Supporting youth employment in developing countries through apprenticeship programmes

Online webinar, 20 April 2021 3:00 PM, CET.
Agenda


2. **Introduction to the ILO’s quality apprenticeship model**, Cheryl Chan, Project officer ILO Skills Development and Employability Branch.

3. **Lessons learned from developing and implementing a quality apprenticeship programme in Burkina Faso**, Josée-Anne Larue, Project Manager, ILO Employment Policy Department.

4. **Lesson learned from programme development and implementation**, Tasmiah T Rahman, Current In-Charge, BRAC Skills Development Programme.

5. Q&A

6. **Wrap up**

**Moderator:** Marcelo Cuautle Segovia, Employment Officer, ILO Employment, Labour Markets and Youth Branch.
1. YouthForesight - A joint knowledge facility by Decent Jobs for Youth and Generation Unlimited (coming soon!)

- A one-stop shop with knowledge resources for evidence-based action on education and skilling, employment, entrepreneurship, and engagement for youth, built on the existing Decent Jobs for Youth knowledge facility.

- It contains curated knowledge resources including publications, websites, databases, and other platforms, as well as news and blogs, multimedia, events, and tools.

- YouthForesight will be launched soon by partners of Decent Jobs for Youth and Generation Unlimited, starting with nearly 800 knowledge resources and over 70 knowledge contributors.

Contact us: decentjobsforyouth@ilo.org and info@generationunlimited.org
THE GLOBAL YOUTH EMPLOYMENT CHALLENGE

- Youth are among the hardest-hit groups in the pandemic
- Multiple shocks: employment and income losses, disruption to education and training

EMPOWER YOUTH THROUGH APPRENTICESHIPS

- Apprenticeships facilitate school-to-work transition through providing relevant skills
- No standardized definition of apprenticeships across countries
- ILO’s “Quality Apprenticeships”: ensure high quality and relevance of training

2. ILO’s quality apprenticeship model
Quality Apprenticeships | ILO DEFINITION

- A unique form of technical vocational education and training (TVET) that combines on-the-job training & off-the-job learning

- Tripartite governance
- Legal framework
- Written agreement
- Remuneration
- Social security coverage
- Structured programme
- Formal assessment
- Recognized qualification
**Six Building Blocks**

- **Inclusiveness**: Increase diversity and ensure equal representation of all, including women, persons with disabilities and other vulnerable groups.

- **Strong labour market relevance**: Align programmes with the labour market based on skills needs assessment.

- **Equitable funding arrangements**: Ensure costs are shared equitably among stakeholders to encourage their long-term participation.

- **Clear roles and responsibilities**: Establish training and working conditions to ensure apprentices’ rights to decent work.

- **Robust regulatory framework**: Clarify roles and responsibilities of all stakeholders to ensure the system’s coherence.

- **Meaningful social dialogue**: Involve social partners – employers and workers’ organizations.
Standard-Setting on Apprenticeships

- Apprenticeship is not comprehensively addressed under existing ILO instruments
- New International Labour Standard on apprenticeships (Convention and/or Recommendation)

► First standard-setting discussion at the 110th session of the International Labour Conference in 2022
3. Support to the Global Initiative on Decent Jobs for Youth in the Sahel

Focusing on the Sahel sub-region, particularly in Burkina Faso, we work to improve the creation of and access to decent employment for young people in the region, led by the ILO under the Decent Jobs for Youth Global Alliance.

