

FINAL ACT

Side event

**Valorization of Apprenticeship,
A Strategy to Meet the Objectives of the Right to
Education**

**followed by the Report of the Special Rapporteur on Technical and
Vocational Education**

(Summary)

22nd regular session of the United Nations Human Rights Council

Geneva - March 2



The second meeting had been introduced by Dr **Alpha Drame**, the General Secretary of *Apprentissages sans frontières*. The main theme leading this colloquium was *the Valorization of apprenticeship, a strategy to meet the Objectives of the Right to Education*. Prestigious speakers took the floor subsequently on three distinguish parts. DR.Kishore Singh, Excellency Sir Prosper Vokouma UN Burkina Faso Ambassador, Sir Mody Sory Barry the Counselor of the Professional and Employment Information of Guinea ministry, Mr Simon Junker the responsible of cooperation for developing countries, Ms Ursel Hauschildt from Bremen University, Ms Swati Sharma from India and Ms Claire DE LAVERNETTE, OIDEL's representative, *Organisation Internationale pour le Droit à l'Éducation*, focused their speeches mainly on the apprenticeship concept, case studies and the right to education.

Dr Kishore SINGH (UN Special Rapporteur for the right to education) draw the focus on the importance of the quality of education and especially the efficiency of of technical and vocational education to respond the employment needs.

Excellency Prosper VOKOUMA (Ambassador, Burkina Faso permanent representative at the United Nations) remind the importance to measure the necessity and emergency to better consider apprenticeship as a solution and as part of the vocational and technical training in order to cope with academic failure, youth unemployment and social exclusion.

Academic failure proves the deficiency of the educational system mainly characterized by incompatibility between programs' training level and trainees profiles with real economic needs and a public under-financing that does not allow offer and quantity development. Apprenticeship, thus, is perceived as a know-how acquisition that translates an acquisition process of skills, knowledge or cultural values through observation, imitation, attempt, repetition and presentation. In practice, apprenticeship is also an alternating training that combines training with an employer, and classes given in a training center with a professional diplomat the end.

Some countries such as Switzerland, Austria, and Germany are countries of references for apprenticeship.

Apprenticeship is in our days the key to reduce unemployment. This is why we should promote and encourage it.

Mr SORY BARRY, who represents the Employment and Vocational and Technical education minister from the Republic of Guinea, believed that it was important that the Republic of Guinea was present at this meeting but also that cooperation and a mutual assistance on a large scale is needed to face the unemployment crisis. The presence of Burkina Faso is considered as essential to educate and better oneself, in perspective to big challenges, which concern the technical and vocational education system of Guinea. Burkina Faso instituted apprenticeship as a main occupation for youth. Its experience is thus considerable.

It is unnecessary to remind the importance to keep apprenticeship's programs updated and we speak then about the modernization of apprenticeship.

Following this decision, the government started in 2000 the modernization of apprenticeship with the German GTZ (Technical International Cooperation) aid through the project called *Projet de modernisation de l'apprentissage* (Apprenticeship modernization project). Unfortunately, the German cooperation withdrew itself from the project to focus on basic education and health in central Guinea, although the department was planning the duplication of the project activities, thanks to dual training in others regions of the country. Unfortunately, since the end of this experimental period, we try to promote its development thanks to the support of other technical and financial partners. It is in this context that a signature of a partnership convention with the NGO *Apprentissages Sans Frontières* intervenes.



Following this meeting actions will be taken to the promotion and the elaboration of a real policy for a modernized apprenticeship, a strategic development for dual training in the country, and a real management of technical and vocational education.

It is in this context that this partnership agreement was signed and our ministry created a technical committee for a strategic development of the dual apprenticeship project. This committee exists. It is now a matter of defining the anchorage that has to be implemented between this committee and the office that already led the project with the German GTZ, along with all the other department structures, in order to cope with the emergency of new industrial mining societies, and to train youth and communities. If it is not the case, we risk having troubles as we have nowadays in some regions of the country. There are about ten mining societies that plan to set up in several regions. If we do not organize a good dual apprenticeship policy to take in charge of trainings focused on young people in this rural poverty, we are going to have troubles in the future. To conclude, the Republic of Guinea asks for support in the process of Guinea's technical and vocational education system's revolution.

Experiences of apprenticeship training: from practice to reality

Following the intervention of Mr. Barry, Dr Drame took the floor to present mainly the ASF's apprenticeship concept. In fact, what had been noticed is the importance of apprenticeship economically speaking since 80% of the economy comes from the non market societies in developing countries. The non market society is the informal sector based on apprenticeship.

However, apprenticeship differs from a culture to another since it is related to a specific cultural process especially in societies other than western market one based economy societies.

In this context, what had been discussed at the United Nations were mainly these other values that frame these other cultures. In this way, when we speak of the right to education we aim to integrate right to apprenticeship.

When we speak of apprenticeship, we speak about a job, then training, and finally, an access to human dignity. Indeed, the one who has an education has a job, and therefore a dignity.

Ms. Ursel HAUSCHILDT (Bremen University, Germany) takes the floor:

Ms Ursel Haushildt put the focus on the importance of restructuring the actual frame of apprenticeship because what we noticed is that the actual structure doesn't allow to this type of education to be recognized.

