

TOWARDS A BETTER ALIGNMENT OF TRAINING AND EMPLOYMENT: NINE FACTORS FOR SUCCESS



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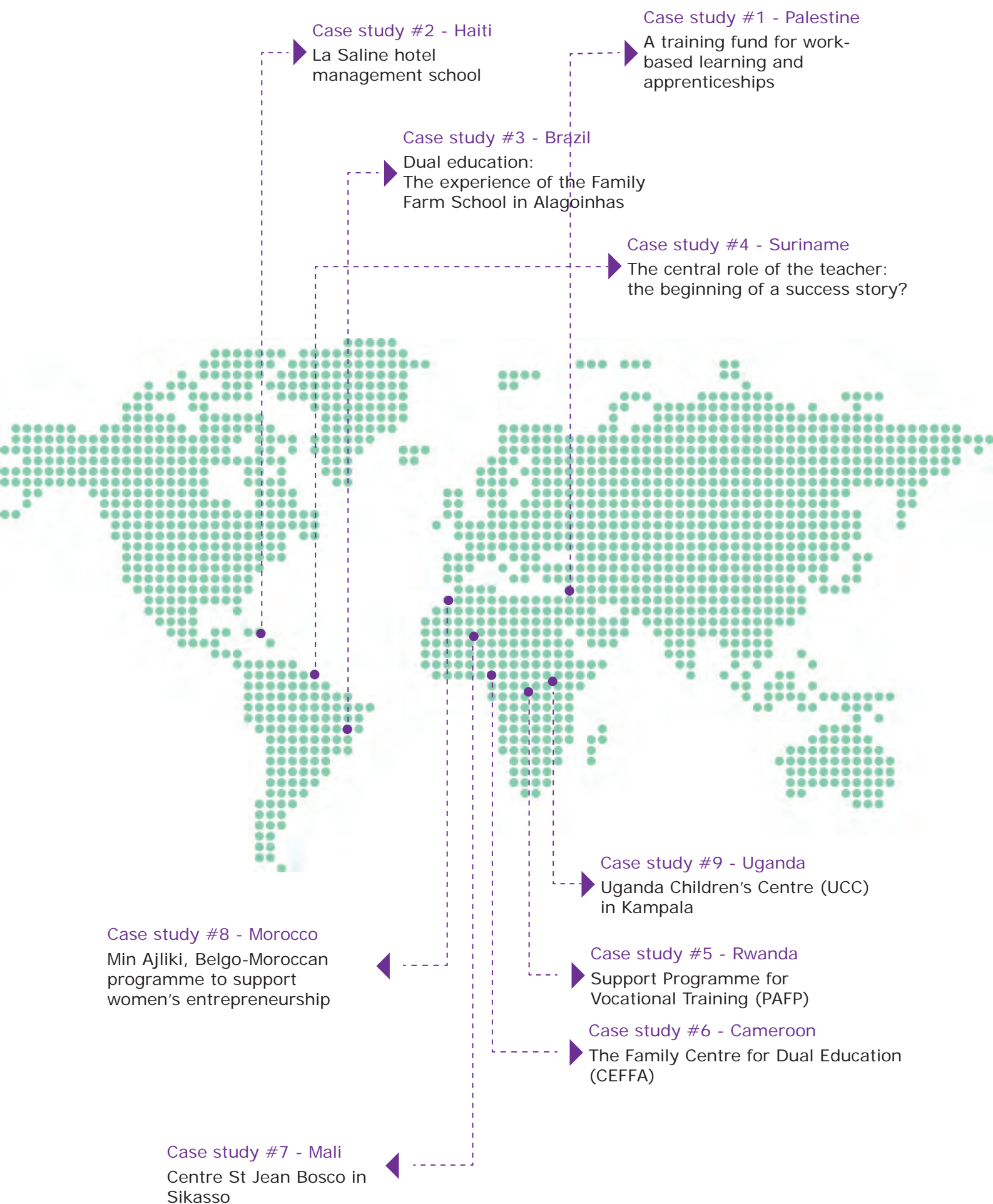


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Preamble

Educaid.be, the Belgian platform for education and development, has several project groups (working groups), one of which specialises in the field of technical and vocational education and training (TVET). This group consists of representatives from the main Belgian organisations active in the sector.

Anxious to implement a constructive, practical and useful approach, the project group set itself the objective of developing and disseminating a publication that will serve as a tool :

- for exchanging and sharing good practices;
- for analysing and critically reflecting on the effectiveness, efficiency and sustainability of actions developed in the field;
- for showcasing actions undertaken by members and the platform.

The group agreed to edit a publication which would present the **main factors for success** to be taken into account in projects that strive to **align training and employment**, the goal of investments in the TVET sector. This choice illustrates the actors' determination to use an approach based on genuine development results such as improved access to employment or self-employment.

The adopted approach has strived to be participative and inclusive from the outset. Several participative workshops followed in succession throughout 2015, in preparation for this publication. A first phase consisted of a SFPO analysis (Successes, Failures, Potentials and Obstacles) of the actions undertaken in recent years by member organisations. A confrontation matrix subsequently led to the identification of a number of **key factors** which, according to the authors, **influence the effectiveness and sustainability of TVET projects by effectively improving the employability of the persons trained**.

These nine key factors are addressed individually in this document. Each one has been the subject of a concept note, an illustration from the field and a short bibliography at the end of the document.

The analytical separation of the key factors in no way questions the **complementarity** or even the **"indivisibility"** of these factors. On the contrary, the authors are convinced of the value of an **integrated approach** to training systems. In fact, as stipulated by the Development Assistance Committee of the Organisation for Economic Cooperation and Development (OECD-DAC), capacity building for all stakeholders can only really be conceived long term (and therefore sustainably) on the condition that it is implemented simultaneously at the micro (as close as possible to the beneficiaries), meso (at the structural and organisational) and macro (at the institutional and

political) levels. The authors also believe that the key factors cited implicitly integrate transversal themes such as gender equality, respect for the environment and decent work.

This finding advocates a **more concerted and harmonised approach** between technical and financial partners in order to reinforce the technical and vocational education and training systems by an increase in synergies and complementarities between actors. In fact, each cooperation actor generally intervenes at a specific implementation level linked to its status (governmental or non-governmental, private or public, etc.) and its budgetary scope. The authors also insist on the necessity of promoting the empowerment of girls and women in all interventions.

This first publication of Educaid.be does not claim to be exhaustive or definitive. But at the very least it expresses the pragmatic and constructive viewpoint of a group of Belgian development experts, convinced of the relevance of support for the TVET subsector and anxious to share their visions.

Introduction

Today, our world is home to 1.8 billion young people aged between 10 and 24 years. This population group is experiencing the fastest growth in the poorest countries. It includes 600 million adolescent girls with specific needs, facing particular challenges and with aspirations of their own.

For example, in Sub-Saharan Africa 60% of the population is younger than 25 years of age - in other words 200 million young people aged between 15 and 24 - and 11 million young people enter the labour market every year. Despite sustained economic growth over the years and progress in terms of training and education, the issue of youth employment and employability remains a major challenge. To date, the majority of the African population - almost 80% - work in the informal sector, often for very low wages. And this sector will continue to employ the majority of young people.

The **mismatch between the skills of young people and the labour market** has become a persistent and growing trend. Over-education and over-qualification coexists with under-education and under-qualification and, more and more, with outdated skills as a result of long-term unemployment. Because of this mismatch it is more difficult to find solutions for the youth employment crisis and more time is necessary to implement them. Furthermore, as young people are effectively overqualified for the jobs they perform, society loses their valuable skills as well as any potential productivity gains if these young people had been employed at their appropriate level of education. In addition many of them opt to emigrate, thus reinforcing the brain drain.

The unrest that has shaken many countries recently often appears as a manifestation of the disarray felt by a significant proportion of a population facing a socio-economic situation that does not offer them any future. In this context an increasing awareness is emerging, at the international level, of the issues surrounding support for the private sector and technical and vocational education and training (TVET) as a **vehicle for socio-professional integration and social stability**. This finding has led the powers that be to prioritise their areas of intervention in order to promote the development of "growth professions" with the aim of a major increase in employment.

That which distinguishes technical education, and more specifically vocational training, from education in general resides in the **professionalization** aspect, in other words the correlation between the capacity building and training process, and access to a decently paid job with a private or public employer or in self-employment.

"Exercising a profession rests on two prerequisites: enterprises that recruit, or that are created, and skills that are useful and in demand, which can be profitably used in a given context."

AFD, April 2011 (p. 23)

TVET is an essential component of the development of the human resources necessary for economic development.

The national TVET systems in the majority of developing countries are still confronted with **structural constraints**. To increase the income of young people, public authorities must accelerate reforms aimed at improving the economic climate, strengthening basic education and improving access to land, infrastructures, vocational training and credit. This happens in most cases through building the State's capacity to provide social services and legal security, which implies taxation in accordance with current international standards.

Youth employment is not a one-dimensional challenge and must be placed at the top of the international community's agenda. This generation, the most educated that has ever existed, of young men but especially of young women, possesses qualifications that could allow their communities to prosper, strengthen their nations and offer possibilities for personal autonomy and active citizenship. More young people are being educated but still do not manage to secure productive employment and decent work.

On average, young men and women are at twice or three times the risk of being unemployed than adults, and the phenomenon is particularly pronounced among young girls. Government investments in education and training will be completely wasted if young people do not find productive employment that allows them to support themselves, contribute to their family's resources and pay their taxes.

"To meet the challenge of the professional and social integration of young people in Sub-Saharan Africa, international institutions advocate the modernisation of formal, informal or, non-formal technical and vocational education and training systems (TVET) focused on developing employment skills and entrepreneurial capacity"

CRID-CIEP, October 2014 (introduction, p. 1)





Working with a multi-actor and systemic approach in TVET

To achieve sustainable results with a TVET system implemented in the context of development cooperation, it is important to consolidate the different aspects of the sector. To do this, the policy and strategy as well as the tools and various actors of the system need to be strengthened or adapted. This is required to improve the quality and relevance of the training. As the implementing agency of Belgian governmental development cooperation, the Belgian Development Agency (BTC) strengthens the education and TVET system in DR Congo, Rwanda, Burundi and Uganda and in Palestine, based on national priorities and sector strategies.

1. Working at multiple levels

- **Policy development and support: the institutional level**

The institutional level includes policy and the different organisations involved, as well as the relations/interactions between them.

At the political level it is important to strengthen both the TVET (and broader educational) policy domain and the employment policy domain and to seek to align them. This means that strategic options and choices must be made to organise and develop TVET in a flexible manner, to strengthen the relations between various education levels and to facilitate the transition between various types of education. But also to elaborate policy with regard to teachers/trainers, to guarantee operators' autonomy, and to develop financing systems intended for TVET providers and students. It also concerns effective job-placement systems, employment coaching and workforce need projections (job market information systems). Strengthening all these system components is important in view of the employment goals targeted by the TVET sector.

The involvement of the private sector (employers), trade unions and civil society in policy development, policy planning and implementation is a guiding principle guaranteeing that training curricula and the sector are relevant for the labour market.

- **Grassroots level: effective, relevant and efficient training**

The local level is the most appropriate level to test the feasibility and quality of reforms and instruments. To this end, training institutions and local actors are strengthened for them to be able to provide high-quality and job market-oriented training and education. This includes (i) training of trainers, (ii) strengthening the pedagogic, administrative and financial policy of schools, (iii) establishing local TVET consultation platforms, (iv) strengthening of inspection mechanisms,

(v) initiating or strengthening of dual learning (work based learning), (vi) cooperating with parents' councils and students' councils, and (vii) infrastructure that reflects the economic reality and needs, and buildings and workshops that are both safe and conducive to learning.

- **Instruments and mechanisms**

At both the local and national levels (guidelines, policies, standards...), relevant instruments and methods need to be developed.

This includes, for instance, (new) curricula, competence-based methods, dual learning systems, creation of (tripartite) consultation platforms, scholarship systems for youths, financing instruments such as "training tax/training levy" and incentives for employers (training grants), results-based financing mechanisms, job market information instruments, student monitoring systems, coaching and job-finding instruments, quality assurance instruments and audit systems, management contracts signed between the State/the Ministry and the training operators, occupational qualification structures and instruments for competency assessment and certification.

Again it is essential to involve the private sector and civil society in the development and implementation of the various instruments.

- **A continuous feedback loop between field activities and policy development (see figure 1)**

In TVET programmes it is very important to establish links between on the one hand field activities that target the direct beneficiaries – at the decentralised administrative level, with schools and training institutions and with students – and on the other hand central administrative services and policy makers.

Innovation and new instruments can be tested in the field, on the basis of which new policies can be developed; and likewise policies can be tested for quality and appropriateness. At the central level for its part, lessons can be learned from local experiences and implementation, in view of adapting or even reforming policies. A guiding principle is to always assess the link between policies and field practices and their impact on the employment opportunities of the young trainees.

