

THIS SPECIAL ISSUE'S NUMBER¹

70 years of the Geneva Refugee Convention

Adopted on 28 July 1951, the Geneva Refugee Convention established the international legal framework for the protection of refugees that continues to apply today.²

- 1 This issue of the TVET Telegraph focuses on the topic of 'TVET in the context of forced displacement'. It has been published as a special issue somewhat greater in length to tie in with the 70th anniversary of the Geneva Refugee Convention.
- 2 According to [UNHCR](#), 82.4 million people worldwide were on the move in late 2020, having been forcibly displaced as a result of war, persecution and human rights abuses.

Presented by the Sector Project TVET
Issue 09 | December 2021

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HIGHLIGHTS FROM THE SECTOR PROJECT TVET



STUDY: 'SKILLS AND LABOUR MARKET TRANSITIONS FOR REFUGEES AND HOST COMMUNITIES'

This study has been published on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ) by the Sector Project on Technical and Vocational Education and Training (Sector Project TVET), in cooperation with the United Nations High Commissioner for Refugees UNHCR, the International Labour Organization (ILO) and Finn Church Aid (FCA). It examines the approaches of different implementation parties to providing refugees with access to TVET programmes and entry into the labour market. Ethiopia, Jordan, Kenya, Sudan

and Uganda were selected as country case studies. The analysis considered various aspects, such as the inclusion of refugees in the national TVET system, the labour market-orientation of measures, accreditation of completed courses, teacher training, professional development, technological innovation and gender equality. The study provides an overview of best practices in the five countries and formulates practical recommendations to provide orientation when designing and implementing projects.

Link: will be expected to be available in February 2022
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Published by





STUDY: 'THE FUTURE IS EQUAL - SUCCESS FACTORS FOR GENDER EQUALITY IN VOCATIONAL EDUCATION AND TRAINING'

Sustainable Development Goal (SDG) 4 of the 2030 Agenda aims to ensure that all women and men have equal access to

affordable and good quality vocational education, and to eliminate gender disparities in education. Nonetheless, girls and women in particular still often lack access to TVET courses of their choice and therefore miss out on good job opportunities. On behalf of BMZ, the Sector Project TVET has published a study entitled 'The Future is Equal - Success Factors for Gender Equality in Vocational Education and Training' and formulated 15 success factors based on project examples. The study contains practical solutions and key questions for reflection purposes. It provides impetus for development actors in the TVET sector regarding ways to further advance gender equality. The study was presented during a digital dialogue involving BMZ Division 413 (Education) and 80 experts from GIZ and civil society organisations, on 16 September 2021. During this event, participants shared their experiences with one another and discussed further measures for strengthening gender-transformative approaches.

Link: <https://mia.giz.de/qlink/ID=248444000>

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FILM „TVET4WOMEN: WELDING STORY GHANA“

Following its explanatory video [TVET4Future: New Work and Vocational Education and Training](#), the Sector Project TVET has produced another film, which this time undertakes to tell stories in a local context. It features Mariatu, a Ghanaian woman trainee as a welder, breaking with existing stereotypes in a male-dominated sector and thereby serving as an inspiring role model for girls interested in this industry. Mariatu's boss, Chris Denyo, is President of the Ghana Institution of Welding and has completed training courses at the Accra Technical Training Centre as part of the [Ghana Skills Development Initiative](#).

Link: https://youtu.be/kAV1Jq_4pm8Version

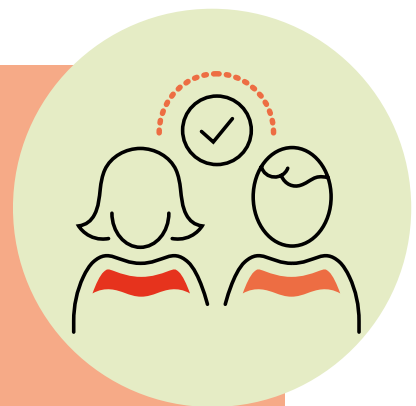
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IN FOCUS

TVET in the context of forced displacement



"THE WORK HAS BOOSTED MY SELF-CONFIDENCE" – VOCATIONAL EDUCATION AS A BRIDGE TO INCLUSION IN ETHIOPIA

Vocational training is a key to the employment and inclusion of refugees in Ethiopia. GIZ is assisting the Ethiopian Government in strengthening vocational training provision and creating employment opportunities for refugees and Ethiopians. One of the beneficiaries of this initiative is Henok Tekle Haimanot.

