

FCA

Finn Church Aid

**Conference
Private Sector Development through
Education
26th September Juba, South Sudan**

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Importance of Technical and Vocational Education and Training in driving economic and social development

- TVET helps learners acquire skills, knowledge and attitudes needed to develop professional careers and enter the world of work, creating a vibrant and fluent labour market and contributing to economic growth. (OECD)
- Education and training are central to the achievement of the 2030 Agenda for Sustainable Development. UNESCO's Strategy for Technical and Vocational Education and Training (TVET) aims to support the efforts of Member States to contribute to the transition towards sustainable societies and economies. TVET is concerned with the acquisition of knowledge and skills for the world of work, and is expected to help youth and adults develop the skills they need for employment, decent work and entrepreneurship, promoting equitable, inclusive and sustainable economic growth, and supporting transitions to green economies and environmental sustainability. (UNESCO)
- TVET has a key role to play in tackling youth unemployment as it is oriented towards the world of work and the acquisition of employability skills. (UNEVOC)

- “In South Sudan, we also face high level of out of school children and adolescent. Many of them are out of school for early marriage, being child soldiers, street children, disabled or displaced by conflict.
- In South Sudan we must call for urgent attention to invest and reform South Sudan’s TVET sector to deter South Sudan’s population – especially youth, which represent almost 70% population in South Sudan – in becoming involved in the nation’s conflict and to provide meaningful economic productive engagement for all. If nothing is done, the country risk restless, further engagement in conflict and having many becoming part of a lost generation. South Sudan cannot risk having a lost generation, and the TVET sector is one of the best opportunities for immediate results as well as long-term gains in youth engagement, peace-building, livelihood improvement and national economic development.” (UNESCO 2018.)

Golden Triangle Roles and Responsibilities

Objective of this workshop is to look at how different actors can work together in organizing education. Shared power, roles and responsibility between the government, private sector and educational providers has proven to be a golden triangle; efficient and effective education delivering the quality and quantity graduates to fit the market needs and the needs of the society.

But how to organize such cooperation and power sharing?

Finland in Nutshell

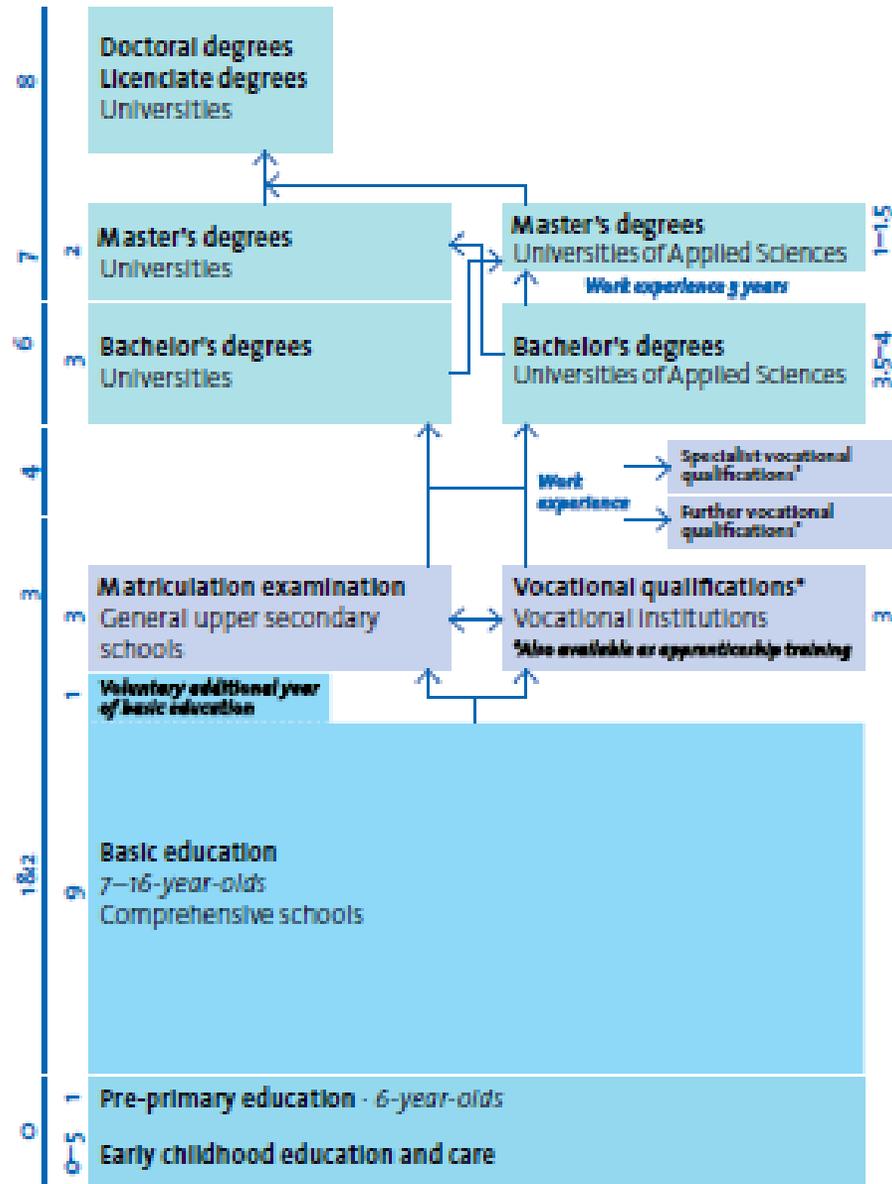
- Population 5,5 million (18 inhabitants/sq.km)
- Surface area of 338,000 sq. km
- Two official languages: Finnish and Swedish
- Independence from 1917
- European Union member from 1995
- Service sector employs most 74%, metal, engineering and electronics industries account for 22% and farming, fishing and forest products industry for 4% of employment
- PISA results are among the best in the world



