

Synthesis document

Actors and Partnerships in the Vocational Training Sector

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EDUCATION SECTOR ANALYSIS

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1. Context, objectives and methodology

Vocational training (VT) is invested with two main missions: the first is social: to train and integrate young people into the labor market; the second is to contribute to the development of the economy and employment. Both missions combine to ensure the success of a VT system, which is a key tool to “Ensure inclusive and quality education for all and promote lifelong learning¹.” It is also one of the targets within Sustainable Development Goal 4 as part of the 2030 Agenda.

The Pôle de Dakar of the International Institute for Educational Planning (IIEP) and the Institute of La Francophonie for Education and Training (IFEFE) of the International Organization of La Francophonie (OIF) are aware of the importance of providing VT actors with a decision-making tool and this in a context where the emphasis is on implementing policies based on partnerships between public and “private” actors² (the tool helps drawing up a situational analysis or “state of play” and defining reasonable and achievable goals to move towards). These two organizations have combined efforts to develop this guidance document that will help define and provide a classification of the different partnership tiers in VT in order to offer a closer look at the various actors’ roles and responsibilities at an operational level.

A summary of international practices has helped identify four types of partnerships in VT systems, each defining the various stakeholder roles. Specific and concrete matrices have been developed to provide an overall picture of the types of partnerships and roles played by these actors.

The document is structured in two parts. The first part covers the processes or areas that are the subject of a partnership, their actors and the four tiers (or levels) of partnerships (*informative, advisory, collaborative, contributory*). The second part offers a description of the structure of these partnerships according to the level of involvement and the division of responsibilities among the public and private sectors.

2. Vocational Training Processes

The design, implementation and monitoring of the VT system and its actors in a specific country are borne out of several processes, broken down into various functions (roles). In order to decipher the system’s complexity, we suggest adopting a general classification, that should be adapted to national specificities.

Process 1: Labor Market Analysis and Economic Monitoring

The development of VT in a designated country should be based on the specific labor market and the volume of various economic activities. To do this, macroeconomic and social data, e.g. figures on priority areas, demographics and inclusion, need to be collected and taken into account. Scanning labor market trends is also of great importance. Other useful tools include a skills audit at the national, regional and sectoral level, quantitative predictions for each sector with regard to occupations and skills, as well as tracer and career paths studies.

Process 2: Analysis and Planning of the Vocational Training Provision

Any high performance VT policy should be based on the skills needs. Its planning process should also take into account the social demand in a flow management rationale connected with the entire education system.

Planning its development involves the breaking down of strategic axes into actions and activities, with the related conditions for implementation and realization costs, all organized to be rolled out according to a determined period of time/schedule/calendar. Specifically, it has to do with creating the policy’s action plan, accompanied by robust technical and financial planning. Like developing a VT policy, this planning phase should be done in collaboration with actors in the economy and the entire education system.

Process 3: The Design of Qualifications and Training

Determining which skills should be promoted first requires determining the specific occupational standard, as well as the “skills framework” necessary to perform such professional occupations. The official designation of these two documents may vary from one country or context to another; they are sometimes merged into a single reference

1. B. Chakroun, K. Daelman, *Lifelong Learning Examined from a Rights-Based Perspective: The Road Not Yet Travelled*, Norrag Special Issue 1, 2018.

2. *The State and public authorities, on the one hand, and formal or informal economic operators and their organizations, trade unions, private training supply and NGOs, on the other.*

document. The relevance of the occupational standard or skills frameworks depends very much on the quality of the partnership developed to carry out the analysis of a given professional environment or working situation. The establishment of teams made up of professionals, methodologists and pedagogues is key in developing high quality occupational standards and frameworks.

On the one hand, these standards are the baseline for developing the qualification framework that helps define and describe the skills to be assessed and, on the other hand, for drawing up training programs that are closely linked to the realities of the labor market. The relevant training contents should indeed refer to the occupational standards/skills frameworks and to the job analysis. This helps to go into greater detail on the topics covered during the trainings, their relationship with the skills to be acquired, the timeline of the training sequences and, in the context of dual or work-based training, the relationships between theory (in school) and practice (in-company) learning.

