

Some conceptual puzzle-pieces of Vocational Training within Misereor

- Vocational Training (VT) thinkable as sectoral or segmental process (Economic: Human capital development, educational: skills training)

or as

- Holistic emancipatory process of persons and communities as a whole



Banking method

Problem solving method

MTTP in a snapshot

- Marist Technical Training Programme (MTTP) in existence since 1980s
- Situated in the South of Mindanao (conflict affected region)
- Reportedly the first cooperative VT model implemented in the Philippines
- Since 1980 approx. 1600 youth trained and graduated in more than 20 different trades
- According to impact evaluation: 75% employed and earning income (55% in field of training) compared to 78% not working and not earning before training



The cooperative model

- Selection of trainees by MTTP
- 10 months training in selected small scale enterprises with which MTTP is cooperating frequently
- Complementary trade theory, life skills and entrepreneurship lessons provided by MTTP
- MTTP facilitates skills testing by national VT authority (TESDA)
- Enterprises are not paid for the skills training they provide – but MTTP regularly provides skills upgrading to master craftspersons/ trainers in enterprises

Advantages of the cooperative model

- The model combines the advantages of workplace training with systematic classroom teaching
- Flexible system: wide selection of trades offered (as compared to centre based vocational training)
- Win-win situation for MTTP and their enterprise partners :
 - Cost-effective approach – no resources invested in establishing and maintaining an expensive VT infrastructure
 - Enterprises benefit because MTTP assists in recruiting apprentices, in providing job orientation, in mediating conflicts at workplace (which reduces drop out/ labour turn-over) and in skill upgrading
- “Apprenticeship contract” is setting a code of conduct and basic norms for the workplace training
- Trainees have an opportunity for skills certification at the end of the training period

Challenges

- Standards of skills training vastly vary from one enterprise to the other, there are no trade associations and no other mechanisms which could help setting uniform standards of apprenticeship training
- “Apprenticeship” in Informal Sector is stigmatised as being the last option if someone fails in school
- Apprentices being (mis-)used as cheap labour by some entrepreneurs
- The cooperative model of MTTP is not recognised (but tolerated) by the national skills testing authority
- Many youth tend to see informal apprenticeship as a “dead end” as it does not provide avenues to further training and education

The challenge of recognising skills acquired in informal apprenticeship

- There is hardly any link between the formal TVET system and apprenticeship training in the informal sector
- National competency standards are often not appropriate for small enterprise, especially those in rural contexts
- Our Partners introduced the cooperative model (duales System) and the weaker ones today are excluded from the formal TESDA standards for having older machinery in technical classrooms.
- Workshop owners should have a say in technical requirements of standards, but (by definition and reality) they will not tend to organize in guilds or crafts.
- When Training systems turn out successful, better off students appear and rule out the poorest, sometimes using the technical training as a stepping stone for higher academic training.

Thank You for your patience !