

Global WEBINAR WNCB Linking & Learning Project

Supporting youth to acquire vocational skills and transition into decent (self) employment

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Opening and Welcome

Trudy Kerperien, Lead of the Education Working Group (EWG) of the Work, No Child's Business (WNCB) Programme and International Secretary of the Dutch Education union, AOb, a member of the Stop Child Labour Coalition, welcomed participants, and invited them to present themselves and share any relevant documents in the chat function. She explained that the focus of this first webinar was on skills development and vocational training. Following an introduction and brief overview of a mapping exercise on existing vocational and skills training programmes in the WNCB countries, countries will present interesting practices on this issue. While they may be good practices in one country, they may not necessarily work in another country context. However, these practices are all inspirational as they show that in a specific context, if the strategy is right, things can change. She further explained that these practices will be further discussed in more detail in the breakout groups. Participants were invited to address any outstanding questions to the EWG for follow up.

Session 1: Introduction by Sophie Ovaa, WNCB Programme Manager

Sophie Ovaa also welcomed participants and appreciated the presence of so many participants from all six WNCB countries. She gave some background information about the [WNCB alliance and the programme objectives](#). She highlighted that skills development and vocational training are key components of the WNCB programme. At community level, the WNCB programme works to mobilise all stakeholders around the norm that no child is working and that they have the chance to go to school or access skills training or vocational training. The programme continues to stress that governments have the first responsibility for providing good quality education and skills and vocational training for youth. However, companies and the private sector in general also have an important role and can provide opportunities through apprenticeships as preparation to decent work, while respecting the ILO Convention 138 on the minimum age of employment.

She recalled that the [2022 Durban Call for Action](#), adopted at the global conference on child labour, included a recommendation on skills development and vocational training, as well as quality apprenticeships, particularly in rural areas. A specific focus on rural areas is very important as it is where most child labour occurs and where the education infrastructure is less developed. She noted that the WNCB programme also aligns with [the Sustainable Development Goals, specifically SDG 8.7](#) which calls for the elimination of all forms of child labour forms but it is clear that this goal cannot be achieved if quality education and vocational training are not available. The WNCB 2022 mid-term review also recommended that vocational training and skills training should be more market responsive to ensure that it provides better employment perspectives for young people. It also recommended that the programme should seek to convince the private sector to increase the provision of apprenticeships and job placements. Finally, the recent [2023 ILO Recommendation on Quality Apprenticeships](#) is an important reference document, which clearly states that apprenticeships should be a learning track supervised by qualified and competent people. In concluding, Sophie appreciated this initiative by the EWG team. She looked forward to the discussion and hoped that the learnings coming out of the webinar can be taken up and implemented in the country programmes.

Country actions on youth, skills training and vocational training: presentation of the mapping.

Julee Bayiga, a member of the EWG from Save the Children (NL) presented the main findings of the EWG mapping exercise on vocational and skills training, which was undertaken earlier in 2023 in all six WNCB countries. The EWG reviewed different sources at country level and compiled a report that identified interesting practices. Some countries were carrying out market relevant skills training, which was also an issue highlighted in the WNCB Mid-Term Review. Both India and Uganda had carried out some research on labour markets before starting the skills development programmes. Another main issue was how to build employability skills to make sure that youth were successful as they enter the labour market. The vocational training was complemented with training in entrepreneurship and in some countries, post-training mentoring and linkages to other youth services was also provided.

Life-skills training was also embedded in some of the training programmes. The aim was to build the confidence of young people, both women and men. Some countries also extended these programmes to families and the wider community as a way of addressing child labour. The other finding was that country programmes, for example in West Africa, engaged with the private sector, in two main ways: a) to promote the provision of apprenticeships and b) to provide training and information on children's rights and business principles. The final area identified was the provision of financial services for young people, such as voluntary saving and loan associations to build up financial assets.

Trudy explained that the mapping had been shared with country leads and focal points on education. She also mentioned that in the Mid-Term Review, the evaluators had highlighted the importance of ensuring market relevant vocational training. Save the Children India has the most experience of using market assessments but for reasons beyond their control, were unfortunately not able to participate in the webinar and share their experiences.

Session 2: Interesting practices:

Supporting youth to acquire vocational skills and transition into decent (self) employment: *focus on skills acquisition and training*

Uganda: from formal to informal vocational training in rural areas, Richard Kidega, Environmental Women in Action for Development (EWAD)

Community based training to ensure relevance and inclusion

In Busia, EWAD had initially supported young people to attend the established vocational training schools but then later it was decided it was better to provide community based training. The reason was to ensure locally relevant skills training. The youth themselves are involved in the selection of what courses to offer. The training is in skills which will be marketable in the community (such as hair dressing, tailoring, carpentry and motorcycle mechanics). It was also more cost effective as the project could use local qualified trainers and train many more young people. Furthermore, local training programmes were more culturally and social inclusive. Young mothers could attend, as the project could provide childcare during the training hours. In institution-based training, there is a high dropout rate but with the community training, more people enrolled and the graduation rate was higher. For example, in the last cohort, 71 students were enrolled and 58 graduated which is a 75% success rate. The trainers and mentors, the knowledge and expertise are all within the community and remain accessible.

Motivational centres to rehabilitate child workers before skills training

The target group is children from 15- 17 years old. The children have been taken out of the mines and if they do not want to enter formal education, they are offered the alternative of skills training. Before enrolling in training, the children undergo a mentorship in the motivation centre, which also acts as a form of rehabilitation and psychosocial support.