'The work has boosted my self-confidence,' says Henok. The 28-year-old Eritrean has been living in Ethiopia for seven years, initially in a refugee camp in the north of the country, and now in Addis Ababa. 'When I arrived here, I barely received any support,' adds Henok. For many years, he had to rely on a relative to provide him with food and accommodation. Since then, his situation has improved significantly. Henok has found employment as a waiter in a hotel, something which would have been beyond his reach without training and professional experience. He seized the opportunity to complete a short-term training as part of the Qualifications and Employment Perspectives for Refugees and Host Communities in Ethiopia Programme (QEP). Henok attended a training in food and beverage service at the Nefas Silk Polytechnic College in Addis Ababa, Ethiopia's first inclusive vocational college.

On behalf of the BMZ, the GIZ is supporting the Ethiopian Government in including refugees into the national public vocational training system. To this end, public vocational schools are being expanded to become inclusive vocational colleges. These colleges do not offer separate training classes for refugees; rather, refugees get equipped for the labour market alongside their fellow Ethiopian trainees.

Henok made the transition into employment with barely any difficulties. He benefited from a newly established network of vocational colleges and local enterprises. The Nefas Silk Polytechnic College assists graduates to get in touch with companies where they can gain their first experiences in the world of work. This often paves the way for graduates to find employment, as was the case for Henok. He subsequently applied for a job as a waiter at a hotel and was promptly accepted: 'The previous experience has helped me to get selected among the competition and to get hired,' says Henok.

Today, he spreads optimism: 'Thanks to the training and the work experience at companies, I have developed self-confidence. My livelihood has improved. I am hopeful, and I can envision a better life for me and my family.' He proudly explains how he is now able to provide for himself and his sister, who has recently come to live with him. They have rented a flat together in the city.

Henok has big plans for the future. He wants to establish himself further in Ethiopia: 'I would like to have my own business, maybe open a café. I am just waiting for the right business partner.'



© GIZ





INTERVIEW WITH TOBIAS ERBERT

Project Manager at GIZ Ethiopia

With around 800,000 refugees, Ethiopia is one of Africa's major host countries. How can refugees be included successfully? What are the challenges?

Ethiopia's progressive legislation allows for refugees to be included into the public vocational training system and the labour market, under certain conditions. The implementation of this legislation has not yet been fully defined and identifying options for inclusion remains a challenge. To this end, it is necessary to bring together different stakeholders, from ministries and refugee authorities to various vocational colleges. The goal is to identify common interests and objectives in order to move further along the road to inclusion.

How are refugees perceived in Ethiopian society?

Ethiopia has a historic tradition of welcoming people from other nations. But it is also important to recognise that the country has a population of over 115 million people, more than 70 per cent of whom are under the age of 30. Many of these young people are looking for work, and they can end up competing for work with refugees. It is therefore important to combine training opportunities with specific employment opportunities and, most importantly, to involve Ethiopians and refugees equally.

How can Ethiopians and refugees be trained alongside one another? What conditions must be put in place for this to happen?

One prerequisite is a willingness to try new things, while taking different stakeholders' needs seriously, including, of course, those of the refugees and of the host communities. Technical and psycho-social teacher training is also a major part of our initiatives. This prepares teaching staff to work with people who have sometimes experienced very traumatic situations. We revise curricula, adjust them to the labour market, develop inclusive training courses and support vocational colleges in their cooperation with companies.

How can people make a successful transition from vocational training to employment?

It is important to involve the private sector from the outset when we plan our approaches. Our experience shows that direct cooperation with enterprises pays off in many cases. It's only together with them that we can answer questions such as, what kind of skills do the businesses really need? We advise vocational colleges and companies on an ongoing basis on their cooperation activities. Only in this way can we establish the foundation for a long-term partnership.

What is special about the QEP approach? What are the biggest impacts you've achieved so far with the project?

Our approach is geared systematically to the inclusion of refugees into the public vocational training system. We don't want to strengthen parallel structures that could isolate refugees. Our unique approach is to support the establishment of public vocational colleges in Ethiopia that include refugees into the training for the first time. We assist vocational colleges in their cooperation with currently more than 200 companies. This level of cooperation did not exist previously. More than 2,700 refugees and Ethiopians have found employment immediately after completing a vocational training course. This creates prospects and a future for every individual.