2. A prominent role for the private sector and civil society: multi-actor approach

TVET and the job market cannot be seen separately. While the traditional school system has recognized the need to formulate policies in association with parents' and students' representatives and civil society and to involve them as full partners in the implementation – even having parents and private civil society actors act as board of trustees – this principle needs to be broadened to a third and possibly fourth group.

The private sector, consisting of individual employers and employers' federations, are the "clients" or "customers" of products (trained youths and adults) of TVET. This private sector wants youths that are readily available and that have the right technical competencies. That is why employers are often willing to invest in TVET, by providing internships, organising company-based training, by recycling and further training teachers or even providing machines and help finance the TVET sector. Obviously, the private sector will only do so if the quality offered is guaranteed and the funds provided are managed well.

The trade unions can act as a counter-current and ensure that not just maximisation of profits (in

the form of readily available employees) counts. They guarantee crucial aspects such as investing in broad competencies, respecting (inter-)sectoral agreements and international agreements on safety, health and other aspects related to decent work. In this respect, within the TVET sector the trade unions take on the complementary role that is held by civil society in the traditional school system.

Both the trade unions and employers should therefore be given a prominent role at the three levels, i.e. planning and policy, instruments and implementation in the field.

3. Capacity development of different actors at different levels: a guiding principle

To achieve the expected results at the policy level and to be able to successfully implement the instruments, their users and owners need to be strengthened in their domain of competence or in the roles that they take on (see figure 2). This involves all forms of capacity development, at the individual, organisational and institutional levels. Consequently, it concerns staff and actors throughout the system, from the ministry level to the school level and from the policy makers to the social partners and (representatives of) users.

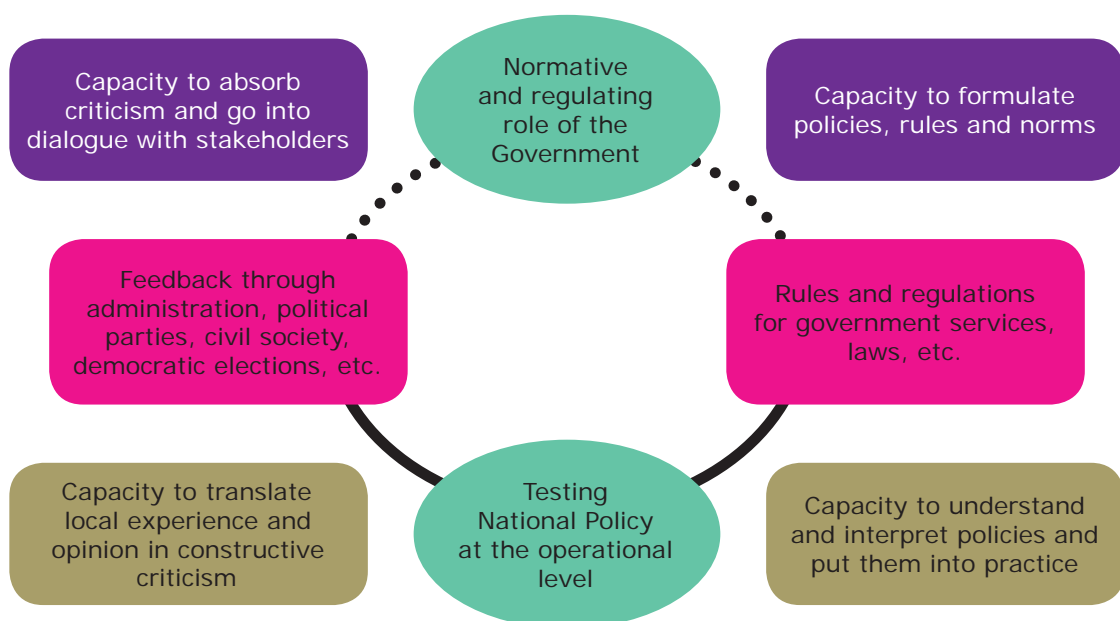


Figure 1 : A continuous feedback loop between field activities and policy development.

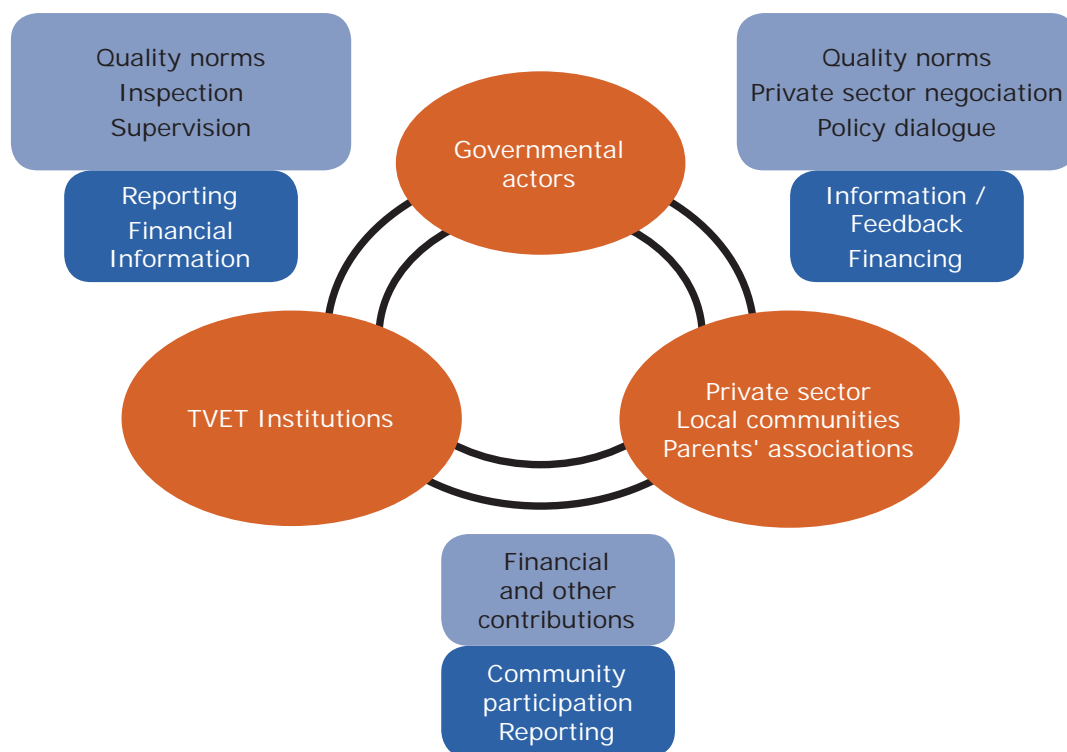


Figure 2 : The most important stakeholders of the TVET sector and their interactions.

Training funds

The nine key factors provided in this publication illustrate the complexity of TVET and why, consequently, a systemic approach is needed. We want to focus on one major aspect, i.e. financing TVET and the financing mechanisms that are typical for a modern TVET system in a multi-actor partnership.

As explained above, in its bilateral interventions BTC acts on all components and aspects of the TVET sector. One of the characteristics of today's bilateral interventions in TVET is that BTC, in association with its national partners (ministries of education and employment, employers' federations...) tries to modernize the financing of the TVET system by creating training funds (TVET Funds). This is the case in Uganda and Palestine and, to a lesser extent, in Katanga (DR Congo).

A modern financing system for TVET, among other things means:

- seeking additional private funds for TVET,
- pursuing institutional separation between planning, implementation and financing of TVET, and
- recognising employers and trade unions as full partners in the planning process and in managing the training funds, and possibly even in the implementation of TVET programmes.

A training fund is an "earmarked" budget that is reserved for the development of professional qualifications, aside from regular public funding flows. It aims to enhance the productivity, competitiveness and revenue of enterprises and individuals by providing them access to the necessary professional competencies (skills).

Case study #1

Palestine: A training fund for work-based learning and apprenticeships

The Belgian governmental development cooperation has been operating in the TVET sector in Palestine since 2004. After first interventions that mainly targeted curriculum development and training of trainers, Belgium decided, in association with the Palestinian Ministries of Education and Employment, to focus on one specific component of the TVET sector, namely dual learning or work-based learning (WBL). This is the TVET method that is most aligned with the job market since it allows youths to follow part of their (practice) training with an employer.

In this case, BTC collaborates at the three levels mentioned above, with the partner ministries, private sector and a great many other partners: International Labour Organization (ILO), Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and the European Training Foundation (ETF). It strives to implement a new legal framework for WBL, a policy revision and reform, a new range of instruments that can be applied in the practice of WBL, jointly developed with the ILO, and a test phase in the field by means of pilot projects in association with schools and chambers of commerce (private sector). All of this is achieved using a multi-actor approach and through continuous capacity building of all actors at all levels - central ministry, decentralised administrations, school governors and teachers, employer federations, local chambers of commerce and individual employers and, lastly, end users.

The creation of a national WBL fund constitutes one of the strategic choices made in this intervention. This fund, created in 2014, finances many dual learning practice activities (in TVET).

The work-based learning fund (WBL)

The WBL fund aims to test and pilot some work-based learning initiatives and provides financial incentives to enterprises and training operators selected on the basis of two criteria: the establishment of a consortium (training providers and enterprises) and the relevance of the activities proposed for the labour market. In addition, the fund also provides resources for disadvantaged groups.

The fund is based on the principles of international training fund models. Thus, the structure of the fund's management consists of a Selection Committee and a Subsidy Committee, bringing together government representatives, employers, trade unions and the umbrella organisation of training providers. Some other partners are also involved as observers, such as ILO and GIZ.

The goal of this intervention was in the first place to establish the WBL fund and test it. In the medium term, BTC is researching with local partners and other donors how this fund can be integrated in a future TVET & Employment Fund.

In a later phase, BTC will also analyse, in association with the national partners, the possibility of introducing a type of minimum private co-funding (by employers), for one or several of the currently existing components.

Consolidation, improvement & training: the three components of the WBL fund

At present, the WBL fund consists of three different components ("windows") that allow for the financing of different target groups and various types of activities. The fund provides scholarships to young people who do not possess the necessary resources to cover the cost of an internship or work-based learning programme.

In 2014, a first set of initiatives was funded under the first component. The two other components were launched in September 2015.

1. Consolidating existing WBL practices for youths in a traditional training setting

This component provides for additional financing (on top of financing by the government) to strengthen existing work-based learning practices (internships, dual learning,...). At least 30% of resources must be used for adapting the work place or for better coaching by the enterprise where the internships are taking place.

2. Improving the quality of traditional (often family-related) work-based learning

In Palestine, many youths do not learn their trade at school or in a training institute, but through so-called "traditional work-based learning". This is a type of apprenticeship characterised by a verbal "contract" between the apprentice and his or her teacher. In this type of setting there is no "apprenticeship contract", no precise "learning programme" and rarely any form of social protection.

This component aims to ensure that the young people involved in this type of work-based learning are able to access partial training in training institutes or schools, with sufficient attention for basic education as well as for theoretical and practical training.



3. Short-term WBL training for unemployed youth

This component of the WBL fund aims to provide unemployed youths or those that are not following any training or apprenticeship with access to short-term training with at least 50% of the training time spent in the workplace. These training programmes are dispensed on the basis of labour market needs and at least 50% of places must be offered to young people from disadvantaged backgrounds.

Resources are also provided for implementing changes where necessary to the curriculum and learning instruments, whereas trainers and internship instructors benefit from training through collaboration with Syntra Flanders, the Flemish Agency for Entrepreneurial Training.

The integration of an employment bonus (additional remuneration) for training providers is being examined in two of the three components.





Selecting sectors with potential

In a context often marred by the mismatch of employers' needs on the one hand and the pool of skilled labour on the other, it is necessary to make a connection between the available training offer, employment and the economic structure of a country/region, and to promote jobs in strategic sectors.

To do this, establishing a **"preliminary diagnostic"** before implementing a technical and vocational training programme or project is essential. This "general assessment" should take into account the broad socio-economic context of the region in which the programme is taking place, in order to analyse the needs, problems and possible solutions on the one hand and the specific context of the programme to measure the relevance, feasibility, sustainability and impact on the other.

Concretely, we briefly present here a number of elements which should be taken into account during this preliminary diagnostic, when selecting sectors offering potential in the technical and vocational training sector:

1. Establish the region's **socio-economic profile** in order to be able to identify development opportunities. This involves defining the strategic areas of national, regional or local development policy, in terms of production chains, production systems, commercial exchanges, funding, steering (centralisation or decentralisation) and organisation.
2. Compile the **demographic profile** of the country/region in order to identify the "school population" and the profile of the potential future manpower.
3. Create a **profile of the region's education system** in order to identify the available skills training offer.

In order to guarantee alignment of the manpower needs with a qualified population it is essential that the education sector offers a global, regional and local overview of the training on offer, particularly with regard to:

- The consolidation and diversity of the training on offer.
- Support for innovation and accessibility of vocational, technical and higher education.
- Promoting the range of vocational, technical and higher education options available in the country/region, the eligibility criteria and the jobs to which they provide access.

