



Kick-off: SDC series of webinars on VET system development



Helvetas / Simon B. Opladen

Welcome!



Technical tips



If you have comments or questions during presentation, post them in the chat



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



This webinar is being recorded and will be shared with staff for further learning purposes.



Microphones are off.

You are invited to use the chat to post comments or questions.



Webinar team



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Webinar agenda

Welcome

VSD typology

VET system development and systemic change

Closing



Stay tuned! Next webinars

9 June, 14.00-15.00 CET: Kick-start of VET system development (French)

21 June, 10.00-11.30 CET: Key components of VET system (English)

23 June, 11.00-12.30 CET: Key components of VET system (French)

If you want to contribute actively to a webinar in the VET system development series, please get in touch with Katharina Walker, katharina.walker@helvetas.org



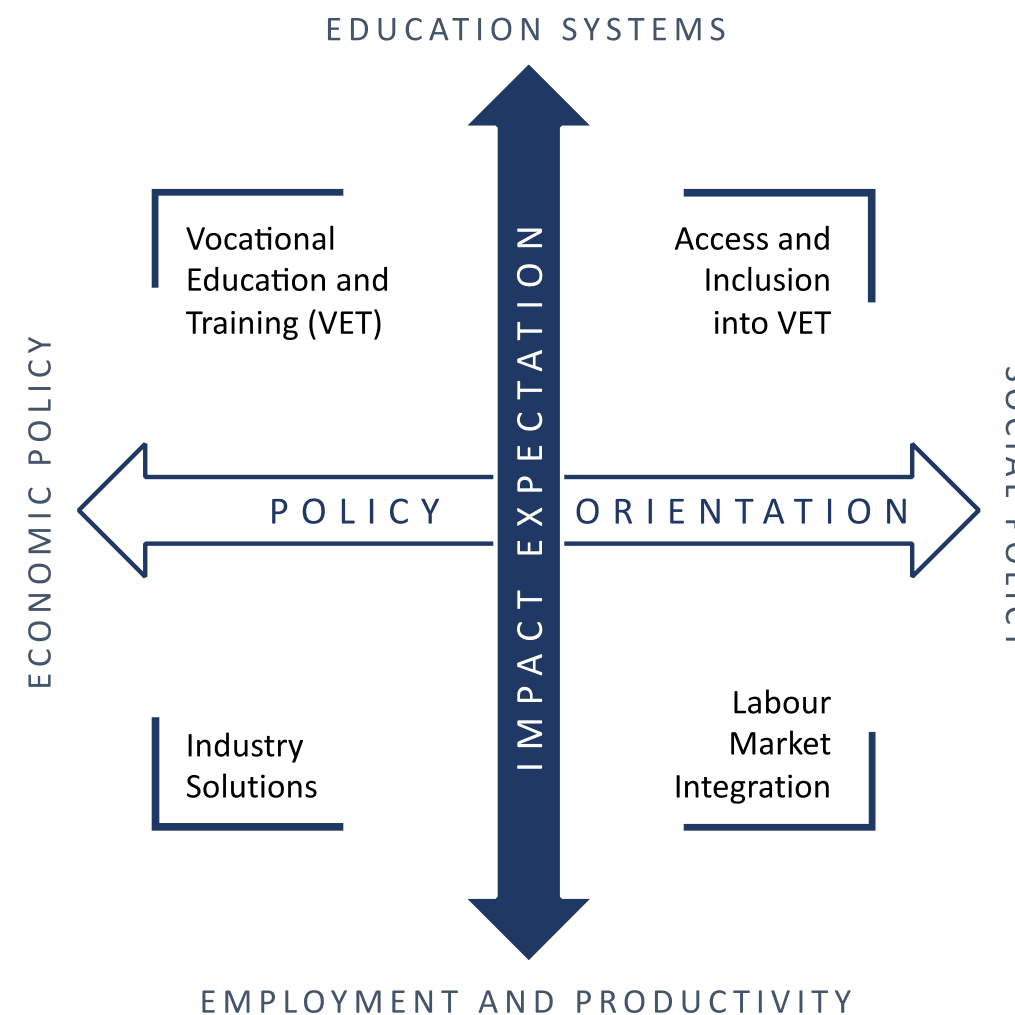
Thank you!



The VSD Typology

A working tool developed 2018/19 by Matthias Jäger
(freelance consultant), Brigitte Colarte-Dürr (SDC) and Roman
Troxler (KEK – CDC consultant and VSD backstopper)

June 2022, Roman Troxler



Recap: Why such a typology?



