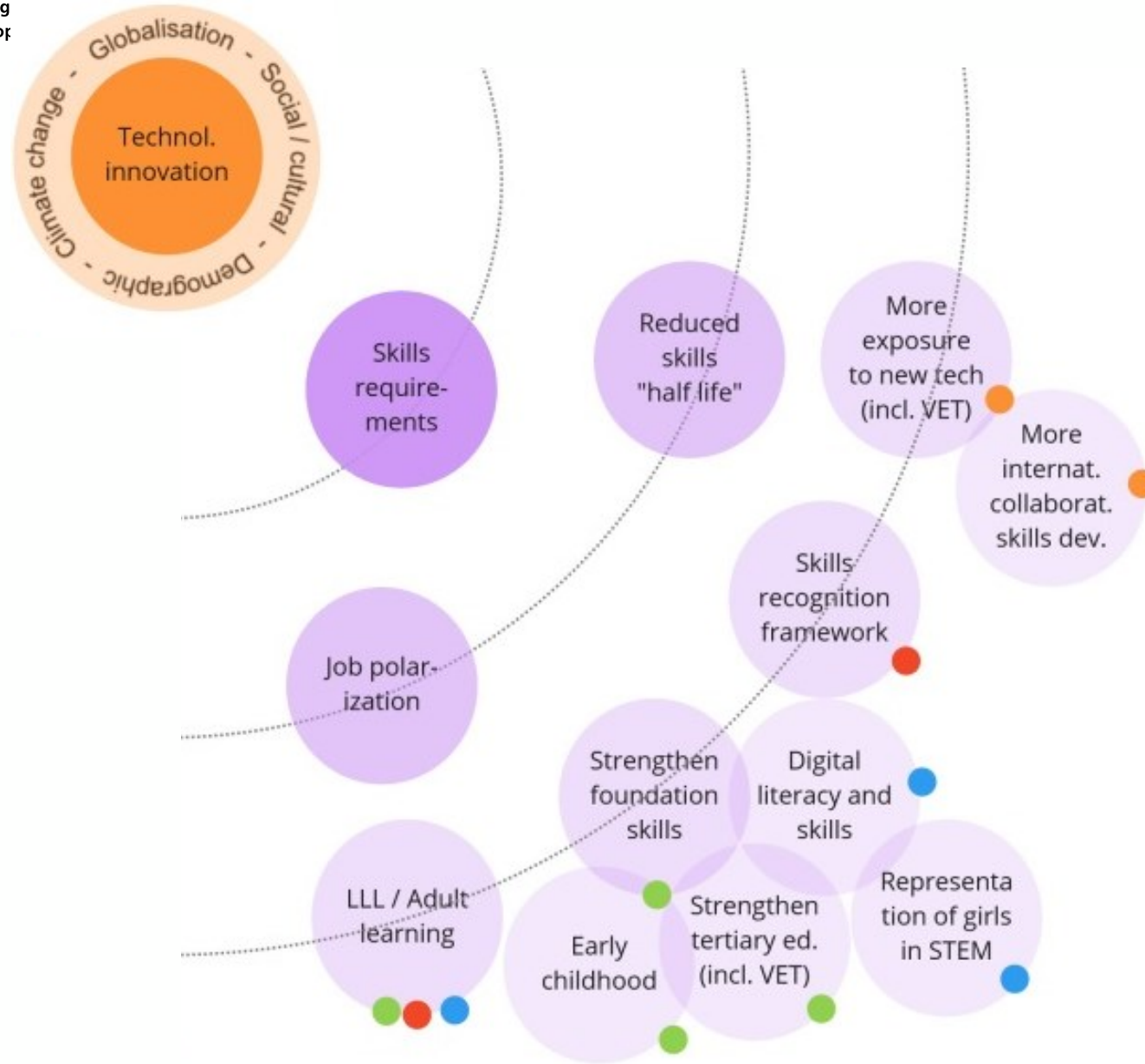
www.shareweb.ch/site/EI/Pages/Content/Profiles.aspx?SmartID=4340&item1=Future%20of%20Work



SDC Workshop 2020 "Effects and Implications"



- ILO 2019
- UNDP 2019
- UNIDO 2020
- World Bank 2019
- World Bank 2020





E-discussion 2021: “How do the future skills needs affect the work of SDC in both basic education and vocational skills development?”

- **Start early!** Various contributions underlined that early childhood is a critical stage to build the foundation skills that are crucial for “21st century skills”.
- **Investments needed everywhere:** in quality basic education, the development of soft skills, the pedagogical dimension in general, as well as the need for SDC to further pursue its reflection around access to and appropriate use of ICTs in education.
- **Growing importance of non-formal education,** especially for upskilling and reskilling basic education skills and competences of youth and adults that missed out a quality formal education.