**GLOBAL**
- Tools and studies on youth employment and quality apprenticeships

**REGIONAL: WEST AFRICA**
- Capacity building of stakeholders and other partners

**NATIONAL: BURKINA FASO**
- Youth employment promotion and improvement of the apprenticeship system

Funded by **LUXEMBOURG AID & DEVELOPMENT**
The Sahel

The Sahel is one of the poorest regions in the world and it faces enormous challenges, including the negative effects of climate change, extreme poverty, armed conflict and insecurity. Our project is the first ILO effort in the region. It has been central to the expansion of other initiatives in the Sahel that support employment and livelihoods in Mali, Burkina Faso, and Niger.
BURKINA FASO

OBJECTIVE

Address youth unemployment and the skills mismatch in Burkina Faso

WE DO IT THROUGH

Two parallel actions:

1. The ILO approach for quality apprenticeships
PILOT PROGRAMME: QUALITY APPRENTICESHIPS IN THE CONSTRUCTION SECTOR

1. Diagnostic analysis of the construction sector
2. Training of trainers
3. Development of educational tools for the electrical construction and masonry trades
4. Youth inclusion strategy in the labour market
5. Youth training for 150 young people in three training centers
### Summary of assessments on the theory-practice learning and access to jobs or apprenticeship placements.

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<th>Regular basis</th>
<th>19</th>
<th>Occasional</th>
<th>28</th>
<th>Microenterprise created</th>
<th>25</th>
<th>Apprentices still in job placement</th>
<th>32</th>
<th>Continued vocational training</th>
<th>12</th>
<th>Further education at University level</th>
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<th>Further education at High School level</th>
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<th>Unemployed</th>
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**Tracer study**
Some key recommendations

1. Strengthen the regulatory framework to provide a legal basis for other key elements of quality apprenticeships;

2. Produce data on the skills needs anticipation for sectors with job-growth potential per region;

3. Develop quality training programmes based on industries standards, that teaches skills relevant to the labor markets;

4. Create networks, for training companies and for vocational training centres to promote closer collaboration between training companies and training structures responsible for apprentices;

5. Facilitate communication between teachers and in-company trainers to ensure stronger technical-pedagogical monitoring of the learning processes;

6. Strengthen advocacy with professional organisations for the recognition of certification in collective agreements;

7. Consider social dialogue, gender equity and inclusiveness as permanent priorities for a successful quality apprenticeships system.

8. Develop a full fledge national strategy for quality apprenticeships in consultation with all stakeholders, particularly social partners and professional organisations.
Youth testimonies

- Yaya
- Souleymane
- Aboni
- Clémentine
4. BRAC Skills Development Programme

1 out of 3 of Bangladesh’s 170 million people is between 10-24 Source

2.2 million young people are entering the workforce every year Source

85% employed in the informal sector Source

75% of all school drop-out girls are victim to child marriage Source

36% women participation in Labor Force Source

3 out of 4 business leaders report that skilled workers are scarce Source

40% Secondary school drop-out rate source

11.2% graduates from universities remain unemployed source

0.9% job growing per annum or less than one-eighth of the rate at which the economy grew during those five years source
Alternative Learning Programme

Oldest and a highly successful model of BRAC SDP in informal economy

95% job placement rate [Source]
62% reduction in child marriage among female learners [Source]
6 Fold increase in income [Source]
1:3 cost-benefit ratio [Source]
Higher training impact on females [Source]
Enhanced empowerment, self-confidence and job satisfaction [Source]

- On the job training
- Theoretical training
- Soft skills training
- Foundational Skills Training

Trainee: Age 14-18
Girls, boys, school drop-outs and people with disabilities

Mastercraftsperson:
Micro or small business owner
Good reputation in the community
PILOT TO SCALE

2012
THE JOURNEY BEGINS

BRAC Jointly with Bureau of Non Formal Education (BNFE), UNICEF, and ILO started a pilot Programme:
NUMBER OF LEARNERS for Alternative Learning

1000 (UNICEF)
2013
It first started in 7 upazilas at Satkhira under “Livelihood Skills Training for Out of School Adolescents”
NUMBER OF LEARNERS: 1000 (BRAC)

2014
Apprenticeship training model operated same as before
NUMBER OF LEARNERS: 1000 (BRAC)
NUMBER OF LEARNERS: 3000 (UNICEF)
A separate programme was initiated

Skills development programme decided to penetrate the informal sector with ‘Bangladesh Skills for Employment (BSE)’ programmes with help from ILO.

