

Non-formal TVET Concepts for Illiterate, Semi-literate and Dropout Youth

Heike Fischer

on behalf of the Afghan GIZ TVET Programme

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Acknowledgement

I aim to acknowledge the support and information provided by numerous individuals contacted during the study duration. They provided essential programme documents or helped by forwarding my request to a respective expert or colleague of their organisation. Especially I thank the persons I could personally interview for sharing their knowledge and experiences on presented projects with me. Without their assistance the study would not have been made possible. All persons interviewed are listed at the end of the study and agreed to assist for further queries.

Last but not least I thank the responsible persons at GIZ Bonn and Kabul for their constant support and kind assistance throughout the whole duration of the study.

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Abbreviations

<i>BAFIS</i>	<i>Beschäftigungsorientierte Aus- und Fortbildung für Zielgruppen aus dem informellen Sektor</i>
<i>BoCAED</i>	<i>Bonn Conference on Adult Education and Development</i>
<i>BPL</i>	<i>Below Poverty Line</i>
<i>BMZ</i>	<i>Bundesministerium für Wirtschaftliche Zusammenarbeit und Entwicklung (German Federal Ministry for Economic Cooperation and Development)</i>
<i>CBO</i>	<i>Community Based Organisation</i>
<i>CBT</i>	<i>Competency Based Training</i>
<i>CLC</i>	<i>Community Learning Centre</i>
<i>CRISP</i>	<i>Centre of Research and Industrial Staff Performance</i>
<i>CSLB</i>	<i>Competency Skills Log Book</i>
<i>CSTC</i>	<i>Community Skill Training Centre</i>
<i>CTPC</i>	<i>Community and Productivity Training Centre</i>
<i>DBTI</i>	<i>Don Bosco Technical Institute</i>
<i>DfID</i>	<i>Department for International Development</i>
<i>DRDA</i>	<i>Department of Rural Development</i>
<i>DVV</i>	<i>Deutscher Volkshochschul-Verband e.V. (German Adult Education Association)</i>
<i>EDP</i>	<i>Entrepreneur Development Programme</i>
<i>EH</i>	<i>Entwicklungshelfer (development worker)</i>
<i>EPA</i>	<i>Employment Potential Assessment</i>
<i>FAE</i>	<i>Functional Adult Education</i>
<i>FAL</i>	<i>Functional Adult Literacy</i>
<i>GIZ</i>	<i>Deutsche Gesellschaft für Internationale Zusammenarbeit</i>
<i>IDP</i>	<i>Internally Displaced People</i>
<i>IGNOU</i>	<i>Indira Ghandi National Open University</i>
<i>ILO</i>	<i>International Labour Organisation</i>
<i>INVEST</i>	<i>Introducing New Vocational Education and Skills Training</i>
<i>IWEP</i>	<i>Integrated Women's Empowerment Programme</i>
<i>MoE</i>	<i>Ministry of Education</i>
<i>MoLSAMD</i>	<i>Ministry of Labour, Social Affairs, Martyrs, and Disabled</i>
<i>MOOC</i>	<i>Massive Open Online Course</i>
<i>MoU</i>	<i>Memorandum of Understanding</i>
<i>MoWA</i>	<i>Ministry of Women Affairs</i>
<i>MTU</i>	<i>Mobile Training Unit</i>
<i>NCVT</i>	<i>National Council for Vocational Training</i>
<i>NGO</i>	<i>Non Governmental Organisation</i>
<i>NGTTE</i>	<i>National Council for Technical and Technological Education</i>
<i>NFEC</i>	<i>Non Formal Education Centre</i>
<i>NQF</i>	<i>National Qualification Framework</i>
<i>NQTF</i>	<i>National Quality Training Framework</i>
<i>NSC</i>	<i>National Skills Certificate</i>

<i>NTVQF</i>	<i>National Technical Vocational Qualification Framework</i>
<i>NWFP</i>	<i>North West Frontier Province</i>
<i>OECD</i>	<i>Organisation for Economic Cooperation and Development</i>
<i>REFLECT</i>	<i>Regenerated Freirean Literacy through Empowering Community Techniques</i>
<i>SC</i>	<i>Scheduled Caste</i>
<i>SDB</i>	<i>Salesian of Don Bosco</i>
<i>SME</i>	<i>Small and Medium Enterprises</i>
<i>ST</i>	<i>Scheduled Tribe</i>
<i>TEVTA</i>	<i>Technical Education and Vocational Training Authorities</i>
<i>TNA</i>	<i>Training Needs Assessment</i>
<i>TREE</i>	<i>Training for Rural Economic Empowerment</i>
<i>ToT</i>	<i>Training of Trainers</i>
<i>TVET</i>	<i>Technical and Vocational Education and Training</i>
<i>UCEP</i>	<i>Underprivileged Children's Education Programme</i>
<i>UN</i>	<i>United Nations</i>
<i>UNESCO</i>	<i>United Nations, Educational, Scientific and Cultural Organisation</i>
<i>UNEVOC</i>	<i>International Centre for Technical and Vocational Education</i>
<i>UNICEF</i>	<i>United Nations Children's Fund</i>
<i>UNIDO</i>	<i>United Nations Industrial Development Organisation</i>
<i>UR</i>	<i>UNIDO Representative</i>
<i>VTC</i>	<i>Vocational Training Centre</i>
<i>VTEC</i>	<i>Vocational Training and Entrepreneurship Centre</i>
<i>WB</i>	<i>World Bank</i>
<i>YED</i>	<i>Youth Entrepreneurial Development</i>
<i>YEN</i>	<i>Youth Employment Network</i>

Introduction

The vast majority of Afghan youth lack the necessary education background to access formal training measures. Afghanistan has started to establish a formal TVET system. Currently, the system offers about 90.000 TVET students a placement within the formal system; these are approximately 4% of the respective age group of 15-19 year olds. About 1.7 million youth remain outside the Afghan education training system. 30-35% of them are undergoing an in-company vocational training in handicraft and business enterprises based in the informal economy of the bazaars. Another group of approximately 7-9% graduates from primary education after grade 9 seems to enrol at TVET schools but never shows up or drops the training at an early stage (GIZ Dropout study 2014).

All others belong to the very heterogeneous group of illiterate and semi-literate youth that remain without any kind of training. The study concentrates on the following two subgroups:

1. Youth without any education (who are either jobless or doing casual work)
2. Youth who didn't finish primary education and left school prior to graduation

Against this background the Afghan GIZ TVET programme is planning to implement non-formal training schemes to reach those illiterate and semi-literate youth and school dropouts by offering them training and education within the already existing facilities of the formal TVET system.

According to UNESCO in many countries adult literacy still remains a major challenge: 774 million adults (two-thirds of whom are women) lack basic literacy skills (UNESCO 2009). There exist a vast number of various education and qualification concepts also within the frame of TVET worldwide. The study presents options for target-group specific non-formal TVET measures within the framework of vocational training cooperation.

Key objectives of the study

The main question of the study is how to open up existing formal TVET schools for illiterate and semi-literate youth, who never attended school or dropped out at an early stage. According to that further questions arise:

- What types of non-formal training offers reach those who hardly or even never attended basic education?
- How can these target groups be approached, especially women?
- What is necessary beyond sheer TVET qualification and training to raise the chance of those groups to reach a decent level of livelihood?
- What kinds of qualification (upgrades) do teachers and trainers need for coping with specific demands that non-formal training for this target group requires?
- Can such measures be linked with the formal education and TVET system? If yes, how?
- What are essential skills and respective measures of intervention for youth seeking employment and job retention?

The study reviews approaches worldwide to gain first ideas what has been proven to be successful and what could be conveyed to Afghanistan. Integrated approaches of centre-based skills training combined with literacy and numeracy education and life skills are in the centre of interest.

Design of the study

In part A the outputs of the research and characteristics of the different approaches are summarized. Overlapping areas and main differences of the approaches are worked out and special aspects are highlighted including a brief estimation of sustainability of the project. The analysis is followed by general recommendations for the Afghan TVET programme for setting up non-formal training measures for the respective target groups.

In part B the assessed reference projects are presented in detail. These descriptions are widely depending on information delivered by the projects and provided in expert interviews. Extent and content vary from case to case, sometimes tremendously.

At the end of the study a bibliography and a list of expert interviews conducted is provided. All collected materials and cited documents from projects are compiled in an annex and passed on to the Afghan GIZ TVET programme and available upon request addressed to GIZ TVET programme Afghanistan.

Variables considered while choosing reference projects

Seeing the vast amount of approaches and projects of non-formal TVET for the respective target group worldwide, applying a number of variables was helpful to narrow down the research.

The Afghan background with its special cultural context and political difficulties has been taken into account when reference projects were selected and assessed. It is obvious that there exists no approach that can be adopted nearly one-to-one to the specific features of an individual cultural background, even less so when considering the political and cultural challenges in Afghanistan. Nevertheless, it was intended that the reference projects meet the given conditions to some extent.

Certain aspects regarding the GIZ programme and the current context conditions in Afghanistan were considered while choosing and assessing the reference projects. The approaches presented and assessed refer to these variables in one way or another:

- Out of 50 formal TVET pilot schools and institutes supported by GIZ in Afghanistan, spread over 29 provinces a choice of initially 6 schools shall be opened up for non-formal training measures. Vocations taught as part of formal TVET are carpentry, metal work, automobile technology, sanitation, electric technology, and accounting/business administration. Three out of the 50 schools are exclusive women schools with emphasis on accounting/business administration and IT.
- The target group of illiterate and semi-literate male and female youth between 15-19 years (GIZ drop out study 2014)
- The Islamic and cultural context with certain socio cultural and religious conditions and constraints, especially for women
- The fragile and instable current security situation, that limits training measures outside of institutionalized training centres (For example mobile training units or self-organised groups as one prominent and frequently practiced way of reaching remote and socially disadvantaged groups may be of general interest when looking at non-formal TVET, but have been excluded here due to the described local circumstances in Afghanistan. Nevertheless, where they seem to be helpful, innovative ideas have been borrowed also from those approaches not directly taking place at TVET centres.)

Not all of the reference projects meet these conditions to the full extent. Nevertheless, they provide a number of aspects of interest that are worth considering when designing new measures and that can be adapted to the given conditions.

Research methodology and challenges during data collection

Originally the study was intended as a secondary analysis on the basis of assessing literature and project documentations mainly through Internet and library research. Soon it became obvious that these attempts would not be successful to gain insights into the requested and very particular aspects of individual approaches. Many of these specific aspects have not yet been published anywhere, e.g. the question what particular access strategies the programmes developed for reaching the target groups.

Thus, collecting and integrating practical knowledge from the projects themselves widened the methodology. All organisations, which are represented with one or more approaches, were requested for detailed information and material, and often contacted for several times. Especially NGOs - often church based - have gained a lot of experience in the field of non-formal training for underprivileged youth combined with a holistic personality development approach over decades. The main challenge when conducting the study was the fact that many of these perhaps promising approaches and experiences were not documented or summarized in any way. Often, knowledge and experiences remain in the head of the respective fieldworker or programme manager. This holds true for approaches and projects from multilateral and bilateral organisations as well although they often have a more elaborated monitoring and documentation system. Most of the relevant information that was requested from the study is not documented anywhere but was identified only in personal exchange. Experts from various organisations, programme managers and former field workers were personally interviewed via phone or Skype, applying a semi-structured interview strategy. Sometimes, their knowledge was documented for the first time. In some cases the interview is the main source to be cited when describing the approaches. The list of interviewees has been provided at the end of the study (interviews were conducted in German or English language). All interview partners agreed to function as resource persons and can be approached for further information.

Another challenge during data collection was the fact that many NGOs simply do not have the time (which equates to financial resources) to provide the requested information and number of documents according to the demands of the study in full length. NGOs face the need to raise funds for their activities by themselves. Spending a half or full day with sampling the requested data was often said as to be not possible for them. Again, phone interviews helped here during which the main aspects could be discussed and documented by the author of the study.

Last but not least another challenge was to find the right contact person who was able and willing to respond to the request, especially in bigger and multilateral organisations. Personal contacts and networks also provided by GIZ were often helpful in order to find assistance and to get access to information. This fact has naturally also influenced the selection of presented cases.

The study claims in no way to have reviewed the complete field of actors and measures. The choice of examples selected only represents an impression based on explorative research and is not grounded on empirical evidence. The presented approaches should be viewed as conceptual models to be taken into consideration when planning, designing and implementing measures of non-formal TVET for illiterates, semi-literate and dropouts at TVET centres.

Range of non-formal TVET and main actors in the field

As the target group of non-formal training measures is extremely heterogeneous so is the range of what can be summarized under non-formal TVET attempts run by the different organisations and actors worldwide. (Scholars also use the term Post Basic Education and Training (PBET, e.g. King 2006) in order to widen the perspective towards all kinds of non-formality as opposed to rather formally oriented TVET.)

The following figure provides a rough first overview about identified actors and their activities. Size and distance to the centre indicate the relevance and proximity of the activities to the topic (not in exact proportions). Those actors inside the red broken circle are perceived as primary actors while those outside can be labelled as secondary actors. Question marks shall indicate potential actors and further initiatives, but which could not be examined more closely.

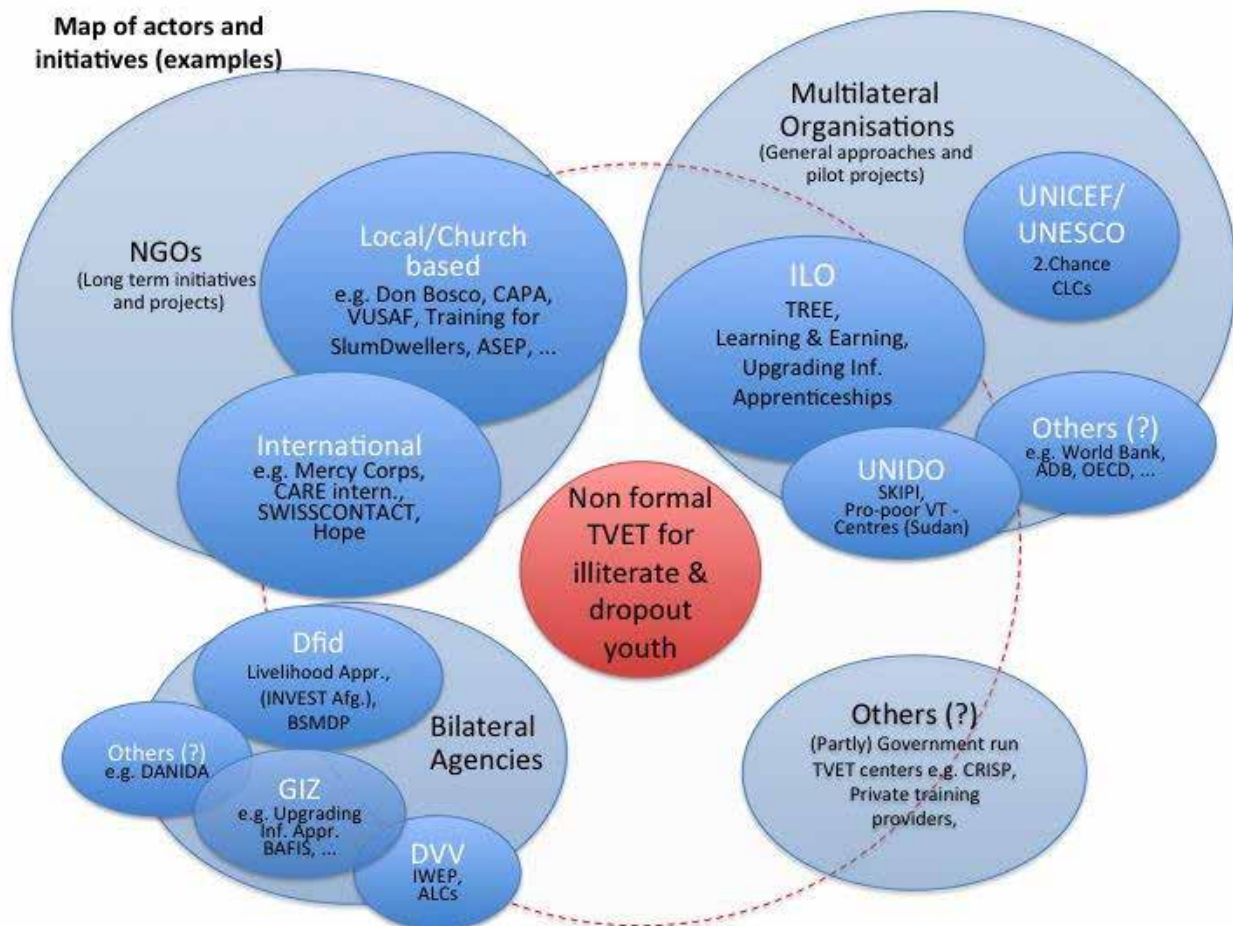


Figure 1: Overview of actors and their initiatives

The multilateral organisation and the NGOs are the main actors in the field of non-formal TVET for illiterate, semi-literate, and functional literate dropouts. In contrast, bilateral organisations have been found to be less active here.

Multilateral organisations, namely ILO and UNIDO, have been engaging a lot in the development of overall approaches accompanied by pilot projects in partnership with national governments. The ILO seems to be one of the most prominent actors with various approaches for illiterate and semi-literate (TREE Training for Rural Economic Empowerment, Part B, approach no. 1) as well as for dropouts with functional literacy skills like the Learning and Earning project (no. 2). TREE is specially designed for marginalised communities with very low or no literacy and has been applied in several countries, and also in urban areas. The example from Pakistan was selected for the study due to the comparable cultural context.

The programmes from ILO Learning and Earning in Bangladesh and the ILO TREE approach as well as the UNIDO example Pro Poor Vocational Training Centres in Khartoum, Sudan (Part B no. 4) are applying a competency-based approach. They are also of certain interest as the programmes are established in societies with an Islamic background. They emphasize much stronger linking knowledge and skills from non-formal trainings with professional recognition, certification possibilities and the formal TVET system. The project in Jordan in the frame of the ILO Upgrading Informal Apprenticeship Programme (no. 3) is another example for the provision of non-formal training measures: it demonstrates an unconventional sequence by first conducting the centre based theory lessons and only afterwards sending the trainees to local craftsmen for practical training. There is another group of non-formal training for marginalised groups such as veterans, women or street children. The UNIDO SKIPI programme (Skills for peace and income) in Sudan and Uganda (part B no. 5) for ex-combatants and their families and communities is such an example.

Besides of those already mentioned there is a whole range of programmes of so called second chance education, including training and life-skills for adolescents, developed and supported by UNICEF. These programmes mostly target younger adolescents from primary school entrance age up to 18 years of age with a strong focus on general education. Specific programme interventions include (formal or non-formal) education and on-the-job training which integrates basic skills with general social and emotional development (UNICEF 2008). Similar activities are implemented at UNESCO Community Development Centres. Because of their stronger orientation on general basic education the approaches are rather of secondary importance here. They are briefly introduced at the end of the study under the paragraph "Further projects of interest".

Donor assistance to informal skills training is numerous. International and church based NGOs show a great variance of initiatives, as the informal economy has been a classic field of NGO activities for a long time. Especially NGOs have gained many years of experience in the field of non-formal TVET for marginalised target groups. Skills training activities are often combined with the provision of start-up capital through micro credits or small loans. Given the overall low priority of national policies towards informal skills training, the diversity of projects and approaches is huge. Assistance to informal skills training, particularly in rural areas, has a long tradition in many countries. The variance of quality of offered training among nongovernment providers is high, as in all other TVET aspects alike (World Bank 2004) and government capability to regulate players is weak in many countries. Nevertheless, many of the approaches are long time approved and the organisations have gained a good level of experience. Examples are activities of CARE International or SWISSCONTACT (they are mostly engaged in Mobile Training Units which are generally excluded in this study as above described) next to Mercy Corps, who have been active in the field also before consulted by DfID (approach No.6, see below). Particularly church-based NGOs emphasize strongly personality development of youth and aim to provide a holistic approach to change the prospects of marginalised young adults on the long run. The socio-pedagogical approach at training institutions of the Salesians of Don Bosco focuses especially on a holistic care for marginalised youth; examples presented in detail are the activities at the DBTI in Elobeid in Sudan, as well as at DBTIs in Cambodia and in Egypt (approach no. 8). Another initiative from a national German NGO is the IWEPP programme (Integrated Women's Empowerment Programme; approach no. 7) from DVV international in Ethiopia, which trains poor women at existing nationwide training centres. DVV international is an agency strongly engaged in adult education and general literacy programmes at adult education centres. A good share of NGOs and other initiatives has not been interlinked with state qualification frameworks. This is partly due to the fact that the programmes target mainly at the employability of the target group of ultra-poor. Some are set up in fragile contexts or countries without an established state authorized qualification framework. A contrary example is a project for female slum dwellers in Kenya, funded by Misereor, where participants can gradually reach certifications up to formal TVET levels (approach no. 9).

In contrast, bilateral agencies are not very noticeable in the field of non-formal TVET as for many governments the promotion of informal economy actors is not a priority. A recent UNESCO study tries to sum up initiatives and outlooks of non-formal livelihood-led approaches in Africa (Easton 2014). The study points out to ups

and downs of international agency attention paid to the topic and its strong connection with the different levels of importance given to informal sector employment in general and the effort to 'formalize' it. The author of the UNESCO study notes that the spectrum of livelihood themes including non-formal training appeared more evidently in development agency circles a decade ago (ibid). This supports the impression of the study (see particularly examples of GIZ activities from approximately 10 years ago, paragraph below). Although international agencies are engaged widely in training activities for poor and marginalised groups also from the informal economy, the main focus still lays on formalized training activities. Among bilateral agencies non-formal training initiatives have often been found to be a side activity and not much presented and documented neither.

The UNESCO study (Easton 2014) suggests the DfiD Livelihoods programme (DfiD 2002) as one of the rather sustained external attempts to support and enhance employment in the (African) informal economy over recent years. The DfiD approach grounds on recognition of the rather depressive outlooks for formal sector employment in most developing countries, and of the necessity of finding ways to create socially sustainable means for earning a living and improving conditions by accepting this fact. In theory it highlights (next to other aspects) the importance of the Human Capital component, including literacy in non-formal skills training. Based on this approach the DfiD funded INVEST programme run by Mercy Corps in Afghanistan is one selected reference project (no. 6) and shows in detail how the target group can be approached with non-formal training offers.

CRISP India's pilot programme on training for BPL youth (Below Poverty Line; approach No. 10) is an example from an independent training provider, initiated and financed by the Government of India. CRIPS (Centre of Research and Industrial Staff Performance), originally established under the Indo-German Technical Cooperation agreement (GIZ), provides training to students and professionals in various technical fields and emerging technologies. The pilot project presents an approach how to orient non-formal TVET for poor dropouts closely at industrial demands in order to raise the chance of employment and job retention of participants. Women were meant to be equally integrated into the project.

The selected approaches are the following:

Group A: Multilateral organisations

1. ILO Learning and Earning Programme in Bangladesh (*for dropouts*)
2. ILO TREE Programme Training of Rural Economic Empowerment with example from Pakistan
3. ILO Upgrading Informal Apprenticeship Programme Jordan (*for dropouts*)
4. UNIDO Sudan: Pro-poor Vocational Training Centres in Khartoum State
5. UNIDO SKIPI Programme (Skills for Peace and Income) Uganda and Sudan

Group B: National bilateral cooperation

6. DfiD/Mercy Corps INVEST Afghanistan

Group C: National, church based, and local NGOs

7. DVV international IWEPE Ethiopia
8. Don Bosco Socio Pedagogical TVET approach. Examples from DBTI El Obeid Sudan (*for dropouts*), DBTI Kep Cambodia, DBTI Cairo Egypt
9. Training for female slum dwellers in Kenya (funded by Misereor and others)

Group D: Others

10. CRISP Institute India. Training for BPL youth (*for dropouts*)

The detailed presentation of approaches integrated into the analysis is followed by some brief descriptions of projects where aspects may be of certain interest.

- GIZ examples: BAFIS Laos; Congo
- CARE international Afghanistan (international NGO)
- VUSAF Afghanistan (local Afghan-German NGO)
- UNICEF Second chance education approach

GIZ Activities

One aim of the study was to look beyond the own GIZ activities. GIZ has been integrating non-formal TVET components in its programmes at times although its main concern is formal TVET or its formalisation (e.g. Upgrading Informal Apprenticeship components like TVET programmes Ghana) or working on the topic in the context of inclusive education (e.g. International Conference: Reaching the Marginalised – How to approach Inclusive Education, 2009 with TVET examples from GIZ Uganda's Local Skills Development project, Egypt, and Sierra Leone).

As already mentioned, for bilateral agencies including GIZ the topic of non-formal education was more relevant 10 or more years ago. An early example is the BAFIS approach for target groups from the informal sector (Beschäftigungsorientierte Aus- und Fortbildung für Zielgruppen aus dem informellen Sektor) developed on behalf of BMZ in the late 1990s. The approach was meant to be integrated in varying regional contexts. Internal documents on experiences from pilot projects from Laos and general outlines can be found in the annex (Gold 1994; Lohmar-Kuhnle/Gold 1995).

Another initiative was the Vocational Education and Training Project in Tanzania (1997 – 2002). The programme was intended to run for ten years but was closed down by BMZ after half of its duration because of a general policy change at BMZ. The programme had a non-formal component where GIZ supported the Tanzanian government in designing and introducing an employment oriented non-formal training approach. (See also Implementation Guideline for Integrated non-formal Training and Self-Employment Promotion Programmes Tanzania, in annex).

A current project example of certain interest may be the GIZ programme in Congo (Economic strengthening of the provinces Maniema and South Kivu based on labour market oriented education, more see part B). For further general information on GIZ projects with non-formal TVET components the study from Adam/Hiltmann (2013) provides an overview.

Illiterates versus Dropouts

Primarily the aim of the study was to identify successful measures for illiterates on the one hand and for dropouts on the other. During considerations and after first research activities it became evident that the strict differentiation of two groups is not of great help. Seeing the reality in many countries the two terms cannot be clearly distinguished from one another and are showing many overlapping areas.

The term dropout (understood as primary education dropouts) is vague by nature and depends vastly on the stage when a person dropped out of the school system. Often dropouts are also semi-literates or illiterates. Although they may have visited school, even for several years, they drop out without any or with only very limited reading or writing skills. Reasons are manifold as are those regarding the mal quality of the school system like inadequate qualification and teaching skills of primary school teachers, and irregular school attendance of the children to name but a few. The stage of literacy rather depends on the quality of

education than on the school years attended. A person who visited primary school for only four years may have acquired better reading and writing skills as somebody who went to school officially two years longer. Additionally there are groups who dropped out several years ago without regularly practicing their acquired knowledge from school while spending the time with casual work. In practice their literacy competences are similarly low, and what they had learned before has never been internalized and is difficult to reactivate.

The approaches from different agencies and organisations worldwide reviewed support this view. Non-formal skills training programmes do not differentiate systematically between school dropouts and illiterates. If they do, so-called dropouts have to have almost full elementary school education and dropped out at a very late stage.

All measures include a precise enrolment strategy where all potential participants are assessed carefully of their de facto education and literacy level. Lessons from the assessed projects indicate not to rely too much on the number of school years a person attended. This might in some cases even be true for formal school certificates. Even among those who have the chance to complete formal primary education only a fraction does really obtain the knowledge for further education and vocational training. What is officially taught in primary school curricula has not really been learnt and understood. As a result participants of secondary education and training measures (if they have somehow managed to pass enrolment) find it difficult to keep up with the content, one reason why many drop out of TVET measures.