The role of community mobilisers

The project also depends on community mobilisers, who act as champions and carry out visits to households and identify vulnerable children. The local government is involved in monitoring and they have been invited to the centre with a view to long-term sustainability. During a recent visit, the local government officials committed to work with EWAD on the skills training programmes.

Post-training support

The first cohort of trainees were also trained in business skills and have set up different trade groups, such as for tailoring and garment making, hairdressing, and catering. The liquid soap manufacturing centre has been certified by the Uganda Bureau of Standards so it can now operate commercially. Overall, 147 youth have successfully graduated and are using their new skills. There are 10 youth who have qualified as trainers themselves. Some young people have left the community to start their own businesses in towns, including in the capital, Kampala. So, it is a sustainable model which could also be scaled up at national level.

Caroline Adio, Save the Children, Uganda

Community participation at every stage

Caroline outlined the decision following the Mid-Term Review to switch to an area-based approach in the Karamoja region, so that vocational and skills training could be more accessible, and gender and disability inclusive and allow for community participation. The community is involved in the identification of the enterprises, the selection of young people, the types of training and where it should take place. Community mobilisers are used as they speak the local language which is very important. It is a more cost effective system as well as also the youth who were trained in

previous cohorts now act as peer-to-peer trainers providing support. Broad stakeholder participation, including parents, spouses or partners, local government, elders and opinion leaders, is important to ensure sustainability.

Better market opportunities leading to sustainable employment

This method gives more opportunities for young people and it is better linked to market opportunities for employment, including within government. It is difficult to meet all the demand because of limited resources and to find sufficient accredited local artisans. The local government has provided some assistance. The district and sub-county officials are involved through monitoring and follow-up support to ensure the training is well implemented. The local artisans have a stipulated number of contact hours per week and they sign attendance sheets and the learners do the same. WNCB also carries out monitoring together with the district leadership. The objective is for the training to lead to sustainable employment. Before the programme could only reach 80 young people at a time, but this year, there are 140 youth (96 girls) and there are many more girls compared to last year.

Jordan: developing youth employability skills, Mohammad AlSaeed, Save the Children, Jordan

Supporting youth from marginalised households to access vocational training

WNCB is providing vocational and soft skills training in the host community and in the refugee camps, particularly the Za'atari refugee camp. There is a case management assessment to select the households and the youth and a care plan established by the case manager to refer the youth to receive livelihood support. For example, in Za'atari Camp, the Norwegian Refugee Council (NRC) provides certified training and the programme also cooperates with the Danish Refugee Council, UNHCR and UN Women. SCJ also supports vocational and soft skills training and provides start up kits based on labour market needs. In 2022, SCJ supported 70 households in Amman and Za'atari camp, in beauty care and sewing.

Facilitating young women's participation in vocational training

It was difficult for young mothers to attend full-time training because of childcare responsibilities and transport difficulties. So, the training is now provided locally with more flexible hours and there is support with transport. SCJ has also tried to address social norms which restrict women, by carrying out home visits and holding meetings to explain the benefits of entering the labour market.

Connecting youth to the employment market

Faris Momani, Livelihood Officer, SCJ explained how SCJ is developing an electronic platform for job seekers. The platform links graduates of vocational training in skills such as plumbing and electricity to homeowners and companies so they can find freelance work. Full-time employment is difficult to find as there is a high unemployment rate in Jordan. The app is called MOFEED and it is designed as an online marketplace to assist skilled youth from marginalised households to market themselves. The app is currently in the onboarding stage. In one month alone it has received 800 applicants. It will be launched in the first quarter of 2024, and the initial plan is to onboard 150 youth by the end of 2024.

Viet Nam: life skills in formal curriculum, Nam Pham Do Save the Children, Viet Nam (SCV)

Supporting students from disadvantaged families to access and succeed in vocational training schools

The WNCB programme in Viet Nam provides vocational training and life skills training for disadvantaged students to prevent dropout and so they can access decent jobs. SCV also provide tool kits for the youth and have a counselling and job orientation unit.

Creating a child friendly learning environment in vocational training schools

Student groups are formed to encourage students' voice in the educational process. There are also teacher training programmes on developing a quality learning environment focusing on positive discipline, gender sensitivity and inclusion.

Training on employability skills for young people

SCV has developed an employability skills toolkit or manual which has been adapted for the Viet Nam context and introduced into the curriculum. There has been training of trainers in the use of the manual in the target areas and it has been piloted among a group of students. The aim is to introduce the curriculum in all 16 targeted schools by the end of the WNCB programme. The curriculum covers issues such as how to search for jobs, preparing for job interviews and communication skills.

Students from disadvantaged families are provided with tool kits and other equipment

SCV carried out a survey and found that the provision of tool kits not only meant the students could overcome practical constraints but it also increased their confidence in class. Families also benefited when final year students could use the kit to carry out freelance work and generate extra income.

Positive impact on vocational training schoolteachers and leaders

SCV has found that the programme has had a positive impact on both teachers and the school management as they are now more attentive to the needs of the students and have become more pro-active in looking for companies to provide scholarships and materials.