Process 4: Managing skill acquisition and the certification of acquired skills

With regard to the acquisition and certification of skills, four essential functions have been identified:

- Training of trainers and non-teaching staff: this refers to initial training, continuing education training, technical or pedagogical training that is provided by the State in regular teacher training colleges that specialize in VT or provided partly by the State and partly by private companies under specific arrangements.
- Infrastructure, equipment and material: these elements are crucial to conducting and certifying the learners' vocational training and should be the result of a needs analysis that is closely linked to the occupational standards and the skills framework.
- Delivery of the training: This aspect deals with the training methods, its form, duration as well as the process required for conducting the teaching and the formative evaluation. Depending on the content of the courses, the training can take place only in a school, partly in a school and partly in a business or entirely in a professional environment. Some specialties can be taught according to several methods.
- Assessment and certification: This covers all stages of the evaluation, during and/or at the end of the training, in order to provide the learners with an official certificate. Whatever the training approach, the representatives of future employers should be involved in verifying the matches between the skills acquired and those sought by specific working situations.

Process 5: Evaluation of the Vocational Training System

Assessing the VT system helps ensure its effectiveness and efficiency. Overall, the external effectiveness takes into account three focus areas:

- Social effectiveness includes public expenditure per learner and per year, household education expenditures and, lastly, the graduates' income in relation to the average income
- Economic effectiveness measures employers' satisfaction vis-à-vis the skills developed in relation to the jobs held;
- Personal effectiveness helps determine the benefits or gains obtained by the graduates at the end of their VT course.

Efficiency consists of measuring the overall costs against the outcomes of the VT system. Efficiency measures the ratio between the level of efficiency and the resources mobilized.

Cross-cutting processes in Vocational Training: Funding and Quality Assurance

For each of these five key processes, the partners are called upon to finance the elements that make up an action while ensuring the quality of the processes and outputs generated by these actions. Consequently, there are two other cross-cutting processes: funding and quality assurance.

The various actors involved in providing training consider the funding context, as it concerns all of the processes of a VT system. Funding methods should make it possible to respond to demand in a sustainable way by resorting to both diverse and available resources. Funding will be explained in detail through a presentation of funding models ranked according to the actors' level of partnership in mobilizing resources—the unifying thread of this very paper.

Similarly, quality assurance covers all the processes and functions of the VT system. Each actor who is part of the system is called upon to continuously reevaluate the quality of the services and achievements they are bringing to the system.

3. The Actors in Vocational Training

A wide number of actors contribute in one way or another to the operation of the VT system. This study focuses on the following actors who intervene directly in the training, its structure, operation and funding.

Public Actors

These consist of the ministries responsible for VT with the national bodies under their supervision (VT funds, agencies, boards, etc.); line ministries; decentralized bodies; local authorities; public training institutions. Other ministries also play major roles in the VT system such as the Ministry of the Economy, the Ministry of Labor, the Ministry of Finance...

Public actors also include specialized national institutions and bodies, under the supervision of the ministries in charge of VT, which deal with certain aspects of the sub-sector. Among the national institutions and bodies that deserve special attention are training funds and the vocational training development offices.

Although separated from the State, the local authority (or “territorial authority”) is considered as a legal body governed by public law that has general jurisdiction over a given territory. As a result, it is labeled in this document as a public actor. Its structure, organization, operations and responsibilities vary from one country to another.

Private Social and Economic Partners

This category is made up of national employers’ organizations, trade unions and companies.

A professional employers’ organization is an association or an employers’ union that advocates on behalf of its members. Under a partnership, professional organizations represent companies or self-employed professionals working within an economic sector or a professional sector.

Trade union organizations of employees and employers’ organizations usually advocate diverging interests, but they become social partners when negotiating and signing collective agreements or when co-operating with joint bodies. Joint funding for training or consultation bodies on training play a key role in VT.

Private Vocational Training Institutions

In addition to public training institutions, private institutions also offer a range of training programs. For the State, they help supplement the public supply of VT. They differ from other private actors in that they perform a “public service mission,” which is why the choice has been made to classify them apart from private social and economic actors.

Civil Society: NGOs/CSOs, Parents’ Associations

These associations or organizations, whose revenues are reinvested in the structure, play an important role in contributing to developing and improving the quality of VT. There are at least two reasons for strengthening the work of the civil society with regard to VT within a public-private partnership framework. The first reason has to do with the civil society’s knowledge of the field, actors and local economic and social issues; the second reason (linked to the first) is its ability to truly grasp the social demand for vocational training and to foster an environment conducive to training and professional integration.