VSD is multifaceted and serves different policy areas

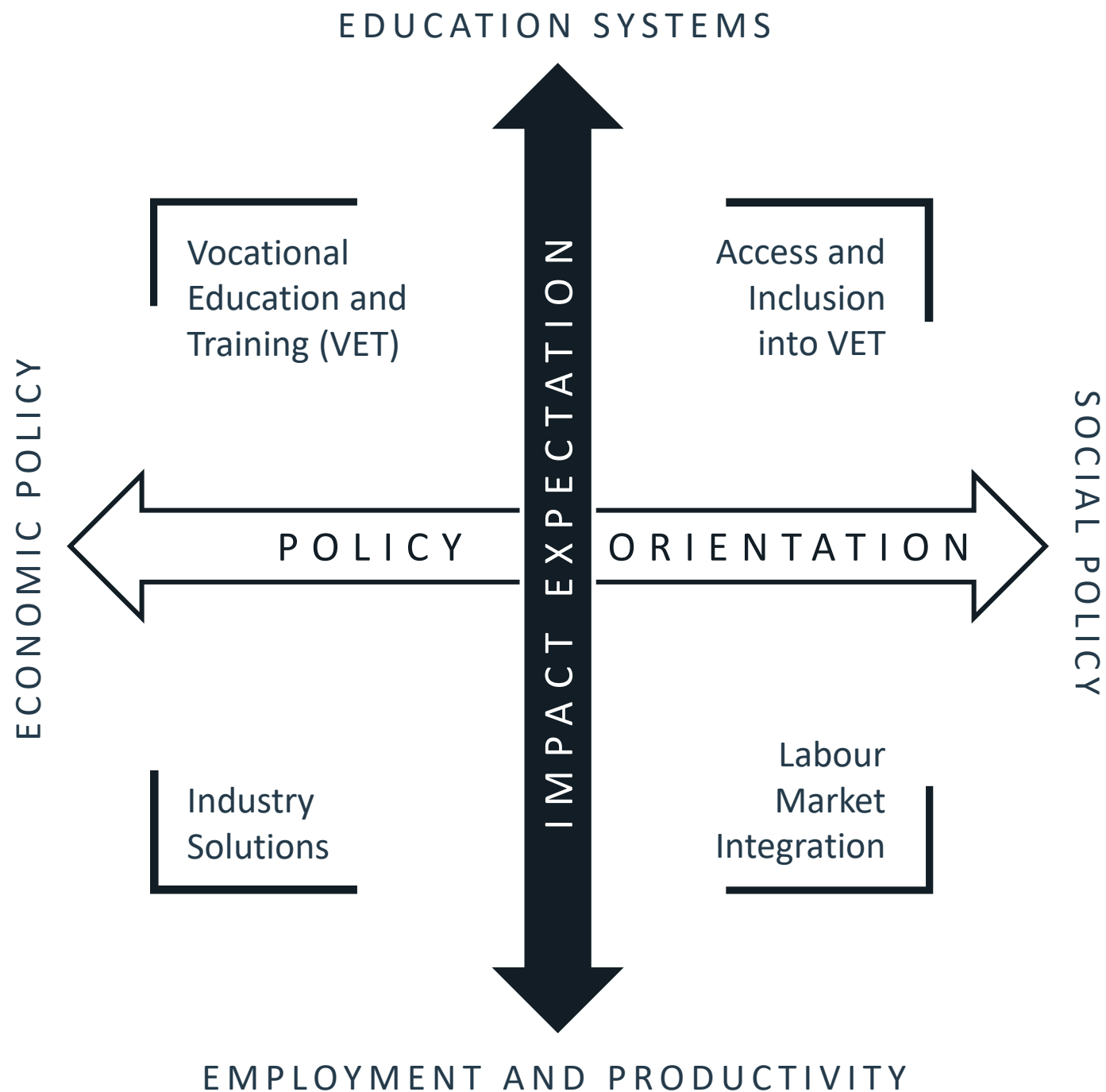
- VSD serves different purposes and pursues different, sometimes even conflicting objectives – even if they all have employment and income as a long-term purpose.
- VSD is neither a magic wand nor a silver bullet – it can only make targeted contributions in selected areas.
- Different types of VSD projects with different outcomes should find their place in the portfolio of SDC.
- But all stakeholders should have a common understanding about prioritisation of objectives.





The coordinate system is more important than the four quadrants

- Horizontal axis: the policy orientation of an intervention (main motivation).
- Vertical axis: the area («system») in which the intervention is intended to have a direct impact.