Therefore the study proposes to use the terms illiterates and semi-literates and, furthermore, to define the term dropouts in such a way that it includes only people with relatively sound reading and writing skills. As mentioned above many projects worldwide use the term dropouts for only these groups alike. The terms illiterates and semi-literates cover the whole group who has obtained no or inadequate educational knowledge to be able to carry on with comprehensive vocational training.

One group of presented projects is especially meant to reach dropouts with a defined minimum of basic education levels attended (keeping in mind that “levels attended” have to be understood with a certain carefulness). To this group belong:

- ILO Bangladesh Learning and Earning (targets at further learning based on CBT, six month off-the-job, four month on-the-job)
- ILO Upgrading Informal Apprenticeship Jordan (targets at employment, off- and on-the-job)
- CRISP/Government of India Training for BPL youth (targets at employment, 2 ½ months off- and on-the-job.
- DBTI Elobeid, Sudan non-formal training component (targets at employment, six to nine month centre based training)

These projects for dropouts share a strong focus on practical skills and labour market demands and are (apart from the DBTI training) divided into an off-the job and an on-the-job component in cooperation with the industry.

Even these projects for functional literate dropouts show extensive overlapping areas with the measures for illiterates and semi-literates as explained above. (For instance, the projects for dropouts face similar difficulties in reaching the target groups of marginalised youth and women, challenges in familiarizing the target groups with work cultures in the industry, the necessity of adjusted teaching qualifications, and see similar needs for socio-pedagogical guidance.) To avoid wide-ranging repetitions and to design the study more reader-friendly, part A encompasses principles of non-formal TVET for all approaches together. The text highlights differences particularly for dropouts where they appear.

The following chapters sum up the characteristics of non-formal TVET measures according to a given (and partly extended) structure. The structure covers a variety of aspects when looking at existing TVET approaches for illiterate school dropouts and has been also applied for the assessment of the approaches in part B.

Part A

Principles of non-formal TVET

The next chapters outline principles of non-formal TVET for illiterates, semi-literates and dropouts. The outcomes result from the analysis of selected non-formal TVET measures of different agencies and organisations as presented above. The paragraphs include characteristics of the various approaches, overlapping areas and main differences. Each chapter starts with a brief description of the main findings and an outline of principles.

Part A closes with a chapter on main challenges and an estimation of sustainability of the different projects, followed by recommendations for the Afghan GIZ TVET programme.

1. Choosing sectors for non-formal training

Selection processes for appropriate sectors should be determined by considerations on local conditions, local market demands and the specific needs of the respective local target groups. Some sectors are particularly often found in non-formal training settings, like wood and metal work, repair and maintenance of electronic devices, vehicles and small engines. Some are perceived as especially appropriate for women, like tailoring. A strong connection to the local industry is one of the most important mechanisms that ensure qualifications match the needs of the labour market. Market analyses are equally important, especially when interventions target at self-employment of participants.

1.1. Sectors and sectorial occupations

Non-formal - centre-based - training measures of the explored programmes target different kinds of sectorial occupation. Reasons to choose a sector can be the following (see ILO Learning and Earning Bangladesh and ILO Jordan):

- Availability of employment after graduation (demand exists not only in urban areas)
- Industry need for skilled workers and positive growth prospects
- Enthusiasm for the sector at target group level (raises the chance of finishing the courses)
- Local craftsmen in the area willing to take on participants as apprentices (after the centre-based training, in case of dual forms of training with on-the-job and off-the-job components)

Other programmes are strongly target group oriented in their decisions which sectors should be chosen in order to meet the participants' needs and interests and to raise the chance that they will attend the offers and not drop out earlier. IWEF Ethiopia discussed the outcomes of its market analysis with the target group of women who already had their own pre-determined ideas on the kind of business they wanted to engage in. The women's interest, reflected upon market analysis outcomes, directly determined the kind of skills training that was to be conducted. Facilitators liaised with the respected experts (mostly agriculture and TVET experts) to conduct skills training aiming to enable the women to start these businesses.

Another example derives from the UNIDO Sudan project (approach no. 4) that conducted awareness raising workshops to approach the target group. In the workshops potential participants were asked to indicate their current skills or enterprises and their training areas of interest or need. The project consolidated the results and reviewed them against the market assessment made earlier.

Frequently found sectors and sectorial occupations: The following sectors are frequently found in measures from different organisations. Courses are of very different duration. They can last from a few weeks up to one year and target at completely illiterates as well as at dropouts with relatively sound literacy backgrounds.

- Carpentry (very often provided by a whole range of actors, but depending on local provision of wood)
- Repair and maintenance of electric devices such as air conditioners, diesel water pumps, electric water pumps, petrol generators, refrigerators, mobile phones (all by Mercy Corps Afghanistan), washing machines, AutoCAD, refrigeration and air conditioning, basic electronics, (all Don Bosco DBTI Egypt)
- Automobile maintenance (Mercy Corps Afghanistan; ILO Jordan; UNIDO Sudan)
- Tractor repairing (Mercy Corps Afghanistan)
- Motorcycle servicing (ILO Bangladesh; DBTIs Cambodia)

- Metal works (Mercy Corps Afghanistan; UNIDO Sudan; UNIDO SKIPI; DBTIs) Especially welding and metal works in general seem to be appropriate for non-formal courses in various contexts for self-employment as well as for the local industry (also as an alternative to carpentry in regions where wood is rare). Qualifications for the industry may be oriented at international welding standards (see also expert interview with T. Gerhards, Don Bosco Mission).
- Brick laying (DBTI Sudan)
- Construction plastering (UNIDO Sudan)
- Construction painting (UNIDO Sudan)
- Wiring (Mercy Corps Afghanistan; UNIDO Sudan; CRISP India)
- Plumbing (Mercy Corps Afghanistan; UNIDO Sudan)
- Printing (ILO Jordan)
- Machine operators (CRISP India)
- Safety Guards (CRISP India)

Sectorial occupations especially suitable for women:

In general, of course, women can execute most of the above listed occupational tasks like men do. There exist many programmes that foster females' engagement in non-traditional sectors, for example the ILO Bangladesh trains women in motorcycle servicing. IWEPE Ethiopia experienced reasonable success in training women in construction work. That women can enter non-traditional trades depends vastly on the cultural background. The following list encompasses activities carried out by women in rather as traditionally perceived environments with explicit gender roles.

- Tailoring: Almost all measures studied provide a tailoring component for women. An argument against the provision of tailoring courses for women in Afghanistan is that out of religious reasons women are not allowed to sew men's cloths. Examples from other projects in Afghanistan and in other Muslim dominated regions show that women are successfully trained in sewing of female related products as women, children and baby clothes, school uniforms for girls, household linen, embroidery, backpacks and handbags and other items (e.g. Mercy Corps Afghanistan, Slum dwellers training Kenya; CARE international Afghanistan, VUSAF Afghanistan). Some programmes aim to enable women to produce these products at home. In countries like Afghanistan where women normally do not have their own shops, hence businesses organisations have set up women centres or women markets where women can sell their products and get in touch with other women (Mercy Corps Afghanistan, VUSAF Afghanistan). It has to be taken into account that a problem for small entrepreneurs of tailored products like handbags and backpacks is the flooding of the market with inexpensive Chinese products. Many producers cannot compete with them, also in Afghanistan, and intensive analysis and assessment of the local market situation is required before a programme is designed.
- Cosmetology (IWEPE Ethiopia)
- Henna tattoos (UNIDO Sudan)
- Nursing (Mercy Corps Afghanistan)
- Catering (UNIDO Sudan; Slum dwellers Kenya)
- IT, data entry operator (UNIDO Sudan; CRISP India)

1.2. Mechanisms to ensure qualifications match the needs of the labour market

Focus wage-employment mainly for dropouts: In cases of dropouts at a higher level programmes are keen to link the course content to the demand of the industry (ILO Learning and Earning Bangladesh; ILO Jordan; CRISP India). These programmes include a regular interface with local businesses, industrial and other potential employers for the development of courses, training methodology, and placements and establishing networks in various directions. On the job training and apprenticeships at potential future employers are an integral part of these approaches. Here the training is based on or even tailor made to the industries' labour demand. This can raise the chance that young people will be trained in areas where there is already a market demand. In the same regard UNIDO Sudan highlights the importance to cooperate closely with private sector agencies and integrate them as major stakeholders.

If organisations can benefit from long time established and maintained local networks and contacts to government and industry, it helps them identifying local current and future industrial needs of skilled workforce. (These are those approaches that are rather institutionalized as opposed to mere projects, like the DBTIs of the Salesians or the Training offers for Kenyan slum dwellers). In the same regard ILO TREE approach emphasizes the importance of seeking cooperation with long time established local NGOs in the region.

Focus self-employment for illiterates/semi-literates: In general it must be stated that for almost illiterate participants in non-formal courses employment opportunities are very limited and many of the programmes target at self-employment. Extensive previous market analysis is needed as most of the approaches state. This holds especially true if the major aim of the qualification is self-employment. Challenges to be overlooked are in general lack of market demand of skills or products in the region, inappropriate or out-of-fashion design of products produced by start-ups, insufficient infrastructure, transport difficulties, etc.

To what extent the different approaches carry out the whole range of tools to identify economic opportunities and training needs varies again greatly. Some programmes show a relatively one-sided bias to the "classic" vocational profiles which does not always contribute to improve the occupational prospects of the target groups. Projects that are set up upon already existing training facilities for certain sectors where training shall take place are naturally not as flexible as programmes that are to be developed completely new (e.g. at ILO TREE approach; IWEPE Ethiopia)

Some major activities undertaken by the programmes are:

- Collection and analysis of information on national and local development plans
- Community profile survey
- Assessments of labour-market demand in various economic sectors
- Consumer demand survey
- Market opportunities survey
- Feasibility studies for the economic activities that have been identified
- Training needs assessment

2. Multi-dimensional networking for approaching the target group

Approaching the target groups of illiterates and dropouts requires special strategies. Religious and political authorities and families are the most important parties to address. Local authorities have to be informed about new measures and integrated into the implementation process at an early stage. The same counts for integrating the families of potential participants. Gaining trust among (religious) community leaders and families is particularly important for measures targeting women in traditional social settings.

2.1. General access strategies to illiterates and dropouts

Almost all concepts have in common the idea that the mobilisation and recruitment of illiterate and semi-literate learners is a collective endeavour involving the active participation of the communities. These are local leaders like imams, chiefs, monks, church and community leaders. They have to be integrated in the programme design at very early stages to buy in for the communities trust. A very important aspect is the spread of information by word of mouth. If the programme can win the assistance of community key persons information can be dispersed and the respective target group approached.

ILO TREE recommends in general the introduction of Social Mobilizers who approach the youth and their families in their personal surrounding or visit them personally at home. They also inform potential candidates about enrolment procedures and assist them getting through the process (TREE Pakistan).

If programme facilitators who contact the communities are locals from the same region or even from a neighbourhood village and who have a strong personal contact network and a certain reputation this can be a natural advantage (e.g. Training for Kenyan slum dwellers).

The assistance or even official cooperation with locally established and long time working NGOs who already know the target groups, have access to local leaders and authorities and have already gained a certain level of trust seems to be very helpful as well (e.g. the UNIDO Sudan, no. 4, approach is based on such collaborations of NGOs and VTCs).

UNIDO Sudan approached the target groups also with information material, events and workshops. UNIDO Sudan together with NGOs made good experiences with Information Drives in the catchment area of the target group for parents, youth, elders, traditional leaders, and local village councils. Objectives of the events were to provide a new perspective on vocational training, to give information on the new vocational training centres being established by the project, and to encourage parents and motivate the youth considering of employment and self-employment as a vocationally skilled person. UNIDO Sudan also used promotion materials and conducted awareness raising workshops in the operational areas together with the NGOs where participants could indicate their level of skills and entrepreneurship.

In the case of dropouts the local elementary school can also be of some help as teachers may be aware who dropped out earlier and where to find the youth and their families.

Working with the families of the youth to educate them about the importance of skills is also very essential (e.g. ILO Bangladesh, Mercy Corps Afghanistan). Awareness creation is crucial not only at the beginning but also during the programme to avoid the youth dropping out of the skills programme because of family pressure. The message has to be constantly repeated that skills training may mean less income in the short term, but will pay off in the long term with improved job prospects and access to higher-level work opportunities.

In case of dealing with street children and youngsters working and living on the street social work is required as well as constant presence at the places where the target groups work and live. Experiences from Don Bosco institutions have been described in Part B.

2.2. Specific measures for including young women

In general the issue of including women into non-formal technical training is a wide-ranging topic. Aspects like educational, social, cultural and other constraints, strategies how to apply a gender responsive project, or women as entrepreneurs could fill a study on its own (e.g. The ILO TREE approach provides extensive general information how to integrate women from traditional environments into non-formal TVET and describes different approaches to gender in technical cooperation (see TREE Manual, Volume VII, in appendix; also ILO 2000; ILO 2008).

Looking at the projects reviewed it is evident that mostly traditional female occupations find acceptance among the target groups. (ILO Bangladesh and IWEF Ethiopia have been already cited of being successful in integrating women also in non-traditional occupations as motorcycle servicing and construction. ILO TREE reports about successful attempts of integrating women into the service of electrical devices in other countries.)

Due to lack of literacy and social taboos CRSIP India faced particular challenges with reaching young female dropouts and therefore developed special strategies how to approach and inform this group. The project negotiated MoUs with the industries exclusively for training and placement of women. Additionally female mobilisers were engaged for parents' counselling. With continuous parents' counselling and confidence building by the mobilisers and coordinators the project was able to include a number of women into the programme (less than 10%, although the initial target was to train an almost equal number of female participants). CRSIP particularly reports of massive problems regarding cultural gender bias or in recruiting enough female dropouts with a sufficient basic education level. Poor women among the target group were found to have a much lower education level than men.

Besides a sensitive way of approaching communities with measures for women (see below) other practical aspects are important for integrating women successfully into training interventions. Establishing female training centres exclusively open to women has proven to be essential for the target group (Mercy Corps Afghanistan) as undereducated groups are more likely to be extremely traditional. Other projects in Islamic cultures operating at mixed schools say that at least gender-friendly facilities such as separate washrooms and separate prayer rooms have to be provided (ILO Bangladesh). Also the provision of childcare facilities or of a room for privately organized childcare arrangements can help women in attending the training. Another important factor for women's attendance may be that courses are offered not too late in the afternoon or evening when darkness has not yet set in. Security reasons make it often difficult or impossible for women to leave home after sunset.

Lessons learnt from ILO in Bangladesh emphasize that the distance between training centres or workshops and the trainees' homes must be minimised especially for women, or transportation must be provided. Also other organisations (e.g. VUSAF Afghanistan) support this view. Women often have to be either accompanied by a male family member to reach the training centre (which can be a major hindrance for the women's attendance) or safe and adequate transportation must be offered.

The ILO initiative made the experience that (also in case of men) trainees who were spending a large percentage of their salary on transport costs, were not supported by their families since they did not see the arrangement as viable enough and the students dropped out.

Another essential asset are other females employed at the schools, preferably in higher roles and as trainers and instructors. Female instructors function as role models and can help to dispel stereotypes and myths among the trainees and also in the communities about what women are able to reach. Additionally, if female students are facing problems in the school, they need to find persons they can feel comfortable speaking with.

2.3. Access strategies to young women not generally reachable

Approaching male family members: Especially the measures from Muslim and very traditional backgrounds state that if women are not relied on to bring money into the family, the likelihood of the women being allowed to participate in a course and after graduation pursuing skilled employment is very low. Mercy Corps Afghanistan lays out that an important information strategy for the target group of young women is to talk to male family members who are already successfully integrated into the programme or to those men who approach the programme by themselves because of urgent need for income. Fathers or brothers of female family members can be assured of the quality and trustfulness of the provider and can personally inform themselves about the measures for women and their specific adequate delivery mode. If the trainings for males gain a good reputation and proven income generating potential also the measures for women have a good chance to find acceptance after a while (Mercy Corps Afghanistan; also ILO Jordan).

A general interesting lesson to be learnt from INVEST by Mercy Corps Afghanistan is to establish programmes for male participants first. Here only after a relatively long period of developing trust and a durable relationship with local authorities measures for women were – successfully – introduced (in the case of Mercy Corps that was the whole duration of training of the first batch of six months).

Training conditions determined by religious leaders: The general attempt of many approaches to liaise with community leaders is true also for approaching female participants.

Another aspect is to have programmes for females especially assessed by religious leaders like the local imam. These local key persons not only have to be integrated into the programme design at an early stage, but must most of all be involved in determining the conditions under which women are allowed to participate in the training. All programmes set up in traditional Islamic backgrounds agree upon that (Mercy Corps Afghanistan, Don Bosco Sudan, ILO TREE Pakistan, Training for Kenyan slum dwellers). The training programme offered has to look out for the leaders' approval in all its aspects. According to their list of conditions measures including teaching materials and physical facilities have to be set up. Programmes that lack of approval of that kind will not only fail in reaching the target group but also stand at risk to have a negative impact (e.g. women may face consequences and punishment for their potential participation, see Mercy Corps Afghanistan).

Once a programme has found acceptance officially women can then be informed via the imams and the religious institutions such as mosques (or temples as in other cultural settings, see Don Bosco Cambodia example). These institutions often serve in general as a place to exchange information for the local society by word of mouth or through official announcement by the religious leaders.

3. Target group adjusted training organisation

For the training to be successful it is important to address the practical constraints that the target groups may face in participating in the training. Especially for women this usually means that training sessions have to be held on a half-day basis. By contrast full-day trainings with few days a week provide better opportunities for students to practice and internalize a skill in depth. Trainings have to be conducted in languages the participants understand and speak. Communities and families have to perceive training facilities and the training itself as appropriate for women. If transportation and food is provided participants do not have to depend on their families or their husbands to attend the training and income losses are compensated to some extent.

3.1. Duration and scope of the training

There are different ways of providing training but the majority of approaches can be summarized under the type of short courses with duration of some weeks up to one year.

A good share of programmes like the TREE methodology or the IWEP approach are particularly designed to provide skills for self-employment and very simple income-generating activities that result in a rapid return for the beneficiaries. This implies short-cycle training courses that are closely related to the actual working environment. Such training has a minimalist approach, focusing on the transfer of practical skills that are directly relevant to employment. IWEP as a programme only for women states that a short training duration is also important due to the women's already heavy workloads at home. All suppliers of short courses support the view that the training must have direct applications as the target group of the poor cannot afford long periods of training without seeing a payoff (also World Bank 2014). This fact has to be well balanced with the intention to provide also social education which is more time intensive and based on establishing a personal relationship between students and teachers (see below under 4. Three-dimensional training objective).

Programmes for dropouts with a relatively sound literacy background are often found to have a longer duration, though not in general. Programmes from multilateral organisations with strong connection to the industry (e.g. ILO Bangladesh) divide courses into two phases with training off the job and on-the-job of some months each (also CRISP India). The ILO Bangladesh Learning and Earning approach with 10 months (six off-the-job, four on-the-job) belongs to those with the longest training duration. Also the DBTI in Sudan offered six to nine months courses. Being full time courses they are among the most intensive measures.

The other programmes have an average of two to six months duration; especially those of repair and maintenance are conducted in short courses of a few weeks. UNIDO Sudan offers competency based modularized courses with duration of only five to ten days in part time for each module. UNIDO SKIPI developed nine weeks courses in metal works and for engine mechanics (course outlines see annex).

Regarding the scope of the groups of each course all measures show that groups of 10-20 learners is the maximum, depending on the type of course. IWEP Ethiopia worked on the basis of women groups with 25 women per group. Especially working with groups from difficult backgrounds and with participants not being used to classes and trainings smaller groups are essential (e.g. Don Bosco Sudan; UNIDO Sudan). If the groups are too big teachers face huge difficulties in dealing with the anyway not easy to teach youth. This is even more important for the workshop training where visualizing, demonstrating and repeating are the most important training methods (see below under paragraph on Teachers)

3.2. Temporal design of the services

The studied approaches run their courses throughout the year. The majority focuses on part time courses. Trainees and their families are from a very poor background and have to cope with income loss while attending the training (see paragraph on 3.3. Income requirements).

Mercy Corps Afghanistan conducted the courses at two hours per day at six days a week so that the participants left their work (or home in case of women) for three hours a day at the maximum. ILO Bangladesh Learning and Earning runs the off-the-job-training four hours a day in the morning. The on-the-job training in the industry was eight hours in order not to differentiate between trainees and regular employees. The DBTI in Cambodia supplies evening courses as their target groups are often involved in agricultural activities. The DBTI Sudan offered a fulltime course partly due to the fact that the target group comes from a far away area (500 km Darfur to El Obeid) and was accommodated at the centre. Also the UNIDO SKIPI programme in Sudan designed a nine weeks full time course from 8 am to 3:45 pm at six days a week. Meals and breaks for prayer times were included.

Side note:

Don Bosco Sudan (interview with W. Zimmermann, Development Worker) emphasizes that trainees have to be given enough time for workshop practice that skills training requires. It has to be critically reflected if it is possible to demonstrate, explain, repeat and practice skills in the very limited timeframe of only two hours in a row. By contrast block scheduling provides time for the trainees to concentrate on a practical exercise at full length and to internalize the skill in fact. It may be considered to offer one or two full time training days a week (including the provision of meals) instead of short periods every day.

3.3. Income situation required for completing the qualification

Most of the target group members in Afghanistan as well as in most of the cases reviewed come from marginalised and poor background no matter if they are illiterate/semi-literate or school dropouts. As the Afghanistan dropout study (GIZ Afghanistan 2014, p. 72) demonstrates the target group of illiterate and semi-literate youth are occupied with casual work and derive mainly from very poor (61.4%) and poor (22%) families. They have a strong necessity to work and cannot afford to stay absent from income generating activities more than a few hours (if at all).

Many projects recommend providing transportation and food so that participants do not depend on their families or their husbands to attend the training and to compensate income losses to some extent. The ILO Bangladesh Learning and Earning approach provided a small salary during the on-the-job training period and food allowances and transportation during the whole programme. When trainees had to spend too much (of their salary) on food and transportation it was more likely that they left the programme.

IWEP Ethiopia provided practical assistance to the families while women visited the training. Many women came from very remote geographical areas and had to leave their village for six to eight weeks to attend the training at a training centre. During that time the families were provided with so called au pairs who took care of the children and household duties during the training period. In Ethiopia this solution found wide acceptance among the families.

Other providers generally do not give the trainees any financial support during training but only provide a meal plus transportation if necessary (e.g. Mercy Corps Afghanistan) Don Bosco Sudan, CRISP India and TREE programme Pakistan provided free accommodation and food during the whole course.

The reason not to pay a financial compensation during the course is to raise the chance of recruiting trainees with a real motivation and interest in the training course itself rather than in the allowances and payments. It is assumed that trainees value the training more when they have to contribute in some way (e.g. DBTIs Cambodia). Financial compensations during the trainings vary from project to project and pros and cons have to be well considered.

3.4. Delivery of education and training sites

Due to the aspect that the Afghan programme background requires a centre-based approach (see above: Variables concerned when choosing reference projects) only such approaches are presented in this study that take place at or can be adopted to training centres and vocational schools. However, one very rough but first way of looking at the different forms and offers is focusing on the different sites where training takes place.

Centre-based approaches: Non-formal training measures like short courses, work based training or informal apprenticeship can make use of existing facilities and teaching personnel of formal TVET measures.

Upgrading informal apprenticeships: This group is composed by approaches of traditional informal apprenticeship that take place on-the-job under the supervision of master craftsmen. An off-the-job component at training centres or schools shall enhance the quality and provide professional recognition.

Adult and community learning centres: Learning takes place at centres as well but is less focused on skills training and often rather a form of general adult education.

Mobile training units (MTU): Mobile training programmes focus on providing vocational training services to persons who are located in remote rural areas and are not able to re-locate to a vocational training centre. These programmes are flexible in nature and focus on short-term training as well.

4. Qualification concept: Three-dimensional training objective

The analysis of the different approaches lead to three principle elements of a curriculum for the target group of illiterates and dropouts from marginalised backgrounds: Practical skills, life skills, and social skills.

Firstly, qualification related content provided as seminars and product related elements provide the necessary practical skills. They are most often organised as short courses or are embedded in a modularized scheme. Secondly, nearly all approaches for non-formal training integrate life skills training in one way or another, inclusive literacy training and entrepreneurial skills. Thirdly, and most notable, some organisations have a socio-pedagogical approach that aims at integrated social behaviour skills training in order to compensate social deficits for youth from vulnerable backgrounds.

4.1. Practical skills

All assessed approaches deliver skills training in short courses, some employ a modularized curricula based on a competency-based approach. ILO and UNIDO programmes view a modular approach as the most suitable. Learning packages are developed on the basis of interrelated elements that cover a single topic. It is argued that the modular approach is flexible and allows tailoring to particular trainees so that they can select time slots of courses within certain limits to acquire or upgrade the skills according to their needs. CBTs focus a lot on recognized certificates for each module and assessment follows CBT standards.

By contrast, the holistic perspective at DBTIs (outlined below in paragraph on Social skills) is also incorporated in the training of the practical skills. The interviewed expert at the DBTI in Sudan recommends teaching of one occupational activity in full length and extension instead of learning a number of single aspects of everything. For example, according to his experience it is useful to concentrate exclusively on one particular car type for a short course of six months in automobile repair that is very often in use in a certain region. The trainees disassemble and study the car entirely and become familiar with all different aspects of the function and maintenance of this very vehicle. Graduates are qualified and well trained experts of this car type. This strategy is reported to create much better prospects for sustainable self-employment because the graduates are enabled to deliver wide-ranging services of high quality and are recognized as specialists of the respective car type.

Identifying examples of training outlines or curricula was not an easy undertaking. Pilot projects and NGO initiatives report that curricula are kept at the project sites and not accessible. Some programmes stated that curricula were not really developed or written down. The well-documented ILO TREE approach presents a sample course plan to train auto mechanics from the TREE project Pakistan, targeted at dropouts with relatively sound reading, writing and numerical skills as well as plans on other contents for training life skills. (The course plan can be found in the manual for TREE replication, annex 4.1 of the TREE manual, downloaded in annex). It describes the training of auto mechanics of the TREE project in Pakistan. The course duration comprises of 60 days (321 hours); 80% are spent on practical skills and 20% on theoretical input. This ratio of 80/20 is emphasized for TREE programmes in general.

The ILO Learning and Earning Bangladesh provides an overview of developed units of competency based training measures for a six months course in motorcycle servicing including pre-vocational training levels (in annex).

UNIDO SKIPI provides a developed course outline of a nine weeks course in metal works and for engine mechanics from a SKIPI project in Sudan (in annex).

UNIDO Sudan (Vocational training centres for the poor) provides overviews of modularized short courses of very brief durations of 5 days/4 hours each for illiterates and semi-literates (in the UNIDO final report, see annex).

4.2. Life Skills

Integrating life skills into non-formal TVET is promoted by many organisations and their projects, and in literature life skills feature prominently likewise. Information on life skills in general, key elements, and teaching methods can be found e.g. UNESCO 2012, UNESCO 2005, ILO 2002, GIZ 2012, WHO 1994. Another source that provides various information and definitions is the GIZ toolbox Learning and Working in the Informal economy <http://www.giz.de/expertise/html/12727.html>.

Definitions of life skills vary ranging from a general adaptive and positive behaviour, that enable individuals to deal effectively with the demands and challenges of everyday life (WHO 1994), to the ability to shape the own life actively (GIZ 2012), up to describing more job related skills that help to cope with the various challenges of the world of work (ILO 2002).