Long-term sustainability

The programme has supported about 100 disadvantaged students, including 40 girls, since its inception in 2020. The vocational training schools have now incorporated the programme into their annual plans and are actively seeking to expand and diversify sponsorship. However, the dropout rate is still quite high, particularly for migrant families who frequently change their place of residence. The model has proved its value but it is still necessary to strengthen the employability skills curriculum, ensure livelihood support to the families of students, and to strengthen the quality of the psychosocial support and participatory teaching methods through continuous teacher training.

Discussion Groups

Small Group 1: how to ensure quality training? (En/Fr) Moderator: Dominique Marlet (Education International) Rapporteur: Julee Bayiga (SC NL)

Dominique Marlet introduced the session, outlining the work of EI as part of the Stop Child Labour Coalition, and their cooperation in Côte d'Ivoire, Mali, India, and Uganda. For EI, quality consists of three main factors: the quality of teachers, their training and status; the quality of the curriculum, pedagogy and materials; and the quality of the learning environment (the infrastructure, their security, the equipment, and proximity).

The experiences of Jordan:

Monitoring quality through individual case management and satisfaction surveys

UNICEF operates a case management system whereby vulnerable working children and their families are identified and young people within the family who are interested are able to access vocational training. As part of the WNCB programme, UNICEF has referred 60 young people to [Luminus Technical University College](#) and they received a training with a scholarship for six months leading to a certified qualification. About 30 working children between 16 and 18 years have been referred to government vocational training centres and domestic resources have been mobilised to pay their fees. In order to ensure high retention rates, UNICEF case managers carry out home visits, and where necessary provide practical support such as with transport costs. The UNICEF evaluation unit also carries out satisfaction surveys with the students, which act as a kind of quality assurance survey.

Leading the way to change: Girls deciding what training and support they need

With the support of another fund, not the WNCB programme, Save the Children has developed an initiative-based project for girls between the ages of 10 -19 years old. The girls lead the decision-making process and suggest ideas for training such as on business ethics, and practical activities like carrying out their own labour market analysis in Za'atari camp in the different sectors to see what skills might be relevant.

Ivory Coast: *Ensuring quality conditions of work for teachers at government training institutes*

The [Institutes for Women's Training and Education \(IFEFs\)](#), operate under the authority of the Ministry for Family, Women and Children. There are about 130 institutes throughout the country. The quality of the teaching is assured with the support of the education union, SYNADEEPCI. All the teachers at the institutes are permanent teachers, with public employee status. The IFEFs target girls and young women, who have missed out on basic education. They receive literacy and numeracy training and professional training in skills such as garment making, computer sciences and catering and adult and childcare.

The experiences of Uganda

EWAD's multipronged quality assurance methods

Ensuring the quality of the trainers

The quality of the training is a paramount issue. It is up to the local implementing partners of WNCB and the trainers to ensure quality control. It is important to carry out a thorough assessment during the recruitment of trainers. Trainers

must be qualified technically and able to impart life skills. Commitment is another aspect that is assessed to ensure the trainer respects the working hours.

Regular monitoring of the quality of training by attendance checks, training outputs and work plan reviews

Because the training is community based and not part of a government programme, EWAD also monitors the training closely by cross-checking attendance, the daily skills acquisition, and work plans. A monitoring template is used to check the quality of the training. The monitoring needs to be done regularly so problems can be detected quickly. The government [Directorate of Industrial Training](#) occasionally visits but not on the regular basis that is needed.

Quality materials and safe environment ensured through partnerships and engagement of local police and leaders

Because there are limited resources available, a partnership approach has been developed, for example, to share equipment available from other sister projects. It is also important to ensure that the building where the training takes place is in a central place and the police and local leaders are informed and assist in ensuring the building is kept safe.

Consultations with youth beneficiaries as they really know what they need

The young people are encouraged to speak up and say what skills they want to learn as they are the ones who best know what will be relevant and help them find work afterwards. They are also asked about the challenges they face and what they still need to learn before the training is completed. It is important to keep this youth perspective in mind at all times.

Certification by the government Directorate of Industrial Training for quality assurance

This national body carries out skills assessments of the individual youth and can issue certificates just the same as for a young person who has undergone formal training. Most of the youths in the community based programmes have dropped out of formal education, so their literacy may be poor but their hands-on skills can be certified, and they can receive a nationally recognised certificate.

Pre-training vocational guidance and exposure to successful role models

Nascent, in Moroto, Karamoja, does not send beneficiaries for training immediately. It is important to get to know the students, to make sure that they are really motivated and that they are well informed about the kind of skills they will be learning in the course and whether their interest matches those skills or not. It is also important that they are clear about the time commitments required to do the training and afterwards if they want to set up a successful business. In that way, when a young person takes up a course, they are in a good position to excel and can also inspire others. During the training, it is worth introducing students to other young people who have been successful in their trades as inspirational role models.

Importance of ensuring support of parents and spouses or partners

It is crucial that parents and spouses or partners are supportive of the decision for the young person to take part in the training so that they can help counsel the student and eventually provide some finance to start or expand the business when he or she has completed the training. During the selection process, it is therefore important to meet with the parents, guardians, spouses or partners, and provide them with guidance as well.

Ivory Coast: Partnership with the National Chamber of Trades

Save the Children works in partnership with the [National Chamber of Trades](#) (CNMCI) so that young people mainly from rural areas who have left school early or not attended school are given basic literacy skills and life skills training and the opportunity to receive a professional training, such as hairdressing or garment making. These programmes normally last up to two years and that poses a problem of student retention. Training programmes need to be attractive and the time frame adapted to the possibilities of project resources and the situation of the students. Young people need counselling and support so they can choose the trade that is right for them, and the master tradesperson must also provide a well-structured learning environment. Furthermore, home visits to ensure parental support are also important.