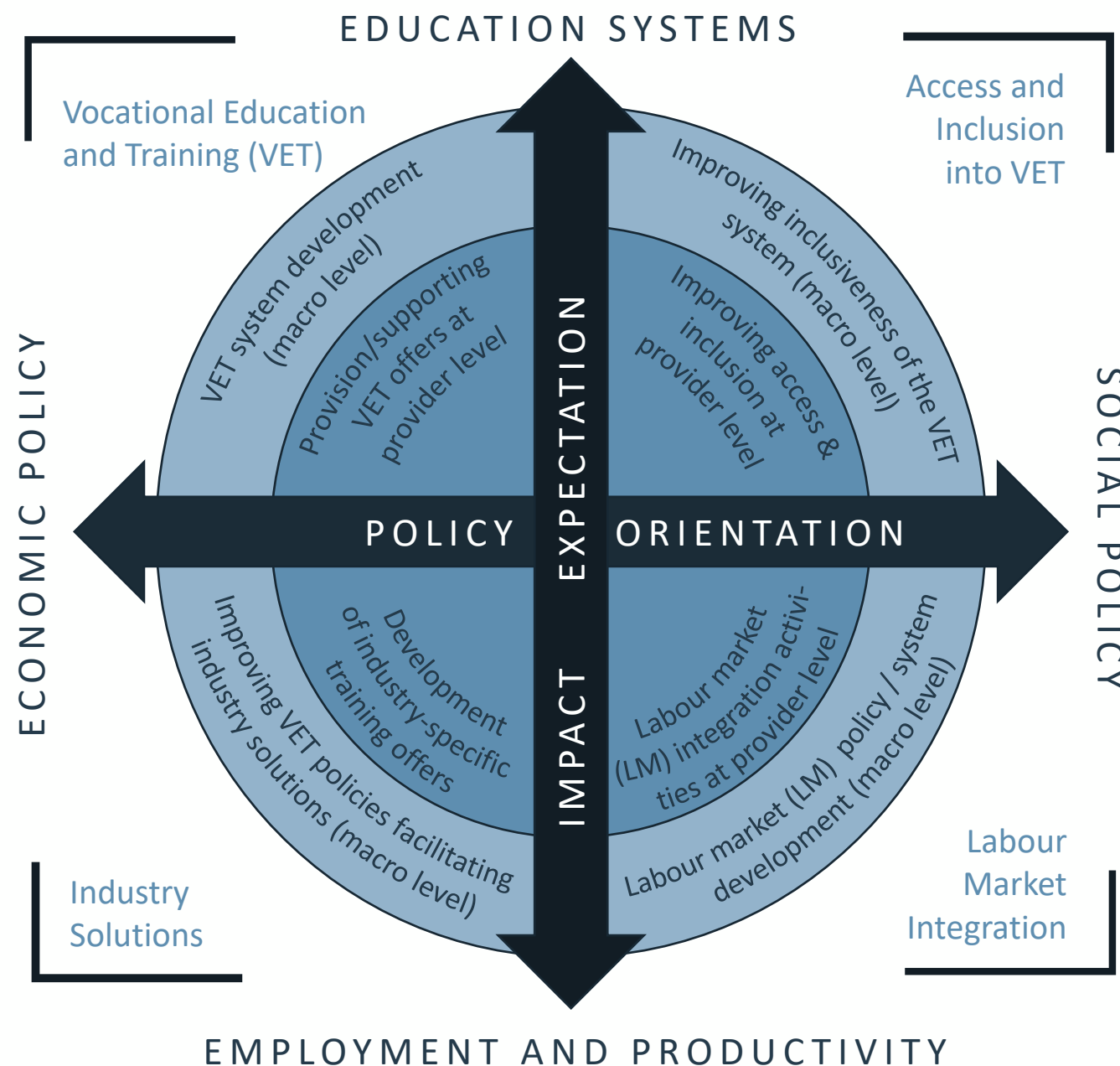




'Use cases' of the typology – refined model

- Project and M&E planning (what is our main focus?)
- Portfolio design (are our projects complementary / coherent? – what is missing?)
- Evaluation (where was our greatest impact?)

Take-away: you *can* address all four quadrants – or have a more specific focus, **no right or wrong.**