The non-formal TVET approaches represented in the study have in common the relative high importance they give to life skills. No approach was found which did not state that accompanying life skills have a certain role in the programme. The range of life skills integrated in the approaches by types, content and scope varies tremendously. E.g. Mercy Corps Afghanistan concentrated on the vocational skills training in order not to overload the programme and not to bind more of the target groups' time away from their daily work and duties. Thus, Mercy Corps only provided integrated literacy and very basic entrepreneurship training. By contrast the ILO TREE programme focuses a lot on life skills in general. It emphasizes that training has to be more than merely manpower development since training may affect all major aspects of life.

Some general groups of types and topics of life skills' courses are:

- *Training related skills:* They are found to be most often included into measures (also those assessed in this study) and cover communication skills or Occupational Health and Safety (OHS), Work Life Balance, career development, etc.
- *Business related skills:* Especially applied at measures that enable participants to become self-employed. They cover all types of entrepreneurial skills such as marketing, financing, bookkeeping, counting and calculating, market analysis, etc. (see more below under chapter 8. Skills for employment and job retention)
- *Political skills and subjects:* This group includes topics like citizenship, becoming a knowledgeable member of the society, political awareness creation, and gender related topics. (Depending on the regional specifics, a certain level of sensitivity is required. Mercy Corps' Afghanistan INVEST programme excluded subjects such as citizenship and all other politically related topics. According to Mercy Corps there is a high level of suspicion among the Afghan society against these topics brought up by outsiders, since foreigners who aim to teach political content are often related to the military.)
- *Skills related to gender and family life, and health skills:* Nutrition, health care, HIV aids prevention, drug prevention, contraception and family planning, hygiene, etc.
- Many programmes with a female target group in different cultural contexts, especially in Sub Sahara Africa have a strong focus on health and family related skills (e.g. IWEF Ethiopia; see also UNESCO/UNEVOC 2005). Seeing the Afghan context with its unique cultural and religious context similar caution may be recommended here as for the political subjects.
- *Literacy and numeracy:* Preceding or integrated approaches (details see below under 4.2.1.)

- *General life skills for out-of-school youth:* Self-protection, skills to access other resources for improving their living conditions, child rights, etc. Second chance programmes (UNICEF) for adolescents particularly focus on life skills. The younger the target group the more important are general life skills instead of technical skills for a certain occupation. This includes learning how to function in the workplace, determining vocational and occupational interests and practicing these skills in a real-life setting.

Some projects (e.g. Training for slum dwellers Kenya, ILO TREE approach, IWEF Ethiopia) offer life skills in accordance with the expressed needs of the target groups. This practical way of orienting the content to the participants shall raise the chance participants sustaining and attending the courses and that their real demands will be met. Again cooperating with the community and community leaders is fundamental when discussing the topics to be offered.

4.2.1. Literacy/Upgrading concepts

The meaning of literacy for a decent livelihood is undoubted. Walther understands read, write and count as a fundamental pre-requisite for access to training and skills development (Walther 2013). In accordance with organisations like UNESCO (e.g. 2012; 2005) or ILO (2002) he proposes a general improvement of the level of education for undereducated youth and adults. Basic literacy is widely seen as an “essential ingredient for employability and access to decent work” (ILO 2002: 99).

The question is to what extent literacy should be offered for the respective target group of poor and ultra-poor youth and young adults. In what dimensions are they financially able and willing to invest in general literacy once they have dropped out of primary school? What kind of literacy is really necessary for the target group to raise employability and to better the livelihood?

Seeing the research results of this study covering different agencies and according to recent literature about already evaluated VET and literacy programmes by the World Bank (Oxenham 2002) two main types of approaches can be distinguished with two and three subcategories each: Preceding literacy-led approaches and integrated livelihood/training led approaches.

Preceding or literacy-led approaches:

1. Literacy as a prerequisite for livelihood. Training in a livelihood is the main aim, but people are required first to master literacy sufficiently to cope with the trainings' requirements (often found at approaches of adult education centres or community learning centres).
2. Literacy followed by separate training. Here, learning literacy is regarded as a self-standing and worthwhile aim in itself and is undertaken first. Thereafter, training is offered in some form of income-generating activity. There is no systematic connection between the two.

Integrated or livelihood/training-led approaches:

3. Livelihood and literacy integrated. Training in a sectorial occupation and instruction in literacy begin simultaneously, often with the content of literacy derived from or influenced by the training. The approaches of Functional Adult Education (FAE), Functional Adult Literacy (FAL), and REFLECT (Regenerated Freirean Literacy through Empowering Community Techniques) belong to this group. Most of the examples described in this study apply this approach with literacy efforts the extent of which varies (e.g. IWEF Ethiopia, Mercy Corps Afghanistan; ILO approaches; UNIDO Sudan).
4. Literacy and livelihood training parallel but separately. Programmes in this group recognize the importance of both components, start both at the same time, but omit to develop any systematic connections between them.
5. Training leading to literacy. Here, groups start out learning a business, but come to recognize that their progress will be hampered, unless they master literacy sufficiently.

4.2.2. Assessment of literacy concepts

According to Oxenham (2002) and Oxenham et al. (2001) all five types have proven to be successes in one way or another. Nevertheless, in their research of different TVET and literacy measures they found the livelihood approach as most successful. Seeing the research outcome undertaken for this study there is also the impression that integrated approaches, particularly the combination of non-formal TVET, social development and literacy of the third category, are most effective. Learners from very poor backgrounds can only justify their absence from working activities when they anticipate an impact on their livelihoods and improvement of their economic situation. Skills training can promise this impact more likely than literacy courses can do. Almost all of the identified and presented approaches practice the training-led approach.

Moreover, taking literacy content from training and combining it with the training from the very start seems to be more promising instead of using standard literacy materials. E.g. in the UNIDO SKIPI project the participant shall be enabled to read prints and measurements in English on packages used for work. The example from Don Bosco Centre El Obeid/Sudan in carpentry and other sectors supports this approach as well (also expert interview T. Gerhards Don Bosco Mission on carpentry and tailoring courses at a training centre in Congo, supplied by a church based local NGO). For the training the participants must have only basic knowledge of e.g. cost calculation, measurements and how to read and write orders. Facilitators and trainers have proven to be very inventive in their work with illiterates at times. Empirical measurements, weights and distances were expressed using familiar objects and landmarks found in the surroundings. Several measures undertake only minimal literacy efforts as they experienced that literacy is not mandatory for performing certain occupations apart from the knowledge mentioned above.

Some of the approaches let their literacy programmes be negotiated with their prospective learners in association with local authorities and leaders. They state to be more effective than those that simply put literacy on offer (e.g. project examples of IWEP Ethiopia; also Wade 2013; Oxenham 2002). The literacy programme can best address the specific needs of the learners, and the content is more accepted by the target group and ensures community ownership of the programme. Seeing its direct link to their daily life and work issues increases and sustains the participants' motivation to continue.

UNIDO Sudan acted similarly and in cooperation with local NGOs and VTCs developed a special way of linking literacy with entrepreneurship training (EDP) called EDP-REFLECT. REFLECT is in fact, an empty framework whose contents are determined by its participants based on their needs (details under UNIDO Sudan, Part B). IWEP Ethiopia also integrated aspects of the REFLECT approach. Organisations that are more concerned with livelihoods and other aspects of development seem to be better at designing and delivering effective combinations of livelihoods and literacy than organisations that are more focused on education (e.g. UNICEF Second Chance approaches are such examples where education is mostly in the centre of interest.).

4.3. Social Behaviour

Many measures from multilateral and bilateral organisations and also NGOs are based on the three pillars skills training, literacy, and entrepreneurial training with additional further life skills integrated as listed above.

Another group of programmes often initiated by church based NGOs give a high importance to socio-pedagogical measures accompanying formal and non-formal TVET in addition to the above mentioned approach. Don Bosco Technical Institutes (DBTI) of the Salesians of Don Bosco there attempts to compensate the social handicaps of youth grown up in ultra-poverty as far as possible by providing an integrated approach. It is grounded on the pedagogical principles of a preventive education of the founder John Bosco (in opposite to repressive education). Basic principles are reason, religion, an attitude of "loving kindness" towards all students, accompaniment and assistance, respect for the individual, and no corporal punishment (Kuttianimattathil SDB 2010; see in part B on Don Bosco Institutions). The overall aim

is to (re-)integrate children and youth into society, strengthening their self-esteem and responding to their developmental needs as far as possible. This is valid for the formal as well as for the non-formal training courses at DBTIs likewise.

The GIZ programme Vocational Training in the North of Sri Lanka also recognizes the importance of social skills for TVET. The programme recently developed a comprehensive curriculum for social competencies for TVET schools (Manual to strengthen social competencies skills (SCS) of vocational trainees, Jayatilaka/Ott 2014; in annex). The contents encompass the following seven key components:

- Responsible Citizenship
- Effective Communication
- Managing Personal Growth
- Overcoming Personal and Social Problems
- Physical and Spiritual Wellbeing
- Learning to Learn
- Enhancing Language Skills

Each component contains three to six modules. Although the curriculum has been developed for formal TVET measures of several years and for fully literate target groups, the ideas are similar to those measures found in other integrated approaches of non-formal training and aspects can be adopted as will be shown in the following.

The Salesians' experiences of non-formal training measures for youth from extreme poverty and street children show that youngsters above the age of 16, generally spoken, are much more difficult to educate and require special socio-pedagogic attention and teaching and training competences (see also below: Teachers adaptations to deal with target group). Following measures are helpful in dealing with this target group:

Recreation and socio-pedagogical activities: The socio-pedagogical approach at the Salesians' institutions includes – next to a high quality technical education and ethical input – recreation activities and group experiences such as sports and games, music, outings and other leisure time activities. Such measures are perceived as important for personality development and for physical and psychic well-being. For the first time youngsters from poor backgrounds often experience also psychologically necessary regeneration phases, which are mostly absolutely unknown to them. Generally DBTIs are equipped with sports grounds and other sports facilities. After training sessions the students have the possibility to play soccer or other games, and the schools organize frequent tournaments between different classes. Especially for male adolescences these activities are seen as a crucial option to work out their energy, reducing stress and aggressions, to experience recreation and also becoming used to rules and teamwork behaviour. Which type of sports and other activities are offered has to depend on the cultural circumstances and customs of the country. The success of such activities depends largely on the engagement and motivation of teachers and facilitators, who organize and accompany the measures. The GIZ Sri Lanka curriculum on SCS strongly supports the importance of sports and other recreational activities such as arts and creativity (ibid, p.18).

DBTI Sudan made good experiences with the organisation of music classes where marginalised youth (and even street children) had the possibility to learn locally common instruments and play in groups. Students could also participate in theatre groups, which performed frequently for the other students of the school. By contrast, sports activities, except football, were less attractive to the Sudanese youth (maybe out of cultural reasons in an Islamic background as interviewees assumed).

Leisure time activities, of course, stand in opposite to the frequently cited aspect of time shortage of the target groups due to the need to work daily for their survival. To compensate this valid aspect for poor families education and training is free at DBTIs, students are taken on as boarders wherever possible or are at least given a meal a day.

Link teaching with religious (Islamic) social and work ethics: The pedagogical philosophy of the Salesians is adaptable also to non-Christian surroundings as widely practiced at DB Institutions (e.g. Gonsalves 2014). Don Bosco Sudan reports of reasonable success in creating social skills and classroom/workshop behaviour by linking the training with religious – Islamic – components. Islamic ethics and Islamic understanding of appropriate social behaviour was adopted in training and widely accepted among the students. Ethical aspects and Islamic social values were transferred to teaching and helped to erase social deficits towards a correct and suitable social behaviour in classroom and for dealing with teachers, with other students and also later with co-workers, potential customers at the market place and towards a correct behaviour as a later employee or entrepreneur. It increases the skills of the graduates significantly to act according to socially accepted customs and norms and to display suitable behaviour that raises the chance of finding employment and of job retention.

At the DBTI Elobeid in Sudan a respected person from the higher management and himself a dedicated Muslim, gave lessons on religious ethics linked with practical daily life aspects. Lessons were held once a week for two hours to all Muslim students at the centre. Christian students received religious education likewise by a Salesian faculty. Teachers were requested to integrate the referred topics into their practical training. Thus, teachers have to be committed to a certain ethical framework and to the respective pedagogical principles.

For Afghanistan a link to Shura law and existing “School Management Shura” at the respective TVET schools as described in a peace and conflict assessment of the Afghan education sector (Brinkmann 2013) may be additionally helpful to integrate Islamic ethics into the training. Mercy Corps integrated Shura law into their INVEST programme.

Additionally all students in DBTIs in general assemble each morning for a brief general pedagogical, ethical or spiritual daily input of a few minutes in the institution’s assembly hall or in the courtyard before the trainings start. This short period of silence provides the students an essential possibility to step back from their often chaotic and restless surroundings they are living in. Teachers from DBTIs report these minutes of inner silence or meditation as being most helpful for the students to focus themselves and to concentrate on the following lessons and trainings. (Measures like singing the national anthem or a spiritual song each morning as practiced in other institutions have the same effect.)

Considerations for cooperating with Islamic authorities: There are two sides of the medal regarding the cooperation with Islamic authorities as some projects from Islamic backgrounds notify. At the DBTI in Sudan mullahs or imams were not integrated into the trainings purposely in order to avoid too much of an external influence and the potential incoming of fanatic opinions. Islamic ethics were always taught by members of the institute since Koran schools in the near area were perceived as very traditional and conservative and also objecting the pedagogical beliefs at the DBTI, which hindered any kind of cooperation.

The presented UNIDO project in Khartoum State, Sudan confirms this caution. Sudan officially being a secular state religious authorities do not have to be integrated into education measures. Although the strategy to collaborate with religious leaders is widely spread among initiatives for local and socially marginalised target groups the UNIDO project exercised certain caution in integrating religious authorities into the project. According to UNIDO’s experiences it is not advisable admitting Islamic authorities too much of freedom for active participation when designing teaching measures (see part B UNIDO project in Khartoum State). UNIDO always experienced attempts from Islamic leaders of dominating the project by taking over decision-making processes regarding teaching contents. A recommendable strategy would be

to integrate the religious authorities to some – well-considered, defined and controlled – extent in order to give them the feeling to participate officially. For instance, this can be the provision and design of culturally appropriate illustrations to the teaching content by the imams. This may be especially helpful when female target groups from traditional backgrounds shall be approached. Here mullahs often have to determine the conditions of training to convince the families allowing women to participate (see above the paragraph above on Approaching the target group). The cooperation should by no means exceed the frame agreed upon, as UNIDO advises.

An argument against the design of illustrations by Islamic leaders may be the aim of gender mainstreaming throughout the project. When women shall be motivated to learn also non-traditional trades and crafts gender friendly teaching material and illustrations are essential (ILO TREE approach, ILO 2009; see also paragraph above in Measures for women).

It is certainly difficult to balance the pros and cons of integrating Islamic authorities into non-formal TVET initiatives. In some countries gender mainstreaming in TVET projects is certainly beyond realistic expectations, and Afghanistan may belong to this group. Individual conditions differ from culture to culture and have to be well considered with the help of local cultural experts.

Alternatively the integration and strengthening of non-religious authorities and organisations of the civil society should be considered, e.g. women associations, guilds and other private sector agencies (see also chapter 1.2. on how to ensure that the measures match the needs of the labour market and 2. on networking strategies.).

Practical life skills training: The DBTI Sudan focused also on very practical life skills training related to workplace duties and correct behaviour in and outside school. A students' handbook explained basic principles of the institution in an understandable manner (copy in annex). Although in the Elobeid case the handbook was only given to the students from the vocational training courses and not to the participants of the non-formal short courses its content illustrates what the ethical philosophy was like:

- School regulations like collaboration, dealing with school properties etc.
- Principles of an appropriate behaviour at school and in workplace settings, like cleaning the workplace, punctuality, respect towards others
- Contributing to community welfare (in the school and in general)
- How to study successfully
- General spiritual outlines appropriate both for Muslims and Christians
- The philosophy and life of Don Bosco as a role model

The handbook was designed bilingually in English and Arabic and functioned as a general orientation for students. Teachers were requested to relate their teachings to the content. Especially practically oriented principles like cleaning, dealing with school property, or punctuality were given a strong focus. General cleaning and tidying up the workplace are estimated as very important in a male dominated Muslim context, where such tasks are often perceived as women's duties. At the DBTI Sudan all students had their regular cleaning duties in the school, ranging from sweeping the court to cleaning the washrooms and toilets, a work often entirely unknown to the students before. An example from the students' handbook gives an impression of the content: "Man is born to work, St. Paul says. 'If any man will not work let him not eat.' Work means fulfilling the duties of one's state of life, whether they consist in studying or learning an art trade or cleaning. Remember that by working you will contribute to the welfare of your community and country. (...) Responsibility in performing the community duties is a sign of your maturity. Let us not leave others to work for us, while we relax and enjoy ourselves." (p. 14). (Christian personalities like Don Bosco or St. Paul are said to be respected among the Muslim communities as philosophers and are therefore appropriate to function as role models.)

Other measures proven to be successful when working with the target group also of illiterate and semi-literate are practical socio-pedagogical sessions. For example appropriate behaviour at the market place and towards customers and supervisors can be practiced and internalized in role-plays and theatre plays developed by groups of students themselves (practices by various organisations like VUSAF Afghanistan, at DBTIs, Training for Kenyan Slum Dwellers; see also GIZ Sri Lanka SCS curriculum). These measures also help in conflict management, for raising the self-esteem of students and to deal with negative experiences.

Challenges when opening regular TVET schools for poor illiterates and dropouts:

In general it has to be well considered and treated with particular sensitivity when teaching student groups with very different social backgrounds at the same schools. Opening up regular TVET schools for marginalised target groups may arouse resistance among regular students and their families, but as well among management personnel and teachers. (As will be outlined below local teachers are sometimes found to display discriminating behaviour towards marginalised and poor students, something each school has to prohibit categorically; see paragraph 7. Teachers). Regular TVET teachers at the TVET schools who shall now be engaged for non-formal training may react with opposition, may feel downgraded or fear a loss of standing among their colleagues and in their social surrounding. Regular students and their parents may as well fear negative influences, a loss of quality of teaching or of prestige for the graduates. (Seeing these problems there are TVET schools that conduct non-formal trainings only during holidays or in the evenings.)

For the target group of poor illiterates and dropouts themselves, confronted with well-educated people, inferiority feelings and fears of discrimination (something they have probably experienced frequently before) may hinder their attendance.

Mission statement: (see interview with T. Gerhards, Don Bosco Mission) Institutionalized approaches report the formulation of a binding mission statement as very helpful for a training centre for TVET for marginalised target groups. A mission statement declares the overall goal of the institute or project, shall guide the action of the institution and their members, and provides a framework for decision-making processes. All teachers and managerial staff have to sign the mission statement and are obliged to support the given principles in their work. Organisations often formulate a mission statement in a collective process together with all relevant stakeholders and with the help of pedagogical experts in this field.

It can be worthwhile considering if such a mission statement may be also useful for non-formal TVET initiatives and TVET schools. It can raise the commitment of teachers and staff to work for the social development of marginalised target groups and provide guidance regarding socio-pedagogical principles. Additionally it can foster a positive attitude among regular students and their families towards the new target groups. A mission statement could comprise aspects like the equal respect towards all students, gender equality, a non-violent education, the aim to create a friendly and welcoming learning environment, or the general belief in abilities of each student and their promotion.

As mentioned above for the Afghan case a linkage to Shura law and existing School Management Shura (Brinkmann 2013) may be helpful here.

Long-term initiatives (often from church based NGOs) are well experienced with training for marginalised target groups and equipped with experienced teaching personnel with socio-pedagogical competencies. It may be worthwhile considering cooperating with experienced (local) training institutions when setting up non-formal training measures. Teachers may be directly recruited there or organisations can provide assistance in upgrading teachers' competencies.

5. Connection to formal education and training measures

Many measures concentrate on skills development and employment of the target group and not on further learning. Measures are more often connected to vocational levels than of being linked with general education.

Whether non-formal TVET measures should pursue official recognition of their certificates or not depends on the overall goal being further learning and training or primarily employment. Measures should first inquire the interests of the target group and of the political partner but also consider the bureaucratic process such an attempt would require. Maybe already existing standards or concepts of recognition of prior learning, or (attempts of developing) national qualification frameworks cannot be ignored and have to be taken into account and incorporated into the concept. Target group characteristics like the educational background, culturally and socially determined attitudes and gender roles, and rural or urban settings determine if further education and formal training is a realistic and needful aim at all.

5.1. Connection to further measures for dropouts

Projects for dropouts with relatively sound literacy skills and that are applying a modularized approach try to set up a range of training measures of different contents the individuals can pass through. ILO Bangladesh Learning and Earning programme provides the Pre-vocational level 2 Certificate after six months off-the-job training and successful assessment.

Also the much smaller second training component of the Mercy Corps Afghanistan project aimed to deliver upgrading training to enable poor youth to continue with secondary education at colleges or at university. The courses focused at English and computer upgrading and helped the students to get enrolled at the respective institutions.

Other programmes (also those from NGOs) provide flexible approaches where the trainees shall be able to attend different courses with the theoretic possibility of reaching formal education levels. Organisations that run a full range of non-formal and formal education and TVET programmes can provide education achievement within their own system (e.g. Don Bosco institutions; Training for Kenyan slum dwellers). At times this is meaningful also due to the fact that other public providers of primary and secondary education and TVET are not of high quality or lack a good reputation.

These types of linkages to the general education system are not the rule, also at projects for literate dropouts. CRISP India, although the minimum entrance level was 8th standard, did not provide a full formal education achievement purposely in order to provide the trainees with skills actually needed by the industry. Employment was the first aim here. The programme believed that state certificates based on government education and (so called) training is rather pointless to employers because of its low reputation and lack of practical skills development.

5.1.1. Providing full value formal education for dropouts

For some programmes for dropouts with proven semi-literacy skills the goal of the training is a fully valid formal education in terms of Pre-Vocational levels that ought to be equivalent to general primary education certificates. This is, of course, only possible in countries where governments have introduced such pre-vocational levels before like in Bangladesh. The ILO Learning and Earning approach is the most prominent example here (see paragraph above). The Pre Vocational level 2 ought to be equivalent to a primary school certificate and allows the trainee to continue with formal primary education. Especially women participating in the programme were found to continue with formal education afterwards if their families could afford that. Candidates must be assessed of their existing abilities in reading and writing when they enter the programme.

5.1.2. Literacy content from standard education

As far as this aspect could be assessed for this study, in all programmes the general education and literacy content is neither identical nor directly derived from standard education. Also for dropouts a livelihood-led approach with functional literacy components is the standard.

There are of course other providers with a rather literacy-led perspective who aim at general basic education achievements. Examples are offers at adult education centres like Parallel Education programmes (DVV international) that teach youth and adults at the age of 13-40 in general education (also UNESCO). Some sorts of technical skills training are also offered at adult learning centres.

5.2. Providing only specific employable skills for illiterates

Projects for illiterates and semi-literates target mainly at employment. The literacy content of the measures is specially developed according to the needs of the target groups and the demand of the labour market. Upgrading measures in literacy have functional character, which are oriented at skills training contents. This counts even for most of the UNICEF Second chance initiatives that are much more education oriented than other programmes that derive from a TVET perspective.

This is particularly the case in projects for complete illiterates and programmes of local NGOs with the aim to better the target group's immediate living and income conditions as quick as possible. Also bigger initiatives like IWEF Ethiopia or Mercy Corps Afghanistan act this way. The courses for women are mainly oriented at upgrading the livelihood of the women and their families by providing the possibility to set up a small business offering a particular service or product.

5.3. Forms of recognition provided

Forms of recognition differ greatly from project to project. An often-found non-formal characteristic of the approaches is that there are no official graduation certificates, neither for illiterates and semi-literates nor for dropouts. Employment is the most important aim here. Most approaches give at least a certificate of attendance (e.g. Mercy Corps Afghanistan; UNIDO Sudan partly; Don Bosco measures). This is mostly the case when non-formal courses are not set up according to official standards and the continuation with further measures or formal training and education is not the main aim due to various reasons.

Others like the ILO Bangladesh example provide the already cited state approved Pre-vocational 2 Certificate after completing the course successfully. UNIDO Sudan developed specific pre-vocational courses for the target group of educated dropouts, which can be run in collaboration with the VTCs and NGOs and where graduates shall reach an equivalent to the primary school certificate. In Sudan the government had introduced CBT with the help of the project. Also the ILO TREE approach highlights the meaning of official certificates in general.

An example from the NGO segment is a programme for female slum dwellers in Kenya (Misereor funded). The courses in tailoring and housekeeping were set up in accordance with already existing official standards developed by the Kenyan government and oriented at local market needs. The programme content is accredited and certified by the Kenyan Ministry of Education (MoE). As reported the involvement of the government raises the sustainability of the programme considerably. Beneficiaries are better recognized by the local industry and are able to pass through further training measures also from other providers with the same standards. Another benefit is that the Kenyan government now supports the centre and its activities also financially and contributes to the salary of personnel.

Pros and cons of pursuing officially recognized certificates: Literature emphasizes the huge meaning of nationally awarded certification of skills and knowledge gained in non-formal courses. The target group of poor and of informal economy actors is believed to raise their chances to enter in the process of decent jobs and social protection significantly if their skills are professionally recognized (Walther 2013). As described above projects state the high importance of officially recognized certificates, like in the Kenyan example.

Nevertheless, target group and political conditions have to be well considered when deciding if projects should pursue official recognition of their certificates, an aim not always easy to reach and an effort that may be pointless in certain contexts. Measures should first inquire the interests of and realistic aims for the target group. Important factors are urban and rural differences, culturally determined possibilities for men and women, and of course the age and educational background of the target group. In urban settings follow-up measures and formal education and training possibilities are much easier to find and attend. In rural areas further training possibilities are rare and often impossible to reach for the target group. Here, the first and main objective of non-formal training measures is skills with proven market relevance and employment. Additionally, in rural settings the population is more likely traditional and reluctant towards further education and training, especially for women. Poverty influences educational decisions to a great extent. Immediate payoff of training measures and upgrade of livelihoods is in the most important need of the target group and investments in further learning activities are often unlikely.

While it is also important to consider The interest of the political partner projects have to consider the bureaucratic process the attempt of official recognition would require and which can be very time consuming and tiring. Already existing standards or concepts of recognition of prior learning, or NQFs cannot be disregarded and have to be reflected and integrated into the project design.

If employment instead of further learning is the main aim for the participants the reputation and value of official state certificates among the local industry is another factor to be considered (see above the example from CRISP India). Often practical skills and work experiences are of higher importance for potential employer than official certificates.

6. Assessment

For the target group of illiterates and dropouts there have to be two types of assessment: for enrolment and for graduation. Both types have to be target group adjusted and practical in nature.

6.1. Enrolment assessment of the target group

In the approaches reviewed each potential participant is assessed for their learning needs by facilitators before placing them in appropriate (literacy and skills training) classes.

Some projects emphasize a systematic enrolment strategy that should include selection criteria, interviews and assessment. This can maximise successful completion rates. At least in the case of primary school dropouts and when a minimum literacy level is requested for the measure every trainee has to be assessed individually of his or her actual level of literacy skills. Programmes do not rely on information about passed levels of education indicated by the potential students and even certificates have found to be faked sometimes.