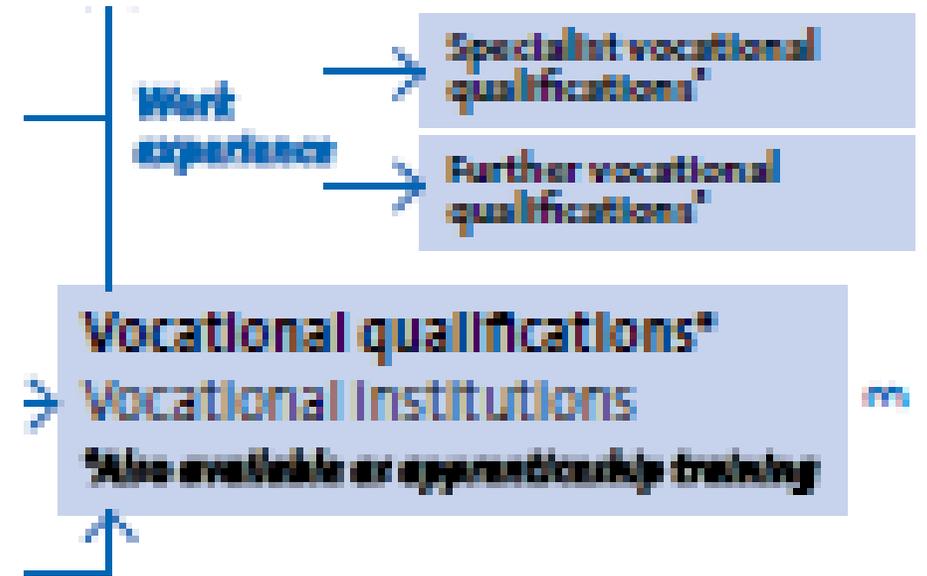
Critiques on TVET and how we answered to it

Mismatch between market demand of skilled labor force and specialization of the graduates	Market analysis and anticipation of demand Not over-intake in careers
Young people don't choose TVET	Advocacy for attractiveness Open pathways from TVET to higher education
Outcome of vocational training does not meet the needs of private sector or working life Equipment and curricula of TVET centers are not updated	Cooperation with labor market and involvement of private sector to avoid the mismatch Competence-based learning aims formulated together with working life
Roll-out is too slow and drop-out is too high	Work-based learning (prevent drop-out and mismatch) Modularity and flexible in learning pathways (Improving effectiveness) Recognition of prior learning and earlier studies (demonstration skills test)
Graduates lack proper working life skills, career planning skills and job seeking skills	Career counselling services to the students in TVET institutions

