

# Initial review of community- based vocational training (CBVT) in G20 countries

An ILO contribution to the G20 Employment  
Working Group 2022

## ► Community-based vocational training (CBVT)

- is understood as **decentralized training for work**
- particular focus on **community participation, self-advancement and empowerment** and on the **inclusion of disadvantaged groups**.
- **particularly relevant in rural areas**, where there is little access to formal institutions.
- typically covers the identification of **local economic opportunities, training and post-training support**.



## History of CBVT

### 1970s and 80s

Rural skills training  
with community focus  
(poverty, rural-urban  
migration, training for  
informal economy)

### Today

Renewed interest:  
growing inequalities,  
need for localized  
and integrated  
approaches to skills  
and LLL

### Since 2000s

Decline in attention and  
stronger focus on skills  
governance and  
centralized approaches

## ▶ Three types of governance models of CBVT

### CBVT as a sector

- ▶ Formal legislative recognition of the sector
- ▶ Devolved formal government authorities
- ▶ Explicit governance role for communities (for institutions or for community-based providers)
- ▶ Articulation of the training provided within a national training system

Examples: Australia, UK, Italy, Republic of Korea, South Africa.

### Community outreach and delivery by VET providers

- ▶ Overall responsibility from a national Ministry of Education, Labour or Training, with operational responsibility devolved to lower-level governments.
- ▶ Linkage to sectoral education/training bodies with tripartite membership
- ▶ Defined role for formal VET institutions, quality assurance and remote delivery.

Examples: Argentina, Brazil, Germany, Indonesia, Japan, Turkey.

### CB organizations as service providers

- ▶ Lack of any defining or overarching regulatory framework for community-based VET
- ▶ In some contexts, a competitive approach to selection of service providers
- ▶ Limited role in governance of community-based organizations for sectoral or tripartite organizations.

Examples: India, Canada, USA.

## ▶ Outreach, admission and targeting in community-based vocational training

- ▶ Mobile training workshops for remote areas in Argentina
- ▶ Strong role for Public Employment Services in Rep. of Korea, France

## ▶ Training design and delivery

- ▶ Indigenous Skills and Employment Training Program (ISET) in Canada
- ▶ University programmes in Mexico encourage CBVT
- ▶ Neighbourhood groups in India through Kudumbashree/NRLM support self-employment and group enterprises

## ▶ Assessment, Certification and Post-Training Support

- ▶ BLK Komunitas in Indonesia offer formal qualifications
- ▶ Digital career guidance services in South Africa and Finland



Rural community group in Madras, India

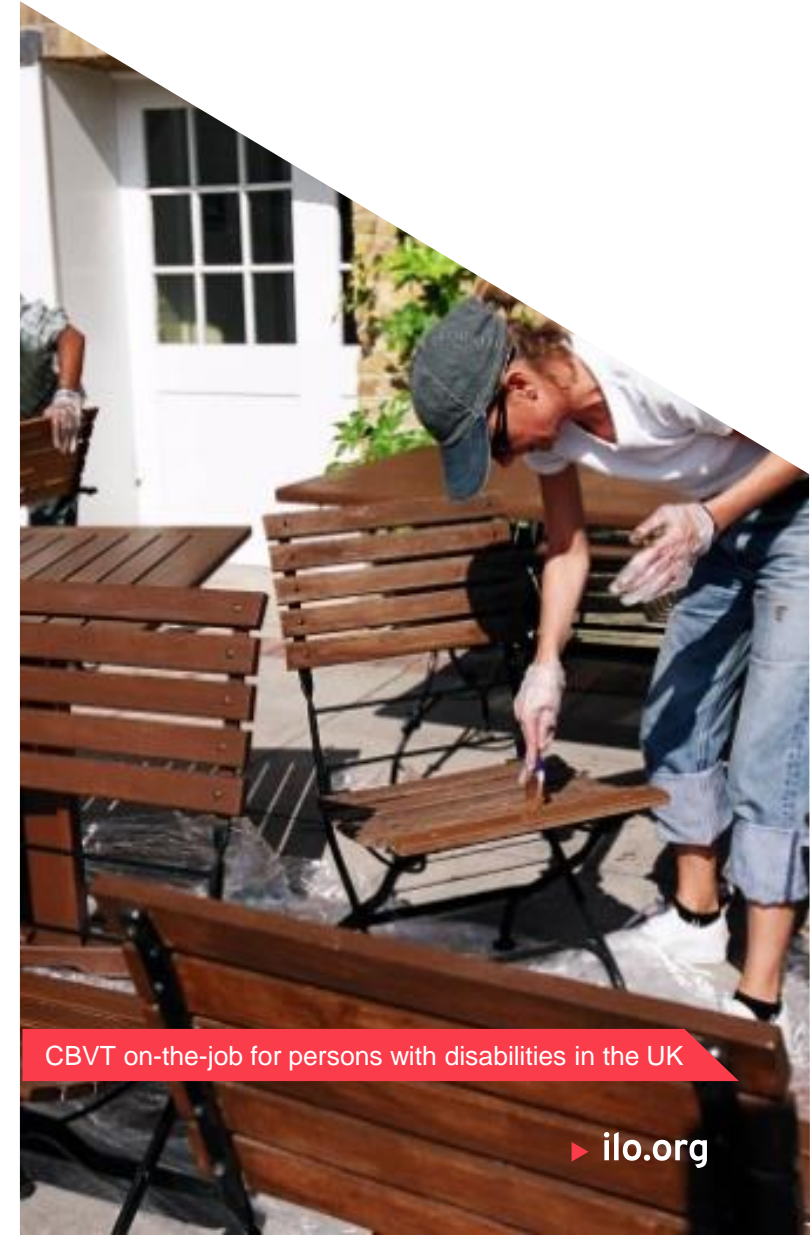
## ▶ **Strengthening CBVT – An opportunity for G20 countries**

### **Lessons learnt from current practices in G20 countries**

- ▶ Link skills systems and governance to local demand
- ▶ Create networks between local actors: pre-, during- and post-training support
- ▶ Improve access and quality of CBVT
- ▶ Fully incorporate climate and environmental concerns
- ▶ Build on partnership, participation and (local) social dialogue

### **CBVT is an important policy tool, including for recovery from the COVID-19 crisis since it promotes**

- ▶ Skills and LLL locally, including productivity and value addition
- ▶ Social mobility and professional identify
- ▶ Civic participation and trust in institutions and communities
- ▶ Equity.



CBVT on-the-job for persons with disabilities in the UK