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Link: Improving employment prospects for refugees and host communities (giz.de)

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© Simon Marks



Insights into Welthungerhilfe's work

BOOSTING COHESION: WELTHUNGERHILFE'S 'STEP UP' PROJECT IN UGANDA

An article by Inga Schallau

Around 40 per cent of the population of Uganda's Arua district, which is located close to the border with South Sudan and the Democratic Republic of the Congo, live below the poverty line. Only around one fifth of Ugandans has the chance of finding a job in the formal sector to establish a livelihood for themselves. This is due to the poor economic situation and the lack of training opportunities. Added to this, an increasing number of people are fleeing to Uganda to escape the fighting in South Sudan, with more than a million people having done so to date. Refugees currently account for 24 per cent of the total population of Arua district. Most of them live in refugee camps with no hope of returning to their home country any time soon.

Welthungerhilfe works with local partner organisations PALM Corps and Community Empowerment for Rural Development (CEFORD) to support 2,200 people in this region. The aim is to improve the lives of the South Sudanese refugees and the Ugandan host communities, create future prospects for them, and increase their capacity to help themselves.

The BMZ-financed project is reaching a total of 1,800 smallholder farmers by involving them in Farmer Field Schools and providing them with seed, agricultural tools and nutritional advice. Additionally, 400 young people are being afforded the opportunity to expand their income prospects through practical vocational training, inclusive mentoring and start-up financing. The project intentionally addresses both population groups in Arua. 70 per cent of participants are South Sudanese refugees, while 30 per cent are residents of the Ugandan host communities. In an environment as fragile as this, there is potential for competition or intercultural tensions to arise. Consequently, Welthungerhilfe specifically supports cooperation in groups, such as village savings associations, youth groups and neighbourhood associations. The greater cohesion also helps to prevent conflicts and overcome challenges through mutual exchange.

Link: <https://palmcorps.org/step-up/>

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Trainees in the tailoring sector, © Welthungerhilfe

Insights into the work of Don Bosco Mondo

EDUCATION FOR FUTURE PROSPECTS – DON BOSCO PROMOTES TVET FOR MARGINALISED INDIVIDUALS

An article by Dr Susanne Franke

'Kakuma means "nowhere" in English, and indeed the refugee camp in northern Kenya seems rather unreal. It is hot and dusty, the wind howls relentlessly and the surrounding landscape is bleak. The camp is a prison and place of exile all at once, as there is barely any work and hope is in short supply for the refugees there. Many of the residents have experienced terrible things, be it war, violence or the loss of close relatives. So, it is all the more important to improve the future prospects, especially of young people with nowhere to call home.' (Don Bosco Mondo, Annual Report 2019/2020) Don Bosco Mondo e.V. operates as a non-governmental organisation (NGO) for development, as part of a strong global network. Its work focuses on marginalised young people in 134 countries, regardless of religious affiliation or world view. An increasing number of these young people are without prospects in their home countries and are either considering leaving for another country as a last resort, or have already left.

The Don Bosco centres offer programmes specifically for preventing displacement and supporting refugees. In the Kakuma refugee camp in Kenya, for example. Cofinanced by BMZ and supported by GIZ, Don Bosco is working to provide vocational education for refugees as well as the local population. Most people here are unemployed or, at best, work in the informal economy. Yet at the same time, there is demand on the local labour market for skilled workers for building homes and roadworks, and in electro-technical jobs. In order to tackle this challenge, a training centre was set up outside of the refugee camp in 2018. At this centre, Don Bosco offers training measures for 1,160 women and men between the ages of 18 and 34. In addition to technical skills, the curriculum also features life skills, entrepreneurship and English language skills, all of which are being readily taken up by both target groups.

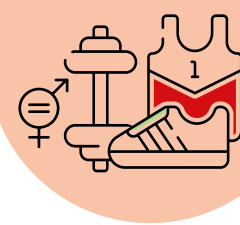
Don Bosco has been working in the Kakuma refugee camp in Kenya since 1993.

Link: <https://www.don-bosco-mondo.de/jb2019-epaper/#8> (German only) and general information in English: www.don-bosco-mondo.com

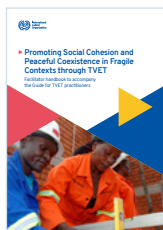
Contact: monika.schmidt@giz.de



Project participants in Kakuma 2019, © Don Bosco Mondo e.V



Insights into ILO's work: TVET in the context of forced displacement



VOCATIONAL TRAINING IN FRAGILE CONTEXTS – FOR PEACEFUL COHESION AND DECENT WORK

An article by Christine Hofmann

To reach people in situations of crisis, including refugees, with effective vocational training and employment initiatives, it is necessary to understand the local context in all of its fragility. The International Labour Organization (ILO) adopted a unique normative framework in 2017 for the world of work in conflict and disaster situations. The Employment and Decent Work for Peace and Resilience Recommendation (R205) calls upon countries to prevent crises and adapt educational, training, retraining and vocational guidance programmes to emerging skills needs for recovery and reconstruction.