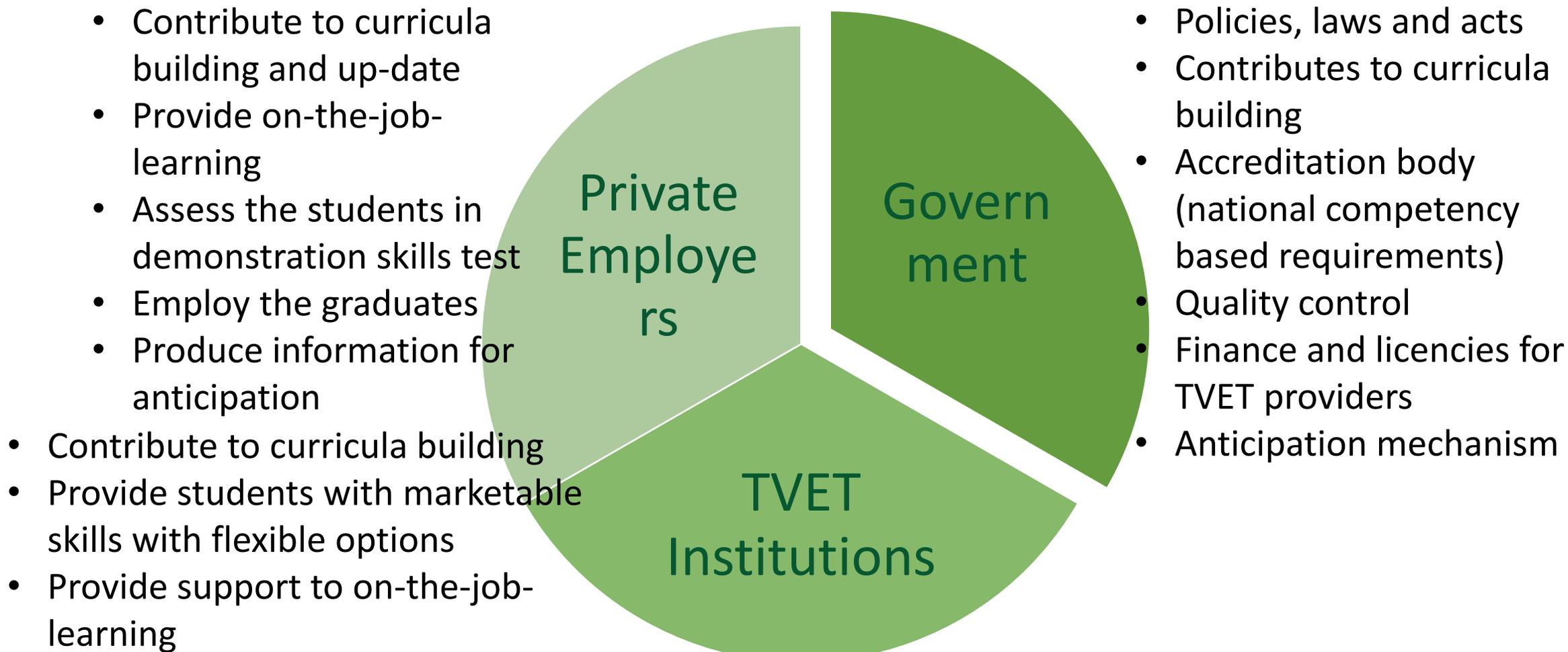
EDUCATION SYSTEM IN FINLAND



VET in Finland



The Golden Triangle in Finland



Career Guidance and Counselling

- The role of career counselling is growing in every OECD and European Union country
- Career and guidance counselling aims to
 - Concise career choices
 - Prevent drop-out by helping students with their studies (in learning skills, studying difficulties, in finding the on-the-job-training-place, in demonstration skills test etc.)
 - Build the capacity of students in career planning, working life skills and job-seeking
 - Secure the supported transitions to working life or further education
- Results
 - Resilience in changes in labor market
 - Increased labor market participation (decreased unemployment)
 - Economic growth (GDP)

Challenges in co-operating with private sector

- Finding suitable workplaces for on-the-job learning
 - Demands of competence-based learning environments are sometimes challenging
- Supporting on-the-job-trainers/ workplace instructors
 - Students enter to their first on-the-job period with very low skills
 - On-the-job-trainers do not always have pedagogical skills for teaching
- Direct recruitment channels in system level (in vocational institutions) are not fully developed
 - Still depending on personal contacts that career counsellors and teachers have