VSD typology in practice



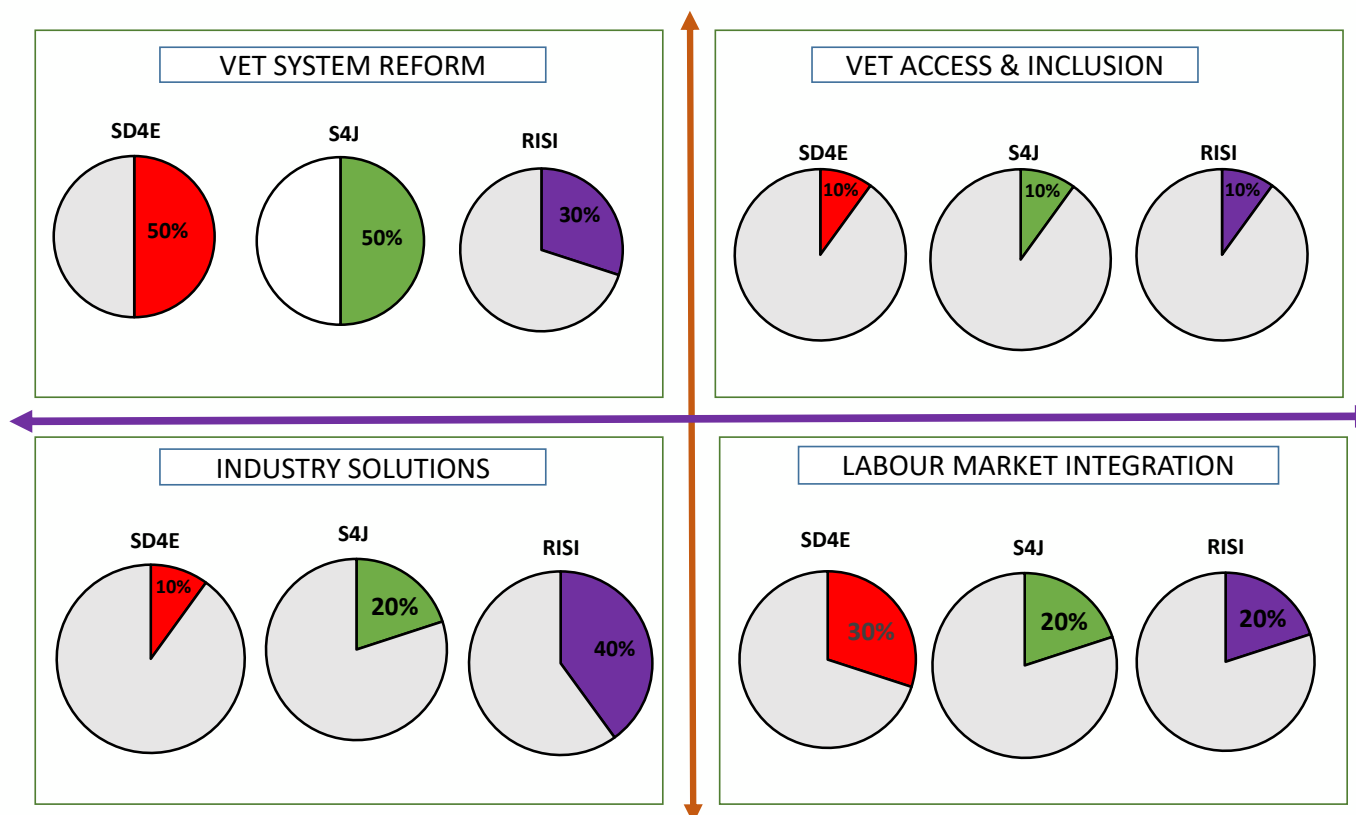
'Use case': Albania portfolio (2018)

Skills Development for Employment (SD4E)

programme: Supportive VET and labour market information framework (macro) and capacitated key actors in VET (meso)

Skills for Jobs (S4J) project: New ways in teaching and learning, business and school (meso level), career guidance / labor market insertion (micro)

RISI Albania project: Business growth and expansion (job creation), access to labor market information and services (meso & micro), non-formal private training services (micro)



Results of a consultation process with project managers and key staff, facilitated by Annett Hilpert, International Consultant & Sonila Limaj, SD4E (presented in an SDC webinar in November 2018)