Learners

They are the individuals directly benefiting from the training, taken care of either by training structures and/or by companies. Learners are enrolled in “initial VT,” which trains young people and adults by certifying them with a state-recognized diploma, after completing a formal education cycle, or in continuing education that validates skills, with or without formal certification.

Development partners

These are the international bilateral and/or multilateral partners or the international financial institutions that, in their cooperation and development aid policies towards the countries, support the ministries in charge of VT in developing the sector.

4. Partnerships Classifications

A partnership is defined by the Critical Dictionary of Social Action [*Dictionnaire critique de l'action sociale*]³ as “an active association of several stakeholders who, while maintaining their autonomy, agree to pool their efforts in order to achieve a common purpose related to a clearly identified issue or need in which, by virtue of their respective mission, they have an interest, a responsibility, a motivation or an obligation.” A partnership is a process that is built over time, within a conducive climate of trust between various actors and under the basic conditions that foster the realization of a partnership. The construction of such an approach may stem from a political authority partnership or from a technical or administrative structure. It is nevertheless recommended that the implementation of a partnership be carried out gradually from concrete projects that can be completed in a timely manner.

Several studies have been carried out on the classification of public-private partnerships in economic circles and in VT. There are four types of partnerships: informative, advisory, collaborative and contributory. The collaborations presented in these different partnerships illustrate the level of involvement that the partners actually maintain or are capable of maintaining. This typology is purely educational. A country can in fact stand at different levels of partnerships, simultaneously, depending on the angle of approach: by sector, by process/function (role) or by actor.

Informative Partnership

Information consists of informing others or learning through various channels, as well as informing and exploring other avenues for collaboration. It is usually not accompanied by any formal commitment. The relationships between actors and partners are very weak. The informative partnership is the weakest level of interaction between public, private and civil society actors involved in VT. The informative partnership does not involve a genuine partnership operation per se, but the sharing of information between actors does allow them to know each other better and to develop a common culture towards a possibly more advanced partnership in the future.

Advisory Partnership

This tier of partnership can be defined as the action of asking for an opinion or advice, either driven or authorized by someone on a specific topic. It is characterized by meetings or other means of information gathering, initiated by the requesting entity to collect the opinions of interviewed individuals or structures. The requesting entity may or may not take into account the opinions received. Consultation can be done either through established authorities and bringing together partners, or through a project, or a simple unique request.

Regarding VT, consultation consists of gathering the reasoned opinion or advice of the relevant actors about the management of VT systems or about their implementation. Such opinions or advice may stem from training policies, training strategies and content, as well as funding mechanisms, with the objective of better managing training institutions and centers, or confirming validation methods and, potentially, issues around the decentralization of powers. It does not require any formal commitment on the part of the partners, but for the sake of transparency, it should be accompanied by feedback on the follow-up given in relation to the opinion received. The partners then launch into a dialogue process, but only one of the partners—usually the public authorities—decides on the project's objectives and on the training system.

An “advisory partnership” exists only when public authorities or private industries commit to consulting with other partners prior to developing or amending a training system or to implementing a current VT process or function. The partners consulted are also expected to participate with dedication. National and decentralized professional organizations may search the database of the economic branch they represent to better respond to the consultations launched by the authorities.

Collaborative Partnership

Collaboration involves a dialogue between two or more stakeholders with a view to reaching an agreement on decision-making or to preparing a joint action. Decisions are made with those who will have to implement them and bear the consequences. Therefore, the collaboration process brings together the ideas and proposals of many partners, allowing them to develop synergies. Collaboration is generally set up within a formal framework, for example within partnership commissions, and leads to much more regular and followed-through relations, based on a moral commitment to follow up on the decisions taken during the collaboration process. In the case of VT,

³ Critical Dictionary of Social Action [*Dictionnaire critique de l'action sociale*], edited by J.-Y. Barreyre, Fayard, Paris, 1995.

collaboration may involve both national policy or more specific projects. Commitments made have to be respected and implemented by each partner.

The actors involved generally share the following objectives: better adaptation of qualifications for those trained to the needs of economic realities; better preparedness of people being training to the realities of the economic world and of companies; introduction of training courses that lead more systematically to jobs; avoiding the emergence or survival of competing training and certification systems (not only between the private and public sectors, but also between the various ministries in charge of training); increasing the number of people trained; adapting training courses to the new challenges of the economy; adapting or developing a school guidance system that directs students into leading VT pipelines and then on to the labor market.