It is also important to meet the criteria of the education and training system in the region. Obtaining a recognised qualification or certificate provides the skills needed to enter the "formal" labour market.

4. Determine the **sectors with potential** ("growth sectors") and the **needs with regard to manpower**. These needs have to be identified and quantified according to the different sectors and jobs performed in the region that require vocational or technical training. This could be based on studies conducted by specialist (public and private) bodies. One of the key research methods to do this is the "Skills gap analysis", which helps analyse the mismatch between the supply of qualified personnel and the demand for new skills.

5. **Join forces with private sector partners** when choosing the sectors and establishing the training programmes, in order to align with the needs of the labour market and to be able to continually adapt the training courses (cf. #7). In fact, these are the enterprises that will also recruit a number of the qualified young people.

It is equally important to take the informal sector into account, which represents a major source of employment in numerous developing countries. In addition, preparing young people for entrepreneurship is vital since many will have no choice but to create their own jobs (cf. #8).

It goes without saying that skilled human capital is essential to carry out each of these analyses, to establish potential sectors, to promote the training options on offer and to valorise job opportunities. The establishment of corresponding training modules should also allow men as well as women to obtain access to training and open up equal employment opportunities for both sexes.

La Saline Hotel Management School in Haiti

Choice of sector with the participation of all stakeholders

The La Saline Hotel Management School opened in November 2012 in one of the most impoverished shanty towns of the capital. The earthquake in 2010 completely destroyed La Saline's educational complex and a reconstruction project was underway. Supported by ACTEC, the Salesian Sisters in Haiti wanted to establish a higher level of technical training than the one offered in the existing technical centre. To ensure that the needs of young people and the labour market were satisfied, the Salesian Sisters' Development Agency met a number of partners (Ministry of National Education and Vocational Training, public and private vocational schools, students and youths from the district, etc.) to identify the priority training needs and the existing possibilities.

The hotel business sector was chosen based on two criteria that appeared to be the most relevant:

- It corresponds to an economic priority clearly identified by the Haitian government and international bodies: development of the tourism sector. (See the box "Haiti is open for business")
- It is totally consistent with the needs expressed by, and the socio-economic level of, the young people from La Saline.

"Haiti is open for business" **A favourable context with** **(inter)national investments**

Despite the weakness of the State apparatus, the post-earthquake Haitian government demonstrates dynamism for meeting the numerous challenges facing the country. The President's slogan "Haiti is open for business" is gradually coming true, the objective being to elevate Haiti to the level of an emerging country by 2030. The recent political stability, State investments and foreign capital injections nurture a virtuous but fragile economic dynamic.

New hotel business infrastructures have been constructed in the country and investments have been made in tourism sites (development of Ile-à-Vache, renovation of the Cap Haitien airport, etc.), which has provided tourism with a considerable boost.

A training programme in partnership with enterprises and professionals of the sector

Aligning training of young people with the needs indicated by the sector is vital. Professionals in the sector acknowledged that the country's level of training related to the hotel business was very low. Therefore, our partner took numerous measures to guarantee quality training for students.

This is why the director of the country's only public hotel management school wrote the initial curriculum and also trained the teachers for three months. The teachers were carefully selected on the basis of their professional experience in their respective fields. The Deputy-Director, for example, is the manager of a hotel in the capital.

Different training courses were organised with local and international experts to improve the teachers' technical and teaching levels. Furthermore, the board initiated collaborations with two higher education hotel management and tourism schools in Puerto Rico, as well as with the public hotel management school in Liège, to organise exchanges between teachers and to revise the curricula.

As in many developing countries, employability is extremely problematic in Haiti. According to data from the National Observatory on Poverty and Social Exclusion (2009), 90% of employment in Haiti is informal.

To remedy this, the training programme offers two-month internships. Suffering an acute manpower shortage (see the box "The pearl of the Antilles") and satisfied with the quality of the training, hotels and restaurants were very enthusiastic and willingly welcomed the school's students. What's more, numerous students were subsequently recruited by enterprises that had provided them with an internship. The school currently faces a demand that exceeds the number of trainees it has to place. These internships also help promote the quality of education provided by the La Saline School.

The training centre has been endorsed by the local education authorities. That said, the management is aware of the challenges that must still be overcome to ensure the continuous improvement of the educational quality and the alignment with demand from hotels and restaurants: training for the school's management, coaching for the teachers, permanent dialogue with experts from diverse backgrounds, and regular investment in materials adapted to the needs.

The pearl of the Antilles needs skilled labour for the hotel sector

The earthquake in 2010 destroyed a large number of rooms and wiped out almost 50% of the country's supply. But even before the earthquake it was difficult to find hotels that complied with international standards. The main visitors were diplomats and humanitarian workers. Following the earthquake, the tourism sector has been part of the most dynamic branch of activity and accounts for 5% of GDP. In fact, in four years, the Ministry of Tourism and Industry invested USD 345 million in projects aimed at tourism (infrastructure and services). The results are spectacular: the number of guests accommodated in Haiti in 2014 exceeded 1,125,000 persons, an increase of 27% compared with 2012.

Recent initiatives include 35 tourist accommodation projects, four national transport facilities, collaboration agreements with the United States and the construction of 2,180 hotel rooms (for an investment of over USD 100 million). The hotels are mainly aimed at a national or international business clientele. The demand for skilled labour is extremely high. The majority of management positions are currently held by non-Haitians.

La Saline Hotel Management School, facts and figures:

Highly skilled labour training resulting in a qualification recognised by the State, in three branches: Bar-restaurant, Kitchen-pastry and Housekeeping.

- Two-year training with over half the hours in practical lessons.
- Complete construction of a hotel room, restaurant and bar so that pupils can practice their skills under realistic conditions. Adequate amount of equipment.
- The objective is to promote the employability of young people. Therefore the focus is on vocational training as well as on developing human qualities (such as ethics, motivation, loyalty) and entrepreneurial spirit.
- Results for 2014-2015: 145 youths following skilled labour training + 21 youths at the Certificate of Professional Competence (CAP) level, of which 94% are girls.



Tonino BARREAU, aged 27, Haitian, student at EHMA

All too often in our country, when we talk about someone or something, we only find words that are disturbing, and that's regrettable. However, even in the deepest darkness it is possible to see a glimmer in the distance. Today, I have the fortunate opportunity of talking about this glimmer, my school: the Ecole Hôtelière Marie Auxiliatrice (EHMA). The intention is not to flatter but to portray this institution truthfully. It possesses all the fine qualities you could want: an airy and appealing space that facilitates learning, an earthquake-proof construction that inspires confidence - which is vital for the peace of mind of everyone moving around the building, serious and astute management, highly qualified, even irreproachable teachers and above all good working equipment, something that is lacking at all educational levels and sectors in Haiti. Here at EHMA we do not lack ambition, we even feel that we are already on the job.

In the past, I was promised quality training so many times but these promises turned out to be false. Being part now of this wonderful, conscientious family, focused on positive things, I am as happy as a child. I can only thank God and those who created the noble institution that is EHMA, of which I am a happy beneficiary.



Implementing efficient and practical educational approaches anchored in reality

Aligning training and employment is achieved by anchoring training in the reality of the professions concerned, which involves applying appropriate and approved teaching methods. These methods revolve around the interaction between practical (workshops and internships, etc.) and theoretical learning, a choice in terms of a balance between skills and knowledge, and between comprehensive and purely vocational training. It must be based on the profile and needs of the target audience.

A number of methodological approaches have been adopted by development cooperation actors. These can also be combined. Here we offer a brief (non-exhaustive) overview of some of them.

The skills-based approach (SBA)

This approach answers the need to focus first and foremost on the learner's apprenticeship rather than on the teaching, placing the youth in an environment that induces the establishment of links between disciplines, between theory and practice, and that simultaneously invites the acquisition of knowledge, the development of skills and the adoption of attitudes.

Each curriculum is developed on the basis of an outline of desired skills for a given domain, elaborated from a coherent body of skills. These skills are determined by representatives from both the training and working environments, to respond to expectations of the labour market and of society. Therefore this approach implies working in close collaboration with all these actors.

SBA thus takes into account the needs expressed by the working environment and society's expectations. It offers an educational perspective based on an active methodology that adapts to changing contexts. It relies on educational principles that oblige the learner to be active in his or her apprenticeship and to approach education in terms of action.

Focusing on preparing graduates to act, to adapt to different situations and to be generators of innovation, this approach is particularly suited to vocational types of training that have to increasingly take account of the requirements of the labour market and professional demands. SBA helps to respond to ever more complex and changing issues, as is specifically the case in developing countries. It helps to confront the need for greater versatility of the graduates, the instability of employment-related situations and contexts, the development of an economy increasingly oriented towards quality know-how, with the overall objective of poverty reduction. Its effective implementation assumes voluntary adherence and institutional mechanisms that are sufficiently flexible and versatile.

Modular education

Modular education is suitable for the initial training of young artisans and for continuous training of professionals already working. Its principle consists of segmenting training courses into interconnected modules. This dissection facilitates an effective and accurate response to local market needs and promotes the graduates' employability.

For example, a training module related to "Cold generation" could be useful to complete a general electrician's training in urban environments where the use of air-conditioners is constantly expanding; a "tiling - floor tiling - paving" module could prove to be interesting in a context in which few professionals are able to correctly fit wall and floor coverings.

Learning through internships

Quality apprenticeships in a professional environment, in the form of internships and other types of work-based learning, constitute significant opportunities for students to gain experience in the labour market before completing their training. They offer students the opportunity to acquire practical skills using the latest equipment, supported by trainers that master up-to-date technology. Not limited to know-how, these types of apprenticeships also provide the opportunity for students to develop personal qualities in an actual work environment.

The way learning systems are organised may differ according to the country concerned, but "traditionally" a young person will start an apprenticeship after completing his or her secondary education (at between 15 and 18 years of age) and will be trained in two different locations: in an enterprise on the one hand and a technical vocational training establishment on the other. The way in which the dual education is organised varies not only depending on the country but also according to the profession. In the majority of cases, three to four days of work-based learning are completed by three or four days in school. The rotation can also be organised in blocks of several weeks, first in an enterprise, then at school, etc. Another possibility could be an introductory phase at school, followed by a second rotation phase between work and school.

In principle the apprenticeships are incorporated in a clear, contractual framework. This encourages employers to help trainees to make a productive contribution, to ensure that the trainees have access to real apprenticeship opportunities and to protect them against

any exploitation in the workplace. An internship or apprenticeship contract listing the rights and obligations of trainees and the enterprises that host them will reinforce the quality of the apprenticeship in the workplace.

Dual Training and Alternating Cycle

Dual training is a system of acquiring knowledge and skills alternating between an educational institution and practical application in the workplace. Today, it exists in different types of education, namely higher vocational education for professions related to the primary, secondary or tertiary sectors.

The **Alternating Cycle** applied at the **Maisons Familiales Rurales** (Family Centers of Education using the Alternating Cycle Pedagogical System) is a form of dual training focusing on a family farm and adopting a more integral approach. Launched in France in the 1930s by the Maisons Familiales Rurales to train young people in professions needed in rural areas, Alternating Cycle has since evolved and was introduced throughout the 1960s in Latin America and more recently in Africa, in so-called Centres Educatifs Familiaux de Formation par Alternance (Family Centers of Education using the Alternating Cycle Pedagogical System), or CEFFA. In the beginning, the Maisons Familiales Rurales offered training focusing on various agricultural professions. This is still the case in the majority of developing countries, although these days increasingly diverse training courses are offered that cover a range of rural community activities.

In this context, the Alternating Cycle is integrated in the educational trend of **knowledge production based on local reality**. School plays a transformation role; it is not only a reproducer but also a producer of new knowledge and attitudes. The objective is orientation and vocational training for young rural people. Training supports the young person in defining and developing his or her personal life project, including access to employment (and self-employment).

In the broad sense it involves contributing to the **youth's personal development**, as well as that of his or her **community** and **environment**. Families are involved in their children's training. Organised in associations, they are the ones responsible for managing the schools.

The training is aimed at young rural people who have completed their primary (or lower secondary) education. It respects the skills to be acquired, as defined by the Ministry of Education and/or other related ministries. Indeed, the curricula are negotiated with the ministries and the training courses result in a certificate from the Ministry of Education and/or from a different ministry, thus offering access to further education.

The timetable is adapted to the pace of the Alternating Cycle (often 15 days - 15 days). During their period on the family property, the young people are supported by the trainers.

Different educational tools exist. Examples include "the study plan questionnaire" or the "reality workbook". The training courses conclude with each learner presenting his or her professional project (the equivalent of a final course project).

CEFFAs are based on four pillars:

- The responsibility of families and of rural institutions, organised in associations for managing the Centres,
- An Alternating Cycle between the socio-professional and school environment: "work-based training" between technico-vocational education and general education, full-time training with a discontinuity of activities.
- Integral training for people, using a methodology in which the young person is the architect of his or her personal development.
- A local development dynamic. The rural environment is a training agent as well as a recipient of initiatives.