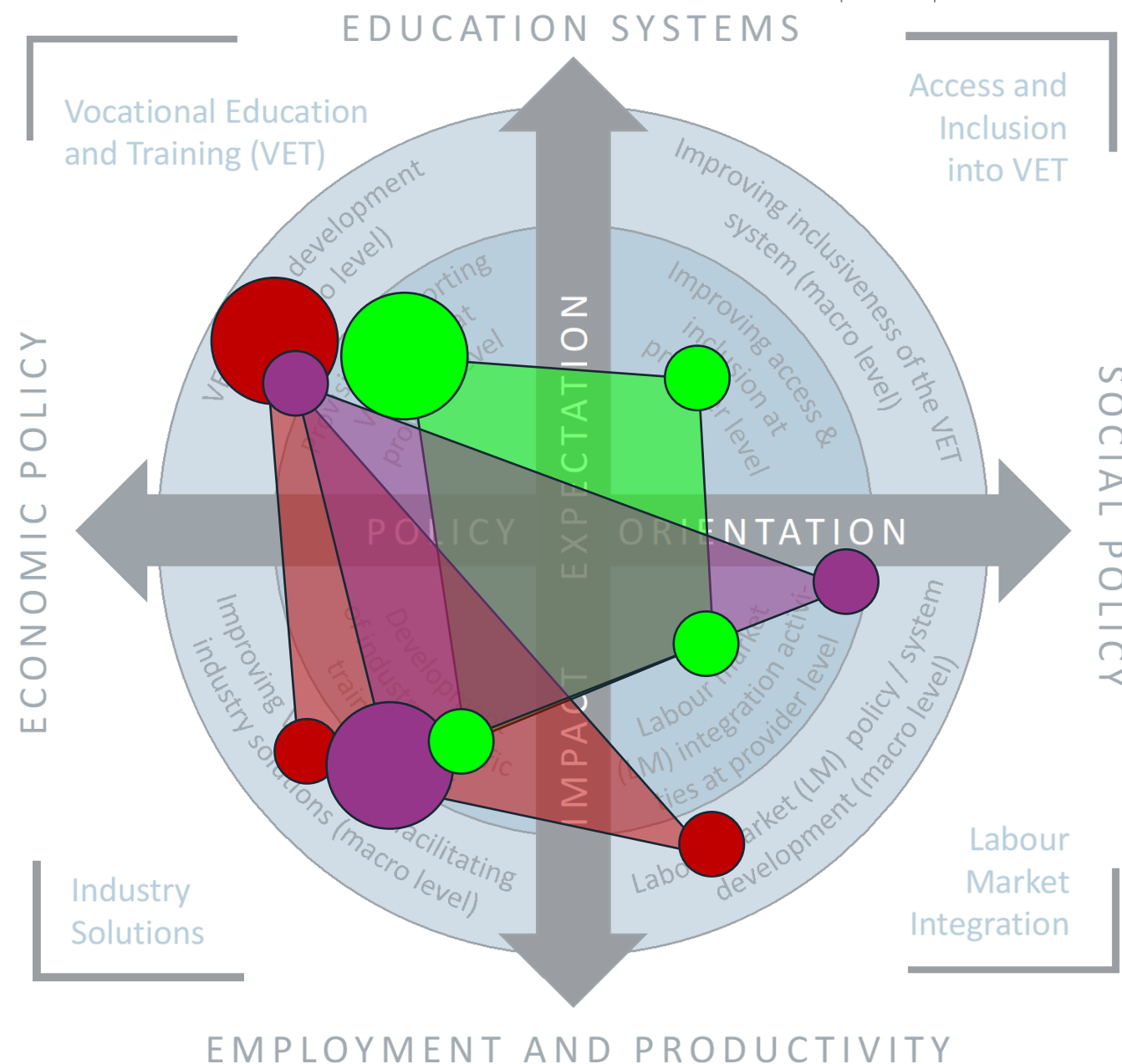
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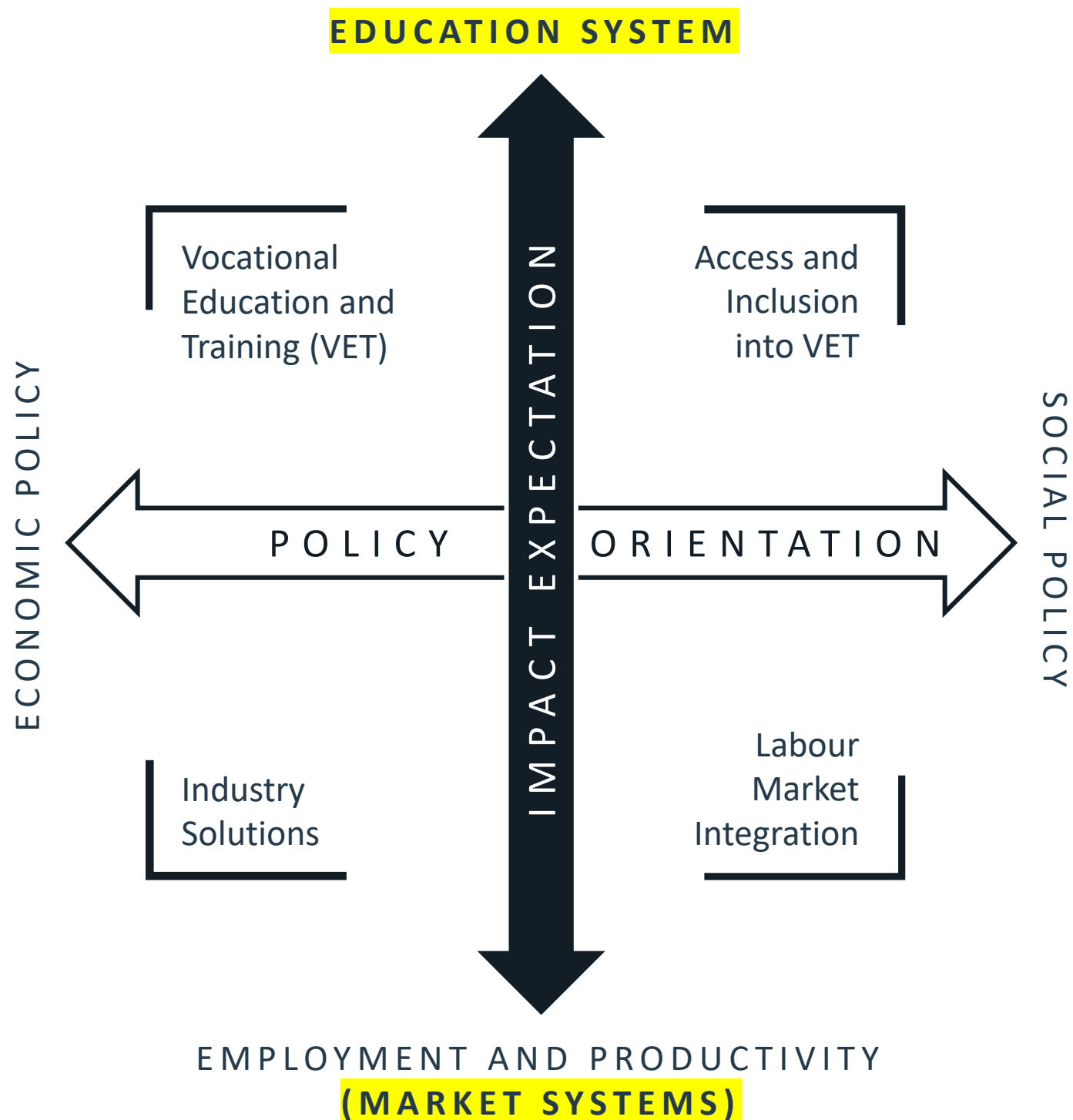


And now – what does focusing on system development mean in practice?



