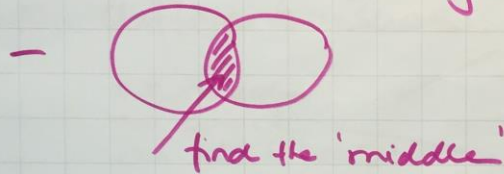


- short term results vs. long-term benefit → strike the balance!?
- know how to work with the poor
- maybe not only 'demand driven' but 'supply driven' → recognize that there is 'cheap labor' which can be used
- different issues: → poor people
 - we need to work on all levels!
 - target groups can't be reached
 - we can't reach them directly
 - but tricked down does not work.....
- ~~too~~ in a 'short' time → but results are needed after 2 years already
- 'cheap' approach is hard to find when you want to reach the bottom → they are expensive here too!
- look @ long term effects!
 - ↳ evaluate program years after completion
- does focus on very poor reinforce the bad reputation of vocational education?
- don't try to do everything in one project!
 - 2 different goals → what do you want?
- pressure is short-term to lower unemployment but governments are interested in quality

- link VET to other programs
france, entrepreneurship
- self-employment not as
'a last resort' but a chance
- combine education (basic) &
vocational training
- try to convince private sector to
think in the long run



- don't forget about the government to approach
the private sector
- use facilities already in place

- Labor based economy:
little training (days!) for very low
skill jobs e.g. roads - done by
man power not machinery (not capital
intensive production). Can it be applied
to other sectors? → irrigation management?
→ problem: maintenance...

→ side effect
economic de-
velopment

only short-run to solve unemployment → can't
be the solution in the long run...

training people to use high-tech machines
is expensive!

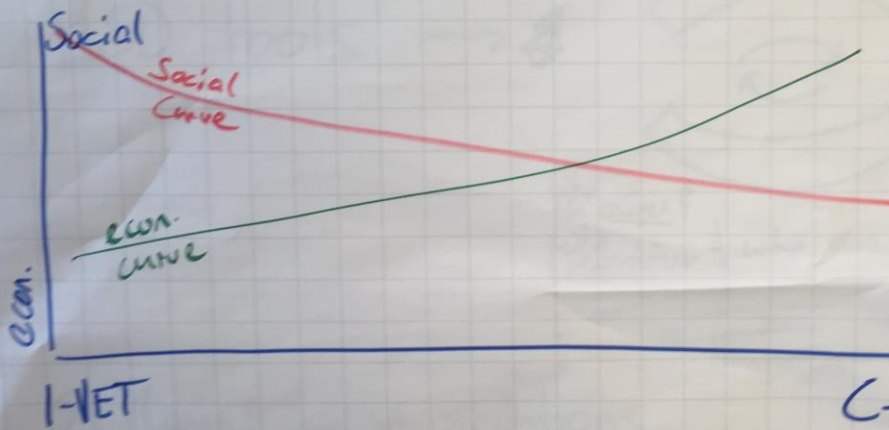
VSD + MSD

VSD Characteristics:

twin
function

diversity

context
specific



MSD Understandings

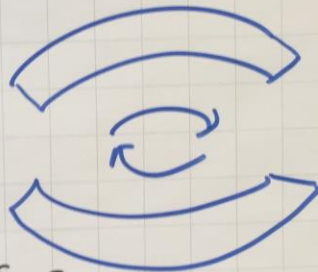
- ① Set of good dev. practices
- ② Promotion of market-based solutions

① Set of good dev. practices

- flexibility
- facilitation
- sustainability
- Outreach

⚡ time
↓

MSD tools → ~~⚡~~



Who is the owner?	Who is responsible?	who does?	who pays?
...
...
...

② Market-based solutions

- ⚡ social dimension
- ↓ public actors

MSD/VSD Notes

□ Example Continuous Training Haiti
Idea: sustainable self-financed ^{continuous} training

□ Example Nepal

Initial situation: supply + demand "sleeping"

↳ Reason: - regulations too strict

- no financial resources of buyers / no purchasing power

↳ Action: - regulatory action

- how to provide them with \$?

↳ Vouchers? (old ideas)

↳ Credit / Loan

↳ modularise and make some money in-between (ladder approach)

↳ NVQF could help here (example given by SHL Income)

□ ToT is important, but on what level?

→ VSD → short, informal

→ VET → long, high-level, formal

□ Example "Propjen" → focus on the most important sectors

→ challenge: certification

→ Doughnut different for different sub-system

□ YLSD helps to keep the market perspective in mind, the economic perspective → makes you offering trainings where you have a real demand

But: does the market logic apply in any situation and does it help? Does this help in Haiti in a real chaotic situation?

□ YLSD might also help to identify actors interested in a topic / market

□ Haiti: the very concrete need is: safe construction

↳ But how to make it a demand?

↳ One idea is subsidies. This needs, however, control by the one offering the subsidy.

↳ But: information lack might be an issue
↳ this is needed for a market functioning

□ Haiti: Is YLSD delivering fast enough?

"paralysis by analysis"? → probably sth not for crisis contexts

□ Example Kosovo: what is demanded is to a great extent provided, but it "matches" somehow badly

↳ Bringing the education + LRT together
e.g. Job placement services

□ Can YSD be applied in fragile contexts and in emergency situations?

→ In such situations, the state is often weak and often remains weak after crisis is over
How to act in a situation of weak states?

↳ Weak states are a "chance" of market forces

↳ However: informal systems might gain in importance and formalization might be a challenge afterwards.

□ Sometimes in I-VET, YSD might risk to forget about "social" elements like citizenship and "not directly LM-relevant" competencies

FIGURE NEEDS

NEEDS UNFELT

FELT NEEDS

DEMAND

+ \$
effective
demand.

VSD + migration

- Provide skills + information
- A lot of people migrate without skills → Create relearn model
- Mobile offers in education + VSD for nomadic population
- Deepen analysis of mobility
- Mobility is a livelihood strategy
- Training people to make rich countries richer?
- Recognition of prior learning
- Qualification frameworks for international recognition
- Attract organisations already working with migrants

examples of VSD
in agriculture sector

What I
would like to

KNOW

In a country with a strong government and existing, but not very outspoken private sector in terms of VSD, what would be the selling point about ~~the dual system~~ the dual system? (both to the government and the private sector)

- SDC in many countries work on NQF, what should be the important elements or to be considered when supporting such
- Where are VSD teachers' training prog. to learn from?
- Where in "SDC" countries do we have experiences with apprenticeship systems?

An
ISSUE
I would like to
RAISE

- Impact Analysis of VET/VSD interventions (of longest projects/programmes)
- Using COI for results reporting
KPI's

gram?

Differences between competency based & dual training/
Apprenticeship approach

An
ISSUE
I would like to
DEEPEN

NEED SPECIAL
APPROACH FOR
VSD in FRAGILE STATE ?
(HAITI)