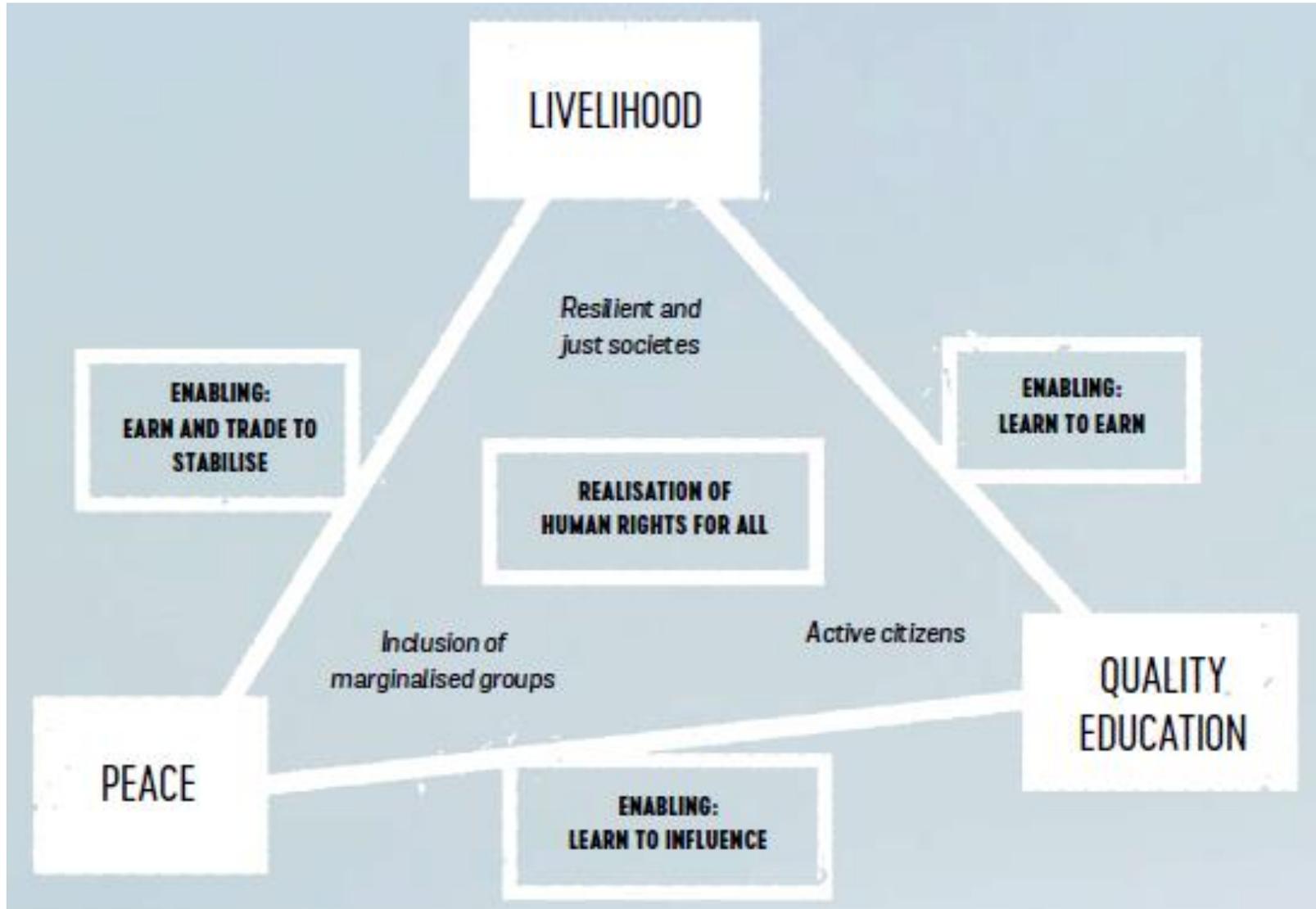
Advantages of Training in Workplaces

1. Workplace training can offer a high-quality learning environment, allowing students to acquire practical skills on up-to-date equipment and under trainers familiar with the most recent working methods and technologies; it also allows them to develop key soft skills – such as dealing with customers – in a real-world environment.
2. It facilitates a two-way flow of information between potential employers and employees, making later recruitment much more effective and less costly.
3. Employer provision of workplace training provides a signal that a TVET programme is of labour market value.
4. Trainees in the workplace can make a productive contribution.
(OECD 2010)