Evanildo, ex-student of the CEFFA of Alagoinhas (Bahia, Brazil)

Currently a successful vegetable producer as well as an agricultural technician employed by a regional cooperative and President of the CEFFA federation in the State of Bahia, Evanildo has also occupied positions as leader of the rural Union and President of the CEFFA management association.

"What makes CEFFA different is the teaching method applied: young people learn while performing the job, applying and transmitting the knowledge they have acquired at school in the community. This is possible thanks to tools such as the Study Plan, which helps the student to become familiar with the reality of his or her community. Training of families is also a crucial aspect, so that they can assume responsibility for managing the school and supporting the young people."

Also have a look at the digital story produced by **Edgar, student of a CEFFA in Guatemala**, showing the important link between training and the development of local entrepreneurship: www.youtube.com/watch?v=BZs116GerAg

Case study #3

Alternating Cycle: The experience of the Family Farm School in Alagoinhas, Brazil

Among the different types of existing educational methods, some elements of which have been presented above, DISOP opted to promote the Alternating Cycle of the *Maisons Familiales Rurales*. Indeed, this methodology is particularly suited for stimulating the personal development of the people trained and their contribution to the development of their communities.

In the early 1980s, peasant movements in the Alagoinhas region, in the State of Bahia (Northeast Brazil) brought the issue of the lack of educational and vocational training for rural youth to the attention of the local Land Commission of the Catholic Church. At the time, the majority of rural young people did not complete primary school and had virtually no opportunities to continue their studies. The only schools were in the main cities, where training provided had no connection with rural realities.

To provide an answer to this need, and having discovered the Alternating Cycle as developed by peasant movements in other regions of the country, the peasant community of Alagoinhas adopted this methodology.

On the recommendations of the Land Commission, the parents organised themselves into an association, to create and manage a Family Center of Education using the Alternating Cycle Pedagogical System (*Centre Educatif Familial de Formation par Alternance*, CEFFA).

The CEFFA in Alagoinhas celebrated its 25th anniversary in 2008. On this occasion an evaluation was performed. Ex-pupils identified the following skills acquired as a result of the Alternating Cycle:

- a sense of responsibility and discipline,
- respect for others, a factor of confidence and empathy,
- a taste for and ability to work as a team.

We find ex-pupils acting as leaders and heads of movements, agricultural entrepreneurs and technicians at public and private enterprises. Employability is facilitated by the fact that the training ensures that the school and the young people are anchored in their environment, whose actors they constantly interact with.





Ensuring that TVET teachers and trainers are motivated and effective

Countries around the world are seeking to improve their education systems, and to respond better to higher social and economic expectations. The broad consensus is that teachers are central to these quality improvement efforts. In fact, “teacher quality” is recognized as the single most important school variable influencing student achievement. With youngsters globally enjoying an increasing number of years of education, there is an increased demand for teachers at the secondary level – including technical and vocational education and training (TVET) – and a strong call for teachers to be capable of equipping learners with the skills to succeed in their future life, either in the world of work or in higher education.

At the same time, “teacher quality” and specifically the notion of a competent TVET teacher or trainer remain somewhat elusive concepts. Several factors, such as individual attributes (dedication, enthusiasm, caring for learners, patience, resilience, etc.), technical and pedagogical competences, and inter-personal skills (fostering productive teacher-learner relationships; working well with colleagues, parents and the world of work) have all emerged as criteria associated with TVET teacher and trainer quality. The combination has been summed up as 3H – head (knowledge), hands (dexterity) and heart (commitment).

The past few years the notion of a specifically vocational pedagogy has also received more and more attention. This has yielded interesting insights in the various methods that successful TVET teachers (can) use in order to arrive at desirable learning outcomes. The UK-based City & Guilds Centre for Skills Development, for instance, has developed an interesting map that matches possible teaching and learning methods (e.g. watching and imitating, using virtual learning environments, using simulation and role play and, sometimes, games) with kinds of vocational education (e.g. preparing for jobs that predominantly involves working with people, such as hospitality, nursing, retail, etc.) and issues that need to be considered when choosing learning outcomes (e.g. it is not possible to expose some clients – such as children, older people being cared for, hairdressing clients, etc. – to vocational learners until these learners have reached a certain standard).

To ensure TVET teacher and trainer quality, measures need to be taken at all stages of the career: defining competence profiles and frameworks appropriate for TVET professionals; improving initial or pre-service TVET teacher and trainer education; optimizing recruitment and selection procedures to attract and enlist the best candidates; enhancing the continuous professional development of TVET teachers and trainers; ensuring TVET teachers enjoy good working conditions and adequate compensation.

Depending on their specialization, development actors may intervene in one or several of these domains. To capture the totality of options, the following framework can be kept in mind :

MACRO

What is the policy agenda / framework regarding TVET teacher professional development, selection and required competency profile, status and working conditions, motivation and compensation?

What strategic and capacity development support do / can we offer at this level?

MESO

Who has the mandate to select TVET teachers, support their initial and continuous professional development, evaluate and sanction their performance? What is their capacity to do so?

What capacity development support do / can we offer to these meso-level institutions?

MICRO

How are teachers selected, motivated, followed up and compensated at the level of TVET institutions? What are their opportunities for in-service training and continuous professional development?

What capacity development support do / can we offer to teachers at the micro-level of TVET institutions?

One aspect of TVET teacher and trainer quality that has recently received a lot of attention is that of their professional development. This is now also seen as a prime area for strengthening the linkages between TVET and the world of work. All too often existing systems provide the same pre-service training preparation for TVET teachers as received by their counterparts across the wider field of teaching. And many TVET teachers and trainers enter the classroom without the benefit of an industrial background, having often lacked the opportunity to experience the world of work in the sector(s) that they prepare learners for. It is increasingly felt that TVET teacher education and continued qualification can be strengthened through collaboration with industry; and that it is important to motivate TVET teachers to build linkages with industry. There have been interesting experiments with sending TVET teachers and trainers back to industry for a short period of time; involving industry in team teaching at TVET institutions; etc.



الاول	الثاني	الثالث
رنا الويل	1	
دفاوي	2	
هناء	3	
سارة	4	
ديما	5	
الاء ن	6	
جين	7	
دالما		
مينو		

Case study #4

The central role of the teacher: the beginning of a success story?

This story unfolds in Suriname. In 2012, the government cut down part of the tropical rainforest in Pokigron, right where the asphalt road ends and you continue the journey in a *korjaal* (dugout canoe). In its place it erected a real school campus, with houses for the teachers, a boarding school that can accommodate 50 pupils and a school that provides secondary education, both general and vocational. For the first time, young people were able to follow secondary education in their own region.

By 2016, general education has been developed up to the fourth year, but with regard to vocational education, the school only offers the first year and no subsequent years. Young people that want to continue their studies have to do so in the capital Paramaribo, which involves living in a boarding school or with family members. This means that a considerable number of them stop studying after this first year.

Members of the project “Friends of Surinamese Primary Schools” (Vrienden van Surinaamse Basisscholen, VSB) got to know the school in 2013. VSB is a so-called “fourth pillar” initiative that has been operating in Suriname since 2003 and which is recognised by the Flemish organisation *Leraars zonder Grenzen* (Teachers Without Borders).

Following discussions with the school leaders and the only vocational education teacher, a grant application file focusing on developing vocational education was submitted to the North-South service of the Province of East Flanders (Belgium).

An analysis of the project's context reveals the following positive and negative points. In line with the specificity of a “fourth pillar” project, in this analysis the focus is essentially on the micro level.

Macro: vocational education in Suriname

+ Suriname has recently started the process of creating a Suriname National Training Authority (SNTA). The SNTA will concentrate, for example, on developing vocational standards/profiles with specifically required skills. In the long term this will translate into an evolution towards a curriculum that is more skills-based (and modular) for vocational education.

+ There is a national reform of the three-year training for vocational education teachers. The focus is on training that is more skills-based, so that theoretical education is afforded less importance.

+ There is a separate “inspectorate” for secondary vocational education and updated textbooks for the different subjects are available that serve as curricula.

- The inspectorate's impact is limited to the schools that are easily accessible in and around the capital Paramaribo. Visiting schools located in the hinterland involves costly travel expenses, for which there is usually no money.

- Vocational education enjoys little prestige in society in Suriname: intellectual work versus manual labour.

- At the moment there are no subsidies to fund infrastructure or equipment.

Meso: the TVET Teacher Training College

+ Future TVET teachers will follow a compulsory, customised three-year training course at the LOBO (Lerarenopleiding Beroepsonderwijs or TVET Teacher Training College). This vocational teacher training is offered in evening classes. LOBO's objective, as the only institute of its kind in Suriname, is to train teachers so they become qualified teachers that are fully competent to teach lower secondary vocational education. The College has many part-time teachers, a large number of which originate from the business community.

- This teacher training is confronted with a difficult task: to instruct practice teachers to provide skills-based vocational education in schools that have insufficient resources to do so.

Micro: the Pokigron school campus

• The school

+ The school is located at a meeting point that is considered central to the region.

+ The majority of teachers are part of the community of Saramaccans, the Afro-Surinamese population of the region.

+ The majority of teachers hold the necessary teaching qualification in their subject.

+ The school can rely on local sponsors for minor expenses.

- The school's infrastructure has not been adapted for vocational education: there are no workshops, but there are a few small, unused classrooms.

- During the day, there is no electricity in the village and therefore in the school; there is no money to purchase the fuel necessary to supply the generators. This represents a major obstacle with regard to practical lessons, to the extent that only manual tools can be used.

- The school principal is a linguist and demonstrates little or no interest in vocational education.

– There are not always enough teachers prepared to move to the hinterland, so that schedules exceeding, for example, 39 hours a week, are not uncommon.

– Only the first year of lower secondary vocational education can be provided due to an insufficient number of classrooms. Several rooms are actually under construction, but cannot be completed due to a lack of public grants. These rooms are also not adapted to serve as practical workshops: the windows are too small, the floor is not strong enough and there is no lockable storage space to keep tools or equipment.

• **Steve, the only vocational education teacher**

+ Steve himself has followed technical training (mechanics) at the higher technical secondary education level as well as the first year of training in evening classes at LOBO.

+ He is a member of a very well respected family in the region that is part of the Village Council, which means expectations of him are high and that he takes his job as a teacher very seriously.

+ His status as a teacher in the village community represents a motivating factor for him, which “compensates” for the decrease in salary that he had to accept when he left his job in a transport company.

– His main source of knowledge about giving practical lessons consists of his memories of the theoretical vocational education that he followed himself; for the time being there are no other positive examples to be found in Suriname.

– The fact that there is no workshop available and no practical materials, combined with groups of students that are too large for a single teacher, means that a theoretical approach is basically the only feasible choice.

In 2013, the VSB project - in consultation with the school leaders - decided to concentrate on achievable goals. This means that infrastructure works have not been included in the roadmap and that practical lessons will, for the time being, continue to be given in a regular classroom.

A first intervention was very easy to achieve. Up to now, Steve wrote the theoretical lessons on the board and the pupils had to copy them out. To promote a more active approach, the project photocopied the lessons for each pupil and Steve can now devote more time to explaining and even performing demonstrations.

In accordance with the existing curriculum and with Steve's assistance, tools have been purchased for the construction (masonry and carpentry), horticulture and food sectors, sectors in which basic skills can also be acquired without availability of electricity.

Via the project, two final-year Flemish students in secondary education teacher training went on an internship in Pokigron and gave practical lessons, whereby Steve discovered, on-site, a different, more active approach to teaching.

Another action to encourage Steve to promote more skills-based vocational training was to offer him the opportunity of an internship as an observer for two weeks in a vocational training school in Ghent. He observed practical lessons from the first four years of our vocational education programme and was surprised to see how here too, we start with very simple motivating exercises whereby only minimal, strictly necessary theory is taught.

So far the story of the VSB project in Pokigron...

To date, the VSB project has not brought paradise on earth to the school: an equipped workshop, provided with electricity. However, the school was able to purchase some simple tools and materials with which Steve can get to work. The fact that he was able to act as “mentor” of the Flemish trainees, with whom he is still in touch, has positively reinforced his role as a vocational training teacher. The fact that he was immersed for two weeks in a totally different culture and was able to exchange experiences with Flemish colleagues have broadened his vision of vocational education. Now Steve has to decide how he is going to use these experiences in Pokigron. During a follow-up visit to Pokigron, Steve proudly showed us the small pieces of work his pupils had produced. A positive sign?

His school concluded, via the VSB project, a cooperation agreement with a Flemish teacher training establishment, which means that also in the future, trainees on internship will help Steve put skills-based vocational education into practice.