Collaborating implies that partners are organized and structured in an efficient way. Economic circles are grouped into organizations representing the labor market in the form of umbrella national professional associations or separated by branch of activity. They bring together associations, chambers, local and/or industry unions. They also represent private companies of all sizes, both formal and informal. The challenge is even greater for civil society actors because, if it is true that networks of non-governmental organizations (NGOs) and civil society organizations (CSOs) exist, structuring of the learners and their parents is deficient in most countries that have not yet begun planning for the greater involvement of these categories of actors. Collaborative partnerships imply that the ministries in charge give up some of their prerogatives for the benefit of private partners, community actors or devolved authorities, while imposing a framework and exercising the necessary supervision.

Contributory Partnership

Contribution has to do with the share contributed to a joint action or expense or both. This pooling of resources is combined with the sharing of responsibilities and decisions. Together, the partners define the objectives to be achieved in implementing a project or a training system and share the funding and/or management responsibilities. Contribution is the highest level of a partnership relationship. The contributory partnership is the one in which the State, the economic actors and those of civil society commit to acting together on throughout the entire training system or on joint projects by co-financing and/or co-managing them. In a contributory partnership, objectives are jointly defined and all partners are assigned roles and responsibilities. The goals, as well as the organizational and operational conditions of the partnership are defined either under national and/or local legislation or under an agreement made between the partners. The actions of public and private actors and their contributions may cover all the functions of the VT process in order to match the training system with the labor market needs.

The ministries concerned are responsible for VT policy and planning but, in the interests of efficiency and relevance with the economic and social demand, they join forces with representatives from private economic and social organizations to achieve these objectives. In addition to the technical education conducted in public schools, governments seek to promote work-linked training, alternating between companies and vocational education centers. Their development necessarily involves a partnership with private economic circles.

5. Prerequisites and recommendations

The table below specifies the prerequisites for developing each of the types of partnerships described above. It also integrates recommendations for the different functions (roles) of the process. It should be noted that the prerequisites and recommendations are “cumulative,” i.e. for any type of partnership, it is necessary to have met both the prerequisite requirements and recommendations of the previous type (previous tier) of partnership, as well as the prerequisite requirements and recommendations of the type of partnership to be developed or established. However, this does not imply that choosing a type of partnership necessarily involves having to successively go through the previous (lower) tiers.

TYPES OF PARTNERSHIPS	PREREQUISITES FOR THE ACTORS	GUIDELINES FOR THE FUNCTIONS (ROLES)
INFORMATIVE	<ul style="list-style-type: none"> • All actors show a willingness to keep each other informed. • All actors show a willingness to collect or request information. 	<ul style="list-style-type: none"> • Identifying the tools as well as the information and communication channels to use. • Sharing any relevant, reliable and usable information to the other actors.
ADVISORY	<ul style="list-style-type: none"> • The public authorities show a clear willingness to develop a VT system that meets socio-economic needs. • The public authorities show a clear willingness to establish a partnership with the private sector and civil society. • Private and social actors are organized and structured. • The responsible ministries set up consultation bodies or mechanisms if they do not yet exist and take the initiative to involve them on a regular basis. • Actors contacted prepare for consultations by carrying out well-documented surveys/studies. • Private and civil society actors show an awareness that encourages them to participate in the dialogue with public actors. • Actors undertake to give their opinions and to draw up proposals. • Those responsible for the training policy take into account the opinions expressed by the consultation bodies. • Private and civil society actors are willing to receive advice and suggestions on avenues for improvement around the VT actions they carry out. 	<ul style="list-style-type: none"> • Identifying the advisory partners’ areas of expertise. • Developing, as appropriate, the laws and regulations necessary to implement the consultations within the partnership framework. • Consulting with partners before, during and after developing the VT policy. • Initiating a pedagogical approach that requires the involvement of private partners in the various necessary stages for drawing up the guidance documentation. • Collecting input from partners regarding learners’ training and assessment processes within education institutions. • Including the advisory partners in the institutional steering framework at the national, regional and local (institutions) levels. • Consulting the economic actors on their current training needs as well as on foreseeable trends. • Consulting both the economic and civil society actors on the evaluative analysis of the system.
COLLABORATIVE	<ul style="list-style-type: none"> • Public actors and private actors show a willingness to set up collaboration frameworks, to run them and facilitate their operations. • Actors meet within consultation frameworks set up formally under a regulatory provision. • Public authorities provide the resources needed to run the consultation framework. • Members of consultation frameworks are treated in a respectful and fair manner. • Private and civil society actors are competent and proactive in their respective areas of consultation. • Public, private and social actors, members of the various consultation frameworks, agree to make commitments with them. 	<ul style="list-style-type: none"> • Identifying and agreeing on the partners’ areas of consultation. • Establishing formal consultation frameworks related to all VT processes. • Setting up a pedagogical approach involving and empowering private actors in the process of developing training frameworks. • Putting in place an inclusive system for the entire group of actors as part of evaluation and certification processes and in the management of training institutions. • Prioritizing the companies’ skills needs and conducting an in-depth social demand analysis towards the development and implementation of a VT policy.