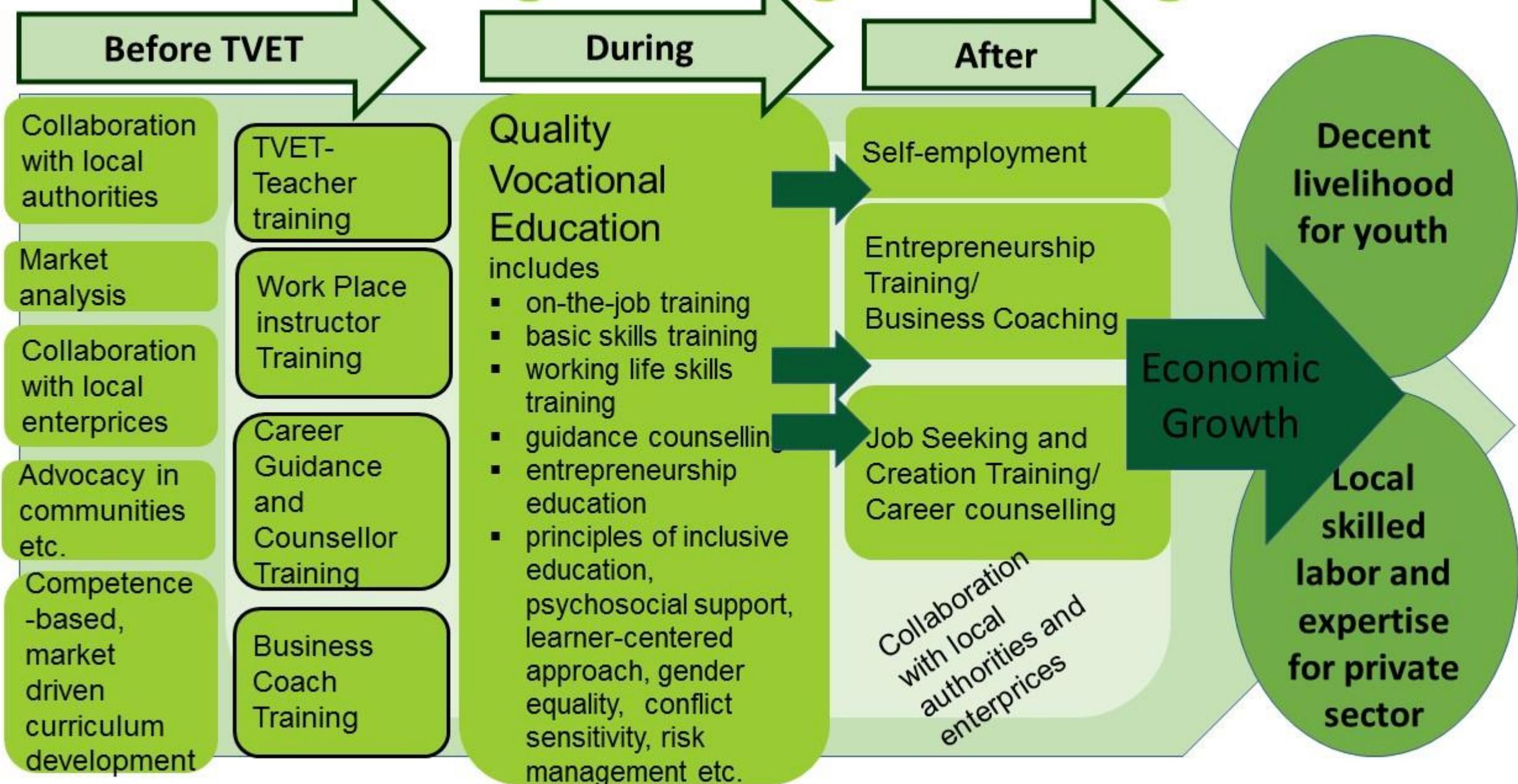
Finn Church Aid

- Finn Church Aid (FCA) is the largest Finnish organization for development cooperation and the second largest provider of humanitarian assistance. FCA operates in around 14 countries across four continents, and has over 70 years of experience.
- FCA specializes in supporting local communities in three priority areas: Right to Livelihood, Right to Education and Right to Peace.
- We are a member of the Core Humanitarian Standard Alliance and are working towards the application of the Core Humanitarian Standard (CHS), we are a founding member of ACT Alliance and a long-term partner of the Ministry for Foreign Affairs of Finland. We have a framework partnership agreement with ECHO, the Humanitarian Aid and Civil Protection department of the European Commission. We also have a growing number of local partners. We are member of INEE and IAEVG.