Local NGOs and/or community level representatives are mostly included in recruitment and selection of applicants to ensure the accuracy of information provided by trainees and also to win acceptance of the population for the programme (see also Access to target groups). Another reason for integrating local authorities and community leaders is to ensure that the trainees actually have low education levels and are in the requested – e.g. ultra poor – category.

ILO TREE in Pakistan hired Social Mobilizers who approached the youth and later screened them by applying certain indicators depending on the training aim. Among the indicators are: Literacy, language proficiency, household income, dependency ratio, family size, profession of other household members, infrastructure arrangements of household, poverty level, prior efforts, future plans and motivation, and resources required. Potential students need a guarantor who will recommend the trainee and vouch for his/her economic status and seriousness of intention.

Classic enrolment strategies like interviews and personal assessments are conducted e.g. by ILO Learning and Earning Bangladesh and described there. The project points out that also the families of trainees should be involved in recruitment and enrolment, which helps to ensure that trainees have a strong support network both during training and later on during employment or self-employment. This is especially important in the case of women in Islamic societies as Bangladesh and Afghanistan.

The ILO Bangladesh programme also recommends organising an induction programme before trainees start the course. Over a period of several days trainees can be observed regarding their general habits and understanding of work. A critical question here is if the target group of poor can afford to stay absent from their daily routines and livelihoods for such a programme that is apparently not directly linked to income generating activities.

The assessment of certain talents related to the provided sectorial occupation has been also practiced in some programmes, mostly programmes at local levels provided by NGOs (see expert interview with T. Gerhard, Don Bosco Mission). Two general abilities are reported to be essential for most of the sectorial occupations: Practical talents and mental combination abilities. The example of a carpentry course demonstrates how to assess the potential illiterate trainees of their natural talents with very simple but useful methods. During the enrolment process the applicants were requested to show how to nail with a hammer. Experts could immediately indicate whether the candidates possess the talent for the craft or not. For testing the combination abilities the candidates had to solve a simple puzzle of six wooden pieces. Puzzles were widely unknown to the applicants in the area and the task overstrained some of the candidates with apparently lower combination abilities.

6.2. Graduation assessment of trainees

Graduation assessment differs widely throughout the different approaches. Measures targeting to provide a recognized certificate apply officially accredited assessment standards (e.g. UNIDO Sudan, Training for Kenyan slum dwellers; CRISP India). Other measures have developed their own assessment strategies of higher or lower intensity, depending on duration, amount and aim of the training (e.g. Mercy Corps Afghanistan).

ILO Bangladesh Learning and Earning as well as other approaches that provide officially recognized certificates point out that the assessment approach should take into account both formative and summative assessment. Assessment during the course (e.g. mid term) shall also ensure that teaching methods etc. can be adapted in a timely manner. While summative assessments are important because they give a definitive answer about whether or not a learner is competent, formative assessment is important as well. If assessment is only done at the completion of learning, a crucial opportunity to adjust learning and to address possible gaps in understanding is missed, and there is an increased chance that learners will be assessed as not yet competent.

Formative: Brief, regular, informal assessments, mostly through specific task-related questions and practical skills' applications, inform both trainers and trainees about students' understanding at points where timely adjustments can be made. Undertaken on a continuous basis as new skills are learnt and practiced, formative assessments provide the information needed for the trainer to adjust teaching and learning while it is happening.

Summative: Conducted at specific times (at the end of a course or a unit) to determine what skills students have acquired at a particular point in time. In NTVQF nationally recognized courses in Bangladesh, summative assessments take the form of challenge/skills tests with tests being the same for all learners nationally according to CBT assessment standards.

Assessment of illiterates and semi-literates needs special methods and has to be adjusted to the requirements of the target group. Talented but illiterate candidates are often reported to fail final assessments because of their lack of reading and writing skills. Tasks required in assessment procedures have to be of practical character, e.g. trainees should be requested to demonstrate a certain skill or to explain verbally how to solve a certain task related problem (see interview with T. Gerhards, Don Bosco Mission).

7. Teachers

The findings on teaching personnel show that three main groups of teaching competencies are recommended for non-formal training for illiterates and dropouts: Practical, methodological, and social. Practical competencies encompass primarily all the necessary technical knowledge for teaching the respective vocational content in classroom and workshop. It represents largely what teachers need in other TVET measures likewise. Methodological competencies include, next to general pedagogical and didactical knowledge, special teaching techniques for illiterates and semi-literates and may also include the capacity to integrate functional literacy into the skills training. Social competencies are required especially for the target group from vulnerable and poor backgrounds and where teaching requires particularly socio-pedagogical competencies and skills.

The description of the three groups of teacher's competencies is followed by some general aspects on recruiting teaching personnel.

7.1. Practical competencies

Like in all other TVET settings facilitators of non-formal measures must be able to teach the respective vocational content in practice and (some sort of) theory. The workshop components play the most significant role and instructors need to have a sound practical and experienced background in the respective trade. The Don Bosco Sudan example, although a programme for dropouts, focused clearly on the practical component and reduced theory to only 10-15% and taught only topics and subjects really necessary like simple model drawing. Other approaches apply a ratio of 20% theory and 80% practice (e.g. ILO TREE; UNIDO Sudan).

For projects that introduce a competency-based approach, teachers need an upgrade of contents and assessment techniques with reference to competence-based training (ILO Bangladesh, ILO TREE, UNIDO Sudan).

For dropouts: In the case of training for dropouts at a higher stage and with a relative sound literacy background teachers' requirements are more similar to formal TVET (ILO Bangladesh, CRISP India). Those projects engage also experts from local industries as guest lecturers. The trainers themselves are often trained by master trainers from the TVET schools' headquarters with regard to the trades and related topics, and advanced technology (where necessary) (CRISP India).

Teaching literacy and other life skills: To integrate these assets into TVET measures different groups of instructors are necessary, some for the skills training, others to teach literacy, entrepreneurial and other life skills. Most people with sufficient literacy (as teachers should be) can readily learn how to teach literacy to others (Oxenham 2002). So it may be possible that the technical teachers in the centres can be trained to teach literacy as well. An advantage of this model would be that technical teachers probably know best how to use skills training content for the literacy training (see above integrated skills-led literacy training).

Teaching materials: It is an advantage if teachers and trainers are integrated into the process of material selection or its (further) development. They need to work with the material and can estimate its usefulness best. At the CRISP India project special training material suited to the target groups was developed in local language. The material was designed to promote self-learning with photograph, sketches, drawings, and self-test to check the progress. As mentioned above sometimes out of strategic reasons integrating Islamic authorities into the non-formal TVET measures is necessary to some extent. Projects can authorize Islamic leaders to select and design the illustrations of teaching material. This can also ensure that illustrations are culturally appropriate.

7.2. Methodological competencies

In general, it is important that teaching methodologies are not limited to the frequently found traditional one-way teaching method of knowledge delivery and repetition. Projects often face literal memorization in classroom settings (memorization without understanding the meaning) and simple oral repetition of contents. Especially for the target groups of illiterates and dropouts teachers have to be competent in innovative and target group centred teaching techniques, be able to promote the participants' creativity and ability to develop own ideas and thoughts, and be able to integrate alternative contents into their training. The SCS curriculum from GIZ Sri Lanka emphasizes the teacher's role as tutor, guide and facilitator for students. Projects report it as specially challenging to find teachers who are competent and flexible here (e.g. Don Bosco; CRISP India). Upgrading teacher's educational competencies according to more student-centred training methods seems to be equally difficult. The majority of local teaching personnel are reported to be inflexible and dismissive towards alternative training contents and teaching methods.

Teaching methods for illiterates and semi-illiterates: Dealing with target groups who are hardly able to read and write, visualising as much as possible is the most essential teaching method to be applied. A widely practiced and recommended skills training technique is the 4-Step Method of effective multi channel learning. It has proven to function not only in regular TVET training but also with illiterates and semi-literates and even in groups with reduced common language skills. The group has to be limited in size with 10-15 participants maximum (see presentation 4-Steps Method by T. Gerhard in annex). The steps are

- Preparation and motivation
- Demonstration and explanation
- Repetition and observation
- Practice and strengthening

Use of video material for training: According to the lack of appropriate practical knowledge among TVET teaching personnel Don Bosco Cambodia in cooperation with the NGO Connected Schools (<http://www.connectedschools.org/index.php?lang=en>) recently started introducing a newly developed Train the Trainer TVET Video library in Cambodia (open Education Resources Web site at trainingcontents.connectedschools.org, web site in Khmer and English, videos in Khmer)¹. The Video library contains a whole range of videos of about 20 sectorial occupations like motorcycle repair, electrical motor, small engines, sewing, electricity house wiring, air conditioning, hairdressing, computer and software etc. in theory and practice, and presents further didactical training techniques. The videos have durations of a few minutes up to more than an hour and explain and show step by step practice based knowledge of tools, techniques, maintenance or repair.

Though the library is not a student self training platform such video material can be applied in non-formal training particularly for illiterates and semi-literates and can assist the teacher to explain a particular topic. Looking out for similar tools or videos in the respective language for the target group in Afghanistan or for short videos available in the internet (YouTube, Vimeo, or Sound Cloud for audio material) that may be translated could be helpful. (The Don Bosco project in Cambodia started this way.) The use of such short videos of repair methodologies and instructions has proven to be very functional. The application of videos is attractive especially to youth, who despite of their poverty and remoteness are often used to multi media somehow already.

Connected Schools is now developing the TVET Academy (Phase 2), which intends to be the first smart TVET MOOC (Massive Open Online Courses; see more in Part B under presented Don Bosco Institutions).

1

The project has been presented recently at the UNEVOC Global Forum Skills for Work and Life post 2015 at 14th October 2014 in Bonn/Germany, to present the project and seek partnerships in order to extend the project to other countries and languages. <http://www.unevoc.unesco.org/go.php?q=SWL+Post2015+-+Introduction>

The most noticeable challenge reported by Don Bosco Kep province is how to train the facilitators in making use of the videos in their lessons and also how to motivate them to use the library as an own resource pool for their personal training. Sometimes trainers have been found to be reluctant in applying a methodology new to them and their openness being relatively limited (also reported by DBTI Sudan for alternative teaching contents and techniques in general).

7.3. Social competencies

As described above next to practical vocational skills and life skills like literacy or entrepreneurial training also the provision of social skills for the target group is recommended. Teachers have to be competent and prepared to work with the target group of marginalised illiterates and dropouts, including traumatised youth.

Teaching appropriate class and workplace behaviour: Dealing with youth not used to education requires extraordinary pedagogical knowledge and experience and the competence to work with (sometimes difficult) youth in general (see Don Bosco Sudan). Upgrading of teaching and communication skills and techniques is highly recommended to those teachers not experienced here. Participants can show inappropriate behaviour in classroom, are not able to concentrate on topics or to follow directions. Other challenges reported were alcohol abuse of youngsters and drunk trainees in the class or cases of serious stealing of workshop equipment. Particularly in the beginning, teaching means social education to a good deal. With the adequate teaching personnel the target group has been found to be relatively uncomplicated to teach as reported from the DBTI Sudan.

CRISP India reports – also in cases of dropouts with better education – that integrating the participants in industry placements during the on-the-job-training was very difficult with teachers playing a significant role here. The target group was not familiar with work culture and knowledge how to behave at the workplace and needed special attention and guidance from teachers during this phase. The dropout rate was high in the beginning and could only be reduced through intensive counselling and assistance by teachers.

Sensitivity to deal with the target group: The majority of target groups of ultra poor and marginalised people in Afghanistan and other regions is frequently confronted with discrimination and public stigmatisation. Mercy Corps Afghanistan (see there in Part B) points out the high importance of teacher training regarding a decent and sensitive manner how to deal with the students in order to avoid discriminating behaviour in class by other students or even by teachers themselves. This can be especially the case when students are from ethnic minorities like the Hazara in Afghanistan or low-caste people in general. Examples from TVET programmes in other regions (e.g. from a programme for Pygmies in Congo, see Baier-D’Orazio/Mukuza 2011) show that also teachers and trainers are very often affected by social gaps between the local population and minorities and influenced by deeply rooted prejudice against minorities.

Additionally most of the out of school youth in various regional and cultural contexts have in common that they are emotionally affected or even traumatised in one way or another. They are concerned by the lack of permanent residency, poverty, or loss of one or both parents and other constraints. Many have faced fragile living conditions and armed conflicts are sometimes the political background they are coming from. This might be also the case for the Afghan target group. The socio-pedagogical approach to deal with those aspects requires a kind of dedicated commitment and motivation to work with these special target groups. Management and teachers have to work towards a friendly and respectful atmosphere among the students in the school and their teaching style has to be supportive and responsive (see also GIZ Sri Lanka SCS Curriculum).

Teaching students traumatised by wars and armed conflicts: Dealing with traumatised students is extraordinarily challenging and the field of different traumas is extremely heterogenic. This is not only the case for those personally involved in armed conflicts like ex-combatants but also those who experienced war and violence in their daily surrounding in one way or another. Generalisation is difficult and methods have to be identified considering the individual local case of traumatising.

Students from regions affected by armed conflicts can often be found to be very restless, disruptive, and aggressive. Others turn out to be extremely shy and restrained. When students constantly disrupt the class through e.g. aggressive behaviour teachers must be familiar with special didactic techniques (e.g. participatory and activating approaches.) Projects that have faced such challenges state that trainers should be specially trained to deal with these groups by an (local) expert in trauma healing (Baier-D'Orazio/Mukuza 2011; also Don Bosco Sudan).

Healing of deeply rooted traumas requires special psychological knowledge and methodologies regular teachers can hardly supply (and what is maybe beyond the possibilities of TVET schools.) Project experiences recommend not to mix up regular student groups (who may also derive from war affected regions) with those deeply traumatised through personal involvement in armed conflicts (Don Bosco Sudan). Some methods of trauma healing found to be applied in other TVET settings are presented by Baier-D'Orazio/Mukuza 2011.

7.4. Recruitment of teachers

Teachers who are having the described practical, methodological, and social skills are reportedly not always easy to find. Don Bosco Sudan describes crucial challenges in identifying the right teaching personnel that combines the different required skills and motivational mindset. In Sudan there was always the risk of hiring teachers with hidden fanatic background and opinions they aimed to pass on to their students. The maintenance of a sustainable cooperation and a trustful relationship to the local religious authorities can be of some help here when the imam examines potential employees and their religious background and their motivation to apply for work at the centre.

Generally long-term initiatives and established training institutions like those of the Salesians or the example of the Kenyan training centre for slum-dwellers profit from their own pool of graduates where teachers are often recruited from. These teachers are long-term experienced in working with marginalised groups. They often derive from the same regional and social background like the participants and are, like in the Kenyan case, former slum dwellers as well. This can enable them to deal with the target group in a culturally and socially sensitive manner. An additional asset is that these instructors are often well known and accepted in the area where the centre is active. It may be worth considering to look for cooperation with long-term training institutions of that kind in the area when setting up non-formal training measures. Teachers may be recruited there or the centres can provide assistance in upgrading teachers' competencies.

Recruitment of local instructors: Projects report it to be essential to orient the contents and practical trainings strongly at local experiences and accustomed ways of working and fulfilling a task. Mercy Corps Afghanistan developed a special process of recruiting adequate instructors for their practical training. The most reputed craftsmen from the local bazaars were hired to assist in the teaching as instructors. The students benefited from their great experience and also from the instructor's good reputation afterwards when they started working themselves. The craftsmen's businesses prospered as well through the raise in status being locally known as a trainer.

ILO TREE also recommends to integrate local trades people/craftsmen into the practical training but highlights to ensure that they come from neighbouring areas and are not competing with the trainees for the same markets.

Female teachers and instructors: Cultural specifics often require – and programme strategies recommend – the integration of female teachers and instructors in non-formal training approaches when the integration of women is aimed at. ILO TREE reports of frequently faced problems here because there are often not many female teachers and instructors in technical subjects available. Often, female teachers have family responsibilities that require jobs in the close proximity to their homes. TREE highlights a need to sensitize training institutions on the importance of promoting women for jobs at higher management levels, and of recruiting female graduates (of formal training components) as trainers.

8. Employment seeking skills and measures for job retention

Many measures have in common the promotion of these types of skills in one way or another. (An exception seems to be the ILO Learning and Earning programme that does not mention any kind of such skills in their detailed replication guide. This might be partly due to the fact that the training is closely connected to the industry of the respective sector, where trainees are expected to keep employed after graduation.) Most programmes articulate in their description a whole range of activities and skills trainings on key qualifications in order to improve the target group's entrepreneurial competences, their ability to gather understanding of relevant business information up to developing their own business plans.

8.1. Understanding of job opportunities

Bringing the youth into contact with local key actors: An example is Mercy Corps Afghanistan's close cooperation with key actors from the private sector and the integration of craftsmen during the training phase. This increased the social capital of the youth by strengthening their professional networks and their contacts to the local labour market. The major aim was to keep them up to date regarding important insider knowledge of market and job opportunities.

Also CRIPS India integrated the industry into their trainings and invited local key actors for special inputs. ILO TREE in general highlights the importance of improving the network capacities of the youth by arranging possibilities where youth can meet with representatives from the local industry.

8.2. Job-seeking skills

From the present point of view none of the examined projects described distinct activities to train the participants' job-seeking skills. Nevertheless, the various activities described in this whole chapter encompass also skills how to look for jobs, for example networking skills, developing contacts to local key actors and consciousness to stay in touch with the training centres and its post graduation services.

In general the local reality of the participants in most of the projects' surroundings plus their partly very limited literacy skills also after graduation make word of mouth the most important channel for any kind of information and also for job-seeking activities.

8.3. Entrepreneurial skills

The programmes studied state to conduct trainings orienting the participants on business management and enabling them to engage in entrepreneurship. The duration varies (or has not been defined clearly). The ILO TREE programme suggests a business management skill training of four days. The main contents of this component are cited in part B ILO TREE.

Skills most often mentioned that graduates (should) receive in the various programmes are:

- Basic market analysis
- Preparing a business plan
- Financial literacy (accounting basics and saving)
- Managing a business
- Marketing
- Challenges and obstacles of self-employment

Side note:

The various attempts of training business skills appear partly to be very ambitious. At least on paper some projects suggest a vast range of entrepreneurial skills, systematic business management and production planning also for target groups of mainly marginally educated people. It may be questioned if the general learning capacity of the target group is sometimes overestimated and if all kinds of planning strategies are leading to real success. Small and micro entrepreneurs who normally attend courses of that kind have a sound general education, sometimes even formal vocational training. Measures have to be reduced of their complexity so that the target group of illiterates and semi-literates is able to handle them intellectually and in business reality, given their experiences, skills, and abilities.

8.4. Essential skills for job retention

Networking skills: The above described contacts to key actors and persons in the local industry help to practice and develop networking skills during training. The projects cited aim to enable the students to build relationships and social networks with well-known and respected private sector actors. Especially in countries with a high level of power distance and great importance of hierarchies youth may have to find assistance and practice in approaching older persons perceived as superior to them.

Developed sense of workmanship: DBTIs generally emphasize an integrated personality development that includes social skills, work ethics in accordance with local cultural and religious standards and customs, sense of workmanship, reliability and punctuality, and communication skills (see paragraph on Social Skills above). Graduates from DBTIs are generally appreciated in industry because of their adequate behaviour as an employee and are reported to experience less difficulties acting with customers, colleagues and superiors.

In coaching sessions during the training to those who want to start a business (e.g. Mercy Course Afghanistan) the following topics are often discussed: Constraints for female entrepreneurs, basic market analysis, cross skills collaboration, entrepreneurship promotion, basic business planning, basics rights, further life skills, etc. The goal for those wanting to start businesses is that they have the tools to stay flexible in the market and can explain for themselves why the market is changing.

8.5. Post training support

The whole area of post training support for micro-enterprise development and wage employment is one major focus of the ILO TREE programme. TREE has set up a detailed list with post graduation services and requirements provided to graduates in order to promote their newly set-up businesses (see part B).

Mercy Corps Afghanistan set up a mentoring structure as part of post graduation services provided by the teachers (well-known craftsmen, tradesmen and women) where ex-students were assisted with advice and help for their newly created enterprise.

Don Bosco Sudan reports on challenges in post graduation services when the students were not directly located in the area of the training centre. It appeared to be very difficult and resource-intensive to follow up the way and career of students once they had left the training (not only in the case of the far away located graduates). An option may be to follow up graduates via phone as in many regions almost everybody uses a mobile phone, even among the very poor population. Nevertheless, students have to be made aware and used to the service offers already during training so that they take the initiative to approach the services by themselves.

Tool kits: Mercy Corps Afghanistan (and also UNIDO Sudan) provided post graduation students with free tool kits relevant to their new trade to aid in the establishment of their livelihoods or new micro-enterprises. It was intended in Mercy Corp's follow-up measure INVEST II to make the students pay-back the kits on a hire-to-buy basis compliant with Sharia law once their business was established. Unfortunately, this could not be implemented, since the programme was cancelled by DfID.

There are also arguments against the provision of free tool kits. Don Bosco Sudan had stopped giving kits for free to the graduates because of negative experiences. Graduates were found to sell the high quality items instead of utilizing them for work. Free tool kits were also perceived to be a negative signal for potential applicants who were more interested in the equipment and lacked of motivation to seriously learn a trade.

Financial services: A range of programmes provides the graduates with access to mobile banking, savings and loan schemes to facilitate their business' development (Mercy Corps; ILO TREE; IWEP Ethiopia, where one key activity was the implementation of a group saving scheme for the women right from the beginning and parallel to training).

Challenges and Sustainability of the measures studied

Different challenges non-formal TVET programmes had to cope with

In the expert interviews challenges of very different kinds were discussed. Various projects report the following aspects as problematic:

- Some programmes faced serious conflict of interest, hence competition between government and private sector agencies. State authorities controlled the project and hindered the private sector to become an important stakeholder in order to claim potential success in job creation as their own effort (e.g. UNIDO Sudan).
- Projects in Islamic settings faced problems with the integration of religious authorities into the design of their training contents and other aspects. Religious leaders intended to dominate the course contents according to their standards and were found trying to extend their influences on project components.
- Identifying and recruiting of skilled, motivated and committed teaching personnel, in particular for teaching illiterate and semi-literate youth, is difficult. Teachers are either not competent enough to deal with the characteristics of the target group, their teaching is not practically oriented enough or there is a high fluctuation in teaching personnel in general.
- For programmes targeting at dropouts the retention of youth from poor environments (although having an official school background of several years) in job placements was experienced as problematic. CRISP India assumed that the poor background as well as the attitude of the marginalised youth were the reasons for their problems at workplace and high dropout rates at the beginning.
- Other reported challenges regard the integration of women into the trainings (CRISP India). Social taboos and also lack of literacy skills especially among poor women made recruitment for dropout programmes difficult.
- Post training support is considered a critical stage of sustainable programme implementation. Although many of the participants in various projects were reported to be successful in establishing regular employment and income generation, they faced initial difficulties and lacked support in the beginning of their entrepreneurial or work-oriented activities. This hindered their success or led to complete failure.
- Another critical part of the above described overall weakness of insufficient post training support was offering valuable financial counselling and services: how to obtain and best utilize micro credit, how to manage income towards building and growing business, the importance of establishing savings, etc. Although the programme concepts address post training support widely they were obviously not put into practice all the time. This could be also a result of the partly relatively short project duration.

Sustainability

From an external point of view based on desktop studies and on documents and statements from the organisations themselves an estimation of the sustainability of the programmes is difficult and remains at a rudimentary level. (Some projects have published evaluation reports, which are of some help.) Nevertheless, some general impressions are:

- Establishing links to the stakeholders of national training and employment programmes (if existent) is essential to reach sustainability. Overall, many projects are isolated initiatives, which are funded by external donors. Capacity building beyond the target group and the providers themselves is not part of their activities. Here – like in general – sustainability in its conventional understanding is difficult to non-existent. (That so many initiatives of such kind exist might be due to the fact that non-formal activities are not a priority of educational policies in many countries.)
- For those projects that have a defined (and seemingly often relatively short) duration it is questionable whether national partners have gained enough capacity to continue the project or to develop it further once the implementing organisations will have left. Especially DfiD in Afghanistan has failed here by closing down INVEST after the first programme phase of three years. In INVEST II it was planned to transfer the responsibilities to the government and key actors in the private market and to hand over the training centres to MoLSAMD to ensure that the curricula and results would contribute to the National Skills Building Programme. It was originally planned that this would happen in the first phase of INVEST, but the provincial government had indicated that they were not in a position to assume responsibility at this stage. The fact that partners need more time to shoulder responsibility for being in charge of a project as originally planned and stated in the project proposals may be true also for other projects (e.g. TREE Pakistan). Lessons learnt from the UNIDO project in Khartoum State, Sudan and from the DVV IWEF project in Ethiopia definitely support this view. The duration of the UNIDO project of 3 ½ years was reported to be way too short to implement the project in a sustainable manner. Also when collaborating with different local actors and stakeholders such as local NGOs that shall also provide parts of the trainings more time must be allocated. Organisations have to create capacity to be able to continue with the project activities as well as to manage to identify long lasting financial solutions.
- The integration of local actors from the private sector is a necessity for creating sustainability of TVET initiatives; that holds true for non-formal projects likewise. Some of the reviewed projects show great attempts in collaborating with the industry and private sector organisations in order to ensure that trainings meet the demands of the labour market. Other projects lag behind or fail in this regard completely. (See also lessons learnt from UNIDO Sudan project in Khartoum State).
- The ILO TREE approach has been implemented in various national TVET policies, like those of Pakistan and the Philippines. Here sustainability is more likely. For Pakistan an independent evaluation reports of positive implementation efforts and good capacities of the project partners. Critical aspects are the uncertain access to financial resources, and thus, the sustainability of many project activities like post-training services such as the creation of business associations.
- Projects initiated and financed by state governments themselves may be expected to have a relatively positive outlook of sustainability. CRISP India installed a row of measures to sustain the project in future. Again the future success depends on the government's commitment and the provision of financial resources and managerial capacities here as well.
- It seems that the development of a monitoring and documentation system lags behind in most projects. Although its existence is widely stated throughout the programme documentations there is only very limited, really useful information available about proven sustainability and on actual development oriented impacts. Long-term impact evaluations are missing, partly also because it is in the nature of pilot projects to be of initial character.

Summarising recommendations for the Afghan GIZ TVET programme

The following recommendations summarize the study's results. They stem from the analysis of the different non-formal training measures for illiterates, semi-literates and dropouts. All aspects have been described in the study in detail and are based on practical examples from projects worldwide. Specifics to the Afghan background are stated where applicable indicating an external desktop perspective.

The Afghan target group belongs to the age group of 15 to 19 years and is mainly part of the poor and ultra-poor population. It is important to note that many recommended aspects are of general character not readily adaptable on a one-to-one scale to the Afghan context. Recommendations regarding the actual situation in Afghanistan can only be sketchy and are based on presumptions. They have to be verified and adjusted individually for the implementation at particular TVET schools and for different target groups in the respective area. Target group characteristics like education, social and cultural attitudes, language as well as conditions regarding the TVET schools' positions in urban or rural districts have to guide the design of non-formal measures. These factors may differ throughout Afghanistan and perhaps even from school to school. Nonetheless, the seven principles elaborated below can serve as a guideline and should be considered as such in any given context.

1. Three-dimensional networking

- Integration of local authorities (political and religious)
- Integration of families
- Integration of local companies and private sector agencies

Approaching the target groups of illiterates and dropouts requires special strategies. Local religious and political authorities should be informed about new measures at an early stage and integrated into the process. Especially for approaching women in traditional social settings it is important to gain trust in communities and among community leaders. For Afghanistan integrating religious authorities requires some caution and should be limited to a well-defined degree. Alternatively the integration of non-religious authorities and organisations of the civil society should be considered, e.g. women associations, guilds and other private sector agencies.