ILO – founded under the Treaty of Versailles after the First World War, and winner of the Nobel Peace Prize in 1969 – has worked from its earliest years at the intersection between humanitarian assistance and development. In fragile situations, decent work and vocational training are essential to reconstruction work and the inclusion of individuals looking for a safe place after fleeing their homes. ILO's activities are currently focused on Turkey, Lebanon, Jordan, the Horn of Africa and North Africa, as well as the countries bordering Venezuela, where it promotes, among other things, the implementation of the ILO Guiding Principles on Access of Refugees and Other Forcibly Displaced Persons to the Labour Market.

Institutions of vocational education and training offer tremendous potential for use as centres for peace and resilience in fragile situations. For this reason, ILO has developed new guidelines entitled, 'Promoting Social Cohesion and Peaceful Coexistence in Fragile Contexts through TVET - Guide for TVET Practitioners'. The guide is aimed at training instructors and TVET experts involved in the implementation of training strategies and programmes in fragile contexts, and in public- and private-sector organisations, including trade unions and employers' associations. Following a technical introduction to the topic, the guide provides teaching staff with approaches and teaching methods for creating a respectful and supportive learning environment. The guide contains interactive exercises that can be implemented at a training centre or in the workplace. It describes advisory approaches to enhancing the employability of learners, as well as instruments for impact assessment.

A supplementary handbook serves as an aid for vocational training instructors, for conducting training courses to promote social cohesion and peaceful coexistence. It was developed in cooperation with instructors who took part in pilot training courses in Turkey, Kenya, Ethiopia, Jordan and Uganda, and also contains work materials and handouts.

Link Guide: https://www.ilo.org/skills/events/WCMS_791844/lang--en/index.htm

Link to Handbook: [wcms_818561.pdf](https://www.ilo.org/skills/events/WCMS_791844/lang--en/index.htm) (ilo.org)

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Insights into the work of the Sector Project on Sport for Development

USING THE POTENTIAL OF SPORT IN A DISPLACEMENT CONTEXT

Sport offers individuals who have had to leave their familiar surroundings a good opportunity to establish social contacts and develop a sense of community. Sports activities provide a context for refugees and the host community to meet one another. Through the use of educational measures, such activities can even help to overcome conflict. Regular sports training adds variety, structure and fun to everyday life. It can also serve to dismantle tensions and aggression and help participants to deal with traumatic experiences more effectively. In a trust-based environment surrounding during sporting activities, it is possible to address health-related issues and, if necessary, to give professional support. Children and young people in particular learn life skills when practising sports, skills that help them to manage difficult life situations and develop confidence about their own prospects.

GIZ is successfully applying the Sport for Development (S4D) approach in many countries. The approach involves the targeted use of sport, physical activity and play to promote the development of children, young people and young adults, especially in contexts of forced displacement.

Links: [Resource Toolkit – Sport for Development \(sport-for-development.com\)](https://sport-for-development.com)

[Topic Collection – Sport for Development \(sport-for-development.com\)](https://sport-for-development.com)

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BACKGROUND MATERIALS ON TVET, A SERIES OF PUBLICATIONS BY THE SECTOR PROJECT TVET

Following volumes 1, 'Digital transformation in the informal economy', and volume 2, 'The effects of the digital transformation on technical and vocational education and training and the labour market', the Sector Project TVET has now published two further volumes:

Volume 3: 'Governance of technical and vocational education and training (TVET) and new work in development cooperation: strengthening TVET systems to meet new requirements'

The digital transformation of the world of work poses big challenges for existing training and employment systems, yet it also brings opportunities for development cooperation. Whether or not the advancing digitalisation process will ultimately offer more advantages or disadvantages depends to a large extent on whether TVET policy in the respective countries makes effective use of the existing scope for action. The study examines the challenges and cooperative approaches of TVET for governance between the central level and local approaches. The findings of the analysis are summarised in four theses at the end of the study, based on current research approaches and current project examples.

Link: <https://mia.giz.de/qlink/ID=248153000>
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VOLUME 4: 'TEACHERS AND TRAINERS MATTER - SKILLS DEVELOPMENT FOR TVET STAFF IN GERMAN DEVELOPMENT COOPERATION'

Well-qualified vocational training personnel are key to high-quality TVET provision that is relevant to the labour market. Moreover, teachers at vocational colleges and the managers and in-house instructors of private companies play a decisive role in implementing reforms in the respective TVET systems. This fourth volume of TVET background materials takes 10 practical examples of German development cooperation and analyses the challenges for TVET instructor training in the respective partner countries. The findings of the analysis are summarised in recommendations for action for development-oriented advice and for the design of projects.