Mali: Quality community-based apprenticeships

Similar to Uganda, the WNCB alliance in Mali provides vocational training at community level where it is most needed. The children and young people who receive training have been withdrawn from child labour in the mines and they are given apprenticeships with Master tradespersons in 11 different trades. Each apprentice chooses the trade they are interested in learning. The Master tradespersons also receive a training from the regional Chamber of Trades or Chamber of Agriculture. The young people are motivated to complete their training because they themselves have chosen the trade they are interested in and because they have the opportunity to contribute to the development of their local

community as well as earn their living. Some young people are now able to train the next group of apprentices and are helping in this way to eradicate child labour. The young people receive professional accreditation by the State and can therefore work throughout the country.

Specific focus on girls and young women to learn skills needed to establish their own businesses

Save the Children Mali has established literacy centres for girls and young women, aged between 13-20 years, who have left school early or never attended school. They learn basic literacy and numeracy skills so they can manage their own business in the community. The training curriculum is provided by State institutions (the Pedagogical Centres (CAP) under the supervision of the Academy of Teaching. Students' skills are also certified by these State institutions.

Quality basic education and comprehensive support for household income-generating schemes to ensure retention of children in school

SNEC (National Trade Union of Teaching and Culture) in Mali has focused on the quality of the education in schools by ensuring active learning methods, or the skills sequential learning method. In this way, education becomes more attractive and children are empowered and guided from an early age to consider future employment perspectives. SNEC has carried out advocacy so that community teachers have now been given permanent status as public employees. SNEC has also engaged with local companies in the WNCB target areas to support local income generating projects, particularly for young people and women, to support families who are then better able to keep children in school.

Multi-agency partnerships to provide quality vocational training

UNICEF in Mali has a partnership with the ILO with a programme targeting 15-17 years old who have been withdrawn from work but are not interested in returning to school. They are enrolled in a course on business management and skills training. It is important that they are then supported to set up a small business within their local community so that other young people can see they have succeeded and are in turn motivated to take up the training.

Group 2: How to ensure the vocational training is relevant? Moderator: Juliet Wajega (Hivos, Uganda); Rapporteur: Sam Grumiau (Education International)

Juliet Wajega introduced the session outlining the importance of ensuring that vocational training, whether in formal training institutes or informal community-based training, was relevant to the needs of the local community and could lead to decent employment or viable business opportunities.

Experiences in Uganda:

The relevance of the community-based approach

EWAD is working in the Karamoja rural areas and initially tried to use the government vocational training institutes for the young people selected as beneficiaries. However, many vocational training institutes are poorly equipped and lack the basic machinery and tools to be able to train students. There is also very little local industry which will be able to employ the graduates. The institutes were also far from the students' homes and because of the transport difficulties, many students dropped out.

So, the decision was taken to develop vocational training programmes in the community, with local artisans as trainers and mentors to train young people in how to set up small-scale businesses for self-employment. The training has many advantages and it has attracted many more potential beneficiaries, including young mothers which was not the case at the government institutions. Even during the training, the young people can generate income, by using their new skills such as hairdressing or carpentry. The workshops act as a production centre, for example for the production of school uniforms.

There is also a challenge to ensure a balance between supply and demand. For the first cohort, it is not a problem, but if more and more hairdressers are trained, it becomes a problem as the market can become oversubscribed. In some cases, the issue is resolved because the skilled young people decide to move out of the villages and into the towns, such as Busia, Tororo, Jinja or the capital, Kampala.

The importance of beneficiary consultations to assess the labour market

The market assessment was carried out by the local beneficiaries themselves. EWAD worked with the community mobilisers to identify the potential beneficiaries among the young people who were out of school or had been withdrawn from the mines. They were then referred to the motivational centres where counsellors provided psychosocial support and life skills training and held discussions with the young people about what skills would be

relevant and useful for them. For example, the young people themselves suggested providing training as motorbike repair mechanics as there was a shortage of skilled mechanics.

A set of simple guidelines to assess market opportunities

NASCENT, in Karamoja, uses a set of simple guidelines to assess market opportunities. First, the geographic area is defined, such as the district, and then, the opportunities for employment or self-employment are identified by consulting with students, trainers, and the community. It is mainly the local community that can identify the commercial gaps. Nascent asked stakeholders to think about what products and services could help generate income. Finally, local government authorities, in particular the District Production Department, suppliers and potential customers are surveyed to check what products would sell and at what price, or what services would be required, for instance, by hotels or in the transport sector.

Assessing market opportunities for a particular product

In Karamoja, the mushroom production sub-group was established after the potential beneficiaries surveyed the local hotels to find out whether they would be interested in buying their products and at what price. In this way, the sub-group was assured that the venture was commercially viable before starting production.

Following discussions with the local community, a livelihood group set up a grinding mill for cereal. Many households depend on family child labour, particularly of girls, to grind cereal every day. The mill has freed up the time of women and girls and allowed girls to attend school.