Different initiatives have been initiated concerning vocational and professional education: the G20 initiative, and the 2012 Beijing conference about vocational education's structure. In 2006, the International Network on Innovative Apprenticeship (INAP) was founded, of which the University of Bremen is a member. INAP determined characteristics to define this innovative apprenticeship:

1. **Professional activity:** the innovative vocational education plans for more dynamic and less specialized positions, allowing a widened occupation.
2. **Duration:** training has to be over two years long in order to gain quality, and in terms of costs/benefits.
3. **Competences:** skills have to be widened to include the knowledge of how, and why. Apprenticeship has to train through didactical concepts based on the solution to holistic problems. This in order to raise awareness on costs, creativity, and to be aware of the activities ensemble in one sector.
4. **Professional experience:** This has to be systematized, thought through, and mustn't only consist in learning by doing.
5. **Apprenticeship duality:** a restructuration of vocational education would make it more attractive. It is necessary to have an innovating apprenticeship system with diverse



implementations, sustainable professional profiles, an investment in careers, and promotion of a professional identity.

6. **Apprenticeship as part of the education's dual paths:** innovative apprenticeship will be part of the dual education system that allows rejoining master programs.

In conclusion:

- Implementation of innovative apprenticeship systems according to structural, organizational, and accountability international standards (INAP, April 2012).
- Introduction of parallel educational paths structure: a scientific path, a dual occupation path, and an open structure that allows implementation of mixed paths and careers.

Ms Swati SHARMA draw attention on the fact that traditional styles of classroom-confined teaching and exam-based certification are no longer efficient to fight the socio economic exclusion and a focused on hands-on learning, and skills training would be more suitable to employability and livelihood generation. This is the kind of participatory and student-focused educational model that can allow individuals to contribute to society and feel genuinely empowered. The aim is to train **500 million people by 2022**.

Technical and vocational education: legal approach

Dr. Kishore Singh's report to the General Assembly shows the importance given to technical and vocational education. Several players, such as the Swiss Cooperation Agency, the UN Economic and Social Council, and documents, such as the Universal Declaration on Human Rights, confirm the importance given to this type of education.

It is important to underline the importance of national legal frameworks on technical and vocational educations; these should be developed accordingly to international legal obligations under these various conventions on right to technical and vocational education. It is very important for developing countries to get inspired by different western legal frameworks, and to develop legislation in the same state of mind. Many countries have similar initiatives, either in juridical or political point of view. For example, there is an emerging policy on technical and vocational education in China and India has implemented a national capacities' development program.

Also, a dual system, and the exportation of this system's spirit are necessary to institutionalize collaboration between industries, and education professionals, whether they are private or public. It is very useful for developing countries, because it is a sector where policies and legal framework are insufficient, when it should be as developed as in developed countries.

Finally, when apprenticeship, and vocational and technical education system is being developed, one should always keep in mind the importance of human rights, universal values, ethic and moral values.

SEM Minelik Alemu getahun (Ambassador, permanent representative of the federal democratic republic of Ethiopia in the UN)

The education is an important catalysis to accomplish the development objectives. In fact, education has significant effects, healthy, reduce poverty, eliminate famine and reduce inequality. To ensure a certain quality of education and equity we need to better target the marginalized group. To do this we need to put into work a system of feedback and educational service control through the use of evaluation system and feed backs as specific target and standards.



The more important sectors for our technical and professional training are agriculture, healthcare and the teachers training. We have also directed our work on the agricultural sector in the sense of development support of new industries such as nursing, horticulture, spices, fruits, vegetables and cotton.

Actually there is numerous institutions of a medium size that offer a technical and professional training in the country in different fields such as bread and pastry confectionary, hotels and restaurant services, electronic, electricity, cars' mechanics , building and bureaucracy field. Despite the increasing demand for the urgent need of resources implementation, indications prove that technical and professional training services go beyond the offer that we have now. Increase the access to these services is important and we need further more to acquire these resources. The government objectives are also corresponding to economical needs in the social employment sector.

We are also in the reorganization process of technical and professional training.

The other focus is on the quality evaluation. We do have also a progressive decentralization of technical and professional program in order to report government responsibilities.

The government contributes with an important allocation for the program financing. We have another important part for the internship program. We are collaborating with different Ethiopian universities in order to have a smooth transition for graduated students from different sectors of the society. This would give a certainty that persons with high competences will be employed in foreign services but also a guaranty of gender parity in the ministry. With this we are definitely certain that the Foreign Service represent Ethiopia in all its different sectors, ethnicities, religions and the numerous cultures.

In that way, apprenticeship is good for individuals, society but also for our country in order to help youth to gain experiences. To this day, apprenticeship has been non paid or little. This has to be revised because non paid work is just unfair and I think that we have to be aware of this and change it.

Human rights values should guide future directions.

Dr Alpha DRAME (ASF General Secretary) takes the floor:

Dr Drame reminded that in contrary of many developed countries, apprenticeship is a second choice and doesn't constitute a part of excellence. To be considered so we have to break barriers and misconceptions in order to consider an apprentice at the same level than someone who came out from universities. We must not forget the legal approach as was pointed at by Dr Kishore Singh. It is essential to correct legal issues in order to increase the value of apprenticeship and make it adequate to countries and its economy system.

Ms. Claire DE LAVERNETTE spoke about the necessity of a new framework on human rights. Contribution of civil society is necessary. Millenniums Goals need to take into account not only the civil society's contribution and companies' contribution, but also adequacy of the right to education.

Burkina Faso showed its desire to have control over their destiny, and to reach harmony between the education system and the economic, social and cultural reality of the country.

The next step is to reach a third level that could be the creation of a high-level panel or a resolution for the Human Rights Council. We represent the civil society. An NGO doesn't make resolutions, but States do. States can bring resolutions only if they are convinced that these policies can be applied locally and if these policies can help the development of their country. This is what we are going to work on during the following months and years by collaboration with everyone who wanted to help for the success of this side-event. It is here, in this house, that human rights were created, and this is through these human rights that forever we will pursue this discussion, perpetuate development for the respect of the human being and the respect of the human dignity.