In the long-term, VSB wants to act as the intermediary in a partnership between the Flemish school where Steven undertook his internship and his school in Suriname, with the aim of sustaining the exchanges at the didactic level as well as at the level of specific sector-related content.

h.v. plan
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gen: handzaag *

steken: stakbijel + hamer

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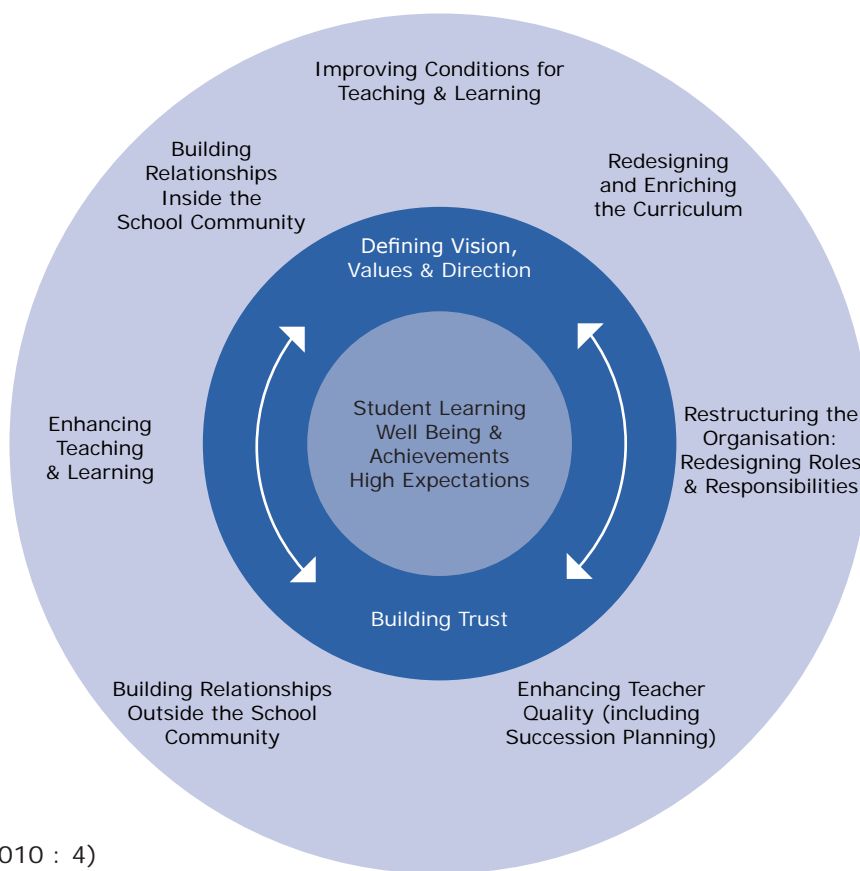




Ensuring successful school leadership in TVET

School leadership is a critical success factor in education. By creating conditions for effective teaching and learning in their institutions, school leaders are strategically positioned to ensure that their schools provide quality education to **all** learners. In technical and vocational education and training (TVET) specifically, effective school leadership also ensures strong linkages with the world of work, so that learners transition to employment and self-employment / entrepreneurship as smoothly and successfully as possible.

Following CEDEFOP, the European Centre for the Development of Vocational Training, this technical note proposes a conceptual framework for understanding school leadership that has been developed by Keith Leithwood and his research team at the National College for Teaching and Leadership (NCTL) in the UK. They put forward a model that identifies **eight key dimensions of successful school leadership**, which all centre on student learning, wellbeing and achievement:



Source : NCTL (2010 : 4)

Successful leaders at TVET institutions:

- define their values and vision to raise expectations, set direction and build trust;
- (re)shape the conditions for teaching and learning;
- (re)structure parts of the organisation and redesign leadership roles and responsibilities;
- enrich the curriculum ;
- enhance teacher quality;
- enhance the quality of teaching and learning;
- build collaboration internally;
- build strong relationships outside the school community.

More details about each of these dimensions can be found in NCTL (2010). Each of these dimensions of school leadership is key to learner success.

From a quality perspective, a holistic approach to school leadership is preferable. But practically, school leaders – and the development partners who support their capacity development – have to set priorities as not all dimensions can or need to receive the same amount of attention at the same time. The focus will inevitably change over time. In fact, the NCTL found that effective school leaders themselves identify a number of broad phases in their leadership trajectories, which can be classified under three broad headings – early (foundational), middle (developmental) and later (enrichment).

In the **early phase**, school leaders tend to prioritize:

- improving the physical environment of the school to create more positive, supportive conditions for teaching and learning, and for teachers and students / trainees;
- setting, communicating and implementing school-wide standards for student behaviour;
- restructuring the senior leadership team, and its roles and responsibilities;
- implementing performance management systems for all staff.

In the **middle phase**, attention tends to shift to:

- the wider distribution of leadership roles and responsibilities;
- a more regular and focused use of data to inform decision-making about student progress and achievement;
- learning objectives and target-setting.

In the **later phase**, effective school leaders typically develop strategies related to personalizing and enriching the curriculum, as well as wider distribution of leadership.

For school leaders of TVET institutions it is, in addition, important to build strong relationships outside the school – particularly with representatives from the world of work. Such relationships are key to securing quality apprenticeships for students; enriching the curriculum so as to keep it relevant to the needs of employers as well as learners; finding support for teacher professional development; offering career guidance; etc. Relationships with local authorities are also important for TVET school leaders, to ensure sufficient alignment between local (economic) development plans and school quality improvement initiatives.

The **Leithwood-model** is very useful for understanding effective leadership at the level of the TVET institution in a holistic manner. However, effective interventions are not limited to this micro level. They also focus on the meso- and macro-levels in order to improve school leadership in TVET.

To capture the totality of our interventions, development partners can keep the following framework in mind:

MACRO

What is the policy agenda / framework regarding school leadership? How is the TVET system organised – specifically who has the autonomy to decide over what?

What strategic and capacity development support do / can we offer at this level?

MESO

Who has the mandate to select TVET school leaders, support their initial and continuous professional development, evaluate and sanction their performance? What is their capacity to do so?

What capacity development support do / can we offer to these meso-level institutions?

MICRO

How is leadership organised and distributed at the level of TVET institutions? What is the autonomy of school leaders within the TVET system? What is their capacity to act effectively (in each of the eight key dimensions)?

What capacity development support do / can we offer to school leaders at the micro-level of TVET institutions?

Case study #5

The Support Programme for Vocational Training (PAFP) in Rwanda

From 2010 until the end of 2015, APEFE, BTC and VVOB ran a joint Support Programme for Vocational Training (*Programme d'Appui à la Formation Professionnelle, PAFP*) in Rwanda. To improve the quality and relevance of TVET, PAFP intervened at three levels:

- At the national level, PAFP partnered with the Workforce Development Authority (WDA), the government agency that spearheads the country's skills development;
- At the provincial level, the Integrated Polytechnic Regional Centre-South (IPRC-S) was reinforced, one of four such institutions in Rwanda which act as WDA's base for the supervision, implementation and coordination of all TVET activities in their respective provinces;
- At the local level, 24 pilot technical secondary schools (TSS) and vocational training centres (VTCs) benefited from PAFP capacity development support.

Strengthening school leadership was one of several focus areas within an integrated approach towards quality TVET, and PAFP worked on this at all three levels. That said, most of the staff efforts and budget were targeted at the school-level, as PAFP wanted to pilot innovative approaches for later roll-out on a national scale.

Together with WDA, existing quality standards for TVET schools were improved and specific attention was paid to the governance, management and leadership of these schools. These standards now take most of the dimensions of the NCTL framework into account: focusing on teaching and learning; setting strategic direction; motivating staff and trainees; ensuring a fair flow of information and accountable school governance; and involving different actors. The standards were made more concrete in a quality audit tool, which WDA and IPRC-S used to perform a capacity development needs analysis of the 24 pilot schools.

Joseph Hakizamana, Quality Assurance Officer at IPRC-S

"By visiting schools with PAFP and checking the implementation of quality standards, we saw how competency-based training has been implemented in agricultural technical secondary schools (TSS). We saw how things can be improved."

The development of the quality audit tool and instrument for capacity needs analysis was seized as an opportunity to highlight the importance of linkages with the world of work within the more general standards. For instance, the notion of involving different actors was translated into collaboration with the private sector; accountable school governance was linked to budget planning and income-generating activities or production units that would allow students to experience forms of on-the-job training at the TSS or VTC; and the need to focus on teaching and learning was further specified as focusing the learning process on the labour market.

Two rounds of **needs analysis** were organised, in 2012 and 2014, allowing PAFP to monitor changing concerns and to plan and implement demand-based capacity development support. Over time, the issue of aligning the learning process with the world of work became more and more important, revealing an increasing maturity among school leaders, who had grown progressively confident in more "basic" areas such as clarifying roles and responsibilities, ensuring safety at school, etc.

The introduction of **school-level strategic planning** – the top priority need that was identified in the 2012 round of needs analysis – allowed school leaders to take charge of their schools' quality improvement and capacity development. At the same time, the PAFP team actively involved school leaders in decisions about the modalities for capacity development support provided by the programme. To ensure lasting impact, a mix of methods was used: training workshops; coaching visits and technical advice; look-and-learn visits to companies and other TVET schools; peer-to-peer learning; collaborative development of tools and instruments; and support in organisational restructuring.

In 2015, towards the end of the PAFP programme, an **evaluation workshop** was organised, giving the school leaders the opportunity to self-assess the progress they had made in their function over the past few years and to provide feedback to the PAFP team about the support provided. Twenty-one school leaders participated.

For the **self-assessment**, the school leaders used a tool that invited them to measure their personal growth in the eight dimensions of the NCTL model. Per dimension, the tool has a set of indicators that are relevant to the Rwandan context. As the spider diagrams on the next page show, there is a noticeable difference between the self-assessed level of competence prior to and after PAFP, pointing to a considerable personal growth experience.

From the focus group discussion that followed this self-assessment, PAFP learned that the school leaders particularly valued the fact that they themselves feel changed as persons, better understanding their role in the TVET system and better able to lead positive transformation in their institutions.

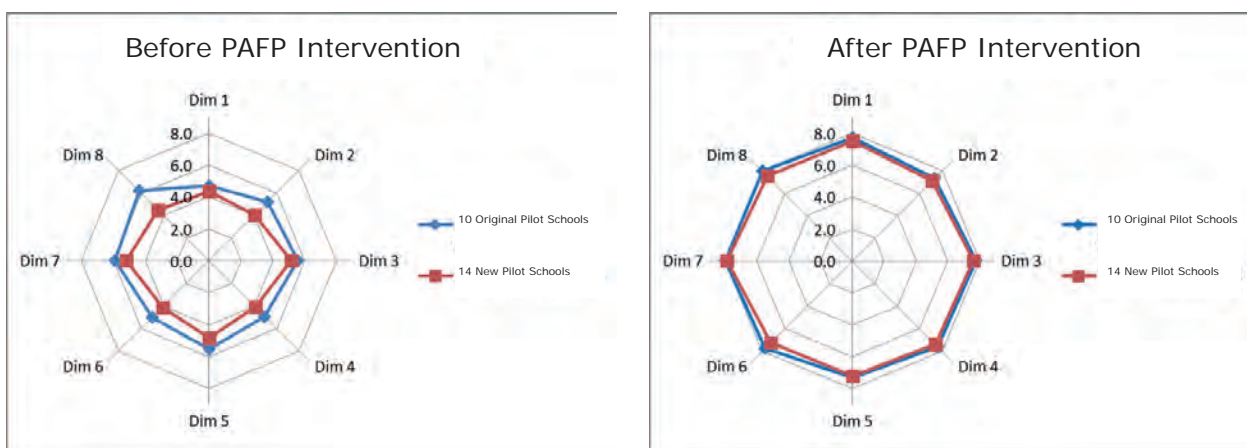
They had also learned to share responsibilities with other members of staff, distributing leadership, and to involve all stakeholders for the benefit of the quality of TVET delivery and the learning outcomes of their students, thus contributing to youth employment.

The focus group participants also mentioned a few weak spots of PAFP, particularly with regard to the interventions at the national level. Partly due to external circumstances, partly due to the broad and evolving nature of the young TVET institutions at this level, these did not lead to the institutionalization of attention for school leadership within WDA. The instruments, tools and lessons learned in the Southern province did not move up to the national level (yet). Along similar lines, the external evaluation of PAFP recommended an additional transition year, specifically focusing on support to WDA and close collaboration with other development partners, such as Nuffic, the Dutch organisation for cooperation in higher education, and the *Deutsche Gesellschaft für Internationale Zusammenarbeit* (GIZ), to ensure broader uptake and greater sustainability of the Southern province's success story.

Jonathan Mukeshimana, School Admin Monitor at IPRC-S

"You organised what was already in our heads. Schools have problems, but also solutions. You facilitated this process."