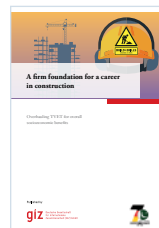
Link: English version coming soon
German version: <https://mia.giz.de/qlink/ID=248864000>
Contact: monika.schmidt@giz.de



OXFORD REPORT: 'SKILLS FOR THE PLANETARY LABOUR MARKET: INDIAN WORKERS IN THE PLATFORM ECONOMY'

Produced by the Oxford Internet Institute's Fairwork Foundation and financed and supported by the Sector Project TVET, this research report examines how Indian cloudworkers perceive and expand their training portfolio in relation to their platform work. The report identifies ways in which state and private-sector actors as well as other actors in development cooperation can adapt their training approaches in order to also take account of the needs of cloudworkers. It also examined the impact of the COVID-19 pandemic on Indian cloudworkers and the cloudwork landscape.

Link: [Fairwork | Skills for the Planetary Labour Market: Indian Workers in the Platform Economy](#)
Contact: amelie.daas@giz.de



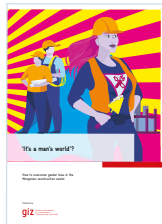
BUILD4SKILLS STUDY: 'A FIRM FOUNDATION FOR A CAREER IN CONSTRUCTION. OVERHAULING TVET FOR OVERALL SOCIOECONOMIC BENEFITS'

Around the world, a growing population, urbanisation and new technologies require the right infrastructure. What are the preconditions for this? A fully functioning, modern construction sector and suitably qualified workers. GIZ's Build4Skills global project works on a simple, yet practical premiss: Why should the untapped potential of infrastructure projects not be leveraged to train young people locally in the workplace? The aim in the long term is to make the provision of vocational training a prerequisite in infrastructure project tenders, much like social and environmental standards.

The present study sheds light on the economic importance and the need for skilled workers in the construction sector in Pakistan.

Link: [A firm foundation for a career in construction. Overhauling TVET for overall socioeconomic benefits \(Pakistan\). pdf \(giz.de\)](#)
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PUBLICATIONS



BUILD4SKILLS STUDY: 'IT'S A MAN'S WORLD'? HOW TO OVERCOME GENDER BIAS IN THE MONGOLIAN AND PAKISTANI CONSTRUCTION SECTORS

Another Build4Skills study examines gender bias in the TVET sector and the recruitment process within the Mongolian and Pakistani construction sector. Global evidence is identified and compared with the experiences of trainees, instructors and employers.

Link Mongolei: <https://mia.giz.de/qlink/ID=248615000>

Link Pakistan: <https://publikationen.giz.de/qlink/ID=248816000>

Contact: build4skills@giz.de



UNESCO-UNEVOC REPORT 'TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING FOR DISADVANTAGED YOUTH'

This report identifies challenges for disadvantaged young people in TVET.

It examines strategies and approaches for supporting this target group. The underlying criteria are: availability, accessibility, acceptability and adaptability.

Link: <https://unevoc.unesco.org/home/UNEVOC+Publications/lang=en/akt=detail/qs=6492>

Contact: p.gianchandani@unesco.org

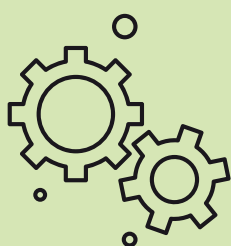


AIZ PUBLICATION IN COOPERATION WITH UNESCO-UNEVOC: 'TECHNICAL AND VOCATIONAL TEACHER EDUCATION AND TRAINING IN INTERNATIONAL AND DEVELOPMENT CO-OPERATION'

This publication highlights current trends and challenges in the training of vocational teachers in the context of international development cooperation, and presents existing models, institutional implementation structures and development strategies. It also provides conclusions and recommendations for future HR development scenarios in TVET, based on a compilation of case studies from developing countries, emerging economies and industrialised nations, including the perspectives of international donors and organisations.

Link: <https://www.springer.com/gp/book/9789811664731>

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UNESCO-UNEVOC COVID-19 RESPONSE PROJECT

The UNESCO-UNEVOC COVID-19 response project supported the training initiatives in Ghana, India, Jamaica, Malawi and Thailand. These programmes enabled over 400 trainees to tap new sources of income in agriculture, health care and entrepreneurship to replace the income sources lost as a result of the pandemic. As part of the GIZ-supported project, UNESCO-UNEVOC organised three webinars in order to assist TVET institutions in building their resilience and digital skills.