NUMBER ON LEARNERS: 5400 (BRAC)
GROWTH

2016

NUMBER OF LEARNERS:
7500(BRAC)

NUMBER OF LEARNERS:
2000(UNICEF)
2017

Customised Apprenticeships

Business Incubation Training
Partially paid trainings that focuses on business development with support of Micro Finance

Paid Training Partially Paid Apprenticeship

Aid to Refugee Crisis
Focused on the locals outside the Rohingya camps, Cox’s Bazaar Training with 10 learning centers focusing on women and adolescents
2018

Apprenticeship in the Light Engineering Informal Economy

Number of Learners: 10,000, 40% of them being female,
5289 Light Engineering Owners,
500 New Entrepreneurs, 700 Market committee members.

Alternative Learning Programme for out of school Adolescents

Number of Learners: 7500 (BRAC)
Number of Learners: 1750 (UNICEF)
Other Apprenticeship Training Models are in pilot phase

- Partnership with NGOs - drive down costs
- Apprenticeship for only girls - increase % in labour market
- Sector specific apprenticeship-up-gradation training for small businesses

2019

NUMBER OF LEARNERs:
- 13,150 (BRAC)
- 2500 (UNICEF)
2020

Pivoting amidst pandemic

- Telephonic survey of learners and MCPs
- Apprenticeship training amidst pandemic keeping in mind the safety measures
- Disability focused training model
Covid-19 safety measures in training

- Limited number of participants
- Distance marking
- Hand washing facilities
- Protective gear
- Visual aid
- COVID19 orientation
2021

Unicef and GenU funded pilot projects on boarded

- Aims to reach number of learners: 5550
New Additions in Alternative Learning Pathways (ALP)-2021

Digital Literacy and Connectivity

- Digital Device will be provided to learners for remote learning
- Local partnership/GoB partnership for digital literacy training
- Digitally equipped classroom for soft skills and digital literacy classes
# Piloting new initiatives

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<tr>
<th>Partnership with NGO</th>
<th>Entrepreneurship</th>
<th>Online Training</th>
<th>Career Hub - Linking employers with employees</th>
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<tr>
<td>Cost Sharing</td>
<td>3 months activity based classroom training</td>
<td>Digital skills learning platform</td>
<td>A 360 degree career solution platform</td>
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<td>Sector strengthening</td>
<td>Mentoring support</td>
<td>Career aspirants are provided with employability skills and income generating opportunities</td>
<td>Works as the bridge between the employers and the job seekers</td>
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<tr>
<td>Increase coverage area</td>
<td>Access to finance</td>
<td>Aggregates the best digital training providers</td>
<td>Provides career related information, career counselling, skills training and career guidance to job seekers by aligning their respective skills, career expectation and aspirations</td>
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<tr>
<td>Cover hard to reach areas</td>
<td>10 months skills knowledge and mentoring support to potential youth entrepreneurs</td>
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Impacting lives

2012-2020

349642 people were reached

190218 aware of decent work

97,981 women were reached

75.03% job placement rate

Most Lucrative job in the informal sector- Wood furnishing and design with an average monthly income of 4622 BDT

6126 out of 6280 persons with disabilities who received training have been placed in jobs

251 out of 280 transgender people who received training have been placed in jobs

46 districts covered with training on 43 formal and informal trades

97,981 women were reached
Story of a triumphant!

“ I am Monisha, an ALP graduate from Cox’s Bazar. Currently, working in tailoring after my apprenticeship.

I will be forever grateful to BRAC for this life-changing opportunity. I have had a tough childhood. I always liked to play with girls, wrap my aunt’s saree and play with dolls. Because of my feminine attributes, my parents used to beat me and my classmates used to tease me at school. Eventually, my parents threw me out of home; thus, I had to join the ‘Hijra’ community. But, I never liked it there. Later, I contacted with PO apa who helped me get the tailoring training and gave me the chance chance to earn on of own.

I am also planning to take an initiative for transgender and ‘Hijra’ community so that nobody can look down upon us in future! ”
Q&A
Engage: decentjobsforyouth.org
genunlimited.org

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Thank you