Figures 1 & 2: Before and after competency self-assessment by school leaders of PAFP pilot schools







Involving communities and parents in vocational training systems

In many countries, vocational training and education fails for multiple reasons – insufficient budgetary resources allocated to education, governance problems or budget allocations, failure to adapt the available education to certain marginalised groups, poor teaching quality, etc. Faced with young people who drop out of school and who have no access to adequate vocational training, some communities decide to take matters into their own hands and identify suitable local solutions. This **community mobilisation** for learning a trade is translated into diverse strategies and actions, each one adapted to the specific context and the challenges to be overcome. They range from the active involvement of pupils' parents in the management of training centres, to the restoration or even construction of centres, via advocacy at various levels or the development of collective income-generating activities to finance training for the most vulnerable youths.

Community mobilisation focuses on the populations' participation in establishing and achieving their own objectives. This dynamic fully translates the **concept of education as a right and a public good**. It empowers everyone, including the community, which as a result will favour collective answers to the problems encountered by some of its members. Local initiatives encouraged by the communities themselves are essentially appropriated by local actors that are proud of the role they play. Moreover they guarantee alignment with the needs and socio-economic-cultural context. For example, timetables can be adapted in accordance with the needs of learners and their necessity to exercise an activity in order to survive. These local initiatives are often not costly since they are based on local resources, are generally long-term and have a remarkable spill-over effect, inducing the enthusiasm and admiration of other communities.

The community has an active role to play in **public and private vocational training centres**: the parents' associations must fully play their part and invest in managing the training centres, and as a result participate in some of the centre's decision-making bodies. They also facilitate dialogue between school leaders, teaching team and pupils. Parents' involvement in managing the training centre is an essential element of success for the educational project and support for the pupils.

In particular, there exist **community-based training centres**. These centres, directly managed by the local community, are able to remedy a shortage or inadequacy of the existing vocational training offer. Without relieving the State of its responsibilities related to public service, these initiatives help strengthen social appropriation of vocational training and improved governance of the education sector. This is even more important

in the context of the decentralisation of education services, which brings responsibility for education closer to the local level. Parents have an active role to play in this responsibility in terms of vocational training. Through the parents' associations they are responsible for the training centre's management, notably with regard to finance. A real investment (financial, in terms of logistics, availability, etc.) is essential for ensuring the centre's functioning. The community-based training centres thus represent a vital step in achieving education for all.

We have seen that aligning training and employment involves anchoring training in the reality of the trades concerned (see #2). **The alignment of the training on offer with professional opportunities is often guaranteed when the community is involved in the choice of sectors and the creation of training courses**, since the community is able to identify employment-rich sectors that promote economic development in their region. As illustrated in the example of the CEFFA in Cameroon, the training courses are taught by members of the community and internships are completed in small enterprises and family-run businesses in the area. The theoretical apprenticeship is therefore directly aligned with the practical in the real context of the trade. A young person who completes his or her training is oriented towards a job in this type of structure, or towards developing his or her own business. This facilitates the alignment between what was learned during the training course and the direct reality of professional life, in terms of employment and skills.

Lastly, another essential element is community mobilisation to achieve **collective, constructive and permanent advocacy** with the authorities in charge of vocational education. The dialogue and trust between citizens and their governments constitute the cornerstone for the respect of fundamental rights in general and the right of access to quality vocational training in particular. Only collective advocacy has the chance of being effective in improving government policy. Development cooperation programmes should therefore more systematically include support for community mobilisation to develop advocacy with their authorities in terms of vocational training. The advocacy may touch on diverse elements related to youth vocational training: infrastructure, the allocation of teaching staff, the quality of training courses, choice of sectors and relationships with enterprises in the region, etc. This action can be led at the central level, by parents' collectives, NGO platforms or networks active in the education sector, as well as at the most decentralised level, such as at the village level.

Besides the financial, human or logistical investment in the training centre, the

communities also play a major role in guaranteeing the alignment of training and employment and advocacy vis-à-vis their authorities.

The role played by communities in achieving quality education for all nevertheless presents **limits and challenges**, starting with the inequalities in mobilisation depending on the community. This rests on a combination of factors that varies from one community to another: the existence of a sense of belonging, the feeling of having shared interests, a favourable relational climate and so on. The education decentralisation process must therefore include support for these mobilisation processes. Furthermore, in the case of community-based schools, there is often a question with regard to the quality of the education provided. Alignment of their programmes with the official curriculum,

their recognition by the national educational system, teacher training or even the guarantee of operational resources and suitable infrastructure are other elements that need improving. The role of parents in the school's management also represents a major challenge, as they generally live in a very precarious context.



Joseph Landry Koumeda Nke, former pupil of the CEFFA in Etam Kouma (Cameroon)

I was born in 1992 and obtained my primary education certificate in 2006. Unfortunately, due to a lack of resources I found myself out of school, without really knowing what to do and with no hope. That was when the parish priest, who had heard about the CEFFAs, decided to admit some of us youngsters (myself and others in the same situation) to the CEFFA in Etam Kouma. The training course lasts three years: the first year offers common core subject matter and brings you up to level, the second year offers specialisation and actual training and the third year is characterised by an internship, internship report and the defence of a dissertation on "My Professional Activity".

In my case, I first followed training in animal husbandry, agriculture, sewing and cooking. However, my objective was to become a professional chef so I specialised in cooking. The dual training allowed me to obtain a good foundation in the field. In the third year, the Centre placed me in a large, four-star hotel in Yaoundé, which allowed me to acquire skills in the art of cooking. In this environment I met some great chefs. At the end of my training I defended "My Professional Activity" dissertation very well (with "Excellent" Mention). Some time later I found a job in a hotel structure and have not been out of work since. I currently work at the Chief of the Military Staff of the President of the Republic, but whenever possible I also offer my services to a private clientele.

I am very proud of what I have achieved and I encourage young people with or without a qualification to take advantage of the training opportunities offered by the CEFFA to help young people to become economically independent and therefore actors of development.

Case study #6

The Family Center of Education using the Alternating Cycle (CEFFA) in Cameroon

The district of Ebebdá, located in the middle of a forest area in the department of Lekie in Cameroon, is home to some 30,000 inhabitants spread across 33 villages. There are half a dozen secondary or post-primary school structures and numerous primary schools. However, the dropout rate is very high, with only around 58% of pupils completing the primary cycle. Despite the fact that primary education is free, countless families are not able to afford the costs associated with schooling (uniforms, school equipment, etc.). The costs of secondary education also represent a factor that limits young people's access to education.

To tackle this substantial dropout rate, in 2001, the populations of the village of Etam Kouma and other villages of the area established an Agropastoral Vocational Training Centre, the "Family Farm School of Etam Kouma". This centre welcomes young people aged between 15 and 20 that dropped out of school, and trains them for rural employment in agriculture, animal husbandry, social and family economy or even sewing. The aim is to train them so that they can develop their own small business or work in neighbouring farms or businesses.

The centre relies on the commitment of the parents and is managed autonomously by the community. The parents, via the parents' association, take action to raise funds: annual contributions, requests to regional enterprises, income-generating activities in the centre, etc. The funds raised in this way allow them to finance school material, equipment and trainers. The trainers themselves are often people from the community, who supply the centre with their expertise in a specific trade. Some parents also contribute by making space for classrooms available to the centre.

The dual education applied in the centre allows the learners to follow theory classes on the one hand and to practice their trade working in family-run businesses in the community or even in their own business on the other. Exchanges of experiences with members of the community are organised in order to equip the young people for the reality of working in their area.

The centre also offers modular training courses for adults related to a very specific technique (such as breeding chickens) in the form of short courses (two to four weeks).

There are about fifty similar structures in Cameroon. These structures are grouped in national associations or platforms. One example is the Association of Family Centers of Education using the Alternating Cycle Pedagogical System (Association des Centres Familiaux de Formation par Alternance), a member of IDAY-Cameroon.

All the centres operate in accordance with the same principles, which are: the parents' commitment to helping their children become accomplished men and women, the autonomy of the training centres that are managed by the community, and the practice of dual education (see #3).

An assessment of the training provided at the family centres for dual education by experts from the Cameroon Ministry of agriculture and rural development recognised the relevance and merits of these structures in rural zones: promoting self-employment, limiting the rural exodus, limiting the number of illiterate people, etc. For two years now some of the centres have benefited from State support for their operations, to build infrastructures and to help learners find a job at the end of their training. However, government support is still limited to ten centres a year and the funds for the centres' functioning and support for young people in their pursuit of self-employment remain limited.





Promoting cooperation between the training sector and the professional sector (private and/or public)

Permanent consultation and/or the partnership between technical and vocational schools (providing manpower) and enterprises (providing jobs) are indispensable for aligning training and employment. It particularly offers the advantage, for pupils, to link theory and practice, to become familiar with the realities of professional environments, to discover and become familiar with new technology and to develop attitudes with regard to integration in the labour market. As far as enterprises are concerned, they benefit from the availability of qualified and skilled labour at the local level and a guaranteed supply of personnel. The partnership between technical and vocational schools and enterprises could also result in economic benefits for the schools, if you think of learning to use the latest technology. Unfortunately, the school calendar often does not offer opportunities for organising practical applications and internships.

Taking this context into account, one of the main challenges, apart from redesigning the framework of the national vocational training systems, is their adaptation to meet the needs of the entrepreneurial community and the development demands of the country. The **reconciliation of the existing vocational training and the realities of the productive sectors** requires close public-private consultation and a comprehensive involvement of the entrepreneurial community and professional sectors to the definition and implementation of policies. Trades can only become “motors of growth” if entrepreneurial dynamics can be expressed and materialise, thus creating employment opportunities for the promoters themselves and for the employees they will need.

This involves **promoting entrepreneurship**, which can take diverse forms:

- awareness-raising campaigns based on testimonials;
- integrating the entrepreneurial dimension in vocational training curricula;
- involving professionals in training (dual education, internships, etc.);
- developing a production and management activity in the training centres;
- promoting disadvantaged sectors such as handicrafts and manual trades;
- valorising technical and vocational education and training (TVET).

Aligning the training offer with the world of work also presupposes a **harmonisation of action plans** (synergy) of the different actors at the macro, meso and micro levels (see #1).

In this context UNESCO promotes a holistic approach to skills development (also see #3 on skills-based education). It has been recognised that an increase in investments in technical and vocational education does not necessarily lead to a greater number of jobs for young people. Only a **multidimensional approach** (education, the creation of a favourable economic climate, etc.) increases the chances of decent work for young people.

Collaboration between actors in the public and private sector (**public-private partnership, PPP**) seems logical in this context. This can take two forms.

Firstly, the **bottom-up approach/actions**. Applied to the technical and vocational education sector, these could be translated as follows:

- partnerships between schools and the professional sector with the aim of establishing training paths;
- permanent cooperation between schools and actors from the entrepreneurial sector with the aim of collecting and analysing information related to the needs of the labour market;
- integration of updated information in the training curricula;
- validation of these updated training curricula by the competent public authorities;
- joint use/reuse of machines and infrastructure (with a potentially positive impact on the environment);
- collaboration between schools and the professional sector with the aim of offering more opportunities for girls/women.

Secondly, the **top-down approach/actions**. These present the following characteristics:

- based on market studies, they also devote particular attention to promoting girls/women;
- consultation between the ministries and the professional sector;
- revision of national curricula, focusing on raising awareness about the roles of women and men.

Depending on the national context, one of these approaches will prevail on the other. In any case it is important that the authorities **make room for bottom-up actions**. For example, by creating a legal framework for the validation of skills, in order to highlight positive experiences of cooperation between schools and the private sector at the micro level (= school level), before generalising them at the national level. Or by creating a national

consultation platform that will allow the sharing and comparing of information originating from the two approaches. Such a platform appears to be a prerequisite if we want to harmonise the different actions and share good practices.

Centre Saint Jean Bosco, facts and figures

Founded in 1994 by the Salesians of Don Bosco, the centre provides:

- Three branches of vocational training: car mechanics, metalworking and electricity.
- Full-time day education and dual education.
- It includes 500 pupils, a boarding school, an employment office (gateway to the world of work, preparatory path to entrepreneurship) and a school enterprise where pupils are involved in production processes and their management.

This case study is an **illustration of the bottom-up approach**. Thanks to its employment office the school successfully concludes partnerships with relevant actors in the business community while benefiting from considerable input in terms of updating its training offer. This does not always happen without any difficulties. In fact, as the school follows the official curriculum, rewarded with a recognised certificate, it is not easy to implement changes. In the absence of a national skills validation system the school is forced to offer new training courses (such as a new “solar panel installation” module for the electricity programme) as an “extra”. In order words it becomes an addition to the basic (outdated) curriculum and as a result weighs down the training programme. This may constitute a reason for the weakest and most disadvantaged pupils to drop out of school early.