TYPES OF PARTNERSHIPS	PREREQUISITES FOR THE ACTORS	GUIDELINES FOR THE FUNCTIONS (ROLES)
	<ul style="list-style-type: none"> Public actors are willing to give up some of their prerogatives to engage more actively in the collaboration process. 	
CONTRIBUTORY	<ul style="list-style-type: none"> Public authorities and economic and social partners collaborate on the basis of a culture of formal dialogue. Public, private and social actors show a willingness to act upon and to work together and in synergy. Corporate or private actors want to get involved in setting up and developing VT. The public authorities agree to entrust some of their roles to private and social actors in the context of VT development. The State shows a strong willingness to finance a system within private centers or to finance a private center without taking part in the management authorities. Economic and social actors make available to “business activity” specialists vocational training centers and some of their equipment to better serve vocational training centers and learners. Local and regional authorities have a margin of autonomy and self-financing allowing them to regulate, decide and work based on the local regional specificities thanks to prerogatives conferred by the central State. The type of partnership collaboration defines the respective duties and responsibilities of each actor. Sectoral negotiations grant employers’ organizations and union with a co-decisional role. Labor market organizations structured in the form of associations or professional chambers or trades, at the national, regional and/or sectoral level, are willing to be involved both in the training policy and in the funding of a training system, as well as in a jointly managed system involving both public and social actors. Public authorities, in collaboration with professional branches are in charge of organizing the pedagogical training of trainers, tutors and internship supervisors. 	<ul style="list-style-type: none"> Identifying, negotiating and steering (role of the State) the partners’ areas of contribution. Granting partners enhanced powers or a co-decision power over various VT processes. Identifying needs and agreeing with the partners on governance, the financial model and the legal status of the various training systems or centers. Defining, as part of a political and social partnership, the training system’s legal and regulatory framework as well as the rights and duties of both the decentralized authorities and the partners. Jointly overseeing the skills’ qualifications acquired through formal, non-formal and informal learning. Agreeing with the partners on an ideal model of governance and funding for the training system. Putting in place a labor demand planning policy, taking into account both the new needs resulting from cyclical or technological changes and those of demography (replacement of workers scheduled to leave their jobs for various reasons: retirement, job change or migration...). Setting up an IT system on the labor market and the supply of VT fed by all the actors and impacting the thought processes and actions of all stakeholders.

The document also contains practical recommendations listed by process on establishing the *advisory*, *collaborative* and *contributory* partnership tiers.

TYPES OF PARTNERSHIPS: ADVISORY

PROCESS	RECOMMENDATIONS/COURSE OF ACTION
<i>Labor market analysis and economic monitoring</i>	<ul style="list-style-type: none"> Establishing national and local systematic consultation mechanisms to better understand the relevance of the choices made in terms of training priorities and selecting occupations. Strengthening the capacities of job analysis observatories. Increasing the involvement of public and private training institutions in analyzing the relevance of the training sectors targeted.
<i>Analysis and planning of the training provision</i>	<ul style="list-style-type: none"> Paying close attention to the regional dimension of consultation to better develop and plan the policy thereby obtaining reliable data and ideas that are in line with actual regional needs. Integrating opinions on social and economic demand to find a balance between both and as part of the strategic guidelines and actions. Having relevant and up-to-date information to feed into the communication and guidance system.
<i>The design of qualifications and training</i>	<ul style="list-style-type: none"> Paying close attention to potential regional variety in professional occupations and to the possible differences that need to be taken into account to ensure proper roll-out of the trainings, right from the contents' definition phase. Establishing a normative (regulatory) framework that gives fair value to the actors' opinions on matching training to employment. For better clarity or inspiration, asking for existing frameworks and training content as previously drawn up by economic and social actors.
<i>Managing skill acquisition and the certification of acquired skills</i>	<ul style="list-style-type: none"> Developing a set of occupation-specific occupational standards and skills frameworks for the staff involved in providing training as a basis for establishing a robust forward-thinking planning of jobs and skills. Creating a system of feedback from companies on the content and organization of training to ensure the updating of teaching methods and the development of relevant skills by learners. Organizing the internship structure for learners by working closely with economic actors, and by targeting the skills to be developed by trainees as part of the internship.
<i>Evaluating the effectiveness of the VT system</i>	<ul style="list-style-type: none"> Taking into account all of the stakeholders' opinions regarding the system's internal evaluation. Organizing data collection on professional integration in public and private training institutions. Providing public institutions with the financial and human resources to facilitate supporting students when integrating the labor market.