The families of potential participants have to be actively integrated as well. Senior (male) family members should be specially approached and personally addressed. Particularly when the trainings shall address female participants families have to be convinced of the importance of training and the social and cultural adequacy of the measure. For Afghanistan it should be considered to establish a training programme for males first in order to gain trust among community members before offering training measures for women. Cooperating with long-time established and well-known local NGOs, who are familiar with the socio-cultural living conditions of the population and who can function as social mobilisers, can be most helpful here.

Particularly for measures that target wage employment a close connection to local companies and to private sector agencies is central to ensure that the measures match the needs of the labour market. Private actors should be consulted for their labour demand when training contents are developed. Placements in cooperating companies can help participants to adjust to workplace environments.

It is important to recognize that developing such networking structures and gaining trust and acceptance among local authorities and communities can be very time-consuming. Measures should include longer programme durations or calculate various programme stages (milestones) from the very beginning.

2. Three-dimensional training objectives

- Practical skills
- Life skills
- Social behaviour

The selection of sectorial occupations and practical skills has to be oriented at local market demands, local conditions and the target groups' needs. Life skills additionally offered should be limited to the real needs of the target group and not overload the programme. Training-led literacy endeavours are best suitable for the target group. Literacy upgrading is integrated into skills training and literacy contents are derived from the respective technical training.

Most important for the target group of illiterates and semi-literates as well as for dropouts is the provision of social skills, preferably embedded in a socio-pedagogical approach. Compensating social deficits of poor youth raises the chance that training really leads to a better livelihood. Social behaviour can be addressed by linking the training with the religious ethics of the respective region. For youth the provision of recreational activities should be additionally considered. Essential key success factor is motivated and competent teaching personnel.

For the Afghan TVET programme training should be linked with Islamic ethics and also aspects of Shura law may be an asset here. Muslim teaching personnel should carry out regular ethic lessons and teachers should transfer the practical aspects into the regular training. This may include aspects like honesty, reliability, accuracy, general manners, dealing with costumers, superiors and colleagues, cleaning the workplace, and networking skills.

3. Target group adjusted training organisation in terms of

- Time
- Duration
- Gender sensitivity
- Language
- Provision of food and transport allowances

For the training to be successful it is important to address the practical constraints that the target groups may face when participating in the training. Especially for women this usually means that training sessions have to be organized on a half-day basis. Wherever possible, workshop training should be held full-time at few days a week instead of few hours every day. Participants have to be given the necessary time to practice and internalize a skill in depth.

Measures should be conducted as short courses of different duration, depending on the sectorial content and on the participants. For the target group of illiterates and ultra-poor training must have a direct application value as they cannot afford – and won't invest in – longer periods of training without seeing a pay-off. This fact has to be balanced with the more time intensive intention to compensate social deficits through the training. It should be considered to prefer specialisation instead of generalisation, which means providing in depth training of few selected topics with proven local market demand (e.g. the maintenance of one specific type of car), instead of merely providing basic knowledge of a number of different skills.

Training conditions have to be perceived as appropriate for women by the local community. For Afghanistan this may require separate training venues, separate prayer rooms, and female teaching personnel and women in higher positions of the school management.

It has to be guaranteed that potential participants understand the language of teaching. In Afghanistan, being a multilingual country, especially illiterate target groups may speak only other regional languages or dialects and not the official language used at the TVET school.

For the target group of poor and ultra-poor the provision of transportation and food would raise their chance of participation, since income losses during training could be compensated to some extent. Nevertheless, it has to be taken into account that at regular TVET schools with formal and non-formal components such benefits only provided to one particular group of trainees may cause difficulties among the other students (more see below under 4.).

4. Triple-competent teachers

- Practical competencies
- Methodological competencies
- Social competencies

The role of teachers and instructors is central. Practical competencies primarily encompass all the necessary technical knowledge for teaching the respective vocational content in classroom and workshop. It should be considered to additionally recruit local craftsmen as instructors to enhance the training with practical experiences and customs locally accepted.

Methodological competencies have to include – next to general pedagogical and didactical knowledge – special teaching methods for illiterates and semi-literates. Visualisation, combined with student-centred explanation and guidance in practicing, is among the most important teaching techniques. Traditional one-way teaching has to be avoided by all means. Use of instruction videos should be additionally considered. Furthermore, teachers must have language skills suitable to the target groups.

Social competencies of teachers and instructors are specially required for working with youth from vulnerable and poor backgrounds. Teaching requires particularly socio-pedagogical competencies and skills. Teachers function primarily as role models and have to be personally committed and trained to work with the target group.

It should be considered to develop mission statements for the institutes in order to commit teaching and management personnel to the overall pedagogical goals, and additionally to foster a positive attitude among the regular students and their parents towards the new trainees. In general it has to be well considered, that the aspect of teaching students groups with very different social backgrounds at the same school has to be treated with particular sensitivity. Opening up regular TVET schools for marginalised target groups may arouse resistance among regular students and their families, but as well among management personnel and teachers. For the target group of poor illiterates and dropouts themselves, confronted with well-educated people, inferiority feelings may hinder their attendance.

Long-term initiatives (often from church based NGOs) are well experienced with training for marginalised target groups and equipped with experienced teaching personnel with socio-pedagogical competencies. It may be worthwhile considering cooperating with experienced (local) training institutions when setting up non-formal training measures. Teachers may be directly recruited there or organisations can provide assistance in upgrading teachers' competencies. For Afghanistan non-Christian organisations like Mercy Corps or perhaps the Aga Khan Foundation could function as potential cooperation partners.

5. Two assessments

- Enrolment
- Graduation (formative and summative)

Both types, enrolment and graduation assessment, have to be adjusted to the target group's characteristics. All dropouts have to be assessed for their actually existing educational background and real literacy skills as school certificates are often insignificant. According to the test results different groups of learners should be composed.

For illiterates and semi-literates enrolment as well as graduation tests have to be adjusted to the participants' reading and writing limits and should be practical in nature. Potential participants should be assessed of their general talent for a certain sectorial occupation. Families should be involved into enrolment procedures to raise the chance of family support for the participants and reduce external pressure.

If measures pursue official recognition for further learning potentially existing assessment standards have to be taken into account (see 6.).

6. Linking measures with the formal education and training system

Whether non-formal TVET measures should pursue official recognition of their certificates or not depends on the overall goal: Is it further learning and training or primarily employment? Measures should first inquire the interests of the target group and of the political partner, look at maybe already existing standards or concepts of recognition of prior learning, and consider the bureaucratic process such an attempt would require. In Afghanistan the recent attempts to introduce CBT have to be taken into account.

Target group characteristics like the educational background, culturally and socially determined attitudes and gender roles, and rural or urban settings determined if further education and formal training is a realistic aim. For the Afghan target group of ultra-poor illiterates and dropouts employment is probably the first and main aim. Nevertheless, seeing the young age of the target group opportunities of further learning should be always considered.

7. Post-training support

- Job placements
- Counselling

Post training support has to be seen as a critical factor for sustainable success of the participants. Many participants face initial difficulties and need support and counselling in the beginning of their employment or entrepreneurial activities. Although TVET schools should follow up graduates, students should be made aware of the services already during the training so that they actively contact the services in case of difficulties on time.

The target group has to be specially prepared for workplace demands and often lacks a general sense of workmanship. It should be considered to offer job placements with supervision from teachers or mentors, which help participants to adjust to the workplace environment. Counselling should address questions like how to deal with difficult workplace situations, how to manage income towards building and growing business, the importance of establishing savings, how to obtain and best utilize micro credit, etc. and address networking skills of youth.

Part B

Selected Approaches of Non-formal TVET for Illiterate, Semi-literate and Dropout Youth

9. ILO: TREE – Training for Rural Economic Empowerment

Project Examples from Pakistan and others

Target groups: Illiterate and semi-literate poor as well as dropouts with functional literacy skills in rural and also urban surroundings

Sources:

- TREE manual (provides extensive information of all steps for setting up a TREE programme with many example documents, plans and suggestions; in annex)
- TREE in Bangladesh (in annex)
- TREE in Zimbabwe (in annex)
- Final report on TREE in Bangladesh (in annex)
- Evaluation summary on Pakistan and Philippines (in annex)
- E-mail exchange with Arthur Shears (Chief Technical Advisor ILO Bangladesh)

Relevance: The ILO seems to be one of the main actors and most prominent players among the multilateral agencies in the field of non-formal training provision at the moment. The ILO TREE programme is a widely adopted and field-tested general approach how to introduce skills development in combination with literacy and entrepreneurial skills for marginalised groups. It is well documented and the ILO provides manuals and other sources for replication. There also exists some information about various pilot projects. The Pakistan example was selected because of its relative similarity of the regional conditions and since it is one of two countries where the approach was mainstreamed into national TVET policies.

Although the approach is of general character and has to be adjusted widely for each country and context the approach as such has proven its general success.

Introduction to the general approach

Training for Rural Economic Empowerment (TREE) is a methodology for the economic empowerment of underprivileged groups. The ILO developed TREE; it focuses on skills development for creating employment opportunities. TREE has a specific focus on improving the future of women and youth with low levels of literacy and numeracy living in rural areas. TREE also aims at capacity building at many levels and stakeholders (ministries, district administrations, non-governmental organisations).

The ILO's Training for Rural Economic Empowerment (TREE) Programme has been tested under recent technical cooperation projects in Bangladesh, Pakistan, Sri Lanka, the Philippines, Timor Leste, Indonesia, Benin, Madagascar, Burkina Faso and Niger. The programme is in use since the early 1990s as a community-based training programme, and was updated in 2001-2004.

Starting with institutional arrangements and planning among partner organisations at the national and local levels, a TREE programme consists of a set of three main processes:

1. Systematically identify income-generating opportunities at the local community level
2. Design and deliver appropriate skills training programmes with local public and private training providers
3. Provide necessary post-training support, like access to markets and credits

By linking training directly to community-determined economic opportunities, TREE programmes aim to ensure that skills delivered are relevant. TREE utilises existing formal training institutions (or arranges mobile training). This can serve as one measure to strengthen training delivery by formal institutions through development of new training programmes that meet local demands.

TREE is based on a competency approach, and develops competency standards if non-existent. It nominates the modular approach to training as the most suitable. Learning packages are developed on the basis of interrelated elements that cover a single topic.

Sectors and sectorial occupations

TREE highlights that it differs from conventional TVET programmes by identifying potential income generating opportunities and related training needs prior to designing corresponding training programmes. In Pakistan the automobile sector was selected.

Mechanisms to ensure qualifications match the needs of the labour market

TREE has introduced certain elements for the analysis of economic opportunities and training needs assessment:

- Collection and analysis of information and assessment of labour market demand
- Socio-economic profile of the community and community mobilization
- Identification of economic opportunities and training needs assessment
- Developing feasibility studies and training proposals

Reaching the target group, especially young women

TREE in general applies a participative and community oriented approach by integrating all stakeholders as far as possible. So called Social Mobilisers function as multipliers who introduce the project to the locals, and develop contacts to the target groups. In Pakistan e.g. one strategy was to visit the families at home to introduce the project idea and course offers personally and to invite the families to send youngsters to participate.

Measures for including women

TREE in general has formulated some main principles for the provision of non-formal training for marginalised women (ILO 2009 TREE Manual):

Increase the number of female instructors in training institutions (public and private) and involve them as trainers and co-trainers: The application of this strategy requires special efforts and often poses a problem because there are not many female instructors available as trainers, particularly in non-conventional and technical trades. Often their family responsibilities do not allow them to provide training at field level, too far from their homes for the required time e.g. two to three months courses. Experience shows that female instructors are more willing to be involved in training activities, which are designed for a shorter period of time. The TREE teams network with a range of training providers to identify relevant female trainers. At the same time, there is a continued need to sensitize training institutions on the importance of promoting women in technical education and recruiting them as instructors. This is a long-term effort.

Avoid gender bias in curricula and training materials and emphasize women as well as men's employability: The training curricula covers short cycles of one to three months depending on the trade, with practical training, on-the-job training and refresher training as required. The curricula are designed to ensure that the appropriate knowledge, skills, and attitudes are incorporated to enable trainees to become proficient in a particular trade. The emphasis is on imparting quality practical training, and promoting the idea, that women can take part equally in learning and apply non-conventional skills.

Training materials, including handouts – in particular, drawings and photos – need to be carefully screened so as to avoid stereotypes as to who can carry out which task. There needs to be a balance of positive and negative examples relating to women and men. It is crucial to draw the attention of trainees to women's experience and their contribution to the training.

Gender friendly provisions: flexible training, suitable timing, proximity of training venue, and childcare arrangements at training sites: As far as possible, training programmes are conducted in the villages of the target group. Allowances for transportation, and small refreshments should be factored into the training budget so that female trainees do not have to ask for money from their parents or their spouses to attend the training. Trainees are consulted on the best suitable time for training activities (i.e. between 10 a.m.-2.00 p.m.).

Qualification concept

Literacy concept/upgrading concept

The content is integrated with focus on functional adult education for all levels from illiterates to dropouts with relatively sound literacy levels. The content is not derived from general education.

Curriculum

The programme focuses on the use of non-formal methodologies for skills development such as discussion, demonstration, role-plays, case studies, practical exercises, group and individual presentation, practical field visit, and experience sharing. It strongly recommends emphasizing practical hands-on training rather than theory. At TREE the ratio is practical 80 per cent and theoretical 20 per cent.

Life skills

TREE gives high importance to life skills and emphasizes that training has to be more than merely manpower development since training may affect all the main aspects of life. Training programmes are suggested to encompass a wide variety of skills:

- Business skills
- Gender, disability and diversity awareness
- Functional literacy to enable illiterate or semi-literate persons to better benefit from training opportunities
- Skills contributing to home and family improvement (for instance, household budgeting, hygiene, etc.)
- Skills related to the provision of basic community services and facilities and contributing to overall community development
- Skills to manage cooperatives, rural projects
- Skills in safety and health at work
- Non-vocational skills that help solve social problems in the community, through leadership training, organisational development, and group participation.

Teachers

The TREE manual highlights that the effectiveness of TREE-related training programmes depends to a large extent on the abilities and competence of the trainers. They must not only have teaching skills and technical knowledge, but also skills in influencing attitudes and improving the general knowledge of the people they will train. At TREE programmes instructors and teachers with technical expertise generally come from local training institutes. Where the training institution does not have expertise in the identified trade area (or where there is no training centre nearby), local craftsmen with the necessary technical skills are recruited and/ or trained as instructors. These people can be particularly helpful as additional instructors or may be even necessary to provide examples from their actual experiences. It must be ensured that they come from neighbouring areas and are not competing for the same markets with the trainees.

Important qualifications a trainer must possess (TREE Manual ILO 2009)

Competence in the subject being taught: There is no substitute for detailed knowledge and skills gained from experience in the subject being taught. The instructors should be thoroughly competent in the skills they are teaching. This is particularly true where they are to set the standards of performance the trainees will have to aim for. Since the trainers are responsible for the evaluation of a trainee's progress and course completion, they must have a thorough knowledge of the standards of their trade so as to apply a fair judgement in evaluating the work and performance of trainees during the course.

Mastery of the techniques of instruction: A competent trainer will prepare each lesson to ensure that the best use is made of the trainee's time; the planning of the lesson relates everything that happens in the classroom to the real business and the course is flexible enough to include special interests or special experience of individuals in the class.

Resourcefulness and creativity: The methods that work well for one individual or for one lesson may not be satisfactory in another situation. A good instructor will be alert to early signs of lack of understanding or interest among trainees, and will adapt the course if necessary to help the trainees learn. The instructor should also enjoy teaching since there is a great deal of hard work involved in teaching as well. If an instructor does not enjoy teaching, they are unlikely to give of their best.

Knowing the clientele: Before starting a training course, instructors should know the main characteristics of the people they will be teaching. Very often, it is not until the end of training that the instructor gets to know the people who have been trained, and this is far too late. The simplest way to do this is to read the trainees' application forms particularly noting the specific characteristics, which may affect how the training course should be run. These include: age of trainee; literacy level; previous experience to the business of the training course; languages/ dialects; religion(s) (if there are a number of religions in the area); expectations from the course and motivation for doing it.

Regular evaluation: A good instructor needs to constantly check if the trainees are actually learning the skills. This can be done through questions, quizzes and skills performance tests. The main purpose of testing within TREE training programmes is not to pass or fail a trainee, but to assess if they are learning and to be able to adapt the approach, if necessary.

Training of Trainers Workshop

TREE recommends organizing a training of trainers (ToT) workshop for all potential instructors. Only instructors who are able to complete the ToT workshop successfully should be invited to participate. It is important, however that the instructors understand their roles and responsibilities in programme activities before agreeing to participate. The first ToT workshop lasts for two to three days. When planning it, an interview with the potential instructors will help to determine individual instructor needs. The following information should be determined:

- What are the instructors' levels of expertise?
- Have they had any past experience with short-term non-formal approaches to vocational training?
- Why are they interested in participating in the TREE programme?

Employment seeking skills and knowledge of job availability

Entrepreneurial skills

An essential part of the TREE training package is business management skills training; an introduction course lasts four days. The objective is to orient the participants on business management and enable them to engage in entrepreneurship. The main contents of this component are as follows:

- Business management skills training – Basic concepts of entrepreneurship
- How to start a small business – Preparing a business plan
- Managing a business
- Business/enterprise successes and failures
- Lessons learned from the first year of business implementation
- Stages of small business
- What's important at initial stage?
- Will your business make money?
- Marketing and product development
- Financial and technical appraisal of each project
- Accounting and financial management

Skills essential for job retention

The whole area of post training support for micro-enterprise development and wage employment is a main focuses of the TREE programme. In brief it covers:

- Development of a network of post training services
- Regularly reassess post-training needs
- Facilitating access to wage employment
- Facilitating access to micro-enterprise development
 - Support to small businesses start up
 - Support to accessing credit
 - Access to suitable premises for production purpose
 - Access to equipment and tools
 - Marketing support
 - Area of Formalization: Awareness of legal and regulatory requirements
 - Follow-up visits to TREE graduates
 - Support to formation of groups

(An example of a plan for post-training support in Bangladesh is given in the manual.)

The ILO TREE programme in Pakistan

The pilot project was carried out in Mardan, Malakand and Attock in North-West Frontier Province (NWFP) and Punjab and closed in 2007. In Pakistan, rural populations have suffered from conflict and security issues for a long time and no jobs or foreign investment can be found as a consequence. In addition, the government has limited capacity to address poverty. The target groups are the rural poor, specifically, women, disenfranchised male youth, and persons with disabilities.

The project cooperated with one lead implementing agency, the National Rural Support Program (NRSP), a nongovernmental organisation (NGO).

Mainstreaming into national policies: Based on the success of TREE, the Government of Pakistan, under the Prime Minister's Programme on Skills Development, adopted and piloted the TREE methodology for developing skills and creating employment opportunities for economically disadvantaged groups across the country; including development of standards, capacity assessment of public training institutes and developing the skills of teachers in imparting demand driven training based on and according to the standards.

The pilot phase (2002 – 2007) achieved development of curricula and manuals in 53 trades, training of over 60 instructional staff, management personnel and administrators of TVET across the country. The curricula are now utilized by Technical Education and Vocational Training Authorities (TEVTAs) in four provinces.

Literacy courses for women

An important component of the TREE project in the NWFP and Punjab Province was a programme on literacy and numeracy skills. This component was mainly focused on illiterate women, given the relative imbalance of literacy in the region.

As part of the strategy of the TREE project in Pakistan, to offset women's lack of mobility outside their homes, female resource personnel was taken to the villages to train women beneficiaries in their homes. Since more than 40 per cent of the beneficiaries are female, this was an important strategy. In the same way, the project paid attention to the board and lodging of male trainees near the urban training centres as most of them are from rural areas.

Outreach

The project trained over 2000 beneficiaries (35% female, 65% male) in vocational, entrepreneurial, managerial, and literacy/numeracy skills. 82% of beneficiaries successfully passed training; 89 % of this group was employed or self- employed as a result of training. Twenty-nine savings and credit groups were established, which were linked to credit operations, and 174 beneficiaries accessed credit, with a 100 % loan recovery rate. 23 partner organisations were trained in the TREE methodology, developing their implementation capacity.

Impact

An independent evaluation report affirms certain impacts reached. The benefits to the target groups are reported to be both economic and social. Young, single men who were previously unemployed are now gainfully employed or self-employed and contribute to household welfare with their earnings. The success of many of their small businesses has led to the employment of additional workers. The social benefits are self-esteem and newfound respect of families and communities. The young men are seen as role models in their communities. Young men who despaired over their future have now genuine economic opportunities and are unlikely to become a part of groups that create security problems.

The chief economic benefit to women is first-time earned income, which is used to support their families. The social benefits for women are profound. In traditional Muslim culture, women stay at home under the purview of their fathers or husbands, do not participate in financial decision-making, and are confronted with literacy/numeracy barriers, among others. Following skills training and literacy/numeracy training, women have money in hand, may move more freely, can help their children with homework, are seen as role models by their families, and generally have been given more security, prominence, and attention.

New, beneficiary-owned small businesses provide services that did not exist previously in communities, which contribute to local economic development. The project impact is also seen in the high demand for skills training using the TREE methodology within and outside the target areas.

Sustainability

In 2005 mid term evaluation stated that the economic and social benefits to beneficiaries were likely to be sustained. The project partners' implementation capacity had been developed, and was said to be sustainable. Their access to the financial resources needed to carry on project activities was reported to be uncertain, and thus, the sustainability of many project activities was unlikely. At times of the evaluation adequate preparations for project sustainability had not been made in part due to reduced project duration, which would also affect the completion of some post-training services such as the creation of business associations in Pakistan.

10. ILO Bangladesh: Learning and Earning

Overcoming low education levels by skill development

(before DAS, Dual Apprenticeship Programme)

EU/ILO TVET Reform Project

Sources:

- ILO Replication Guide (in annex)
- http://www.ilo.org/dhaka/Whatwedo/Projects/WCMS_106485/lang--en/index.htm,
- Interview with Muhammad Nuruzzaman (ILO Bangladesh)
- Arthur Shears (Chief Technical Advisor, EU/ILO TVET Reform Project)
- Study: Apprenticeships in Bangladesh. Final report (Cordier, A./Gold, E./Habib, M.)
- Interview with Ewald Gold

Target group: Semi-literate dropouts (Minimum: primary school grade 3 with basic reading and writing skills. Entrance age is 17.5 years or above, as 18 is the minimum age for employment in the industry.)

Relevance: The project integrates underprivileged groups of dropouts into nationally recognised mainstream skills development programmes (including women into non traditional trades). The replication guide provides a good overview of major project characteristics.

Introduction: Although in Bangladesh enrolment to primary education is relatively high, due to poverty of 1/3 of the population completion rates are much lower and many children and youth drop out of school at early stages.

This ILO programme in Bangladesh targets at integrating people from underprivileged groups into nationally recognised mainstream skills development programmes (including women) and jobs. It has been built on the cooperation of a

- A national non-government training organisation (UCEP Underprivileged Children's Education Programmes) to provide life skills training and to work with the families of the trainees to educate them about the importance of skills
- A government-run training institute (Bangladesh-German Technical Training Centre)
- Four industrial employers to host apprentices for the on-the-job component

The training applies a competency-based training approach. Two pre-vocational levels teach basic language, literacy, numeracy and introduction to basic skills for vocational work.

Qualification for semi-literate youth

Sectors and sectorial occupations

Motorcycle servicing sector. Reasons to choose this sector for the pilot project were:

- Availability of employment after graduation (demand exists also in rural areas, as opposed to automotive servicing which is mainly concentrated in urban areas)
- Demonstrated enthusiasm for the sector at target group level

- Industry need for skilled workers
- Positive growth prospects in Bangladesh

Duration and scope of the training

Off-the-job: Six months skill training approximately four hours per day, from 8:30am-12:40 pm due to work and family commitments of the trainees. This matched the timing of UCEP's morning shift and meant that trainees could utilise the existing transport that UCEP provided for their students. The timing was crucial to the success of the programme because it allowed for flexibility and minimised absenteeism by providing the trainees sufficient time to earn extra income outside of course hours, assist in the home and/or take care of family members. This was particularly important for the female students who often had specific family responsibilities; the shorter initial hours were a way to ease parents' approval for letting their daughters working away from the home for long periods.

On-the-job: four months of being employed under supervision at motorcycle servicing workshops. When trainees entered workplaces, their commitment increased to eight hours per day, from 9-5 pm. This was to minimise any potential discrimination between trainees and other employees, and to get them used to a standard eight-hour workday quickly.

Income situation required for completing the qualification

The trainees receive a small payment during on-the-job training plus transportation and food allowances during the whole duration of the course. That shall help to cover income losses because of the absence from income generating activities during the course. Experiences have shown that when trainees had to spend too much of their salary on food and transportation they quit the programme quite often.

To ensure that the qualifications match the needs of the labour market, market analysis was undertaken previously.

Reaching the target group, especially young women

The programme aims to integrate young undereducated women into the non-traditional field of motorcycle servicing. That means to cope with gender stereotypes deeply rooted in the society in Bangladesh, an Islamic and very traditional culture that applies traditional gender role models.

Qualification concept

Literacy concept/upgrading concept

Literacy and numeracy are taught in the first six months off-the-job period to upgrade the trainees to the Pre-Vocational level 2.

Curriculum qualification

The process for the development of course content was comprehensive in order to link the current and future needs of the motorcycle servicing sector with units of competency in the NTVQF. Units of Competency were developed for three qualifications; Pre-Vocational national Certificate Level 2, national Certificate Level 1 and national Certificate Level 2 (see also appendix with an overview of all units developed).

Life skills

Life skills training was provided by the cooperating NGO UCEP. The NGO also worked with the families off the trainees to educate them about the importance of skills and life skills in general.

Life skills taught are:

- Basic English
- Basic Bangla
- Basic Mathematics
- Occupational Health and Safety practiced at workplace

Possibilities for connection to further measures or connection to general the education system

The goal of the training is not a fully valid formal education achievement but trainees can reach Pre-Vocational level 2 after the first six months off-the-job-training. The pre-vocational level 1 and 2 are meant to qualify young people with a nationally recognized pre-vocational certificate and thus removing the barrier for them to enter into further informal or formal skills development programmes.

Connections to standard education

Although its target is to reach pre-vocational level 2 the literacy curriculum is neither identical nor derived from standard education.

Enrolment requirements

ILO emphasizes that the trainee recruitment process has to be done in consultation with a local community-level organisation to ensure that trainees (particularly female trainees) actually have low education levels and are in the ultra poor category.

Interview: Additionally to tests interviews were conducted with each of the prospective trainees. The interview panel included representatives of the ILO, UCEP and industry, and was an opportunity to meet trainees in person and discuss the course further.

Personal needs assessment: Representatives from ILO and UCEP met with senior management representatives to collaboratively agree on final identification of the participants. A training needs assessment was then conducted to identify any gaps in basic language, literacy and numeracy, which would need extra effort.

Forms of recognition (certification) provided to trainees at the end of the training

After the first six months off-the-job training and after summative assessment and testing, learners could exit with an NTVQF Pre-Vocational 2 Certificate. (Bangladesh has introduced 2 pre-vocational levels in order to uplift undereducated youth to enter formal vocational training.) After further four months on-the-job training after summative assessment and challenge testing at UCEP, learners graduate with an NTVQF Level 2 Certificate.