Three Programmatic Goals of FCA:



Linking Learning to Earning



Vocational Education Teacher Programme in FCA as a Tool in Contributing to Quality

Module 1: Vocational Teaching

- Vocational Teaching and on-the-job Learning
- Planning of Teaching
- Teaching Methods
- Assessment of Learning

Annex:
Theories
of
Learning

Module 2: Special Education

Challenges in Studies

- Recognition of Special Needs
- Inclusive Education
- Psychosocial Support

Module 3: Career Guidance and Counselling

Guidance Counselling

- Learning to Learn
- Life Skills
- Working Life Skills and Networking

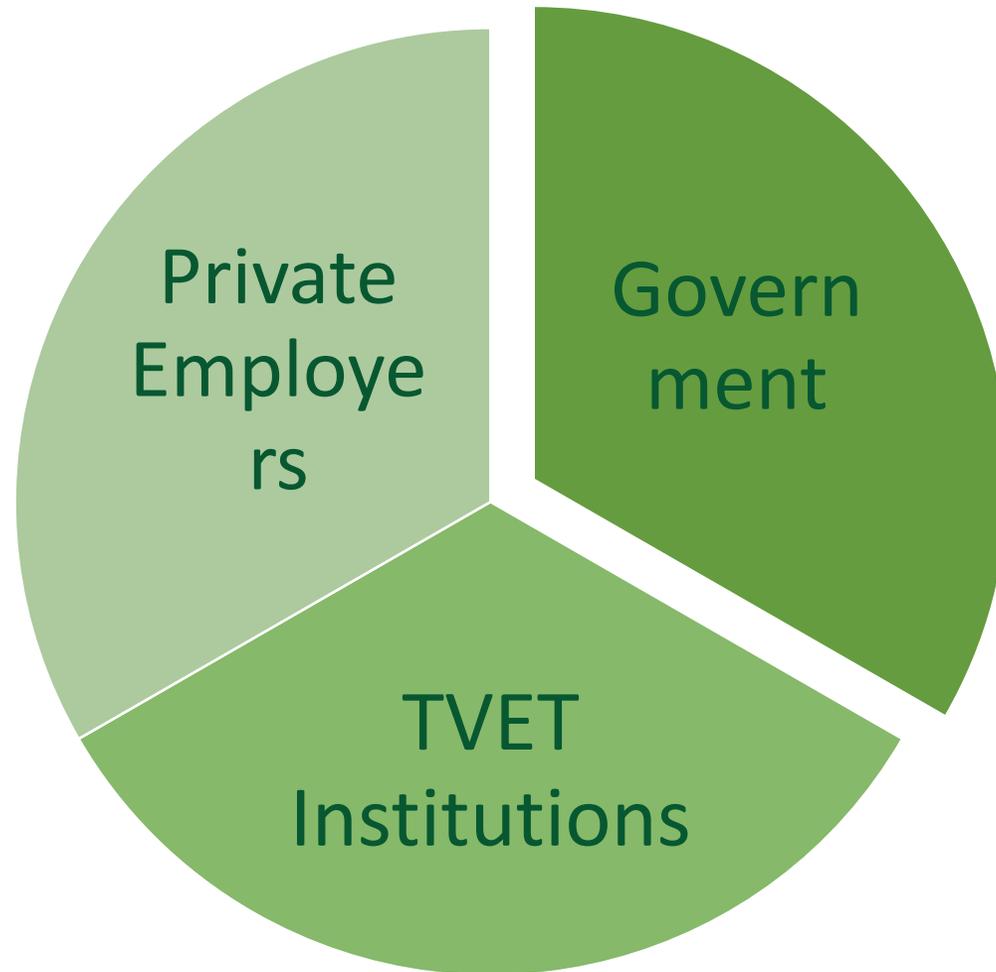
Career Counselling

- Career Choices
- Career Planning
- Job-seeking Training
- Entre-preneur Training

Support Module:
Workplace
Instructor's
Training

Support Module:
Coaching and
Mentoring
Training

The Golden Triangle in South Sudan?



**EMPOWERING
PEOPLE THROUGH
PEACE, QUALITY
EDUCATION AND
LIVELIHOODS.**

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