Centre Saint Jean Bosco, Sikasso (Mali)

The Centre Saint Jean Bosco is a **vocational training centre** located in Sikasso, Mali. The school is a private institute of the Salesians of Don Bosco, founded in 1994 and accredited by the State of Mali as a vocational training centre. It offers three different programmes: car mechanics, metalworking and electricity. These are provided as full-time day education, which leads to a Certificate of Professional Competence (CAP). To be eligible for the courses a pupil needs to have obtained at least the Diploma of Fundamental Study (Diplôme d'études fondamentales, DEF), but the centre also accepts pupils that have not obtained the DEF and supports them up to the exam. After performing a market analysis, the school has seen an increase in demand for qualified electricians. As of the school year 2013-2014 and with the agreement of the competent public bodies, the centre introduced the consecutive cycle of "Certificate of Technician in Electromechanics".

Besides this regular range of training courses the Centre Saint Jean Bosco also organises, in association with the Training and Apprenticeship Support Fund (Fonds d'Appui à la formation professionnelle et artisanale, FAFPA), a dual education training course in metalworking, electromechanics and car mechanics aimed at young people working in informal garages and workshops in the town of Sikasso.

The Saint Jean Bosco School also has an **employment office** intended to serve as a **gateway to the world of work**. By concluding partnerships with enterprises it helps pupils secure an internship and thus take their first steps in the labour market. While it was initially necessary to break down certain stereotypes and prejudices related to girls, the enterprises are now enthusiastic about the qualities of the female internships. The school helps pupils launch their own business at the end of their training, with a preparatory path to entrepreneurship.

The employment office also provides assistance to **adapt and enhance the curricula**. In this respect it analyses the most popular training courses among the end beneficiaries as well as the questions and expectations of employers with regard to the training courses. This information is gathered via surveys conducted among employers and former pupils. The school board receives a report based on the results compiled in a database. This allows a comparison of the desired skills and those currently covered by the existing curricula.

This constitutes the foundation of the improvement process: based on this information a pedagogical committee, consisting of several teachers as well as members of the school board and the employment office, adapts the content of the different training courses. Thus several new modules, such as "installing solar panels", "electronic injection"

and "aluminium transformation" have already been established in the framework of the training courses in, respectively, electricity, car mechanics and metalworking. Trials were first carried out with former pupils, before integrating these modules in the existing curricula.

The employment office also collaborates with the National Employment Agency (Agence nationale pour l'emploi, ANPE) to elaborate a **preparatory path to entrepreneurship**. The employment office organises information sessions devoted to entrepreneurship aimed at all pupils in all training programmes. Moreover, it enquires about the success of former pupils that started their own enterprise and regularly invites a few of them to come and talk about their experience of launching a business. It also organises on-site visits with small groups of pupils. For first-year students it arranges two training courses dedicated to launching your own business. Thanks to information gathered from former pupils, the ANPE and other external sources, the employment office has developed an "entrepreneur's profile". At the end of the information sessions and training courses, interested pupils can turn to the employment office, where the candidates undergo screening before embarking on a tailor-made preparatory path to entrepreneurship.

By supporting pupils from the beginning of their training, and for the entire three-year period, the employment office hopes to prepare them more effectively for entrepreneurship. This is a major difference compared with the previous approach, which only offered a few entrepreneurship sessions to final-year pupils and which proved to be inadequate for learning the skills required to launch and manage a business. Integrating training to prepare pupils for entrepreneurship is deemed to better equip them to become entrepreneurs.

Thanks to its collaboration with public bodies such as the ANPE and the private sector, the Centre Saint Jean Bosco has managed to improve the quality of its curriculum. Consequently, the youngsters benefit from better preparation, which allows them to enter the labour market at the end of their training course, either as self-employed entrepreneurs or as employees. If one wants to guarantee the sustainability of these results at the micro (school) level, it is necessary, however, for the competent public bodies to valorise them.



APEFE



Developing (independent) entrepreneurship or self-employment

In general the traditional technical and vocational training programmes provided seem designed for training employees of a modest, modern sector, providing between 10 and 30% of jobs, even though self-employment and micro, small and medium enterprises in the informal sector account for the vast majority of jobs.

Entrepreneurship is a strategic tool in that it offers the possibility of ensuring financial independence and integration in economic life. Creating formal enterprises engenders wealth creation, becomes a source of employment, added value, tax revenue and innovation and constitutes a vital driving force for inclusive and equitable growth.

Supporting entrepreneurship in vocational training is increasingly important for governments that are trying to fight unemployment by offering job creation or recruitment opportunities.

Link between training, entrepreneurship and employment

In countries in the South in general and in Africa in particular, it is the **micro, small and medium enterprise** sector that represents the **main vehicle for employability**.

Yet, this reality is still insufficiently taken into account in policies and, especially, in development strategies related to vocational training programmes, which, whether in terms of content or type, only partially meet the need for skills. The entrepreneurial dimension in particular is often absent in the training programmes offered.

However, the entrepreneurial dynamic (that is the willingness to be an entrepreneur and the ability to identify an opportunity and transform it into an economic activity that generates revenue) is the driving force in this sector. It goes without saying that **strengthening entrepreneurship** entails overcoming a variety of parameters and constraints. This chapter does not intend to address them in an exhaustive and definitive manner but strives to draw the reader's attention to the importance of this component in the capacity building process toward employability.

Promoting entrepreneurship as a basic skill should be **at the centre of vocational training programmes** to the extent that it increases the chances of employability and professional success whereas the training centres acquire a good reputation among employers and as a result an increase in applications from learners.

Cultivating the entrepreneurial spirit

The inclusion of entrepreneurship as a basic skill of technical and vocational training programmes must be practical and tackled from an early age, with the aim of instilling the **entrepreneurial culture** as early as possible. Basic education can indeed generate either creators or copiers. All too often we teach how to run a business without cultivating the entrepreneurial spirit beforehand. Good self-esteem and an effective ability to be creative and take initiative constitute a significant prerequisite in developing entrepreneurship.

Developing entrepreneurship in developing countries

Setting up a business is sometimes evoked as a possible solution to youth employability. Assuming that a simple entrepreneurial training process suffices to promote sustainable growth is an illusion. In fact, support for entrepreneurship in developing countries faces a **multitude of individual, structural and institutional constraints** that are difficult to address in an integrated manner.

The enterprises continue to exist in an environment that is not particularly favourable for them, whether in terms of the quality of infrastructures, relationships with administrations, taxation, regulation or even the application of business law. The creators of enterprises are notably subject to diverse constraints linked to the mobilisation of different types of capital:

- **Social capital**, consisting of a network of commercial and social relationships.
- **Technico-technological capital**, requiring mastery of the technical and managerial characteristics of each activity.
- **Financial capital**, necessary for initial investments and working capital in anticipation of the first earnings.

Creating an enterprise is not a linear process that starts the day its statutes are filed. It is a long-term process, consisting of stages of varying duration that are sometimes interrupted. If private sector development policies have made substantial progress, so far they have only been partially implemented.

Female entrepreneurship

Women contribute in a decisive manner to the economic and social development of their country, especially in rural areas where they predominate in the informal activities of the agricultural sector. However, they are still confronted with specific constraints that can just as well emanate from a legal framework as from discriminatory practices related to obtaining credit or access to networks, training, information and property.

Women now lead a third of businesses of the formal economy throughout the world. Nevertheless, the majority of those operating in developing economies are small or micro enterprises with limited potential in terms of growth. In addition to the underrepresentation of women in enterprises of all sizes, the larger the enterprise, the less likely it is to be run by a woman. The ILO estimates that if 22% of the productive potential of men is underutilised in the world, this figure rises to 50% for women.

Societal attitudes and social norms prevent some women from even considering starting a business, whereas systemic barriers mean that numerous female entrepreneurs are confined to very small or micro enterprises operating in the informal economy. This situation not only limits their capacity to generate revenue for themselves and their families but also restricts their true potential to contribute to socio-economic development.

The limitation of barriers such as discriminatory laws related to property and inheritance, customary laws, the lack of access to formal financial institutions and time constraints due to family and domestic responsibilities, could offer more possibilities for the growth of female-run businesses. This would contribute to the empowerment of women and gender equality.

The promotion of women's rights particularly involves their **financial empowerment**. Employment and self-employment constitute, in this respect, the main forms of social inclusion, the most dependable factor for improving living conditions and preventing impoverishment and vulnerability.

Investing in women is one of the most effective means of increasing equality and promoting **inclusive and sustainable economic growth** as women generally devote a greater part of their earnings to the health, education and well-being of their families and their communities than men.

The **ILO Women's Entrepreneurship Development (WED)** programme that has been active since 2002, reveals the following lessons learned:

- Promoting female entrepreneurship contributes to **job creation** and the **empowerment** of women in their families and in their communities.
- Training related to gender issues for suppliers and service providers is essential for reinforcing their capacities to meet the needs of entrepreneurs, men and women.
- Skills-based training may prove insufficient, since **many women lack self-confidence** and do not believe in their entrepreneurial abilities.
- Developing a **favourable environment** for female entrepreneurship is important for their success. It concerns, for example, helping women to cope with their multiple roles and involving men, families and communities in female entrepreneurship.
- Support for associations of women entrepreneurs could increase awareness and services for women entrepreneurs.
- Women entrepreneurs may be especially motivated and effective at protecting the environment and promoting opportunities for green businesses.



Case study #8

Min Ajliki, Belgo-Moroccan programme to support women's entrepreneurship



The Min Ajliki programme (“For you” in feminine in Moroccan Arabic) was started and has been supported by APEFE since 2013. It intervenes in six regions, two of which are decentralised, on the following **key levers for entrepreneurial development** :

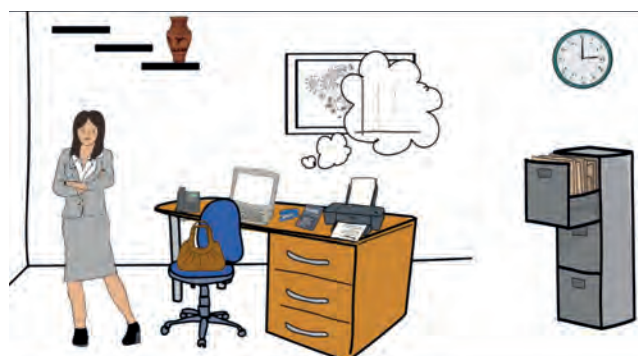
- raising awareness of the entrepreneurial spirit through campaigns that are as close as possible to the beneficiaries;
- training to increase women's professionalism, in training centres linked to networks of women entrepreneurs;
- support for women with business projects in incubators;
- facilitating access to funding;
- training of managers, advisers, directors of partner organisations, both public and private;
- remote and real-time piloting of the support system through multimedia tools;
- programme governance based on a genuine participative and delegated process.

After only 18 months of operation, **Min Ajliki** is showing convincing results that are generating satisfaction and hope:

- creation of 56 enterprises
- 79 enterprises incubated in the three initial intervention areas
- 1,060 women supported
- awareness raised among more than 28,000 women
- partnerships concluded through contracts with Moroccan and Belgian universities, the International Labour Organisation (ILO) and the International Organisation for Migration (IOM)
- 689 persons trained in entrepreneurial and/or managerial capacity building

This programme is particularly **relevant, effective and efficient**, and has a **sustainable impact** as a result of it:

- having been designed and being managed in a fully participative and inclusive manner;
- aiming for the development of women's self-employment;
- being fully undertaken in accordance with the logic of the four levels of empowerment for women (want, know, have, can);
- mobilising private partners (AFEM, Association des Femmes Cheffes d'Entreprises), associative partners (AL AMANA, the main Moroccan microfinance NGO) and public partners (ANAPEC, Agence Nationale de l'Emploi and DFP, Département de la Formation Professionnelle) in a public-private partnership approach;
- concurrently integrating micro-meso-macro dimensions (interventions at the level of beneficiaries, structural and organisational support and institutional or policy-related support);
- being completely aligned (read assimilated) with local policies, institutions and procedures;
- being fully in line with Belgian federal and federated policy orientations in terms of strengthening the private sector;
- presenting strong ownership on the part of the partners (60% of the global budget of EUR 5.5 KM funded by Morocco)
- mobilising state-of-the-art assistance and technology mainly consisting of local experts;
- involving and mobilising a multitude of local and international technical and financial partners;
- aiming to achieve objectives and results that are quantitative as well as qualitative (number of enterprises founded, number of transitions from the informal to the formal).



www.minajliki.ma





Ensuring the promotion of TVET

Key issue: Vocational training remains marginal in the secondary education cycle of most countries because there is an overall lack of support and acceptance for it among employers, young people as well as their families.

Developing countries are characterised by high rates of informal employment, reaching 95% in Sub-Saharan Africa for example, and weak economic development. Young people have difficulty in accessing formal employment. The youth unemployment rates are only one indicator of their vulnerable situation in labour markets, a situation that is aggravated by a lack of education and training.

In numerous countries, the school career of young people is incomplete and child labour continues to be a serious problem. Technical and vocational education and training (TVET) during the secondary education cycle is often still marginal because there is a general lack of support for and acceptance of this type of training by young people and their families, as well as by employers.