Experiences in Jordan:

Importance of accredited certificate courses

In Jordan, Save the Children introduces the beneficiary young people to the different options in the formal government training institutes which provide certificate courses lasting one or two years. It is quite difficult to change the courses offered by these government institutes but recently they have taken up a more market-oriented approach to identify future labour needs. In the private sector, only some enterprises are authorised to issue an accredited certificate of training. There may have greater flexibility about adapting courses to suit the needs of the market or students but the courses do not lead to an accredited certificate.

Comprehensive household support based on market analysis while young people undertake vocational training

For young people aged 16-24 years, the preferred option is to undergo formal vocational training but because the programmes are one or two years long, it is important to provide financial support to the families at the same time, as they are usually dependent on the labour of the young people to supplement the family income. Support can either be direct financial assistance or another more sustainable option is to assist adult family members, particularly women, to set up their own small businesses with startup financial support and training. Save the Children was able to use the results of a market analysis in the Za'atari camp undertaken by another organisation to guide them when there was a discussion of the kinds of small businesses that could be set up.

Using market assessments prior to opening pre-school facilities in refugee camps

With support from another fund, not the WNCB project, Save the Children is also working on early childhood education programmes in the refugee camps and adopted a needs analysis approach through focus group discussions, with parents, and youth interested in becoming pre-school teachers. They also held meetings with the private sector and the Ministry of Education and then developed a business plan, including on where to establish new pre-school facilities and teacher training needs. 80 youth have now been trained as pre-school teachers.

Experiences in the Ivory Coast:

Challenges of accessing formal vocational training

Currently, in most African contexts, there are two main challenges that make it difficult for young people to access formal vocational training. Firstly, it requires some basic level of education, such as a primary school leaving certificate, and secondly, the institutes do not target the rural areas and are often far away from the young people in rural areas, where most child labour is found on the farms and plantations. So, there is a need to carry out advocacy both with the domestic private sector and with international donors, such as the African Development Bank or the World Bank, to improve the quality of the vocational training, and to make it accessible to all young people, including in rural areas, and regardless of their level of education.

Sam Grumiau and Julee Bayiga gave brief report backs on the discussion in the breakout groups and Trudy Kerperien closed the meeting for the day.

October 10, 2023

Welcome & Introduction

Trudy Kerperien welcomed participants to the second day of the webinar. She explained that the focus for the discussions during this second webinar would be firstly on education sector engagement with the private sector, in advocating for decent vocational training pathways and secondly how to ensure the sustainability of the different vocational training programmes. She welcomed Amanda Brown, Deputy General Secretary of the National Education Union in the UK, member of the International Labour Organization (ILO) Governing Body since 2017 and Workers' Group Spokesperson during the 2023 ILO conference for the drafting of the recently adopted Recommendation on Quality Apprenticeships.

Session 1: Overview ILO Recommendation on Quality Apprenticeships Amanda Brown

Amanda expressed her gratitude at having the opportunity to share the work on the ILO Recommendation and her interest to hear examples from the country studies. She explained that the ILO is the specialised agency of the UN with a mandate to promote social justice through improving people's working lives. It brings together nearly all the governments who are members of the UN as well as representatives of employers and workers. The three groups seek to work together in pursuit of their mandate and negotiate to develop Conventions and Recommendations. The [ILO Recommendation 208 on quality apprenticeships](#) was adopted in June 2023. The Recommendation was negotiated over a two-year period so it was an opportunity to put a real focus on the importance of apprenticeships as a route to decent employment and the need to ensure quality teaching and trainers. The Recommendation acts as guidance to governments.

The Recommendation calls for high quality apprenticeship systems with a clear framework of regulations overseen by a public body and with the participation of employers and workers. This allows real lived experiences of those involved in the different occupations to take part in the discussions and to construct a high quality system. Governments are also required to ensure that ILO fundamental rights and standards are respected, such as the provisions around minimum age of employment. Governments have a key role in providing training in core skills or occupation specific skills. While apprenticeships mean different things in different contexts, the aim of the Recommendation is to seek to embed a culture of life-long learning. Apprentices are generally but not always targeted at young people. Governments also committed to assist the transition from informal work and informal apprenticeships to formal work and formal apprenticeships. The Recommendation also envisages active steps to cooperate regionally and internationally to promote quality apprenticeships. There is also a specific section which sets out the rights and entitlements of apprentices, including the importance of a written contract, adequate remuneration or other financial compensation and specified working hours. Qualified professionals supervising the apprenticeships was considered essential.

Governments have agreed that this text represents the worldwide ambition for apprenticeships, and it acts as an accepted standard to which everyone should aim. The ILO is currently examining how to support national programmes and provide assistance. Amanda called on participants to think about how they can use the Recommendation in their own context. She hoped that it would be possible to launch national advocacy campaigns to bring apprenticeships up to the standards in this Recommendation. As unions, she considered it is important to incorporate young workers' voice and work with NGOs, civil society, and training providers to share good practice and build momentum locally and nationally.

Trudy thanked Amanda for her insightful presentation and reiterated the call to consider how the Recommendation can be used to support advocacy for quality apprenticeships at national level.