The webinars can be viewed on the UNESCO-UNEVOC YouTube channel:

- **Digital Competence and the Future of Work – Pathways for TVET Institutions, 18 March 2021:**
<https://www.youtube.com/watch?v=eER8bQIDAZ4>
- **Social Aspects of Digital Learning in TVET, 22 April 2021:**
<https://www.youtube.com/watch?v=t6al4s4ekyk>
- **Navigating the Maze of Digital Tools and Services, 20 May 2021:** <https://www.youtube.com/watch?v=ttSRllkxJvA>

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NEW 'UNESCO STRATEGY FOR TVET 2022-2029': HIGH-LEVEL POLITICAL EVENT ON 7/8 DECEMBER 2021

The new strategy for 2022 to 2029 builds on the achievements of the previous Strategy for TVET (2016-2021). It aims to create a global dynamism for TVET to facilitate a social and economic recovery following the COVID-19 pandemic. Another focus is on achieving SDG 4 of the 2030 Agenda for Sustainable Development: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. With the new strategy, it is intended that member states further strengthen their commitment to TVET and develop a common vision for redesigning labour markets, economies and societies. Several high-profile representatives of TVET institutions were invited to the event on 7 and 8 December 2021 to explore the different aspects of the new strategy.

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ADEA HIGH-LEVEL POLICY DIALOGUE FORUM ON 8 JULY 2021, IN PARTNERSHIP WITH THE WORLD BANK, THE AFRICAN DEVELOPMENT BANK (AFDB) AND GIZ



The Association for the Development of Education in Africa (ADEA), organized a High-Level Policy Dialogue Forum on the theme 'Rethinking the role of Skills Development in future work and lifelong learning, in light of digitalization and 4th Industrial Revolution (4IR)' as a three-part webinar series. The Sector Project TVET co-hosted a session on 'Relevance and Partnerships – Unlocking the potential of Africa's skilled workforce with relevant Technical and Vocational Skills Development (TVSD)'. The panelists included senior speakers from UNESCO's education section, the Kenya Association of Manufacturers, the GIZ's Digital Transformation Center Tunisia and the 'Skills Initiative for Africa'. They provided insights on current initiatives to promote partnerships in the field of TVET and on how digitalisation will be the key lever in shaping future programmes in the context of lifelong learning.

You can find more information [here](#).

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GOVET WORKSHOP: COVID-19 AND TVET

The workshops, conducted by the German Office for International Cooperation in Vocational Education and Training (GOVET) with experts from South Africa and Ghana, afforded numerous actors in the field of international TVET cooperation the opportunity to exchange ideas about the impacts of the coronavirus pandemic on TVET, and to network with one another. GIZ colleagues contributed the experience of German development cooperation to the discussions. The results of the workshops are to be shared in a publication.

Link: <https://www.govet.international/en/123655.php>
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Going green – skills and jobs for a sustainable transformation



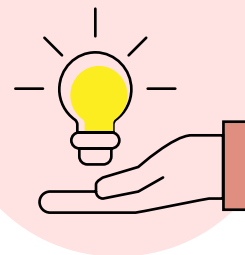
THEMENTAG 'GOING GREEN - SKILLS AND JOBS FOR A SUSTAINABLE TRANSFORMATION' ORGANISED BY GIZ COMPETENCE CENTRE FOR EDUCATION, VOCATIONAL EDUCATION AND TRAINING AND LABOUR MARKET

This year's theme day, which was held as a virtual event on 16 December, was devoted to green issues. The focus was on questions concerning key topics, and participants shared their knowledge and experience concerning these matters with one another. These questions included:

- How can education for sustainable development be mainstreamed at all levels within the education system?
- How can we help to create green workplaces or make current workplaces greener?
- How should the labour market and social security systems respond in order to compensate for the individual and societal risks of the green transformation?
- What new alliances need to be forged in order to tackle the challenges on the education and labour markets in our partner countries?

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USEFUL INFORMATION



BMZ ACTION NETWORK ON FORCED DISPLACEMENT: WOMEN AS AGENTS OF CHANGE

'There are still not enough women at the table when it comes to making important decisions in situations of conflict. We want to strengthen women through the Action Network. Working together, we want to ensure greater security for displaced women and girls, to give them a voice in decision-making and enable them to lead a self-determined life.'