Which system(s) are we talking about?

- Formal Education / VET system?
- Including non-formal training offers by private providers / in-house training?
- Labour market (policy) system?
- 'Productive' market systems ('classical MSD')?





Terminology

Systems development (e.g. VET system development) is based on the principles of institutional and organisational development. It neither focuses on a specific problem / selected target groups, nor on short-term results (quick wins), but rather on the architecture, governance, and the operational structures, institutions and processes of systems. It requires high-level sector expertise e.g. on legal frameworks / national qualification framework, etc..

Systemic change (e.g. market systems development, MSD) is a working philosophy / problem-solving approach. It is based on the perception, that problems have multiple causes and rarely linear solutions. In this logic, a VSD project needs to address the main causes of the identified problem adequately, and stimulate relevant adaptations and changes in the various related systems. The decisive factor is which system is focused on and which other systems are therefore addressed as “supporting functions”.

What about systemic change / MSD in a VSD project – lessons learnt from Cambodia



Thank you!



Read more

- VSD typology including add-ons for specific topics (private sector engagement in VET, governance) ([PDF](#), 2019)
- Findings and recommendations of the Education Strategy evaluation ([Presentation](#), 2021)
- External Review of the Implementation of the SDC Education Strategy ([full report and management response, 2021](#))

Any questions: Don't hesitate to contact the [IED expert team](#) or the [VSD backstoppers](#)!



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and Cooperation SDC

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Document details

The VSD Typology. A working tool developed 2018/19 by Matthias Jäger (freelance consultant), Brigitte Colarte-Dürr (SDC) and Roman Troxler (KEK – CDC consultant and VSD backstopper)

Date

02.06.22

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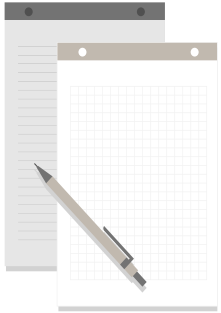
A CASE FOR SYSTEMS THINKING IN SKILLS DEVELOPMENT

Consolidated learning from the field

Sonja Hofstetter



SETTING THE SCENE



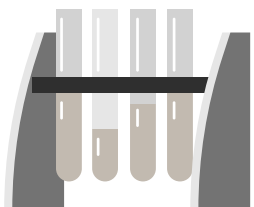
Insights

Applying **Systems Thinking** can lead to a more **holistic** approach for project design and implementation



Learning

What we can **take away** from this discussion



Example

How this **translates into reality** in the field





Dimensions of Quality...



...of Vocational Education and Training



Instruction (Trainers)