TYPES OF PARTNERSHIPS: COLLABORATIVE

PROCESS	RECOMMENDATIONS/COURSE OF ACTION
<i>Labor market analysis and economic monitoring</i>	<ul style="list-style-type: none"> Establishing institutional, national, local and collaboration mechanisms for a macroeconomic analysis and to clearly define the strategic guidelines with regard to training priorities and targeted professional occupations. Involving companies in the monitoring process on the evolution of economic sectors as well as current and future investments. (These companies grouped into clusters or organizations may be supported to achieve a better structure.) Systematically including private and social actors in capacity building initiatives on macroeconomic analysis and jobs monitoring. These initiatives are either organized or financed by the State and/or by development partners.

PROCESS	RECOMMENDATIONS/COURSE OF ACTION
<i>Analysis and planning of the training provision</i>	<ul style="list-style-type: none"> Integrating the elements resulting from collaborations originally carried out by local and regional actors to develop the institutions' strategy. Ensuring the alignment between training policy and planning and national and decentralized development plans and ensuring compliance with the economic plans of economic sectors. Focusing actions of the strategic guidelines on the very needs formulated by the economic actors.
<i>The design of qualifications and training</i>	<ul style="list-style-type: none"> Setting up systems and mechanisms that make it possible to ensure the systematic involvement of business activity specialists in defining and validating any occupational standard. Fostering the participation of institutions in defining training content by extending their pedagogical autonomy when defining content adapted to their own environment. Highlighting success stories experienced by economic actors as well as civil society organizations regarding the skills to be developed and the content already successfully tried and tested.
<i>Managing skill acquisition and the certification of acquired skills</i>	<ul style="list-style-type: none"> Giving structure and standardizing the work-based learning, including youth apprenticeship in the workplace. Encouraging the completion of part of the training path followed by learners within companies or education institutions, with the direct involvement of the economic actors as trainers. Promoting and overseeing formal partnerships between institutions and economic actors. Encouraging the involvement of economic actors in the technical trainers' initial and continuing training, while recognizing the different approaches and needs between trainers in institutions and in apprenticeships.
<i>Evaluating the effectiveness of the VT system</i>	<ul style="list-style-type: none"> Defining the internal and external evaluation parameters with all partners. Consolidating all the recommendations for consultative bodies in charge of the decision. Ensuring the transparency and objectivity of the mechanism that collects the opinions of private actors on the results of the initial training system.

TYPES OF PARTNERSHIPS: CONTRIBUTORY

PROCESS	RECOMMENDATIONS/COURSE OF ACTION
<i>Labor market analysis and economic monitoring</i>	<ul style="list-style-type: none"> Entrusting employers' organizations and companies with the task of bringing to the partner decision-making bodies sectoral macroeconomic elements and precise information on the trends observed in professional occupations. Setting up sustainable monitoring mechanisms able to systematically provide the decision-making bodies with up-to-date, reliable and relevant data with sectoral and local scope. Providing the proper skills and resources to the institutions in charge of overseeing macroeconomic and job monitoring by selecting the right management and accountability model (public, public-private, private) and by tailoring it to the roles of the actors. Integrating in a structured manner a dimension of foreseeable skills needs the economy is likely to seek in the future, to better align it with the training initiatives and policies.
<i>Analysis and planning of the training provision</i>	<ul style="list-style-type: none"> Defining clear co-financing arrangements for the policy and planning among the various actors. Setting up a partnership mechanism for monitoring and evaluating the progress of the implementing the policy and its planning. Promoting autonomy in the planning by local actors, in particular training institutions, while ensuring their alignment with the national policy and regional development plans. Promoting multi-actor partnerships in all communications and strategic orientations.
<i>The design of qualifications and training</i>	<ul style="list-style-type: none"> Clearly defining—using the legislation in place and the available legal documents—the responsibilities of both private and public actors in drawing up the occupational standards and skills frameworks. Creating an efficient quality assurance system for the review, evaluation and updating of the guidance documentation, in order to continuously ensure their relevance to the skills sought after. Pairing private steering processes to this process with an increased role of economic actors in managing skills certification (see process 4).