Assessment

The project applies a dual assessment approach with a formative (continuous) and a summative (final) component.

Formative: Brief, regular, informal assessments, mostly through specific task-related questions and practical skills applications, inform both trainers and trainees about students' understanding at points where timely adjustments can be made. Undertaken on a continuous basis as new skills are learnt and practiced, formative assessments provide the information needed for the trainer to adjust teaching and learning while it is happening.

Summative (final): Conducted at specific times (at the end of a unit or a course) to determine what skills students have achieved at a particular point in time. In NTVQF nationally recognized courses in Bangladesh, summative assessments take the form of challenge/skills tests and tests are the same for all learners nationally.

While summative assessments are important because they give a definitive answer about whether or not a learner is competent, they should not be the only means of assessment. If assessment is only done at the completion of learning, a crucial opportunity to adjust learning to address possible gaps in understanding is missed, and there is an increased chance that learners will be assessed as not yet competent. Therefore formative assessment is important as well.

Teachers

Adaptation of qualification for the teachers

ILO highlights as an imperative factor in the success of the course building the competency-based training and assessment skills of the staff involved. The staff has to have the skills to use learner centred, interactive and performance based methods rather than the teacher centred, lecture oriented methods currently used in Bangladesh. Training the staff involved two important elements: ensuring that they understood competency-based training and assessment methodology and that their technical skills were relevant to the current needs of the industry.

Essential skills to deal with the target group

The programme guide emphasizes that:

- Training and support will be needed on gender equality and working with people with low levels of education if the industry body or training institute are not accustomed to running inclusive programmes.
- Instructors, supervisors and managers need to be sensitive and respectful of the needs of trainees and it is imperative that they are provided with training on this if they do not have previous experience.

Employment seeking skills and knowledge of job availability

There has not much been said about employment seeking skills or about real employment after graduation etc.. The second period of on-the-job-training was meant to bring trainees into contact with the industry and also with employment possibilities after completing the course. It is not clearly stated if all trainees remained employed in the companies where they underwent the on-the-job training.

Monitoring and Sustainability

Monitoring

Throughout the batches, only informal methods for monitoring were used. The emphasis is on making sure that monitoring is done regularly and problems identified are followed up quickly.

During off-the-job training, this included visiting apprentices and monitoring the trainers' preparation of lesson plans, their use of CSLBs (competency skills logbooks) and actively participating in both classroom-based and practical activities to monitor apprentices' learning.

During on-the-job training, this included observing apprentices in workplaces and monitoring their initial orientation processes, their progress through CSLBs and speaking to other employees to find out how the apprentices are fitting into their workplaces.

ILO Bangladesh states that monitoring provided a chance to figure out what support apprentices, trainers and employers needed, and how those needs could best be met. It gives the chance to identify problems, during both on and off-the-job training, and solve problems in a timely manner.

Sustainability

At present it is difficult to make any estimation about sustainability of this project due to lack of information how the programme has been transferred to state authorities and replicated at other centres.

Outreach

Internet resources state that the programme has successfully trained approximately 8000 participants in three years, but the numbers are not officially verified so far.

11. ILO: Upgrading Informal Apprenticeship Jordan

Sources:

- Presentation
- Project report (forthcoming; draft in annex)
- CNN documentation with first impression on the activities of ILO in Jordan:
- <http://edition.cnn.com/2014/07/14/world/meast/jordan-youth-unemployment/>
- E-Mail exchange with Yasser Ali, Programme manager

Target group: Dropouts or unemployed high school degree holders, 17-20 year

Relevance: The pilot project is an Arabic form of the often-approved ILO Upgrading Apprenticeship Programmes in Africa. As opposed to other informal apprenticeship programmes here first trainees are trained off-the job and only afterwards join a local craftsman.

Introduction

Three projects are being piloted in Jordan, Egypt and Tunisia to serve as a basis for an Arab version of this methodology. The Jordan pilot has been carried out by ILO, in collaboration with the International Youth Foundation (IYF), between August 2013 and March 2014, as part of the SIDA-funded project on “Tripartite Action for Youth Employment in Jordan” implemented within the framework of the ILO Decent Work Country Programme (DWCP).

The initiative aims at

- Developing apprenticeship contents and processes
- Linking trainees with employers for on-the-job training
- Improving occupational health and safety conditions at the workplace
- Improving organisation and workplace management
- Organizing testing for occupational licenses of the trainees

Sectors: Automobile repair; printing

Duration: one year; six months initial training off-the-job, six months on-the-job with local craftsmen

Reaching the target group especially young women:

To approach female apprentices and participants for the training courses at the training centres parents and families were contacted directly. Personal visits of families by facilitators and developing trust over a period of time were the main modes to reach the target group. According to a local tribal leader on the programme “such progress has only been made possible by having a dialogue with parents to get support for women to enter the workforce - who represents a cultural breakthrough in itself”.

Another asset is that transportation for female participants to female training centres are provided and an essential benefit to convince the families as well.

Matching apprentices with garage owners: After initial training apprentices were matched with garages for on-the-job training. They were provided with transportation allowance, insurance against work-related injuries, work uniforms, skills testing for occupational licenses at the end of the programme, and awards for best trainees.

Mentoring at the core of the apprenticeship process: Three mentors were responsible for following-up with apprentices through weekly field visits to workplaces. Skills acquisition was tracked through scorecards and logbooks filled out first as self-assessment, validated by the master craftsperson and by the mentor. The mentors also played the role of mediators with apprentices, master craftsperson and even parents, in order to limit programme dropout. The feedback from these mentors emphasized the importance of a positive relationship between the apprentice and the master craftsperson for successful skills acquisition.

Efforts to improve the Occupational Safety and Health (OSH) situation: An OSH expert conducted field visits to garages for evaluation and coaching. A list of required improvements was agreed upon with garage owners. Follow up visits and evaluations were conducted. Some workshops also benefitted from fire extinguishers, first aid kits and occupational safety posters as emergency measures. Some modest improvements were noticeable, especially in terms of cleanliness and workplace arrangement. The main reasons for non-compliance were identified as the lack of financial means, but also excessive self-confidence of garage owners and their indifference to the subject.

Work improvement support: A qualified expert conducted site visits to garages participating in the programme for evaluating workplace management, and provided coaching on work improvement. The main areas of improvement included the availability of technical information to the client and correct billing. In addition, twice five half-day skills upgrading sessions were conducted by experienced engineers on hybrid cars and vehicle electronic systems for master craftsperson.

Benefits to apprentices

- Basic training (off-the-job training-6 months): technical, life skills, OSH, IT, English
- Follow-up by qualified mentors
- Skills tracking using specified tools
- Accident / injuries insurance
- Transportation compensation
- Sitting the national skills test (free fees)
- Accredited training programme by the national body (Center of Accreditation)
- Training on youth rights at work
- Awareness sessions on child labour
- Career guidance
- Potential employment opportunities
- Better work environment
- Award to best apprentice
- Meals (during basic training)
- Work uniform

Benefits to employers

- Upgrading on skills tracking
- Training and coaching on OSH
- Training and coaching on work improvement and workplace management
- Skills upgrading based on needs (Hybrid Cars, Auto Electronic Systems)
- Awards to best employers

Benefits to business and workplace

- Evaluation and improving OSH situation
- Improving work and workplace management
- Improving relations and environment for apprentice, employer, co-workers and customers
- Banner for the workshop indicating the collaboration with ILO
- Simple OSH equipment
- Maintenance order forms
- Featured film on the model

Outreach

The pilot showed positive results in reducing the transition period for the apprentices to become employed skilled workers, with less than one year of training, as opposed to up to five years in traditional informal apprenticeships. The dropout rate from the programme was also significantly reduced. The employment rate and the salary scale are comparable with the outcomes of informal apprenticeship.

70 trainees benefitted from the pilot project, 59 graduated successfully.

12. UNIDO: Pro-Poor Vocational Training Centres Khartoum Sudan

Full project title: Enhancing the Capacity of Khartoum State in the Delivery of Pro-Poor Vocational Training Services: Vocational/Skills Training Services and Capacity Building in Youth Entrepreneurship Development (YED) for Job Creation and Poverty Alleviation in Khartoum State

Target groups: Poor unemployed illiterate and semi-literate youth, dropouts (around 8th grade), and poorly performing and potential entrepreneurs

Sources:

- Interview with Inez Wijngaarde (project manager, formerly UNIDO)
- Final report (in annex)
- Evaluation report (in annex)
- E-Mail exchange with Jürgen Hierold (UNIDO Vienna)

Relevance: This is a pilot example of a non-formal training component from UNIDO in one country, grounded on competency-based training. The projects show synergies of non-formal training conducted at VTCs set up for formal TVET.

Introduction: Khartoum State has seen rapid urbanisation since the 1970s, largely as the result of a mass rural-to-urban migration, caused by the combined impact of civil war, desertification and drought. An estimated two million of these so-called Internally Displaced Persons (IDPs), almost 28% of the State's population, currently reside within the State. 1.5 to 1.7 million IDPs belongs to the urban poor and is living in the squatter areas in and around the city. Persistent poverty and unrest is accompanied by already high and further growing unemployment and underemployment rates, particularly among the young population. The project duration was June 2007 - October 2010.

Component 1 targeted at capacity building in vocational training centres in Khartoum State including the equipment of 5 VTCs, curricula development in selected sectorial occupations, and teacher's training. The project introduced the Competency-based training (CBT) approach in vocational training based on international standards. Sudan had been using the traditional three years approach.

Component 2 supported vocational training activities and income generating activities to promote entrepreneurship in the IDP areas. The project targeted to enhance the capacity of CBO (Community Based Organisations)/NGOs to deliver vocational and entrepreneurship skills to the marginalised populations living in the IDP populated areas of Khartoum State and support them with income generating skills.

The project built the capacity of the NGOs/CBOs to organize skills training programmes in collaboration with vocational training institutions and trainers. As stated, the vocational training programmes conducted by the project (such as the henna tattoo, construction plastering and painting, basic leather training) would not have been possible without the cooperation and commitment of the partner CBOs/NGOs.

The VTCs conducted short-term courses for youth in IDP areas. NGOs/CBOs identified the training beneficiaries among the youth in their respective areas. After the skills training, the NGOs/CBOs conducted a short course on Entrepreneurial Development Programme EDP and provided the trainees with tools to start their service enterprises.

Qualification

Sectors

Component 1 set up training facilities and teacher training for various sectors in the five VTCs, among them construction, automotive and heavy equipment, metal and engineering, footwear and leather goods, hotel and catering.

Component 2 offered courses in: construction painting, construction plastering, automobile maintenance, leather handicraft, improved marqob (traditional leather shoe making), slaughtering/skins and hides, henna tattoo, products with metal craft bending, product design and development, enterprise development programming, pre-vocational training

Reaching the target group

The project built partnerships with 14 NGOs, two artisan societies, six CBOs, three private training centres, three international NGOs and six government institutions as a major strategy to reach out to the target beneficiaries in the IDP areas of Khartoum. The direct beneficiaries were mainly approached via these NGOs already operating in the housing area of IDPs and in proximity to the VTCs. First steps were to prepare promotion materials and conduct awareness raising workshops in the operational areas together with the NGOs. The awareness raising workshops had a session where participants indicated their current skills or enterprises and their training areas of interest or need. 32% of the workshop participants were women and girls. The project consolidated the results and reviewed them against the market assessment made earlier. As a result of the workshop three groups were identified:

Group 1: Entrepreneurs who are engaged in productive or service enterprises

Group 2: Semi-skilled workers and potential entrepreneurs (with clear business interest) who have vocational skills (acquired from training or work experience) but who are unemployed

Group 3: Persons (mostly youth) who have no skills and who will benefit from the provision of marketable skills and entrepreneurship training

Information Drives in target group areas:

A special way of approaching the target group was the organisation of Information Drives in the IDP areas in collaboration with one NGO. UNIDO provided technical support in terms of the content of the Information drive and delivery of the topics. Objectives of the drive were:

- To provide a new perspective on vocational training
- To give information on the new vocational training centres being established by the Khartoum State with the project and the specialization of each and their locations
- To inform the participants about the new approach of the VTCs using the competency-based training and the new trends toward vocational training
- To encourage parents and motivate the youth to see the future in terms of employment and self-employment of a vocationally skilled person -

The Information Drive was conducted in two IDP areas. An estimated 1,500 people (parents, youth, elders, traditional leaders, and local village councils) attended the meetings.

Curricula

Based on the results of the awareness raising workshops areas of training were identified for training (EDP) for both potential and existing entrepreneurs.

The awareness raising workshops showed that quite a number of the IDPs are illiterate or have low levels of literacy, mostly the entrepreneurs and semi-skilled workers. The workshops also showed that many of the youth had stopped schooling at grade 8.

For dropouts: Preparatory Vocational Training Courses

Given the low educational background of all three groups, the project developed a preparatory vocational training course. The purpose of this course was to acquaint the trainees with basic concepts to enable them to fully benefit from the vocational/technical training courses. □Based on the needs identified, the course included three subjects: Technical English, Technical Math, and Introduction to Technical Drawing. □The project developed a training guide for the three subjects (in English and Arabic) including handouts given to the participants. The project trained trainers from the CBOs/NGOs to conduct the courses in their respective areas. □Basic requirements to enrol in this course are basic literacy skills or completion of primary school as well as a strong interest in vocational training.

Literacy classes with integrated entrepreneurship modules

The literacy levels of groups 1 and 2 were found to be relatively low. The project in close cooperation with partner organisations offering literacy courses in the poor areas of Khartoum provided EDP courses integrated in the literacy training programmes. The project developed an EDP and Literacy Training Guide using the REFLECT Methodology (Regenerated Freirean Literacy through Empowering Community Techniques). The objective is to provide those with low levels of literacy to acquire skills on how to establish their income generating activities while at the same time learning the literacy. The project trained literacy trainers on how to use the Training Guide with the EDP modules. See more below under Literacy)

Entrepreneurship Development (Existing and Potential Entrepreneurs)

The demand for EDP training was high among the three groups. Existing entrepreneurs wanted to improve their businesses; semi-skilled labourers showed interest in establishing their own business; and a high percentage of young women and men wanted to establish their own business in the long run. □In line with the results of the survey, the project developed an EDP Training Guide in Arabic and English and trained trainers from the NGOs/CBOs to conduct the course at the project sites.

Vocational Skills Training with Integrated Entrepreneurship Development □

All vocational/skills training programmes developed by the project based on the market needs integrated EDP modules to develop the business mind and entrepreneurial thinking among the trainees. Course was conducted half day (five hours). One example is the training programme on basic plastering. A rapid market assessment conducted by the project showed that construction is a growth sector in Khartoum. A significant number of the youth showed interest in this sector. It allows easy entry for jobs and/or income generation. It does not require large capital outlay and the demand can come from within the community or nearby areas. Each course had a maximum of 16 trainees. It covered 100 hours over a period of 20 days with the following topics:

- Introduction to plastering as business opportunity,
- Introduction on occupational safety□
- Introduction on plastering and relevant material, selection criteria and utilization
- Basic training in plastering tools and equipment, selection criteria and utilization

- Basic training in measurements and related tools□
- Basic training in technical drawings and designs□
- Basic training in methodology of repair and maintenance of walls□
- Basic training in interior plastering□
- Basic training in the outer plastering□
- Basic training in recess plastering
- Basic training in arch plastering
- Planning a small business

Construction Painting was also one of the skills that have a market demand, require little capital outlay, and allows easy entry for jobs or income generating activity. The training took 100 hours over a period of 20 days of five hours/day.

Another modularized training series in automobile servicing was developed with very short course durations of five days/four hours for each of the six courses in:

- Radiator maintenances
- Break maintenance
- Battery maintenance
- Greasing and oil change
- AC coolant and drain refilling
- Tyre repair service

Integrated literacy training

The target beneficiaries represented a mixture of different tribes from different areas of Sudan. There were a number of participants with low literacy levels (especially women) or very low literacy levels (youth who dropped out of schools) and lack of basic life skills.

The project has developed and adapted to the Sudan setting the UNIDO Entrepreneurship Development Programmes that teaches skills on how to establish a business/livelihood activity. In order for those with low literacy levels to benefit from these courses, Component 2 integrated literacy into the EDP Training Guide using the Reflect Approach, which the literacy programmes in Sudan are using. The project developed the EDP-REFLECT Training to provide illiterates and semi-literates with skills to enable them to start-up a business or an income generating activity.

Overview of the REFLECT Methodology and Integration into the EDP concepts (from final report)

REFLECT (Regenerated Freirean Literacy through Empowering Community Techniques) is an innovative approach to adult learning that fuses the theory of pedagogy of the oppressed of the Brazilian educator Paulo Freire with the methodology of Participatory Rural Appraisal (PRA). Based on participatory principles, the REFLECT approach results in being very flexible in its implementation, being able to adapt to different circumstances. It is, in fact, an empty framework whose contents are determined by its beneficiaries (participants) based on their needs.

In a REFLECT programme, there is no textbook, no literacy primer, and no pre-printed materials except for a manual for literacy facilitators (teachers). This manual is based on the data collected through a socio-economic survey conducted in the target community prior to the start of the programme. Each literacy

circle (class) develops its own learning materials using visual tools such as maps, matrices, calendars and diagrams. These graphs are representations of local realities based on the existing knowledge of participants and serve to encourage the discussion/analysis of community issues.

Different topics on entrepreneurship development programmes can be the focus during the learning sessions. The trainees can develop different graphs e.g. social maps, resource maps; calendars, income-expenditure trees and matrices to analyse their real situation. The facilitators will use the graphs to stimulate discussions, participant-generated writing, numeracy exercises and action plans to improve trainers' skills, ways of thinking and knowledge and attitudes required in entrepreneurship.

The facilitator can bring EDP concepts forward using other participatory approaches used in REFLECT such as the use of role plays, vocational training, theatre, songs, dance, storytelling, sayings and proverbs, participatory videos and photography, broadcasting radio programmes.

Collaborating with Islamic authorities

As the project manager Ms Wijngaarde states in the interview mullahs or imams were not directly integrated into the trainings in Sudan purposely. Although this strategy is widely spread among initiatives for local and socially marginalised target groups the UNIDO project expressed some caution in integrating religious authorities into the project. Sudan officially being a secular state religious authorities do not have to be integrated into education. According to UNIDO's experiences it is not advisable leaving Islamic authorities too much of freedom in bringing themselves in when designing teaching measures. Islamic leaders always attempted to dominate the project and take over decision-making processes regarding teaching contents.

As said by the UNIDO expert a recommendable strategy would be to integrate the religious authorities to some – well-controlled – extent in order to give them the feeling to participate officially to some degree. This can be for instance the provision and design of culturally appropriate illustrations to the teaching content. The cooperation should by no means exceed the frame agreed upon at the beginning.

Teachers

Recruitment and General knowledge

Together with the NGOs/CBOs, the project identified potential trainers who were willing to participate in the project. The project provided the Training of Trainers (ToT) and Training Guides. ToTs conducted were on: EDP, EDP-REFLECT, Pre-vocational Training; Skins and Hides Improvement/Slaughtering, Metal Craft Bending Equipment; Improved Marquob, Slaughtering/Skins and Hides Improvement, Metal Craft and Product Design and Development.

Additional skills to deal with target group

Primary considerations for the selection of trainers for the project were to choose those who have relevant experience as trainers, preferably with disadvantaged groups and who were motivated and able to work with the project. In addition, they had to meet the following criteria:

- Successfully completed Sudan Secondary Certificate
- High commitment to train IDPs upon completion of ToT
- Entrepreneurial thinking
- Be committed to conduct EDP training in the IDP areas upon completion of the □training
- Availability to attend the 10 days ToT
- Basic English skills

The 10-day training of trainers in EDP taught the trainers how to demonstrate the different participatory training techniques in imparting the principles of entrepreneurship and how to establish a micro/small enterprise. The ToT course had six modules, which the trainers delivered in Arabic and in English:

Module 1: Training Techniques

Module 2: Entrepreneurial Self-Awareness

Module 3: Marketing Planning and Management

Module 4: Production Planning and Management

Module 5: Management and Administration

Module 6: Financial Planning and Management

For this course, the project prepared a training guide that was adapted from UNIDO Entrepreneurship Training materials to the Sudan setting.

Training of trainers in REFLECT-EDP

For the literacy training integrated into EDP training (REFLECT-EDP) teachers (from NGOs) received a 15 days training in the REFLECT methodology. A consultant conversant with the REFLECT Methodology and EDP Training Programmes developed the draft training guide. During the ToT, the participants reviewed the draft guide and provided additional inputs to enhance it. The consultant integrated all the additional inputs into the final draft-training guide, which the literacy trainers used in conducting the course in their respective areas (content see below under Entrepreneurship skills).

(The UNIDO final report encompasses further descriptions of ToT for certain sectorial occupations e.g. for Slaughtering/hides and skins, leather production, metal craft/bending, and product design for artisans especially for micro entrepreneurs.)

Employment seeking skills and knowledge of job availability

Entrepreneurial skills

REFLECT-EDP was developed by the project as an integrated course for combining entrepreneurship knowledge with literacy skills. It encompasses:

- Concepts, methods and training techniques
- Principles of Adult Education
- Importance of literacy and numerical skills to the entrepreneurs
- What is entrepreneurship? Why is it important to me?
- How do I become an entrepreneur? What are the characteristics of a good entrepreneur? How can I have or develop these characteristics?
- What business should I start?
- How do I plan to start my business?
- Marketing Concepts: What is my product? Who are my customers? Who else are selling my products? How much should I sell my product? How will I compete?
- Production Concepts: What machines and materials will I need to produce my product? How much will these cost? What skills do I need to produce my product? Can I produce the products from my home; or do I need to rent a place?

- Finance Concepts: How much capital will I need for the business? How much does it take to produce my product? How much money will I earn from my business? What should I do so that I can make my business grow?

Post training services

Component 2 held discussions with the Micro Finance Programme of the Central Bank of Sudan and the Sudan Development Foundation. Partner CBOs were linked with these institutions to open up credit options for entrepreneurs trained under the programme.

(There is no further information on the outcomes of these attempts.)

Outreach

Overall the component 2 trained 3,225 beneficiaries in non-formal training courses in collaboration with the VTCs and VTECs and NGOs/CBOs. Of those 1266 participants (844 women) were trained in EDP and EDP-literacy. 1860 participants (704 women) were trained in technical/skills training, out of those 984 participated on the pre-vocational training courses.

Measures to raise sustainability

The NGOs subscribed to continue to provide the EDP as part of their on-going services in the community also after the project.

To establish a sustainable linkage and synergy between Components 1 and 2 and as part of the project's exit strategy, a coordination workshop for the CBOs/NGOs and the VTCs was organised: The workshop aimed to

- Introduce the CBOs/NGOs operating in the poor/IDP areas of Khartoum State and the initiatives they will be responsible for
- Familiarize the VTECs on the important and potential role of the CBOs/NGOs in disseminating information to the target beneficiaries on the courses offered by each VTEC and in preparing prospective trainees through the pre-vocational training programmes
- Familiarize the NGOs/CBOs on the courses offered by the VTC, the intake policies and procedures for enrolment
- Inform the NGOs/CBOs about the VTC facilities and training programmes it can offer to their clients

Challenges

The main challenge for reaching sustainability was the continued financial contributions for the operations of the VTCs including to provide the required training materials for the trainees, as this is expensive. Target beneficiaries from the poor areas would not be able to pay for the full cost of the training. Thus, the state would have to continue subsidizing the training and place education as a priority. (The National Council for Technical and Technological Education (NCTTE) and the Supreme Council for Vocational Training and Apprenticeship, two primary institutions involved in vocational training have directly supported the development of the curricula using the competency-based approach (CBT). Both institutions have looked at the project as pilot for the introduction of the CBT curricula for Sudan.)

The project has built the capacity of the cooperating partner NGOs/CBOs to conduct EDP training and to organize skills training programmes in cooperation with VTCs or trainers. Sustainability of the training conducted by them depends on the resources that the NGOs/CBOs mobilize, as their resources are often very limited. Not all the NGOs/CBOs have reached financial sustainability as they are still at an emerging

stage. They rely mostly on donors and additional resources that they can mobilize from the community. The UNIDO final report states that target beneficiaries would not be able to afford the full cost of the training programme. In this regard sustainability has to be estimated as critical. Possibilities for the NGOs to continue with the programme offers are probably difficult.

Lessons Learnt

The project manager Ms Wijngaarde reports in the interview two major lessons to be learnt from the project.

1. **Project duration:** A project of the described type with many different local stakeholders to be involved requires enough time to implement the components in a sustainable manner. From her point of view a project of this comprehensive character requires at least a duration period of five years. Three and a half years were perceived as very short to create enough capacity among the partners. Especially component 2 with the involvement of local NGOs and the goal to reach the poor population requires enough time to approach the target group and build a durable relationship with the organisations involved. Local staff members among the different stakeholders must be given enough time for adjusting to different work cultures brought in by foreign initiatives. Additionally time consuming is approaching the target group in a culturally sound manner.
2. **Integration of private actors:** The Khartoum State authority was the strongest and main stakeholder of the project. In general a strong government involvement is important regarding policy frameworks, the development of policy setup and to create appropriate framework conditions. But the first partner and owner of the project should be local private sector agencies like chambers of commerce, chambers of industries, association of manufacturers and of local SMEs. Without their strong involvement reaching sustainability is not possible. They have to indicate their demand of skilled workforce and determine the sectorial occupations for the trainings. In Khartoum there was a serious competition of interests between the state government and the private sector agencies, which could not be solved within the project duration and which hindered private sector involvement to a great extent.

13. UNIDO: SKIPI Sudan and Uganda

Skills for Peace and Income

Target group: Illiterates and semi-literates (ex-combatants and their families)

Sources:

- Jürgen Hierold (UNIDO),
- Werner Haberzettl (Project Manager SKIPI Sudan)
- Wolfhard Zimmermann (Consultant, development worker Sudan)
- SKIPI Brochure

https://www.unido.org/fileadmin/user_media/Services/Agro-Industries/FPPCs/AgroSupport/Skipi%20brochure1.pdf

- Description (in annex)
- Trainers manual and course outlines from SKIPI Sudan training for metal works/welding; overviews of courses in mechanics, brick layers, vehicle electrician, and electrician (all in annex)

Relevance: SKIPI represents an overall approach from a multilateral organisation for non-formal training. As many others, it is designed upon the three main components technical skills, literacy and entrepreneurial skills. Although the approach of SKIPI targets on first sight ex-combatants and veterans, the majority of beneficiaries of the non-formal trainings are the ex-fighters' dependents as wives and children in youth age and their host communities.

Introduction

The first Skills for Peace and Income (SKIPI) Project in Uganda was financed by the Government of Japan through the United Nations Trust Fund for Human Security (UNTFHS). In UGANDA SKIPI is part of the government's longer-term efforts to re-integrate veterans and ex-combatants into civilian life. The project started operations in April 2006 and lasted until March 2010.

In Uganda as well as in Sudan, SKIPI was implemented by UNIDO, in partnership with the respective Veteran Assistance Board and a local NGO. In Uganda it was the Participatory Rural Action for Development (PRAFORD), based in Yumbe.

In Sudan the project was building on experience gained during UNIDO's CLARIS (Community Livelihoods and Rural Industry Support) project. SKIPI was developed under the umbrella of CLARIS, which comprised a series of flexible geographical sub-components including the provision of relevant practical skills training courses for deserving youth (male and female, IDPs, former rebels etc.).