(Parliamentary State Secretary Dr Maria Flachsbarth, Patron of the Action Network on Forced Displacement: Women as Agents of Change, source: BMZ website)

In order to strengthen the political and economic participation of women in different situations of displacement, BMZ launched the Action Network on Forced Displacement: Women as Agents of Change in October 2020.

This network seeks to increase the visibility of women as change agents in situations of displacement and to strengthen women's rights, opportunities and activities in relation to economic and political participation. It brings together female leaders from around the world who are working to strengthen the position of displaced girls and women, and serves as a positive example of grass-roots action and integrated leadership. Vocational education and training are basic levers for raising the social and economic participation of women and improving their prospects of a self-determined life. An online workshop on 10 November 2021 focused on creating permanent alliances through the Action Network and on working together to shape the future.

Link: Action Network on Forced Displacement: Women as Agents of Change | BMZ (German only)

INFORMATION FROM THE SECTOR PROJECT ON FORCED DISPLACEMENT

BMZ's Special Initiative on Displacement was launched by BMZ in 2014 and responds flexibly and in a targeted manner to the challenges of global refugee movements. It aims to mitigate the causes of displacement, stabilise host regions and support refugees, internally displaced people and returnees. Regional priorities are the Middle East, East and Central Africa, as well as the countries surrounding Afghanistan, Colombia and Ukraine. The programmes address displaced people and host communities alike. Over half of all programmes contain education components at different educational levels. Since 2014, almost 500,000 people have benefited from vocational training,

business start-up courses and the strengthening of national education systems through the Special Initiative on Displacement. Some 138,000 people have profited from employment-promotion and income-creation measures to date.

Link: <https://www.bmz.de/en/development-policy/displaced-people>

Contact: sv-flucht@giz.de

INFORMATION FROM KFW DEVELOPMENT BANK

As part of the BMZ Special Initiative on Displacement – Middle East Employment Offensive, KfW Development Bank (KfW) is helping to create employment opportunities and improve living conditions in host communities. For example, refugees are supported through training and start-up financing, or placed into regular employment. Some of the measures are implemented by United Nations organisations, such as the International Labour Organization (ILO). KfW also assists UNICEF in improving the educational opportunities of refugee children, not least through the involvement of Syrian teaching assistants. Additionally, KfW works with WHO to provide health care to refugees and, as part of that project, trains Syrian medical personnel who can subsequently be integrated into the Turkish health sector.

Link: <https://www.kfw-entwicklungsbank.de/International-financing/KfW-Development-Bank/Local-presence/Europe/Turkey/>

As part of the Facility for Refugees in Turkey, the EU promotes the integration of Syrian refugees in Turkey. KfW was selected as the main financier and through the programme provides funding primarily for school construction, TVET and youth facilities. It advocates within the TVET sector for better employment opportunities in the labour market for young refugees and Turkish adolescents, on the basis of equal opportunities. It supports the equipment of learning workshops and issues grants for vocational training. Companies also receive financial assistance to enable them to give formal employment to unemployed or informally employed individuals.

Improving work opportunities for refugees will remain a priority area of cooperation between the EU and Turkey in the Facility for Refugees, and as such also a priority area of KfW's involvement in the programme.

Link: https://www.kfw-entwicklungsbank.de/About-us/News/News-Details_675776.html

Contact: info@kfw-entwicklungsbank.de

USEFUL INFORMATION



GIZ'S TVET ACADEMY – TAILORED AND STANDARDISED SOLUTIONS FOR CAPACITY DEVELOPMENT IN THE TVET SECTOR

- Are you looking to achieve results for your project in developing the capacities of TVET college teachers, in-company instructors or TVET management staff?
- Does your project need support with greening TVET provision or is it seeking to disseminate insights and training concerning the topic of digitalisation in the TVET sector?
- Would you like to benefit from international experience in piloting dual training approaches and establishing company partnerships for strengthening labour market-oriented TVET systems?

Many TVET programmes within and outside of GIZ already benefit from the TVET Academy's long-standing expertise in relation to

- capacity-development activities in the TVET sector
- rapid access to **standardised training offerings**
- a network of German and international partners and experts in the area of TVET
- supporting internal process at GIZ, such as tenders.

You can also find more information on GIZ's internal [IDA platform](#) or our [website](#).