In many countries TVET therefore plays only a marginal role, despite the fact that its strengthening has been a recurring (but also controversial) policy measure for combating youth unemployment and promoting innovation and economic productivity. Efforts aimed at improving general education clearly dominate and tend to crowd out efforts towards a more vocational approach to education. However, there is a role for public TVET systems, initiated and supported in the same way as other educational systems by international aid agencies since the 1960s and 1970s.

Taking into account the cost of attending school and the low parental educational background, enrolments in secondary education are far from numerous. Therefore, some young people prefer to commit to an apprenticeship in a small business or in polytechnics in their villages.

In Sub-Saharan African countries, for example, there are two major areas of TVET:

1. Most countries have a **formal and institutionalised TVET system** at the secondary level (lower and higher) or post-secondary, which essentially runs parallel to general education.
2. There are **apprenticeships** in workshops belonging to master craftsmen, mainly in **traditional trades** such as carpentry, masonry, tailors, seamstresses, etc. After completing their apprenticeship, youngsters often embark on an informal job or self-employment by setting up their own business.

As a whole, formal TVET has a difficult status in developing countries, despite proof that vocational training leads to **better access to paid employment structures**.

However, there are differences per region and per country. Available data, although somewhat incomplete and dated, reveals that enrolments in vocational education represented less than 10% of all enrolments in secondary education at the beginning of the 2000s in the majority of the countries studied. There is even some decline in vocational education in many countries over time. And **girls barely appear in the statistics**.

In general TVET lacks government support. The expansion of basic general education has constituted a major policy priority for governments and international funders in many countries where young people tend to leave school and enter the labour market directly or after a traditional apprenticeship.

The **difficulty of promoting TVET** could be attributed to a number of factors. Since the advantages offered by TVET in terms of access to employment, better salary or employment promotion are far from obvious to young people and their families, TVET only benefits from **limited acceptance** by the latter in many countries in the South. The preference is for participation in general education.

The major role played by **informal** economic activities and employment reduces potential growth in productivity, technological innovation and the creation of formal jobs. Greater demand from employers for better skilled employees in more manufacturing activities would produce more powerful incentives for participating in TVET.

Generally, **institutional support for TVET** among policymakers, governments and ministerial agencies **remains limited**. The expansion of general education (which has its merits) tends to crowd out vocational education.

The combination of these factors means that the conditions do not favour the creation of TVET, although it can, in principle, be a major trigger for economic progress. Therefore it is indispensable that the diverse educational establishments implement **initiatives to promote TVET** programmes. These initiatives must target beneficiaries likely to be interested in following a technical and vocational training course, as well as their families and community members.

Uganda Children's Centre (UCC) in Kampala

In Uganda **vocational education holds little prestige**: it represents just 5-10% of all education. It is quite costly for the majority of families and the employment conditions in vocational occupations are not considered to be very appealing (difficult work, in poor and unhealthy environments, etc.).

UCC has been a major partner of Enfance Tiers Monde (ETM) since 2006. This partnership has enabled the establishment of a centre for the rehabilitation of street children, also called the Uganda Children's Centre, and the creation of the Vocational Training Institute (VTI). The programme received cofinancing from the Belgian Government (2008-2013).

UCC is committed to local communities for young people to acquire vocational skills, so they can become job creators and/or be employable. One of the objectives is to restore the youngsters' self-esteem through the acquisition of skills, knowledge and the right attitudes thanks to well-organised training.

Since 2004, the programme has worked with and for different target groups: children from shanty towns and adolescents who have abandoned school; young illiterates, the majority of them girls at home; and young victims of diverse forms of exploitation, notably child labour.

Every year, hundreds of children and adolescents benefit from training courses, lasting between eight and twelve months. The majority are hired by the tradesmen/employers at the end of their internship: 85% of beneficiaries find employment after completing their training.

Below you will find some examples of TVET promotion.

At the level of young people: attractive lessons and an inviting framework

- An educational adviser assists pupils in their career choice and professional orientation, and helps them establish their objectives and valorise their training.
- The pupils receive a hot meal each day throughout the training period. They are also encouraged to participate in recreational activities, allowing them to develop their talents, their confidence, their self-esteem and improve their health.
- Protective equipment such as overalls, industrial gloves, welding goggles or aprons are supplied to the pupils as well as commercial incentives in the form of money, to improve their training equipment.

- To avoid long journeys (and the potential abuse attached to the latter), tradesmen and enterprises are identified in the area. This also contributes to the students' reintegration upon completion of the training.
- An association of former pupils (alumni) allows trainees to share information with peers, interact with the community and participate in recreational activities by joining its football team or theatre company.

At the community, family and school level: promotion of the VTI and valorisation of TVET

- The beneficiaries are encouraged to testify about their individual development and entry in the labour market following their training course. During an annual exhibition, for example, the apprentices present what they have learned during their training. Thanks to these testimonies, UCC regularly receives calls from company managers who need skilled workers.
- A programme to raise awareness, called the "open market" for apprentices, allows students to demonstrate their skills and of raise awareness in the community about the way in which skills development can be a means to finding a job. A very busy strategic and public location is chosen, where pupils manufacture products to be tested or sold at a low price. The direct feedback from the community contributes to the improvement of the vocational training and also facilitates contact with entrepreneurs who employ skilled youngsters, or even mentor them to start their own business.
- The alumni provide career planning and orientation workshops in different schools (primary and secondary) in their community. In doing so, they raise awareness among students and pupils about vocational training and the role it plays in community development.
- Mass media (radio, television, newspapers) is also used to promote skills development. For example, Life Radio, a community station, broadcasts a talk show for young people every Sunday.
- VTI graduates are awarded with a participation certificate during a celebratory ceremony. The media are invited, as well as officials and other stakeholders from the community. The event is always filmed, documented and broadcast on TV.
- UCC has joined several educational networks (Uganda Private Vocational Institute, International Day of the African Child and Youth, Federation of Education Network Uganda, AIDS Support Organization), with the aim of better equipping young people with appropriate and adapted life skills and thus reducing the rate of unemployment. Networking also helps to get policy makers to listen to the claim for better education.

Malik Damulira, former UCC pupil

After losing both parents when he was young, Malik was extremely vulnerable. He suffered a great deal and was bullied by his peers because he stuttered. He worked in a restaurant at a young age and looked after his siblings. A friend took him to UCC where he was given career advice. As a result, he decided to follow training in electrical installation and electronics. Before completing his training, he already started to put his new skills into practice and to earn a living, by installing electricity at the properties of occasional customers, or by practicing on their broken electronic equipment.

After completing his course at UCC, he continued his training with a private industrial entrepreneur called MUTTICO Technical Services Ltd, who subsequently recruited him. Two years later, MUTTICO helped him join the private company HASO Engineers Company Ltd.

Today, Malik has a good life and takes care of his brothers and sisters. He has even opened a bank account to save his salary. He established a small business for electrical engineers and intends to level up in electrical installation.





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Participating organisations



ACTEC, Association for Cultural, Technical & Educational Cooperation

ACTEC is a development NGO founded in 1982 with the aim of supporting vocational training projects and providing entrepreneurial support for poor and marginalised people in developing countries. From the outset, ACTEC has focused its efforts on promoting projects characterised by targeted aid for local populations in Latin America and Africa. In 1994, it extended its activities to Lebanon. By learning a trade, its beneficiaries find work that allows them to provide for their family with dignity. They also contribute to their community's economic progress through their professional know-how.

www.actec-ong.org

APEFE, Association pour la Promotion de l'Education et de la Formation à l'Etranger (Association for the Promotion of Education and Training Abroad)

APEFE is a Belgian centre of expertise in international cooperation. Since 1976, APEFE has contributed to capacity building for its partners in the South through technical support and the establishment of training systems.

www.apefe.org

BTC, Belgian Development Agency

BTC mobilises resources and its expertise to eliminate poverty in the world. Contributing to efforts made by the international community, BTC works towards a society that provides current and future generations with the means to build a sustainable and equitable world. Its collaborators in Brussels and abroad elaborate the commitment of the Belgian State and other development partners for international solidarity. They support over 200 cooperation projects in twenty countries, in Africa, Asia and Latin America.

www.btcctb.org

DISOP

The mission of DISOP, organisation for international development cooperation projects, is to act as a support service for the development of the most vulnerable populations in developing countries by supporting them in their pursuit of autonomy. It supports local organisations in eight Latin American countries, Africa and Asia to help them put in place

training services to benefit their communities and support the resulting initiatives.

The main services supported by DISOP are:

- Family Centers of Education using the Alternating Cycle Pedagogical System (CEFFA);
- Agricultural extension services based on peasant-to-peasant education;
- Training services for micro and small enterprise managers;
- Permanent training for local leaders.

www.disop.be

ETM, Enfance Tiers Monde

ETM is a Belgian development NGO with no political, religious or governmental affiliations, which places the child at the centre of its efforts. Its mission is to combat poverty and inequality by contributing to the improvement of education and development conditions for children and youths, in the North and the South.

Its structural and sustainable development projects in ten countries on the three continents Africa, Asia and Latin America are aimed at the most vulnerable children and youths, with a special focus on girls and young women.

www.enfancetiersmonde.be

IDAY-International

IDAY is a network of 24 national coalitions that groups 572 associations in Africa and Europe. These associations make themselves heard by uniting around a common goal: quality education for all. The network urges governments to fulfil the right of every child and youth in Africa to quality basic education. The challenge is issued to governments by the local civil society. This is done, for example, through meetings, awareness-raising campaigns, conferences, and interventions in parliament. This plea can also be made by means of specific actions. This is why the IDAY network promotes projects initiated by Africa itself, naturally integrated in the local context and less costly than the solutions proposed by foreign aid in general.

www.iday.org



LzG, Leraars zonder Grenzen (Teachers without Borders)

LzG is a Flemish association of volunteers who work towards quality education as a lever for development through their solidarity with populations in the South. It constitutes a platform for educational projects and its activity focuses on three areas:

- Defending the interests of educational projects at policy level.
- Support for and development of the North component of LzG and related projects: disseminating the vision and mission of LzG, increasing visibility through the website and newsletters, issuing tax certificates for donations, participating in fairs, etc.
- Support for the South component and related projects by sharing expertise, training programmes, mediation between projects and beneficiaries looking for a project, etc.

www.lzg.be

Sealord

Sealord participates in your projects as simple peers. Who do not know better, but bring other experiences, other types of inspiration. We also help to free the true potential of groups.

Based on a definition that is specific, measurable, ambitious, responsible and anchored in time, of the objectives of the different actors concerned, we jointly perform an inventory of the best processes to achieve success. This reveals the necessary resources and reconciles them with the goals and the processes before performing an overall assessment. We can launch the practical implementation after this strategic phase.

Main areas of expertise:

- Education, lifelong learning.
- Labour, employment and enterprise.
Alignment of the expectations of the individual, the enterprise and the community.
- Full logistics, production, warehousing, stocks, transport, recycling, service and market research

Jean-Marie Sohier

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VIA Don Bosco

VIA Don Bosco is an accredited Belgian NGO that supports educational institutions and youth employment initiatives in Africa and Latin America. We have provided educational and financial cooperation to local schools for over 45 years. Developing social and vocational skills among disadvantaged young people is the common thread running through our projects. We help them become active global citizens and find a position in the labour market. At the same time we create links between schools in Belgium and elsewhere in the world. In this way VIA Don Bosco contributes to building an equitable and sustainable society.

www.viadonbosco.org

VVOB, Education for Development

The motto of VVOB reflects its global objective: to contribute to poverty reduction and to a more equitable world with more opportunities for everyone. The organisation strives to sustainably improve the quality, efficiency and effectiveness of education and training in developing countries.

As a creative Flemish partner we strive for a sustainable world with equal opportunities. In the broad context of poverty reduction we contribute to improving the quality of education and training in developing countries. By acting as an intermediary with the South, we also want to increase public support in Flanders for a more inclusive society.

www.vvob.be

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The mismatch between the skills of young people and the labour market has become a persistent and growing trend. Over-education and over-qualification coexist with under-education and under-qualification. Outdated skills are a result of but also result in long-term unemployment. This mismatch amplifies the youth employment crisis and requires urgent, innovative and integrated solutions.

Educaid.be, the Belgian platform for education and development, coordinated the production of this publication, which includes, based on the experience of its members, nine factors for success that are prerequisites for the effectiveness and sustainability of technical and vocational education and training (TVET) projects effectively aimed at learners' employability.

The document strives to serve as a tool:

- for exchanging and sharing good practices;
- for analysing and critically reflecting on the effectiveness, efficiency and sustainability of actions developed in the field;
- for showcasing actions undertaken by members of the platform.

This first publication of Educaid.be does not claim to be exhaustive or definitive. However it expresses the pragmatic and constructive viewpoint of a group of Belgian development experts, convinced of the relevance of support for the technical and vocational education and training subsector and anxious to share their visions.



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