Curricula



Outreach and Inclusion



Finance and Administration



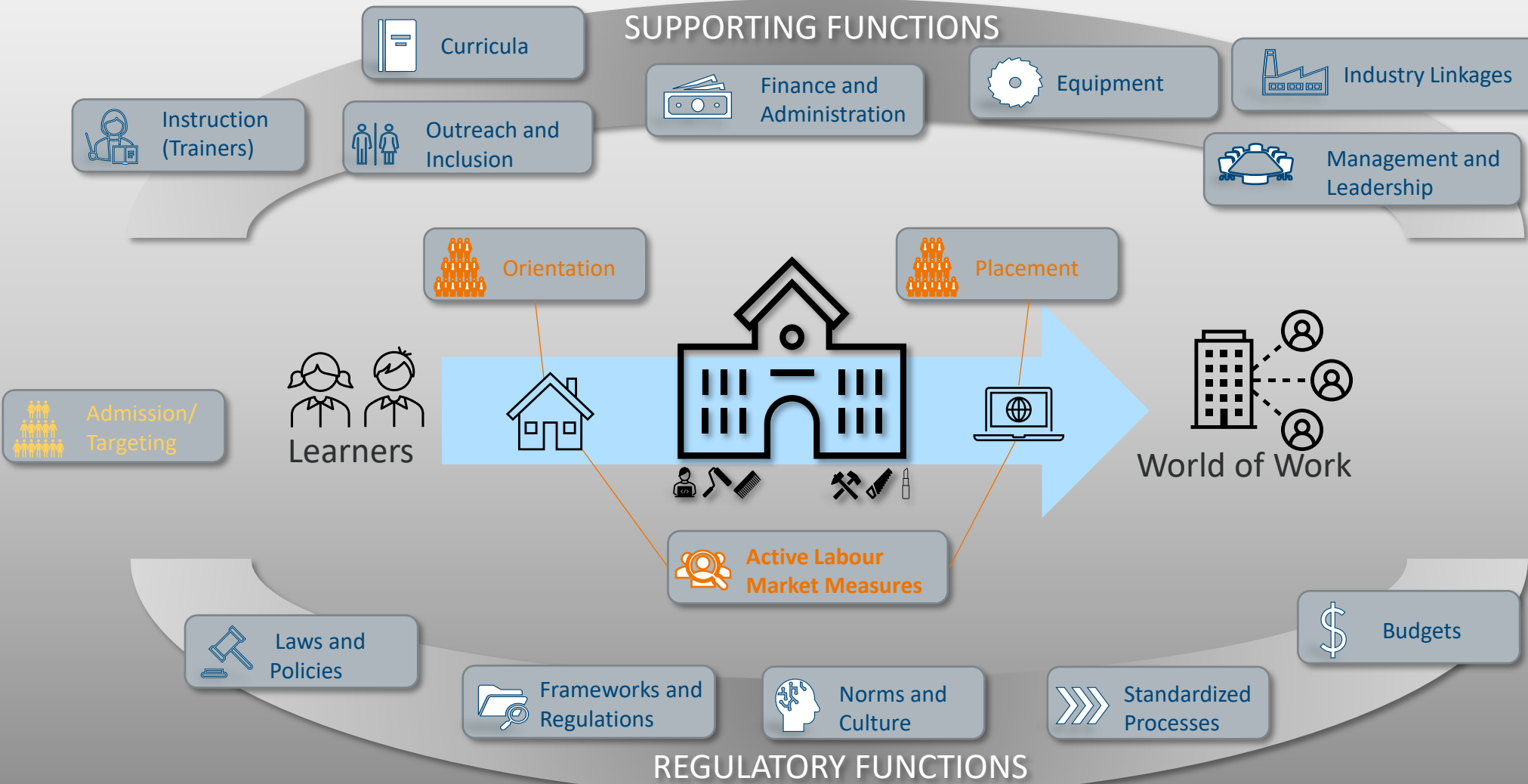
Equipment



Management and Leadership



Industry linkages



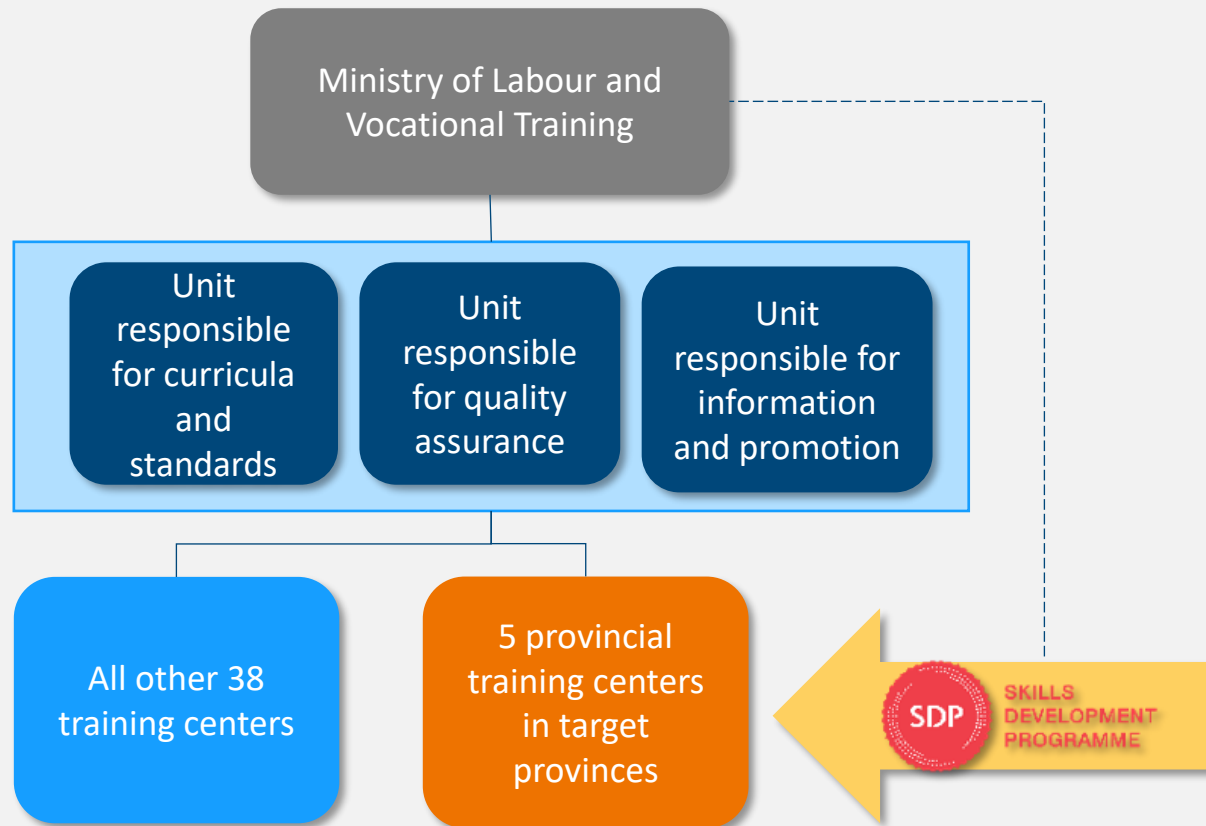
Behind every function is (at least) one **institution!**

Some support functions are **KEY** to the core intervention !