Session 2: Interesting practices to support youth to acquire vocational skills and transition into decent (self) employment: focus on engaging the private sector and ensuring apprenticeships have a clear learning component

Ivory Coast: working with DAIP on apprenticeships

Mme Apolline Bohoussou, from the [Directorate of Apprenticeships and Vocational Insertion](#) (DAIP), outlined the work of this government institution which was established as a national body in 2004. Its overall mission is to support young people to access vocational training so their future is assured through decent employment. The Directorate offers two types of training: the dual system whereby the apprentice spends 75% on theoretical work and 25% on practical work; and certificate programmes for six months to one year which are organised in partnership with different private companies or local authorities. It also offers different forms of support to graduates, such as on-the-job placements, validation internships, and other traineeships. The Directorate provides training for jobseekers in soft skills or in setting up micro-businesses and seeks to strengthen partnerships between the private sector and the different vocational training institutes. The Directorate deploys ten mobile training units (UMF) and supervises three production workshops and one apprentice training centre.

Public-private partnership to coordinate and strengthen provision of apprenticeships

As part of an on-going reform programme (2016-2025), the Directorate acts as the executive office of a coordinating committee on apprenticeships which brings together public and private bodies with the aim of strengthening the provision of apprenticeships. The Directorate is responsible for strengthening training provisions, through the mobile units, in areas which traditionally have been underserved.

Gender focus in industrial training apprenticeships

The Directorate also contributes to the work of the [Ministry for Technical Education, Vocational Training and Apprenticeships \(METFPA\)](#) with reference to the '[Second Chance Schools](#)' and the '[Talent Academies](#)' with a particular focus of support to girls and persons with disabilities. Currently, young women are given preferential access to scholarships for industrial training apprenticeships. In the current academic year, the DAIP has supported 1443 young people with on-the-job training placements.

SORO GUISSONGUI, a young woman apprentice breaking gender stereotypes at the 'Second Chance School'

Soro is a 26 year old Ivorian woman who now works as a heavy machine operator. With government support, she was able to join a training programme at the 'Second Chance School (*l'Ecole de la Deuxième Chance*), which simply requires a Junior Secondary Education certificate. She was then able to find employment, at the Ivorian Society of Vehicles and Machinery (*Société Ivoirienne de Véhicules et Engins*). She was first assigned to heavy goods vehicles and public lighting, and she quickly distinguished herself and is now a highly skilled bucket lift operator. "*I personally don't believe this is necessarily a man's job. This is a job that was simply given to men and so they said it's a man's job. But this job can be for everyone.*" Excerpt from video clip from *LifeTV Côte d'Ivoire, 'Visages des Femmes'*, translation *André Dryansky*

Mali: working with the Chamber of Trades

Modibo Coulibaly WNCB Coordinator, in Bougouni, Sikasso explained that in Mali, apprenticeships are traditionally based on family ties with informal agreements between parents and master tradespersons without a clear regulatory framework. **ENDA** is working with the local Chamber of Trades and master artisans in Bougouni to develop regulated apprenticeship opportunities. ENDA first signed an agreement with the Chamber of Trades. Then, the master tradespersons who could provide apprenticeships were given information about the project and about children's rights, such as the ILO Convention on the minimum age of employment.

Importance of written apprenticeship contract

The apprenticeships are agreed on the basis of a written contract, which specifies the duration of the training, and the skills to be acquired. The apprenticeship can either combine theoretical courses in institutions and practical training (the dual form of apprenticeship) or is workplace based and the training is carried out in different stages (the modular form). The project is based on participative methods. It is the young people themselves who are able to choose their preferred trade.

Monitoring on the basis of a clear set of learning objectives

In order to ensure quality training, it is important that the master tradespersons are affiliated to the Chamber of Trades; and that they benefit from awareness training about their role and where appropriate can access continuous training to update both their professional skills and the skills as a trainer. It is also important to ensure that parents and spouses or partners are supportive of the apprenticeship and contribute to

monitoring progress. There are regular monitoring visits carried out by the local ENDA trainers at the workplace and at the home of the apprentice based on a clear set of learning objectives. The local authorities can also play a role in ensuring the sustainability of the project by including the programme in their local development plans, and by providing resources such as workplaces for the young people once they finish their apprenticeships and set up their businesses.

India: Youth vocational training programmes

Manish Singh, from Manjari Sansthan (MS), Rajasthan, explained the context and planning for the vocational training programme. Mining is the main source of employment in the area, which affects the offer of vocational training programmes. First, MS carried out a supply chain analysis in the target area and consulted with the local businesses about potential vocational training requirements. Then a baseline and monitoring (MEAL) protocol was established and highly vulnerable families in need of support identified. Finally, the sources of the family livelihood were analysed to understand how vocational training for a young person could help provide additional income.

Continued support after completion of vocational training

After the completion of the vocational training, in the experience of MS, it is important to continue support, either with skills upgrading and refresher courses, or financial support to set up a business, or institution-building support, for example, on how to set up an association to discuss operational problems.

Skills upgrading leading to licenses

Because of the predominance of mining in the area, it was difficult to introduce new activities. It was realised that many young people work as drivers or train operators in the mines, but they did not have formal qualifications. MS started to train the young people to obtain a driving license or machine operators' license. The private sector cooperated by providing a space for training and giving time off for the workers. Once drivers are operating legally, they can better negotiate for decent work.

In general, it is difficult to implement cooperation with the private sector. Apprenticeships are not really an option because all the local businesses operate on the margins of the law, such as home-based industries. MS has sought to engage with the private sector to generate greater demand for skilled workers.