Core aspects of the programme are to provide the target groups with marketable skills to increase self-employment and income generating opportunities, combined with functional adult literacy (FAL) and entrepreneurship training. One third of the SKIPI graduates in Uganda were women.

Sectors and sectorial occupations

- Bricklaying and concrete practice
- Carpentry and joinery
- Black smith

- Welding and sheet metal
- Mechanics
- Business studies

Access strategies to illiterate youth in general

The project follows a community-based approach in the selection of target beneficiaries and the establishment of Community Productivity and Training Centres (CTPCs). Priority is given to communities with higher concentrations of ex-combatants and veterans.

Example Metal Works Course in Sudan

In Sudan the courses in metal works were designed for a period of nine weeks with a six-day training week with five hours of lessons per day:

- Two weeks basic metal skills training
- Ten days skills specific entrepreneurship training
- Six weeks trade specific training

General Learning Outcome (cited from course outline)

The general objective of this training is to enable the trainees to develop positive attitude towards business, entrepreneurship and self-employment as well as providing them knowledge and skills to establish their own businesses.

The trainees are expected to search their environment and be able to do some business out of the available resources and sell the outcome for income. In order to achieve this, the trainee must be equipped with basic entrepreneurial knowledge and skills and develop entrepreneurial competences and business skills.

Metal Sector (s.o.)

Metal works open a lot of opportunities to the trainee to earn a living. The competences and skills acquired go a long way in enabling the trainee to be self-employed in any capacity. Possible job opportunities are metal works such as production of beds, chairs, table etc.

By the end of the course, a trainee should have developed the skills to produce e.g. a portable market stall, which comprises all relevant technical skills such as accurate measuring, cutting, bending, and joining techniques.

Course outline metal works /welding:

Duration	Topics
Week 1	Registration, introduction to peaceful working together, obedience, personal/general hygiene, cleanliness at workplace, environment, measure, read and write
Week 2	Introduction to facilities, equipment and basic tools Basic general training exercises for all trades
Week 3	Basic training exercises continue Health hazards and safety, practicing with welders tools
Week 4	Work-piece Introduction to skills specific entrepreneurship training Types of work and employment
Week 5	Generating business ideas Business start-up process Managing a small business Record and book keeping Financial Institutions in South Kordofan Visit to skill specific workshop in the industrial area
Week 6	Work-pieces made with rivets, bolts and arc welding Bench, stool, table, etc.
Week 7	Work-pieces continued Market stall, shelf, window, door
Week 8	Work-pieces in group work Importance of final touches to products, mock test
Week 9	Explanations on other metal joining methods, revisions, visits, Final practical test (examination) Graduation

14. Mercy Corps/DfID: INVEST Afghanistan

Introducing New Vocational Education and Skills Training (INVEST)

Helmand Province

Target groups: Illiterates/semi-literates component 1 (and literate dropouts at component 2)

Sources:

- Interview with David Haines (Mercy Corps country director Afghanistan)
- Mercy Corps Fact sheet (in annex)
- Project proposal for INVEST II (in annex)
- INVEST post-graduation analysis (in annex)

Relevance: The Mercy Corps/DfID project is among the most informative examples found for non-formal TVET in the Afghan context. The project of an extensive outreach provides lessons learnt on valuable local insights e.g. how to reach the target groups including women in a socially and culturally appropriate manner, or how to recruit trainers.

Introduction: Mercy Corps was working in the Helmand Province since 2010 by implementing the DfID funded vocational training programme INVEST in the province. (INVEST was conceived formally as Making Markets Work for the Poor (M4P) by Mercy Corps with a focus on finding sustainable solutions through strengthening existing local markets and market actors.)

The Helmand province is one of the most conflict affected and unstable regions in Afghanistan with an average of 0.49 years of schooling for adults. Over 98.6% of adult women have never attended school. The TVET sector is characterised by inadequate facilities, poor quality of teaching and instruction or high fees in the private sector. The great majority of young men are unemployed or underemployed, working in the dominating informal sector as casual farm labourers, construction labourers or in many cases, in illegal activities as narcotics production and smuggling. Women are generally home-based with little access to employment or economic opportunity due to cultural mobility restrictions in the public sphere (DfID/Mercy Corps 2014).

Gender equality was central to the INVEST methodology. Over 40% of students of the INVEST programme in Helmand were female.

A follow up project INVEST II was intended to enhance the economic value of the TVET training by linking the graduates with the labour market (through networking, forming associations and guilds, providing M-Paisa by Roshan etc.). The project application for INVEST II was neglected by the donor agency DfID in September 2014 out of a general policy change not to engage in TVET in Afghanistan anymore. INVEST has been closed down in October 2014. Nevertheless, INVEST provides extensive information and experiences of successful implementation of non-formal TVET in Afghanistan for poor target groups.

Qualification for illiterate and semi-literate youth and dropouts

Sectors and sectorial occupations

The programme had two components. In the first component illiterates or semi-literates (80% of all INVEST trainees) were trained in practical skills in 40 different subjects at 14 training centres across the Helmand province. Among the subjects are: Air condition, carpentry, computer, diesel water pump, electric water pump, embroidery, metal work, mobile repairing, nursing, petrol generator, plumbing, refrigeration, sewing, tractor repairing, wiring.

The second component (20%) targeted at school dropouts who have gained a decent education level and who receive training in English and IT. The courses aimed for rebuilding the students' skills in order to enable them to apply at further colleges or at university. 90% of the students applied for tertiary education and out of those 90% were admitted. One third of them were women.

Duration and scope of the training

All courses for illiterates and semi-literates as well as the upgrading courses for school dropouts lasted 6 months. All trainings for men as well as for women had a duration period of two hours each day at six days a week.

Income situation required for completing the qualification

Trainees and their families are from very poor backgrounds and had to cope with income loss while attending the training. Therefore all courses were only conducted at two hours per day so that the participants left their work home (in case of women) for three hours a day at the most.

Mechanisms to ensure qualifications match the needs of the labour market

Iterative market studies determined current market demand and served as a basis for curriculum development. In addition INVEST engaged key actors in the private sector to provide instruction at the vocational schools, mostly successful craftsmen and tradesmen (and women) of the respective sectorial occupations from the local bazaars. This was meant to ensure that youth are gaining skills in demand by the local economy (see also more below under Teachers).

Delivery of education and training sites

The trainings took place in privately run, but publicly monitored vocational training centres placed strategically across provinces. For approaching women female training centres were established. The centres are government locations. The training was administered by Mercy Corps to ensure high quality training, and equity in terms of resource use.

Specific measures for including young women

IVEST established female training centres exclusively open to women. Courses taught were IT, English, sewing, embroidery, and calligraphy.

INVEST I had started already to set up women's markets (and INVEST II had planned to follow up with) also as places where women could be approached for the programme. On selected female training centre sites, women's markets should be established and expanded to provide opportunities for further engagement and training, and to contribute to social inclusion and cohesion in often very segregated and fragmented communities. These women's markets provided spaces with small gardens, tea vendors and benches, and were intended to serve as gathering spaces that are not directly associated with the government or ministries. Mercy Corps envisioned that these spaces, once established, would function as networking spaces to share opportunities and provide access to social services and systems.

Information strategies especially for young women

Mercy Corps emphasizes that it was essential for the success to deliver the programme idea in a nuanced and sensitive manner that appeals to women and men in the community to gain trust and buy in for women's participation.

Purposely the programme started with courses for male participants only in order to first develop trust among the local communities. Only after six months of successful training of males and after the programme had gained a certain level of reputation and trust the first courses for women were proposed to the community

leaders and intensively discussed with them. As a result, for a very high number of women the INVEST training centres were the only place they were allowed to leave home for.

According to the country director this careful and slow approach is important due to the fact that in Afghanistan countless programmes from very different donors have been initiated, which have to be considered as pointless. A main reason is their very short duration. After bringing up critical topics like gender related subjects the organisations left the region soon again. Often female participants had experienced punishment at home for their participation or interest when the programmes had missed to build up a certain level of trust before.

Access strategies to young women not generally reachable

An important information strategy for the target group of young women was to talk to male family members who were already integrated into the programme or who approached INVEST by themselves. Fathers, brothers, and husbands could be personally informed about the measures for women and their specific female adequate delivery mode. Because of the good reputation and proven income generating potential of the trainings for men also the measures for women found acceptance.

Access strategies to illiterate youth in general

INVEST worked closely with community leaders and Shura councils to identify and recruit students with the potential to learn technical and business-based skills. The students from the communities and villages were democratically selected by the community council who sent a certain number of participants to the chosen courses according to the community's needs for skilled workers. The early integration of local authorities helped also to deliver the services in a culturally and socially appropriate manner.

Qualification concept

Literacy concept

INVEST conducted exclusively integrated functional literacy courses, integrated into the skills training within the regular training period of two hours per day at six days a week. Participants learned what is necessary to execute the newly acquired skills, such as counting, reading simple instructions, or basics in bookkeeping. The overall intention of INVEST behind this practice was to concentrate entirely on TVET and not to deliver general basic education.

Additionally all participants under 18 years were obliged to visit a government school parallel to the courses to follow up their general education. Elementary schooling in Afghanistan is provided in two shifts in the morning and in the afternoon so that the participants had the flexibility to combine both school and training.

Curriculum qualification

Curricula of the short courses were developed only in Pashtun. The hired craftsmen conducted the training accordingly to common sense what is necessary to fulfil a certain task and to learn a specific skill. Documentation like a syllabus or curricula remained a challenge throughout the project. According to the interview "there has not that much been written down".

As the training concentrated on practical skills development and as the majority of the participants were illiterate or semi-literate the teachers utilized mainly oral and visual ways to conduct the lessons.

Life skills

The programme considered it to be very important to stay politically neutral and therefore refrained from teaching subjects such as citizenship, become a knowledgeable member of the society, or other politically related topics. The Afghan society has been found to be very critical towards foreigners who aim to bring up topics of that kind, and who, according to their experience, are easily related to the army.

INVEST considered it to be more effective to concentrate only on training and directly associated life skills. The students were trained in communication skills, decision-making skills, self-discipline, financial literacy, and time management. First aim of taught life skills was to help the students to stay on a positive path after completing the training and to develop resilience against commonly acknowledged problems including under- and unemployment, domestic unrest, crime, or recruitment into the insurgency, the Taliban, and narcotics usage.

Connection to further measures or to the general education system

The training for illiterates and semi-literates was not specifically designed to continue with formal education or further learning.

The target group of the programme were people from very poor backgrounds with no occupational options apart from joining the Taliban or the Afghan police. (As stated in the interview, joining one of these two groups would mean to get killed by the other sooner or later.) The main objective was to provide the people with an alternative that has the potential to raise their economic prospects and living conditions. People who want to continue with education have to leave the Helmand province, which is difficult and a great obstacle for the respective target group.

Assessment and certification

The graduates received an INVEST certificate, that is approved by the Ministry of Education (MoE). The existing standards for the respective sectors of the Ministry of Education were found to be very vague and developed and written by foreigners. They were not really adaptable for the purpose of the training. INVEST developed own courses and got them approved by the Afghan MoE. Assessment was only practiced by the facilitators.

Teachers

Basic qualification

INVEST aimed to hire the most renowned local craftsmen and tradesmen from the local private sector to provide the teaching. Programme officers observed the bazaars and engaged those craftsmen with the highest output and the best reputation. The benefit for the students of having those teachers was the prestige of working under a well-known craftsman, which increased their chances on the local labour market or as an entrepreneur significantly.

The craftsmen benefited by enhancing their status. The main motivator for the craftsmen to work as teachers was not a financial but a socio-economic driver. They were only given a very small payment for their duties but their businesses grew tremendously after being hired as instructors.

Adaptation of qualification

The hired craftsmen passed a two weeks training programme in communication skills, interactive teaching, expectations of students. Important was also content such as how to behave to students with references to the Shura and Islamic ethics.

Essential skills to deal with the target group

INVEST aimed to ensure that students' needs were understood and adopted within the classrooms as much as possible. Especially discriminating behaviour of (local) teachers towards very poor and marginalised student groups (e.g. Hazara students and students with disabilities) was a serious problem in the beginning. All teachers and instructors especially those recruited as instructors from the bazaars were obliged to undergo a special sensitivity and awareness creation training.

Employment seeking skills and knowledge of job opportunities

Understanding of job opportunities in the sector and other related sectors

The close cooperation with key actors as craftsmen from the private sector as teachers and instructors increased the social capital of the youth by strengthening their professional networks and their knowledge of the local labour market. That was intended to keep them up to date regarding important insider knowledge of market and job opportunities.

Entrepreneurial skills

The project was aware of the importance of entrepreneurial skills and provided financial literacy, marketing and other business skills. The planned follow up project INVEST II intended to intensify these aspects e.g. by collaborating with (professional) saving schemes.

In additional coaching sessions to those who want to start a business the following topics were discussed: Constraints for female entrepreneurs, basic market analysis, cross skills collaboration, entrepreneurship promotion, basic business planning, basic rights, further life skills. The goal for those wanting to start businesses was that they have the tools to stay flexible in the market and can explain for themselves why the market is changing.

Essential skills for job retention

The project provided training in financial literacy, marketing, business skills and social networking skills. Trainees received mentoring services by the teachers (well-known craftsmen, tradesmen and women), therefore enabling the students to build relationships and social networks with well-known and respected private sector actors. Trainings were offered also after graduation in combination with coaching sessions.

Post graduation services

Tool kits: Post graduation, students were provided with kits relevant to their new trade to aid in the establishment of their livelihoods or new micro-enterprises. For the second phase of INVEST II it was intended that the students would purchase the kits over a period of time.

Mentoring: Additionally the graduates were assisted with on-going business training and mentorship from the teachers.

Financial Services: The students were provided with access to mobile banking and savings and loan schemes to facilitate their business' development. Some small investments or grants made in thriving businesses to encourage and further support students were limited to female and disabled graduates who have historically less access to capital.

Monitoring, Impact, Sustainability

Monitoring

Annual evaluations and independent reviews of the INVEST programme. According to Mercy Corps they suggest that the approach is highly effective.

Impact

Mercy Corps states that the programme impacted on an economic level on poor rural and urban communities in Afghanistan. Economic development was delivered in a socially and culturally appropriate manner.

- 21,500 young jobseekers mobilised through consultation with community leadership from communities
- 21,500 vocational training course graduates in over 40 subjects from 14 VTCs
- 80% moved into full time employment or self-employment
- Over 700 local craftspeople engaged as instructors and mentors
- More than 5.500 women graduated from the courses at the female training centres
- Several thousand micro-enterprises established by graduates

Sustainability

A second proposed phase, INVEST II was expected to enhance the achievements of INVEST I by transitioning the responsibilities to the government and key actors in the private market in order to reach sustainability. Unfortunately, after the first project phase of INVEST I DfID decided in 2014 not to continue with the programme and INVEST II never came into practice. This diminished sustainability also of INVEST I to a great extent.

In INVEST II it was planned to hand over the training centres to MoLSAMD and to ensure that the curricula and results would contribute to the National Skills Building Programme. It was originally planned that this would happen in the first phase of INVEST; however, the provincial government had indicated that despite considerable training and mentoring from the Mercy Corps team, they were not in a position to assume responsibility at this stage.

A partnership with IIFC was planned to transfer the purchasing of kits from being a DfID investment to a sale-and-leaseback approach, compliant with Sharia law, and culturally appropriate.

It was additionally planned for INVEST II to include the formation and training of associations and guilds that would provide venues for INVEST graduates to increase their financial literacy and their connections to traders and the markets at more distant locations as Herat, Jalalabad and Kabul. These associations were meant to increase access to information and social protection for the small business owner.

15. DVV international²: IWEPE Ethiopia

Integrated Women's Education Programme

Sources:

- Interview with Dr. Bernd Sandhaas (former Director dvv East Africa Region)
- Various project descriptions and publications (in annex; further publications can be provided by the interviewee)

Target group: Illiterate, poor and un-skilled or semi-skilled women between 20 and 55 years

Relevance: IWEPE is an example for an integrated approach of the three components literacy, technical and entrepreneurial skills in a nation-wide training project at existing training centres for women.

Project context

In Ethiopia, the socio-economic roles of men and women differ significantly. Women disproportionately bear the burden of poverty, are responsible for all household chores, and they work in agriculture and livestock production. This is mainly the result of the gender-based division of labour, characteristic of many traditional societies, and exacerbated by the poor state of the environment and the lack of appropriate technology. The huge majority of the Ethiopian women have not benefited from organised education, neither formal schooling nor any non-formal alternatives. They are generally less educated than men. Because of these differentiated roles and inequalities, the impact of development interventions is also different and, in most cases, gender-neutral development fails to benefit women effectively, and in some cases even adversely affects women's access to economic benefit (Sandhaas 2008; for more information on adult education in Ethiopia and the development of skills training see Sandhaas 2009).

First non-formal training and literacy project EXPRO

Previously to IWEPE, DVV international conducted a first non-formal training project in Ethiopia for marginalised women and men, called EXPRO (started in 2002). EXPRO was implemented by the Regional Education Bureaus (REBs) and Technical Vocational Education and Training (TVET) commissions and one women's association in six regions/federal states of Ethiopia. The project aimed at the establishment of model Skill Training Centres in geographically and socio-economically diverse environments to provide systematic skills training for educationally disadvantaged people, mainly in rural areas (Sandhaas 2005).

The trainings were organized at more than 400 existing but highly underused Community Skills Training Centres (CSTCs), including Vocational Training Centres (VTCs) and at rural TVET Centres in Ethiopia with the aim to establish officially recognized CSTCs as professional training providers for the target group.

The skills trainings were organized as short courses of some weeks, mostly part time. Women from remote areas and who had to leave their villages for the course were trained in full time courses and were accommodated at the centres for the training duration, mostly 6-8 weeks. For those families EXPRO provided so-called au pairs, who took care of the family and household duties during the women's absence. Without that assistance most women would not have been able to participate.

2006 the project received the Grundvig Award from the European Adult Education Association as best project for poverty reduction (Sandhaas 2005a).

² *dvv international* is a german NGO which operates nationally and internationally

IWEP

IWEP was meant as a scaling up of EXPRO in those regions and areas with vocational training centres (CSTCs and others) and where women groups already existed or could be formed. DVV international in bilateral agreement with the Ministry of Education in Ethiopia implemented the pilot programme from 2008 until 2012. The project was funded by the Government of the Netherlands (Royal Embassy of the Netherlands in Addis Ababa) and had a total budget of EUR 8.3 Million. IWEP promoted an integrated approach that combines three components

- Functional adult literacy education
- Livelihoods skills/non-formal vocational training
- Entrepreneurial support: business skills training, business development support services and access to start-up capital via small-scale credit

The overall goal was to empower women and their households in selected areas of all regions/national states of Ethiopia. The women were expected to benefit from increased self-reliance, self-confidence, and their enhanced status in the family and community resulting in an improved poverty situation of these women and their households. Another aim was to strengthen capacity to plan, participate or undertake and manage development interventions at community levels across different administrative levels ranging from the community to the central level.

The project was implemented in rural, semi-urban and urban context, but due to the nature of Ethiopia, the majority of the 30,000 women lived in rural contexts. IWEP states that the realities of the rural areas are similar to the urban sector and most rural people are self-employed in agricultural production and do not keep track of their training that most often takes place through the family or community and is traditional in nature (Belete 2013).

Since the programme had to deliver three separate components in an integrated manner, different partners and sector offices cooperated. The programme had a very wide geographical outreach as it took place in selected areas of all national districts of Ethiopia. IWEP had to ensure a constructive dialogue between the steering bodies at federal level and the various regional/national state levels in order to achieve an agreeable participation of the many ethnic groups and political/administrative entities. IWEP developed research methodologies and techniques to assess the situation of very diverse settings and undertook baseline surveys in all regions/federal states prior to any programme intervention.

Approaching the target group

Women were approached through local authorities, who were official members of the IWEP staff. They visited the villages to introduce the programme and liaised with already existing women associations. Their personal contact network was an important asset for reaching the target group and gaining trust among communities for the programme. Women groups of 25 women each were composed, guided by a facilitator, and met at a regular basis.

Training organisation

Trainings were conducted mostly in nearby Community Training Centres within walking distance to the women's homesteads because the women could not leave their households for an extended period of time to attend training. Out of the same reason most skills training courses lasted only between 2-6 days. According to IWEP the skills training should ideally also not interrupt the attendance of the literacy classes and at the same time consider women's already heavy work load.

Considering the women's limited literacy skills, course content had to be very practical so that it could be memorized (sometimes with pictures and basic words) and applied immediately.

Selection of sectors and market assessment

Experts from government sector offices such as Trade and Industry, Agriculture, TVET and primary partners (NGOs and Women Affair Offices) received training in IWEP's market assessment approach, a simplified version of value chain analysis. The experts worked together in teams and conducted market assessments for each operational district of IWEP. The results of the market assessments then were shared with the women who usually had their own pre-determined ideas on the kind of business they want to engage in. The market assessment exercise and alignment with the women's interest therefore directly determined the kind of skills training that was to be conducted and who was the best partner to do so. Experts liaised with other members of the district technical team (mostly agriculture and TVET experts) to conduct skills trainings that were to enable the women to start these businesses.

IWEP trained women successfully in non-traditional sectorial occupations e.g. construction work.

Integrated literacy courses

Most IWEP groups (25 women per group) started with the literacy component on topics identified during local situational analysis exercises. Teaching and training of target groups was executed in respective mother tongues and/or other languages. A major area of capacity building under the IWEP was the training, supervision and supporting of a cadre of instructors/facilitators for FAL and REFLECT.

The minimum period needed by a really illiterate person with average learning abilities to attain a degree of literacy and numeracy sufficient to support advancement in a livelihood was estimated to be some 360 hours of instruction and practice provided the instruction is given in the mother tongue of the learner. Depending on the workload of the female learners, the venue of the literacy course (close to the living place or away from it, with or without electricity) and the arrangement of the course with regard to annual seasons and the family duties of the learners, the courses were organized within one year. In predominantly rural areas with heavy workloads it was expected to take rather two or even three years (Sandhaas).

Appropriate curricula, training, teaching and learning materials were developed, translated into relevant languages, distributed and made available. Adult and women-relevant knowledge was assessed and, if useful/appropriate, included into the curricula. This included practical knowledge of nutrition, health (HIV/AIDS), hygiene, harmful traditional practices, environmental conservation and legal literacy.

IWEP's literacy approach was mainly based on Functional Adult Literacy (FAL) and REFLECT "Regenerated Freirean Literacy through Empowering Community Techniques". It is a structured participatory learning process that facilitates people's critical analysis of their environment, identifies problems, discusses them and comes up with practical solutions or actions for sustainable development. REFLECT focuses on the empowerment of socially and economically disadvantaged people to critically reflect their own lives, take progressive actions and finally acquire literacy skills as a strategic tool to access and make use of information (Sandhaas).

Entrepreneurial skills and micro credit measures

Women started saving immediately within their group so as to build up complimentary capital for IWEP's available Women Entrepreneurship Fund, which could be utilized after the skills training. Once women had attended the skills training they are reported to become eager to take loans from their group and start their business. It was therefore important to incorporate topics on business skills training as early as possible into the literacy programme so that women gained this knowledge and could start their business having analysed their competitors, being aware of profit calculations, etc.

Business Development Support Services (BDS) were rendered by technical partners who visited the women groups on a monthly basis to follow-up on the success of their businesses and identified gaps and further training needs.

Outreach

According to dvv international IWEPP reached out to 6 of Ethiopia's 11 regions and more than 40 districts, reaching over 30,000 women and their families, including husbands.

The majority of the women acquired literacy levels that can assist them in daily literacy tasks including the management and bookkeeping of their businesses. They acquired technical and business skills to start and run a business. Many women started with one business and as they became successful upgraded into other business ventures that require more capital and even the recruitment of workers.

Participants developed savings culture and group cohesion amongst themselves; this supported them to raise capital for their business. IWEPP had a 90% plus payback rate on loans. Women who had participated are reported to acquire more assets, build better houses, send their children to school, use health packages offered by government, etc. All women groups were legalised as cooperatives at the time of IWEPP's phase-out and this enabled them to continue to access government support services to manage their businesses and capital. More than one year after the programme had phased out, many groups were still functional, grew their capital base and continued with their businesses (Belete 2013).

Challenges

IWEPP reports on one particular challenge that programmes on adult education as well as on women's empowerment have per se a cross-sectorial structure and can only work when different sectors are cooperating with each other. Most sectors and line ministries in Ethiopia were not used to such approaches and were not prepared to accommodate such a project. The programme had to shift from the MoE to the newly established Ministry of Women Affairs (MoWA), which caused serious delays in the project implementation.

16. Socio-Pedagogical Approach at Don Bosco Institutes

(Sudan, Cambodia, Egypt)

With particular focus on

- **Don Bosco Technical Institute Elobeid Sudan (Darfur Boys):** non-formal training component for male youth from war affected Darfur region
- **Don Bosco Technical Institutes in KEP province, Cambodia:** developed together with the NGO Connected Schools a TVET video library with video based teaching materials also applicable in non-formal training
- **Don Bosco Technical Institute Cairo, Egypt** is an example where additionally to the formal training runs short courses for participants from the informal sector in various sectorial occupations

Resources:

- Interviews with
 - Wolfhard Zimmermann (former development worker at DBTI Elobeid)
 - Father Albeiro Rodas (Director DBTI KEP province Cambodia)
 - Thomas Gerhards (Don Bosco Mission Bonn)
- Presentations (4-Steps Method; Short Courses DBTI Cairo, in annex)
- Web-sites Connected Schools <http://www.connectedschools.org/index.php?lang=en>
- TVET Video library Cambodia trainingcontents.connectedschools.org
- Various literacy on Salesians' education principles as indicated

Target groups: Illiterates/semi-literates, dropouts

Relevance: The general approach at Don Bosco institutes emphasizes a high target group orientation and a holistic personality development approach based on employment oriented TVET and socio-pedagogical work for youth. For the aim of activities beyond sheer qualifications for marginalised youth the socio-pedagogical components offer various relevant aspects to consider.

The selected programmes in Sudan, Cambodia, and Egypt provide additional aspects. Their delivery mode is always centre-based training at DBTIs. In Sudan is the focus is on the provision of holistic training for youth from a war affected surrounding in an Islamic context. The programme in Cambodia develops video teaching materials for the training of illiterates and semi-literates. The DBTI in Cairo provides short courses in various sectorial occupations to the poor population.

Various project examples from DBTIs worldwide illustrate the successful and extensive non-formal training components. Further examples are the Salesian Institute in Capetown, South Africa that provides education and non-formal TVET courses for street-children and homeless youth, or the Declan Collins Skills Centre (DCSC) of the Salesians in Ennerdale near Johannesburg, South African that provides three-month training courses in various sectors and job placement for marginalised youth. Other examples are numerous Salesian DBTIs in India with non-formal components.

Introduction to the general socio-pedagogical TVET approach

The educational institutions of the Salesians of Don Bosco can be found in the majority of developing countries. The technical schools in particular are generally in high esteem because of the quality of technical training, combined with a socio-pedagogical and holistic personality development approach (Lohmar-Kuhnle 1994). Main target groups are children and youth without or little education from marginalised backgrounds; and many of the technical schools are established in their immediate neighbourhood in urban and slum areas.