PROCESS	RECOMMENDATIONS/COURSE OF ACTION
	<ul style="list-style-type: none"> Ensuring the interaction between the certification and training standards of the VT sector and those of the education sector through national frameworks.
<i>Managing skill acquisition and the certification of acquired skills</i>	<ul style="list-style-type: none"> Developing the certification modes and systems in a clear manner, with particular attention to the recognition and validation of skills acquired outside the formal system (validation of prior experience). Defining modes and sources of the partnership funding for the specific functions of the process. Promoting the implementation of dual training methods capable of combining and integrating occupation-specific needs and skills, as well as those related to the economic sector and, more generally, to global citizenship and sustainable development realities.
<i>Evaluating the effectiveness of the VT system</i>	<ul style="list-style-type: none"> Setting up a parallel, partner-verified quality assurance system for training institutions (both school-based and in the workplace) to be used to evaluate the internal efficiency of the system. Encouraging proactive contribution and steering of the system's external evaluation by private actors, in particular the sectoral and intersectoral employers' organizations. Ensuring the implementation of a continuous information flow between the actors responsible for evaluating the internal and external effectiveness of the system and those responsible for articulating and monitoring/evaluating the policy and planning of the training provision.

6. The matrix system and its use

The actors' roles are listed according to three distinct inputs: by process/function (role), by type of partnership and by actor. In the second part of the document, each process, and each function of the process, the roles of all actors in all types of partnerships are presented. The other matrices are presented in the appendices: i) a matrix for each actor (13 matrices in total) which presents the roles and duties expected of each actor in relation to all the processes/functions and for all types of partnerships; and (ii) a matrix for each type of partnership (four matrices) in which the roles of each actor are presented in relation to all the processes/functions within the type of partnership considered.

The purpose of the document is to stimulate the thinking processes of the actors involved in the VT sector, in the form of a decision support tool to take stock (as a self-assessment) of the distribution of roles and to use it to agree on a realistic evolution of the place that each actor holds in order to make the VT system more efficient. This approach can be carried out by the actors of a given system (national, sectoral, regional, etc.) autonomously or, for greater objectivity, under the supervision of a third party acting as moderator/guidance provider.

The first step in this stage obviously consists of adapting the matrix (classification of actors, processes and functions [roles]) to the context of the system. The classification presented in this document is not prescriptive. Deciding on these lists, in particular carrying out a diagnosis of the processes is in itself a rather pedagogical and significant exercise to better oversee the collaboration approach for the subsequent elements.

The concrete lines of thought on the use of matrices by the actors of the system are presented, below, purely as examples. In any case, the approach involves starting from a blank matrix. The exercise consists of describing the role of each actor in relation to each process/function (duty) and ensuring that the description is unbiased. The following step consists of comparing the content of each cell in the matrix to the corresponding cell in the four standard matrices presented in this document (*informative*, *advisory*, *collaborative* and *contributory*). The suggested paths are based on a scoring approach with the following assumptions: score= 1: *informative* partnership; score= 2: *advisory* partnership; score= 3: *collaborative* partnership; score= 4: *contributory* partnership.

Scoring averages by process or by family of actors (public, private, civil society, etc.) could be useful, depending on the context and level of discussion to be conducted. It should also be noted that the matrix could be used to analyze public-public or private-private partnerships, which can in turn be used to study the level of awareness of regional and local needs. Doing so will help build graphical overviews of the roles of individual actors for each process. By working on the entire matrix, one can, at a glance, obtain a graphical representation showing the type of partnership relationship for each actor and for each process/function (role). This makes it possible to circle in, on

the basis of a mutual understanding,, possible avenues of improvement and consolidation potential and to avoid duplicate systematic studies that are both expensive and resource intensive. Based on a principle of scoring and detailed identification of the stakeholders' involvement in implementing the various functions (roles), it is also possible to produce “radar” type diagrams that are helpful in obtaining more precise information and making various comparisons.

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