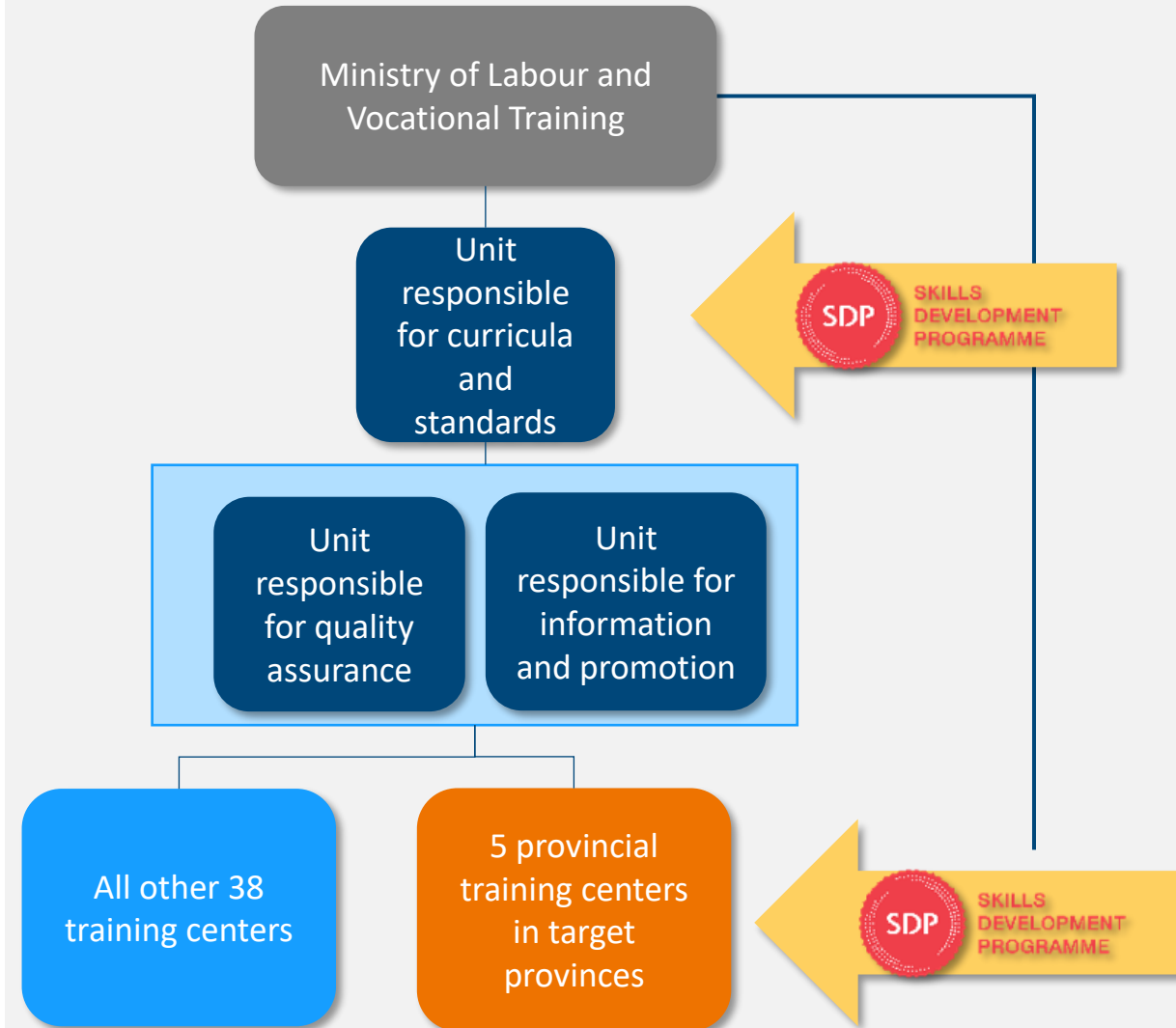
...means understanding the **SYSTEM** around it!

PROJECT EXAMPLE CAMBODIA

Phase 1



Phase 2





Design

Clearly **understand** and **define the system** and its boundaries
Understand the linkages of **micro, meso and macro** levels (particularly when applying an area-based approach!)



Flexibility

Course correction based on up-to-date information during phase



Steering

Incentives of key institutions are considered and aligned



Impact and Scale

Sustainability, systemic **alignment**, and potential to **scale up** are inbuilt (and may take time)

