

## **General recommendations to build sustainable change (for primary education as well as vocational training):**

- Plan the exit strategy from the beginning with a focus on building community ownership of the change.
- Work if and where possible with existing community structures and link up with formal schools and training institutes; they will still be there when a project ends.
- Aim to mainstream children/youth into government schools or training institutes.
- Work to strengthen the relevance and quality of education and training; do not only focus on accessibility issues.
- Link up where possible with government institutions or recognised private sector institutions for validation and broad recognition of skills and qualifications.

## **Working towards sustainable pathways and qualifications in vocational and skills training**

### **Advocacy with governments and multilateral institutions**

The ILO Recommendation on Quality Apprenticeships provides a good framework, with its clear emphasis on the fundamental role of governments. While mainly useful for the formal sector, it can also be used for advocacy in the informal sector, for example, concerning government support for the validation of skills training in non-governmental training and apprenticeship programmes and through quality monitoring.

Apart from the ILO Recommendation, it would also be possible to refer to the different national policies/laws/frameworks, and the UN Conventions governments have ratified setting out the government's responsibility to provide quality education and training and apprenticeship programmes for youth.

Advocacy could also focus on international donors, such as the African Development Bank and the World Bank.

The advocacy could focus on the need to improve the quality and availability of the formal vocational training, and to make it more accessible to all young people, including in rural areas, and regardless of their level of education. This might entail redesigning some course offers, so as to include shorter courses for intermediate level skills, with fewer eligibility requirements, or the introduction of non-standard elements into existing programmes to make them more market relevant.

There is need for research to support evidence-based advocacy with the government about the need to include shorter, more market- relevant courses in the vocational training programme course offer.

Advocacy could also focus on how to coordinate more between schools and vocational training institutes so that students ending basic education can better access vocational training.

It is useful to align the WNCB or other development assistance funded programmes to the extent possible with existing national plans and services, (for example, the Youth

Employment Agencies or Directorate of Industrial Training, or the Rajasthan Mission on Skill and Livelihood Development).

### **Advocacy with the private sector**

It is useful to engage with the private sector, such as the National Council of Employers or its equivalent, and with the National or Regional Chamber of Trades and other producer associations, through signing MoUs or other protocols.

Advocacy can also address the need to improve conditions in the supply chains of key businesses and to create greater demand for skilled workers.

### **Capacity-building within the community**

It is important to seek to engage the whole community from the outset by consulting broadly, including with local employers, to identify skills requirements and to validate and support training.

In some communities, graduates from the training programmes are now training the next cohort. Training of trainers can be a valuable component of the training curriculum to ensure continuity. It is also important to include machine maintenance where applicable in the training programmes to reduce dependency on outside support.

In the medium term, community institutions, formed by the people who received the training, can take over the management of the training programmes and possibly charge a small fee to ensure the financial viability of the training.

It is important to coordinate education and training programmes with local schools and teachers, as key institutions that can help ensure continuity after the closure of externally funded programmes.

Partners can engage with the local communities to work towards longer term changes in social norms so that there is recognition of the benefits of investing in skills training to increase household income and reduce exposure to risk. Young people need to be encouraged to voice and negotiate around their aspirational skills. The family, spouses, the community, local teachers and government officials all have an important role to play to support them.

### **Post WNCB programme- some considerations**

Is there a way in which the WNCB partners can keep in touch and to continue to share outcomes in relation to education to see what continues after the programme ends in June 2024?

What external funding might be available after June 2023 to support young people who have been trained to access financial services or to continue with the existing training programmes?