E-discussion 2021: “How do the future skills needs affect the work of SDC in both basic education and vocational skills development?”

- The accelerating pace makes it even more important that **employers articulate their skills needs**. For SDC this means a continued or even further enhanced focus on collaboration with the private sector in vocational skills development as well as an enhanced focus on the development of basic education skills.
- One contributor pointed out that technological change could make it **easier in the future to provide quality training** to a larger number of learners.

Discussion

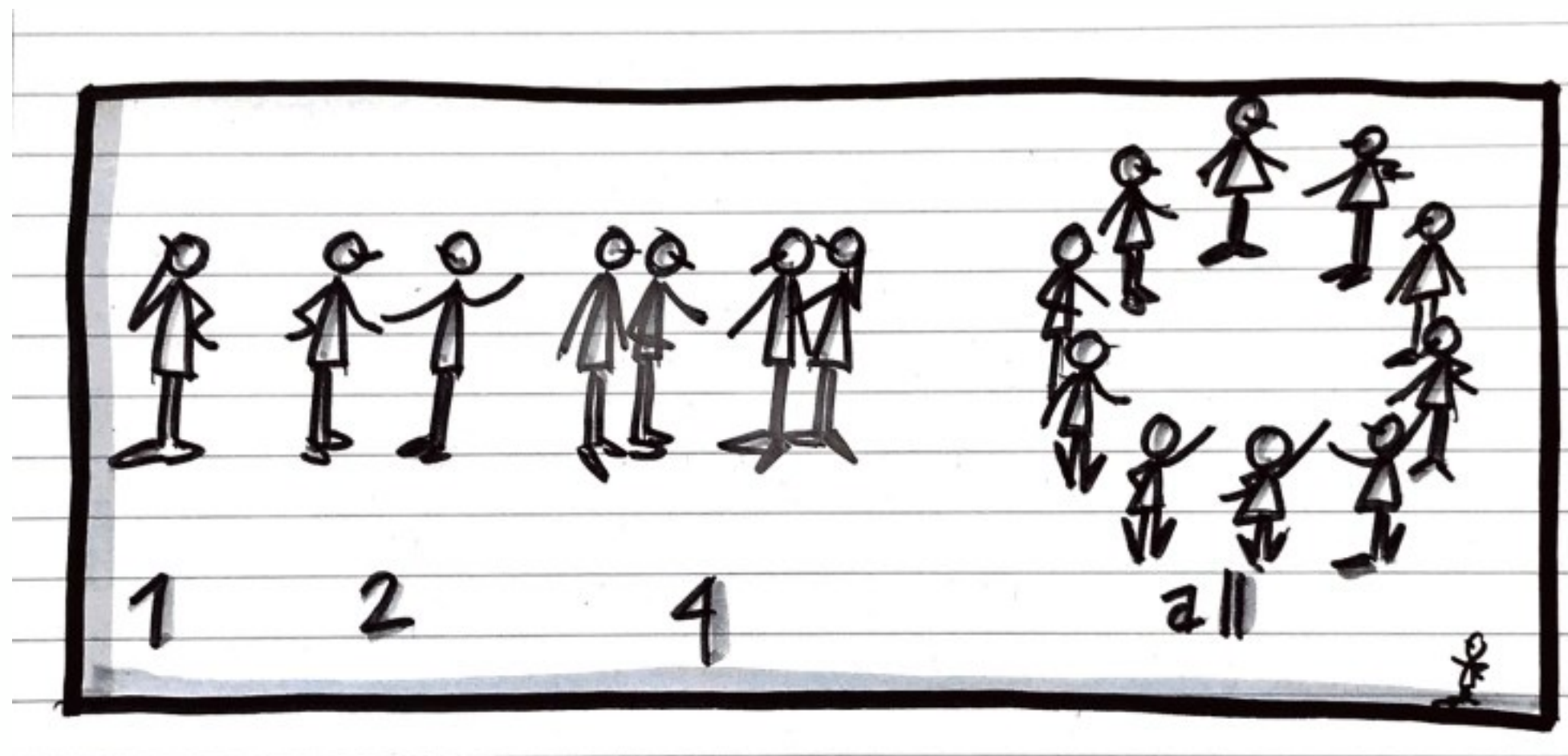


Discussion

- How do you engage with the topic in your work?
- What resources do you use for guidance and inspiration? What resources or discussions do you miss?
- What is relevant at projects' level for in partner countries



Discussion





Thank you!

Break

We will start again at 15:45

Reporting back from the groups discussion



We value your feedback!

Please let us know what you think of this webinar by filling in the feedback form (link in the chat):

<https://kek.survalyzer.swiss/EEFeedbackForm>

Your opinion matters!





Lessons learnt and closing

Patrick Egli

Co-Head Inclusive Economic Development expert team
SDC





Thank you!