Kalam Ansari explained that the Fakirana Sisters Society, Bihar has organised many youth skills activities, particularly for girls, in the project area. Child labour is common in brickmaking, bidi-rolling (cigarettes) and in agricultural work. The FSS has established a computer training and tailoring centre and organised many different community mobilisation events to encourage young people to enrol in skills training, either at the FSS facilities or government institutes. Through open community meetings, FSS has also raised awareness among parents about the importance of skills training for young people. During the course of the project, 275 young people have received computer skills and tailoring training and out of these, 195 (or 70%) have now found decent employment. However, the challenge remains that many children and young people are employed in hazardous work and generally, there is a lack of good employment opportunities for young people.

Breakout Groups

Group 1: Exploring private sector engagement in more detail (En/Fr) Moderator Julee Bayiga, Rapporteur Soumahoro Gbato (UNICEF, Côte d'Ivoire)

Julee Bayiga (Save the Children, NL) explained the purpose of the session was to hear how participants were engaging with the private sector and what was the role of the education sector in this sense. She asked how do you engage with local business or tradespersons to develop more apprenticeships and on-the-job placements?

Protocol with the regional Chamber of Trades for apprenticeship programme

Vincent Dembele, Save the Children, Mali, complemented the earlier presentation from Mali. As part of their community-based approach within the WNCB project, GRADECOM signed a protocol with the regional Chamber of Trades. The regional Chamber of Trades then organised training sessions for 30 master tradespersons in how to support the young people through apprenticeships. At the end of the training, they were issued with certificates as Master Tradespersons Trainers (MAF). Over 100 young people were placed in apprenticeships in 11 different trades for a period of from six months up to two years. As part of the protocol,

the Chamber is also responsible for carrying out follow-up and evaluation of the skills of the apprentices and helping the apprentices set up their business when they have completed the training. Furthermore, some apprentices when they complete their training follow a training of trainers' course so they can set up their own apprenticeship opportunities and support local development. All these programmes are also supervised and supported by the local authorities, such as the mayor or the local council.

However, training in itself is not sufficient. It is also necessary to provide practical support afterwards, whether from the local authorities, government agencies or indeed from parents, spouses or partners, so young people can insert themselves in the employment market or set up their own business.

Partnership with the Ministry of Labour to increase awareness within informal business sector on child labour laws

In Jordan, in the UNICEF target areas, the main economic activities are farming or recycling, which are mostly non-formal sectors. UNICEF, SCJ and a local partner signed a Memorandum of Understanding with the Minister of Labour and outreach teams were able to conduct inspection visits jointly with the Labour Inspectors. Instead of giving them fines, the Labour Inspectors issued a letter to the business owner to attend awareness sessions on labour law with a focus on child labour.

Partnership with National Council of Employers on vocational training and child labour

In Mali, the vocational training programme for young people was launched with the support of the [National Council of Employers](#) (CNPM). The WNCB partners held a workshop with members of the CNPM to explain the importance of young people's vocational training, and to seek their collaboration for the implementation of the programme. Following on from this initial engagement, it was possible to organise workshops with the regional council of employers, in the target area, to explain the programme objectives and to build awareness about children's rights and business principles and decent work. A joint plan of action was developed specifying the roles of each actor and to ensure business community engagement during the project and afterwards. Then a further workshop was organised with 20 selected companies to discuss how to end child labour in their supply chains and to sign a code of conduct to respect children's rights.

Collaboration with industrial associations and basic needs assessments at community level

In Busia, Uganda, a key strategy is to collaborate with the industrial associations which represent small businesses. The vocational training programmes are tailored to the needs of industries in the local community. EWAD carries out a basic needs assessment to see what skills are required in the community so it is easy for graduates to find employment. Graduation ceremonies are organised to celebrate the apprentices and so the private sector can record the benefits of the training, both in reducing child labour and building the capacity of young people.

Advocacy with the Cooperative Society of Cocoa Producers

In the Ivory Coast, the WNCB alliance in Nawa region has carried out advocacy with the Cooperative Society of Cocoa Producers and with the [Coffee-Cocoa Council](#) so they can contribute to the work of promoting children's rights in the plantations and also support the establishment of apprenticeships for young people. This work is promising if to date it has not yet borne tangible results.

MOU with the government Youth Employment Agency

Save the Children in the Ivory Coast has developed a job insertion scheme targeting young out-of-school people in various parts of the country. The young people are offered a four-month training programme at the end of which they are better equipped to access an apprenticeship or set up an income-generating scheme. At the beginning of 2023, Save the Children signed a MOU with the government [Youth Employment Agency](#) (*Agence emploi-jeunes*) so that the beneficiaries of the SC training programmes can be registered with the agency and can access their services, such as apprenticeships or micro-finance.

How do you ensure that learning on the job is really a learning experience and that international instruments are respected?

There was a general discussion on this topic. In Mali, there is a government agency promoting vocational training and it would be possible to develop a partnership with them. However, before starting a training programme, many young people would need to undertake basic numeracy and literacy training. Corporate social responsibility training was another approach. In Ségou and Sikasso, regional workshops with

representatives of the two main economic sectors, goldmining and agriculture, developed a set of recommendations, including on the need to ensure under-age children are withdrawn from economic activity while at the same time offering quality training to young people who had reached the age of employment.

It was agreed that broad information campaigns on international instruments, including the Children's Rights and Business Principles and the new ILO Recommendation on Quality Apprenticeships were needed. The information campaigns should target both regional and local government and business associations as well as master tradespersons. It was particularly important to provide training to master tradespersons so that they were aware of the need to respect apprentices' right to a safe working environment, regular working hours and other issues.