Link: <https://www.giz.de/akademie/en/html/60707.html>

Contact: tvvet-academy@giz.de

VET TOOLBOX 2

VOCATIONAL TRAINING FOR PRODUCTIVE EMPLOYMENT THROUGH EUROPEAN INVESTMENT IN AFRICA

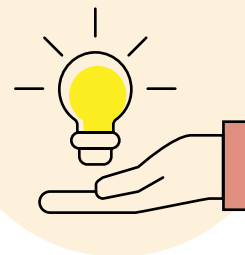
Financed by the European Union and BMZ, the VET Toolbox 2 is just about to enter the implementation phase. The project, implemented on the part of GIZ by the regional project Employment and Skills for Development in Africa (E4D), is being implemented jointly with Enabel, the British Council, LuxDev and Expertise France in 11 countries of sub-Saharan Africa.

The goal of the VET Toolbox 2 is to assist the local population to enter productive employment in investment-intensive sectors. To do so, it delivers vocational training courses and implements active labour market policy measures. Dialogue with political stakeholders in the TVET sector is also intended to encourage reform. GIZ measures are being implemented in Kenya, Mozambique, Nigeria, Tanzania and Uganda. In cooperation with public- and private-sector partners, sectors and opportunities are being identified in these countries and training measures prepared in close coordination with the EU delegations. The focus is on sectors of the European Fund for Sustainable Development Plus (EFSD+), such as sustainable agriculture, renewable energies and the digital economy. In order to strengthen local value creation in the context of European investment, the project supports vocational training for local workers, capacity development for educational institutions, and public-private dialogue. This involves assistance for partner countries to make better use of the employment potential associated with investment.

Link: [VET Toolbox-Website](#)

Contact: elmar.kerck@giz.de

USEFUL INFORMATION



INFORMATION FROM THE DONOR COMMITTEE FOR DUAL VOCATIONAL EDUCATION AND TRAINING

The Donor Committee for Dual Vocational Education and Training (DCdVET) is entering its next phase. Swisscontact has taken up the work of the Secretariat for another three years, as of 1 December 2021.

The DCdVET has published a newsletter with a focus on 'Cost-benefit considerations for companies in (dual) VET'. This examines the question of how to win companies over to the idea of dual VET. For instance, are cost-benefit analyses a suitable tool in this context?

Reflecting the high demand, the **study** and **questionnaire** of the tool 'Involving the private sector in VET' have been translated into Spanish, and the discussion notice on 'Financial incentives in dual VET' into **French** and **Spanish**.

Would you like to find out more? Take a look at the **DCdVET website** and subscribe to the **newsletter**.

Please do not hesitate to get in touch with the **DCdVET Secretariat** or the Sector Project TVET directly if you have any technical questions.

Contact: monika.soddemann@giz.de

GIZ-ENGAGEMENT

IN-COMPANY ENTRY-LEVEL TRAINING FOR YOUNG REFUGEES

GIZ's In-Company Entry-Level Training programme, which enables young refugees to prepare for vocational training at GIZ, has just welcomed its sixth intake. Hasan Ninal was one of the first entry-level trainees at GIZ in 2016, when he started the programme in the Sector Project TVET. He has now completed his training.

He describes his experience:

'My name is Hasan Ninal and I work as a commercial administrative officer in the Finance Department at GIZ in Bonn. I started at GIZ as a participant in the company's entry-level training programme in 2016, before commencing my training as an office management specialist. I completed this training in early 2020 and have been working at GIZ since then.

I left my home in Syria seven years ago due to the ongoing civil war there and came to Germany. Arriving here was a sobering experience. I couldn't speak any German and the world of work and social life were utterly foreign to me. It was completely uncharted territory.

I saw the entry-level training year as an opportunity to establish myself in Germany. It allowed me to become familiar with the world of work and the school and education system, which was unknown to me. Securing a traineeship at GIZ after that time was a stroke of luck for me and set me on the right path. The training gave me a solid framework, a clear structure for my day and a sense of arrival, and enabled me to integrate into the unfamiliar German society. Alternating between working in the company and attending school was a really interesting experience. At school, I was a student and met my friends. In the company, I took on the role of a paid employee. I love working at GIZ.'

'I think it's important to seize opportunities, to take control of your life instead of standing still and getting stuck. We'll have to see now where my path leads. I hope that I'll be able to return to Syria one day. My training stands me in good stead for this.'



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IDA link within GIZ: In-Company Entry-Level Training: Learning from one another (sharepoint.com)

ON A PERSONAL NOTE

The team of Sector Project TVET send you Season's greetings
and a Happy New Year 2022!



Amelie Daas



Dr Jeanette Burmester



Julia Himstedt



Charlotte Poth



Monika Soddemann



Sibylle Kuepper



Svenja Müller



Anja Speicher



Pooja Gianchandani



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