Group 2: Working towards the sustainability of approaches (En) Moderator: Varun Sharma (ARAVALI); Rapporteur: Trudy Kerperien (SCL NL)

Varun Sharma explained that the group was tasked with identifying what steps can be taken to ensure the sustainability of the programmes and how domestic resources by governments or local businesses can be generated.

Experiences from India

Align programmes with existing government schemes or services

In Rajasthan, the WNCB programmes to the extent possible have sought to align programmes with national plans and existing services, in particular with the [Rajasthan Mission on Skill and Livelihood Development \(RMoL\)](#). Some young people have been referred to different training institutions and these pathways, which are most relevant for future employment in the formal economy, will continue to be used.

Focus of vocational training on life-long employability

Manjari Sansthan's programme strategy is to focus on providing vocational training for life-long employability. The ILO Recommendation is a good document to use when carrying out advocacy with the formal private sector to create vocational training programmes. In the informal sector, the focus must continue to be advocacy with the business associations to improve conditions within the supply chain and to create a demand for skilled workers.

Make skills training accessible and relevant for informal workers in the local economy

In Rajasthan, government training institutions have stringent eligibility requirements and do not offer courses in the kinds of skills where unorganised or informal workers are employed. The WNCB partners are in discussions with the RMoL, to set up specific courses with fewer eligibility requirements, on an experimental basis, for intermediate level skills needed for the mining industry. Some local business associations have endorsed the proposal and confirmed that there is a need for such skills. However, only young persons over the age of 18 years will be eligible because mining is listed as a hazardous industry in India.

Entrepreneurship development and community institutions

In Rajasthan, the project trained one staff member in entrepreneurship development, who provides regular training sessions and keeps in contact with the young people who received skills training or micro-finance support. Community institutions, formed by the people who have received training, are needed so that they can take over the running of the training programmes in the medium term.

Decreasing dependency on outside funding and support

Many of the skills training programmes are focused on income-generation. For example, training in tailoring and sewing may not lead to a job, but it can mean that a household can save on tailoring expenses and the women feel more empowered. Also, the courses include sewing machine maintenance as there are often few people available to repair machines and it is costly. This also ensures the sustainability of the programme.

Community resource and labour leaders' centre

In Budhpura, Rajasthan, over the last 10 years, the sustainability of the WNCB programme has been ensured through the development of a community resource and labour leaders' centre, funded through local support, not with project funds. The centre is equipped with internet, and a computer, and large screen. Four young people have been trained to manage the equipment. The digital library for livelihood promotion is housed there and there are books and modules on entrepreneurship and how to access government schemes or bank

loans. In addition, there is an open plan space with newspapers for labour leaders to meet or receive workers with issues they need help with, or to meet with local businesses. The centre also coordinates closely with the local schools and has developed good relations with the local section of the All India Primary Teachers' Federation (AIPTF). Schools in particular are key institutions as they will help ensure continuity after the closure of the WNCB programmes, as are teachers and their organisations.

The community and local leaders mobilised for long-term change

In Rajasthan, the WNCB partners seek to engage the community for long-term change. They encourage the community to recognise the benefits of investing in skills training by analysing specific cases of people who after skills training have increased their income and reduced their exposure to risk. In this context, it is also important to map the aspirational skills of young people, for example, to become teachers or nurses. Just as trade unions provide workers with opportunities to negotiate, young persons at village level need to be able to negotiate around their aspirational skills. In this process, the family and community have an important role to support them, as do local teachers and government officials.

Experiences in Uganda:

Support for setting up business workshops

In Busia, EWAD promotes a 'business model' whereby the young people who have been trained are encouraged to form groups to work together, either for production, or marketing or for savings. As a result, there are now six workshops for tailoring set up by those who have been skilled under the project, and they in turn now accept apprentices. There are also carpentry workshops.

Using community mobilisers to set up structures to take over the management of the training centres

In Uganda, community participation is considered very important, right from the start of any programme and in all aspects of the implementation. Recently, a committee has been set up with the support of the community mobilisers to consider whether it can take over the running of the training centres and by charging a small fee, ensure their continuation when the programme funds end.

Soumahoro Gbato and Trudy Kerperien provided short report backs on the two small group discussions.

Conclusions and closing, Trudy Kerperien

Trudy explained that the webinar report will be made available and can be discussed at country level. There will be a report validation meeting with the focal points, contact persons for vocational training and country leaders to determine if any follow-up action is needed. The Education Working Group is also planning to compile stories of change for the WNCB website, which will focus on interesting practices from all countries about basic education and also vocational training and skills development. The EWG may be in contact about this initiative at a later stage.

Trudy concluded the meeting by hoping it had proved a useful opportunity to share experiences about engaging with young people to take up vocational training as a pathway to decent work. She encouraged participants to take back the learnings. She thanked all the presenters, including Amanda Brown, and the moderators, rapporteurs, the consultant, technical support and the interpreters. On behalf of the EWG, she wished everyone success in their work in bringing children back into school and in providing good quality and relevant vocational education and training.

Annex 1:

List of ratifications of ILO Conventions by country

[Côte d'Ivoire](#)

[India](#)

[Jordan](#)

[Mali](#)

[Uganda](#)

[Viet Nam](#)

[ILO Recommendation on Quality Apprenticeships](#)