The primary objective is always to (re-)integrate poor children and youth into society, build up self-confidence and self-esteem in marginalised youth in combination with high quality education and training alongside with a social education towards social behaviour and work ethic (e.g. *ibid.*). This general socio-pedagogical approach is more or less the same in all Don Bosco institutions and therefore presented here in a general manner. It is based on the principle of preventive education (in opposite to repressive education) that is based on the main pillars “reason, religion, and loving kindness” (Braido 2013), established by the founder of the congregation John Bosco in the 1850s. The concept is applicable in Christian as well as in non-Christian settings likewise as various sources and projects initiatives from the Salesians prove (e.g. Braido 2013; Gonsalves 2014; Kuttianimattathil 1983).

The approach emphasizes among other aspects particularly the central role of the teachers and their responsibility as role models as many social deficits of youth ground in the lack of orientation for their behaviour. Main socio-pedagogical instruments are the presence of the teachers among the students and their active assistance, creative activities, sport, theatre and play. The concept is especially meant to prepare the students for their professional life and aims to create a high regard for self-discipline and moral values (Morrison 1999).

Non-formal training

At many Don Bosco Technical Institutes (DBTI) beside the provision of (formal) TVET (mostly two- or three-years programmes) the Salesians run non-formal training components for semi-literates and drop-outs who do not meet the requirements of primary education level for their formal TVET offers which are meant to reach the most vulnerable population. They focus principally on reaching a standard of living that is within the capacity of the individual and not primarily on an educational standard. The Salesian Mathew Thaiparabil (SDB) describes the non-formal concept of Don Bosco institutes in India as following:

“Non-formal education is essentially a motivational education where the children are made aware of their potentialities and shown ways and means of reaching it. When these children particularly in the age group of 15-20 are shown that their life is not to be wasted but utilised at their own level, they respond to the educator’s plan of action. The non-formal education avoids the rigidities of the classroom and is conducted in an open environment suitable for study and learning experiences. In non-formal education, language and medium of instruction are according to the level of the children and most of the time bilingual and even trilingual. It calls for dedicated educators for whom non-formal education becomes a life’s vocation.” (2002, p.266)

The importance of approaching the target group in their own language is also highlighted by the DBTI experiences in the non-formal courses in Elobeid, Sudan and also by other sources (e.g. Bayer-D’Orazio/Mukuza 2011; Sandhaas 2005). Dropouts even with relatively sound education background cannot be expected to follow instruction in an official language compulsory in educational settings if this is not their mother tongue.

Work with Street Children

Additionally the Salesians run programmes for the (re-)integration of street-children and youth working and living on the streets through non-formal TVET at special street children centres. The street children programmes target also youth over the age of 16 and provide them with general and social education and occupation-oriented training, and to find employment opportunities (and also to reconcile them with their families if possible). The street children approach is dynamic. Following a period of observation it is decided for each of the youngsters if they should, after some preparatory education, be integrated into the formal Salesian school system for an education up to secondary level (if the person is not too old) or attend one of the formal and non-formal vocational training courses.

Non-formal project examples

Elobeid Sudan (“Darfur Boys”): The non-formal component was implemented in 2002 at the existing and well equipped DBTI in Elobeid, Sudan to provide non-formal TVET short courses to marginalised male dropout youth at the age of 14 to 20 from the war affected Darfur region (so called Darfur Boys). Due to on-going serious political instability the centre had to terminate/cancel the majority of its activities after 2011.

DBTI Kep Cambodia: In Cambodia Kep province the Salesians of Don Bosco run five technical schools in order to support the urban and rural population from poor backgrounds with technical and vocational education and training. Apart from formal TVET measures the centres offer various non-formal short courses to reach especially backward and marginalised groups. Many of these target groups have no or only very low reading and writing skills. The Salesians have been developing special training materials to train illiterate and semi-literate groups, using video and audio based materials.

DBTI Cairo, Egypt: The DBTI was founded in 1970 and provides in its formal components three and five years technical training in mechanics and electricity. Since 1994 the centre provides additional short courses of some days to two months in servicing of different electrical devices. Since 1994 the short courses trained between 2700 and 3800 participants each year (see presentation T. Gerhards, in annex)

Qualification for illiterate and semi-literate youth

Sectors and sectorial occupations

- Sudan: Carpentry, automobile mechanics/electrics, metal works, sanitation, brick laying
- Cambodia: small engines/motorcycle servicing
- Egypt: Maintenance of washing machines and other electronic devices, automobiles, cooling and air conditionings, etc.

Duration and scope of the training

- Sudan: six to nine months full time training 5 days a week; the other 2 days organised leisure time activities to provide socio-pedagogical input and regeneration
- Cambodia: two to three months part time in evening courses of a few hours, with the possibility to continue in further courses
- Egypt: some days to two months (48-360 hours practical training)

Income situation required for completing the qualification

The financial backgrounds of the target groups are generally very low. In Cambodia students get a meal a day, but they are not paid any financial compensation in order to make sure that the students are really interested in the course and willing to study.

In Sudan the male youth from the Darfur region were accommodated in dormitories for the whole period of training.

In Egypt most of the participants of the short courses are already somehow working in the respective sector and are in need of skills upgrades. They pay for the short courses a small course fee (e.g. for course in washing machine maintenance 2013: 690 EGP = 75 EUR). For the return on investment of the fee the graduates need around 14 working days as the average monthly income for washing machine maintenance is 1500 EGP. This is possible because the target group in the Egypt initiative differs from those in the Sudan and Cambodia initiatives, as they are already somehow active in the respective sector of washing machine repair, mostly in door-to-door services, and demand a professional upgrading.

Mechanisms to ensure qualifications match the needs of the labour market

In general the Salesians' DBTIs establish and maintain an extensive contact network to government institutions and the private industry and private sector agencies. One reason is to update qualification demands for skilled workers and orient the trainings to the labour market demand. The strong relationships also helps a lot to facilitate job placements of graduates.

At DBTI Cairo the number of applicants themselves is taken as an indicator for the matching of the course offers with the labour market. The participants are most often already working in the respective field in small workshops or on door-to-door basis and approach DBTI courses for an upgrade.

Reaching the target group

Access strategies the target groups in general

In Cambodia and Sudan a community approach was applied. Especially in an Islamic culture integrating religious and community leaders into the process of approaching the target group can be of some help. In Sudan field workers travelled regularly to Darfur region and met with local community authorities. In their own "democratic" processes they selected the participants for the training.

In Cambodia the wide networks villagers and communities normally have are helpful to make the training offers known, often by word of mouth. Again, the contact to the village chief and to monks in the local temples is important. Another channel are the local elementary schools who can provide information about recent dropouts and who are also sometimes aware of village kids in the area not going to school at all. Other public places are also important to consider for spreading information like the Buddhist temples, pagodas, and village halls. Another natural advantage are teachers and facilitators who contact the villages and communities and are themselves locals from the same region or even neighbourhood village and have a strong personal contact network.

Access to street children and youth living on the street

Approaching street children requires special strategies and sensitiveness as many have made already negative experiences with school authorities and adults in general. Facilitators have to be specially trained in social work techniques. During night-time when street children can be distinguished from other poor and working children and youth, the social workers roam through the districts regularly, make themselves known to the children and youth and invite them to special Don Bosco street children and youth centres. Street children are approached often many times by the same social workers before they develop a level of trust and are willing to visit the centres.

Qualification concept

Curricula

In Cambodia, Sudan, and Egypt all non-formal training offers are based on short courses. (Curricula are developed locally by the teachers and not easy to identify.)

In Sudan only 10-15% of the full time course was theory. The focus was workshop oriented, full time course with 8 hours instruction daily and only few hours of theory for necessary theoretical skills (e.g. model drawings).

The rather holistic approach at DBTIs counts also for the TVET perspective. According to the experiences of the interviewed development worker W. Zimmermann in Elobeid it is much better to teach one occupational activity in full length and extension instead of applying an e.g. modularized approach learning single aspects of everything. For example he recommends concentrating exclusively on one particular car type that is very often in use in a certain region for a 6 months course in automobile repair. The trainees learn all different aspect of the function and maintenance of this very car and become qualified and well trained experts of this special car type. This is reported to create much better prospects for sustainable self-employment because the graduates are enabled to deliver wide-ranging service of high quality and are recognized as specialist by the local population.

Literacy and upgrading concept

The short courses at DBTIs always apply an integrated approach according to functional literacy where training and instruction in literacy start simultaneously, and with the content of literacy derived from or influenced by the training. Regarding the case of street children the experiences from many DBTIs show that youngsters above the age of 16 are much more difficult to educate. Directly occupation oriented offers are often the only accepted measures.

At DBTI Sudan the non-formal component targeted at dropouts, although a good share had only basic literacy skills. The focus laid on the practical training and literacy was not taught in special courses but integrated into the training. The 4-Step-Method of teaching technical skills to almost illiterates has proven to be very successful for the respective target group. (see presentation 4-Steps-Method T. Gerhards Don Bosco Mission)

Social Behaviour

As mentioned above the Salesians' apply a holistic personality development approach in their TVET institutions. Apart from skills training the main objective is to develop self-confidence and self-esteem in marginalised people, promote social behaviour, and a certain "work ethic". Also in short courses DBTIs try to apply respective life skills training as much as possible. Especially for younger students this holistic approach is important since it also covers leisure time activities such as games and sports in order to give the students the chance for recreation, is the latter being also psychologically essential and often being completely unknown to the students from very poor backgrounds.

Link teaching with (Islamic) social and work ethics: The DBTI in Elobeid describes significant success in creating social skills and classroom behaviour by linking the training with religious – Islamic – components. Islamic ethics and Islamic understanding of appropriate social behaviour was adopted in training and widely accepted among the students. Ethical aspects and Islamic social values were transferred to teaching and helped to erase social deficits towards a correct and suitable social behaviour in classroom and for dealing with teachers and other students and as well later at the workplace.

In at the DBTI Elobeid a respected person from the higher management and himself a dedicated Muslim, gave lessons on religious ethics linked with practical daily life aspects. Lessons were held once a week for two hours to all Muslim students at the centre. Christian students received religious education likewise by a Salesian faculty. Teachers were requested to integrate the referred topics into their practical training. Thus, teachers have to be committed to a certain ethical framework and to the Salesians' pedagogical principles. At the DBTI in Sudan mullahs or imams were not integrated into the trainings purposely in order to avoid the incoming of fanatic opinions. Islamic ethics were always taught by members of the institute. Additionally Koran schools in the neighbourhood were perceived as very traditional, conservative and contradicting with the pedagogical beliefs at the DBTI.

Additionally in DBTIs each morning starts with all students assembling for a brief general pedagogical or spiritual daily input of a few minutes in the institution's assembly hall or in the courtyard prior to trainings. This short period of silence provides the students an essential possibility to step back from their often chaotic and restless surroundings they are living in. Teachers report that these minutes of meditation are of great help for the students because they focus themselves and concentrate on the following lessons and trainings. Alternative measures like singing the national anthem or a spiritual song each morning as practiced in other institutions have the same function.

Students' handbook: The DBTI Sudan focused as well on very practical life skills training related to workplace duties and correct behaviour in and outside the school. All students of the formal vocational training courses of two or three years received a students' handbook that explained in an understandable manner basic principles of the institution's learning and working ethics. Examples of the content are:

- the philosophy and life of Don Bosco as a role model
- school regulations like collaboration, punctuality, school properties etc.
- principles of an appropriate behaviour at school and in workplace settings
- contributing to community welfare at general and in the school
- how to study successfully
- general spiritual outlines like a prayer appropriate both for Muslims and Christians

The handbook was designed bilingually in English and Arabic. Although it was not handed over to the participants of the non-formal short courses the content represents the general orientation for the school. Teachers related their teachings to the principles outlined here.

According to the interviewed expert Mr. Zimmermann especially practically oriented principles like cleaning, dealing with school property, or punctuality were given a strong focus. General cleaning and tidying up the workplace was estimated as very important in a male dominated Muslim context, where such tasks are often perceived as women's duties. Each student had their regular cleaning duties in the school, ranging from sweeping the court yard to cleaning the washrooms and toilets, a work often entirely unknown to the students before. An example from the student handbook refers to that: "Man is born to work, St. Paul says. 'If any man will not work let him not eat.' Work means fulfilling the duties of one's state of life, whether they consist in studying or learning an art trade or cleaning. Remember that by working you will contribute to the welfare of your community and country. (...) Responsibility in performing the community duties is a sign of your maturity. Let us not leave others to work for us, while we relax and enjoy ourselves." (p. 14). Christian personalities like Don Bosco or St. Paul were respected among the Muslim communities as philosophers likewise and are therefor appropriate to function as role models in Sudan.

Mission statement: (see interview with T. Gerhards, Don Bosco Mission) Reported to be helpful is the formulation of a binding mission statement for a training centre or an initiative for non-formal TVET for marginalised target groups and that teachers and managerial staff have to sign and support. A mission

statement declares the overall goal of the institute or project, shall guide the action of the institution and their members, and provide a framework for decision making processes. For non-formal TVET a mission statement could comprise aspects like the equal respect towards all students, gender equality, a non-violent education, or belief in abilities of each student and their promotion.

Assessment and certification

In Sudan, assessment was conducted by the teachers and trainers of the centre. The main aim was not further education or training but to equip the students with sound skills to achieve a decent livelihood in sectorial occupations with local market demand. In Sudan the trainees received a certificate of attendance. In Cambodia the range of different short courses offered and literacy courses of different literacy levels provides the students the opportunity to continue with their training at different levels, theoretically even up to the formal education programmes at the DBTI.

Teachers

One of the most important success factors of the Don Bosco approach is having dedicated and motivated teaching and management personnel. The teachers' responsibility reaches far beyond the teaching of curricula content but requires the teachers to be role models and persons of trust for the youth. Socio-pedagogical competencies in dealing with the target group and a personal commitment are essential. One main success factor is that the Don Bosco institutions are able to recruit the majority of their teachers and managers out of their own institutes and their own pool of successful graduates who have internalized the ethic and pedagogical values and mindset of the approach as a student themselves.

Challenges and risks when hiring teaching personnel: Don Bosco Sudan reports on crucial challenges in identifying the right teaching personnel that combines the different required skills and motivational attitude. Especially with regard to the teaching of Islamic ethics in Sudan (see below) but also in general there was the risk of hiring teachers with hidden fanatic opinions and backgrounds that they aimed to pass on to the students. The maintenance of a close and sustainable cooperation and a trustful relationship with the local authorities who know applicants (and also religious leaders to a certain degree) is reported to be helpful here. Potential employers and their religious background and motivation to apply at the centre were carefully assessed

Use of video material for training: According to the lack of appropriate practical knowledge among TVET teaching personnel Don Bosco Cambodia together with the NGO Connected Schools (<http://www.connectedschools.org/index.php?lang=en>, (Pascal Mabilie pas.mab@gmail.com) developed a Train the Trainer TVET Video library (open Education Resources Web site at trainingcontents.connectedschools.org, web site in Khmer and English, videos in Khmer). The project has been presented at the UNEVOC Global Forum Skills for Work and Life post 2015 at 14th October 2014 in Bonn/Germany, to seek partnerships in order to extend the project to other countries and languages. <http://www.unevoc.unesco.org/go.php?q=SWL+Post2015+-+Introduction>

The video library contains a whole range of videos of about 20 sectorial occupations like motorcycle repair, electrical motor, small engines, sewing, electricity house wiring, air conditioning, beauty and hairdressing, computer and software, etc.

Almost 200 videos already uploaded in the library present theory, practice and further didactical training techniques like quiz questions, e-books, and assessment tools. The videos have durations of a few minutes up to more than an hour and explain and show step-by-step practice based knowledge of tools, techniques, maintenance or repair. Though the library is not a student self training platform such video material can be applied in non-formal training particularly for illiterates and semi-literates and can assist the teacher to explain a particular topic.

The Don Bosco project in Cambodia started with translating short videos available in the internet (YouTube and Vimeo are reported to be vast resources and material and can be readily translated into other languages for the own use). The use of such short videos of e.g. repair methodologies and instructions has proven to be very functional in training. The application of videos is attractive especially to youth, who despite of their poverty and remoteness are often used to multi media somehow already.

The most noticeable challenge reported by Don Bosco Kep is how to train the facilitators to make use of the videos in their lessons and also how to motivate them to use the library as an own resource pool for their personal training. Trainers have been found to be sometime reluctant in applying a methodology new to them and their openness is sometimes relatively limited.

Connected Schools is now developing the TVET Academy (Phase 2), which intends to be the first smart TVET MOOC (Massive Open On Line Courses). The president Pascal Mabilie reports on the following attributes:

- Multi languages: Initially Spanish, English and French to cover most of Latin America and Africa
- Multi sectors and careers: construction, hotel and catering, information technology, mechanics, agriculture, textile, etc.
- Multi partners feeding the Website both in the developed and developing countries and sharing the costs of content creation
- Multi contents types, i.e. not only training videos for theory and practice but also success stories and business plans of former students, successful behaviours training, sustainable development, self sufficient school business plans
- On-line video conferences per topic enabling sharing of best practices among the teachers of the same topic
- Downloadable Open Educational Resources (OER)
- Internet independent
- PC free for teachers who do not have (or like) computers
- Battery operated for community environments.

Specific skills to deal with target group

The Sudan project with youth from Darfur regions reports about certain challenges when dealing with the youth from war affected regions. The project aimed to integrate (as far as possible) students with no direct personal war experience or ex-combatants, as this group requires special professional psychological knowledge the project could not provide.

The socio-pedagogical approach of the Salesians as described above requests teachers and trainers who are very committed and willing to support the philosophy of a holistic perspective towards the individual student. As mentioned socio-pedagogical competencies in dealing with the sometimes challenging target group are essential. Key factors of the socio-pedagogical work are a constant presence and approachability of the teachers also during leisure time activities, a positive open attitude and general kindness when dealing with the youth, and the overall principal of a nonviolent education.

Teachers need to be aware of religious basics and the pedagogic belief of the centre in order to implement the already described links in teaching with (Islamic) social and work ethics. It is very essential that the personnel adopt the values and pedagogical direction of the training institution.

Employment seeking skills and knowledge of job availability

Don Bosco Sudan did not offer specific entrepreneurial training measures due to lack of financial backups in the beginning and growing political difficulties at later stages that made a development of the project not possible.

Essential skills for job retention

Knowledge of works ethics and social skills are given a high importance. Among employers and industry in general Don Bosco graduates are having a good reputation because of their social abilities and sense of good workmanship and reliability. Especially for the target group of illiterate and semi-literate youth but also for dropouts these are essential basics to adopt and help to give youth a competitive edge on the labour market.

Integrating Islamic ethics and values into the training is the transmission of these aspects to work and helps to develop a correct behaviour as a later employee, or entrepreneur. It increases the skills of the graduates significantly to act according to business customs and to show suitable behaviour at local business markets that raised the chance of finding employment and of job retention.

Challenges and sustainability

Challenges

Political interferences in Sudan: The biggest challenges reported were the increasing interventions of governmental authorities (secret police) according to political developments and changes in the northern part of Sudan. The project and the whole training centre in general were more and more dependent and controlled by state authorities that tried to interfere in project decisions and in the management of the training centre in general. The biggest influence concerned the recruitment of teaching and training personnel as well as the selection of trainees, where governmental superiors tried to promote persons of their own interest.

Recruitment of adequate teaching personnel: In Sudan apart from political constraints the recruitment of adequate teaching personnel in general was a growing challenge for the project. One hindrance was the relatively low payment for teachers at the centre. Another aspect that made recruitment difficult was the lack of competent people available, who were committed and competent to work with youth and experienced and well trained in their craft.

Also the work with existing teaching personnel was challenging, who were reported to be rather reluctant according to the introduction of new content, or alternative ways of acting in general. DBTI Cambodia reports also challenges in motivating teachers to make use of the newly introduced video library and new teaching methods in general.

Sustainability

The activities at the DBTIs are long-term initiatives and therefore not meant to create capacity building of partners. All centres and activities are partly depending on external funding from donors.

17. Training for Female Slum Dwellers, Kenya

Centre-based skills development for illiterate and semi-literate female (Muslim) slum dwellers in Kenya

(Local NGO, funded by Misereor a.o.)

Source: Interview with Alexandra Farrington-Schomburg, Misereor

Target group: Illiterate and semi-literate women

Relevance: The initiative is a typical example of local NGO activities in the field of non-formal TVET. Most participants are from a Muslim background. The courses have been officially recognized and supported by the government.

Introduction

The overall goal of the training centre set up by this initiative is to contribute towards reducing the unemployment rate of the target group of female slum dwellers mainly from Muslim backgrounds through education, thus enabling the women to procure for themselves and provide for their children basic human necessities such as housing, food, health care and education.

Reaching the target group

Located within the slum area and existing for 15 years the training centre is well known and reputed among the local population. New introduced courses are mainly spread by word of mouth. Because of its sound and long time reputation Muslim women are allowed to visit the centre and participate at the courses.

Sectors

- Catering
- Textile design
- Dressmaking

As the majority of the target group are Muslim women courses in dressmaking focus on women's, children's and baby cloths. Textile design focuses on household linen. There is proven market demand of these items in close proximity of the centre.

Literacy and up-gradation

Literacy courses are offered with an integrated approach where contents are applied from the sectorial occupations the participants are taught in. All participants are assessed of their literacy skills and elementary knowledge at the beginning of training.

Skills trainings are at the centre of the measures. Participants are reported to have a very tight time frame according to home-based obligations and cannot afford spending time in many extra courses.

Additional services to the trainees

- Support courses in character and spiritual formation and motivation
- Personal counselling
- Medical care for trainees and their children
- Baby care programme during class hours

Teachers

Teachers are long-term experienced in working with marginalised groups. They derive from the occupational sector they teach and also often from the same regional and social background as the participants (often former slum dwellers as well). This enables them to deal with the target group in a culturally and socially sensitive manner. An additional asset is that the instructors are often well known and accepted in the slum area.

Recognition of obtained skills

The programme has been recognized and accredited by the Kenyan government. The Ministry of Education (MoE) finances the salary of teachers and instructors (fully or partly), as long as the criteria of standards and quality of the courses are fulfilled.

In this programme youth are given the opportunity to enter formal TVET although having a mal educational background. Gradually participants can reach different levels of non-formal training and eventually up to a formal TVET certificate. As soon as courses are accredited and certified graduates receive an official graduation certificate according to the criteria of the MoE.

On-the-job-training

The local industry is integrated into the skills training and offers apprenticeships and placements for the trainees. The trainees are transferred to hotels and restaurants and also to textile factories for periods of internship of some weeks. During that time project facilitators monitor the trainees' performance as part of the overall assessment.

Impact and monitoring

The TVET Centre has been existing for 15 years. Annually, approximately 80 women have been prepared for final exams in their fields of training and have obtained relevant state approved certificates. Overall, approximately 800 young women have been trained successfully and graduated from the courses with officially recognized certificates.

Each year approx. 300 young women from the slum area attend courses offered by the centre.

According to monitoring data the average unemployment rate of the women who successfully completed their training has decreased. At least 50% of the women who were trained at the centre have found (self-) employment that enables them to raise their living standard.

Sustainability

The centre aims at capacity building up to the level of the centre's management and trainers. The long-term initiative has been depending on external funding for the last 15 years of its existence. A positive aspect regarding sustainability is the promotion by the Kenyan government by overtaking salary of teachers and instructors as long as the courses meet the official requirements.

18. CRISP India: Employability training to BLP youth

Demand driven employability training to BLP youth in Madhya Pradesh, Centre of Research and Industrial Staff Performance (CRISP)

Initiative of the Government of India, Ministry of Rural Development

Sources:

- Project description (in annex)
- E-mail exchange with former project manager

Target group: Dropouts after grade 8 between 18-35 years from BPL (Below Poverty Line) background

Relevance: The pilot project (January 2012 – December 2013) presents an approach how to orient non-formal TVET closely at the industry in order to meet labour market demand and to raise the chance of employment and job retention of participants. Women were meant to be equally integrated into the project. The project trained 10,000 youth in 2 years with 75% placement/job retention.

Project context

The Centre for Research and Industrial Staff Performance (CRISP), Bhopal has been established in the year 1997 as a corporation under the Indo-German Technical Cooperation agreement (GIZ). It provides training to students, graduates and dropouts of technical institutions in the field of automation and control, mechatronics, production and information technology, and enhances technical skills of professionals working in industries through training in hi-tech areas and emerging technologies.

India has a very high number of illiterates and semi-literates, school dropouts and unemployed rural youth and one of the highest numbers of unskilled or inappropriately skilled manpower. For various reasons, many youth drop out before completing school. Lack of adequate and appropriate opportunities after schooling is one of the biggest demotivating factors resulting in high rates of dropouts.

The project “Imparting demand driven employability training to BPL youth in identified districts of Madhya Pradesh” was an initiative under the Swarna Jayanti Gram Swarojgar Yojna of the Government of India, Ministry of Rural Development to up-lift families Below Poverty Line (BPL) through various income generation initiatives. The project was implemented at existing training centres in selected districts of Madhya Pradesh and targeted rural youth from BPL families, scheduled castes (SCs) and scheduled tribes (STs; groups officially designated as disadvantaged), minorities, and physically challenged men and women aged between 18-35 who dropped out after acquired basic qualifications of 8th standard.

Sectors and sectorial occupations

Dropouts were trained in practical skills in 5 different subjects: Data entry operator, machine operator, security guard, readymade garment making, and basic electrician.

Duration and scope of the training

The training program was designed for a minimum of 240 hours (2-2.5 months).

The batch size was kept flexible depending on trades and facilities involved like computer stations, equipment for practical training etc. A batch size of 20 students was the average.

Mechanisms to ensure qualifications match the needs of the labour market

The programme design was specifically oriented at the needs of the labour market. The selection of trades and districts where the courses should be conducted was conducted in association with the local industry and local experts. A detailed Employability Potential Assessment (EPA) of the target area collected information from all stakeholders like industries, business houses, service industries, government agencies, and industry associations. The programme included a regular interface with local businesses, industrial and other potential employers for the development of courses, training methodology, and placements. On the job training and apprenticeships at potential future employers were an integral part of all training courses.

Reaching the target group, especially young women

The trainees were approached through advertisement and selected from the list obtained from DRDA (Department of Rural Development) with preference to persons like SC, ST, minorities, physically challenged and women candidates.

Specific measure for women

Due to low literacy rates and social taboos, the inclusion of female candidates was quite difficult. Special efforts were made for including women:

- The project signed MoUs with the industries exclusively for training and placement of women to foster women's and parent's acceptance.
- Female mobilisers were engaged for parents' counselling.

With continuous parents' counselling and confidence building by the mobilisers and coordinators the project was able to include 829 females in a few districts.

The most important observation is that wherever female candidates are placed, retention seems to be far better in placement against male performance.

Employers too, appreciate the performance of female candidates and thus have a continuous demand for their placement.

Income situation during training

Accommodation was provided to the participants during the training course with boarding, feeding and lodging free of cost.

Qualification concept

CRISP's upgrading concept was composed of integrated literacy and English courses with focus on practical skills development.

Curricula seminar related

Special classroom training and training material suited to the target groups were developed in local language. The materials were designed to promote self-learning with photographs, sketches, drawings, and self-tests to check the progress. Seminar curricula encompassed lectures, tutorials, mini projects, role-plays, labs and workshops, and self-learning. The use of media and computers aimed to promote effective learning.

Curricula product related

The project emphasizes the importance of hands-on experience to provide the trainees with the often-lacking practical orientation. Field visits and interaction with professional experts were integrated parts of the training.

Life skills

The programme focused equally on technical skills and personality development of candidates. Training modules included inputs like

- Spoken English
- Communication skills
- Mannerisms etc. required to meet the market demands
- Savings and financial management
- Awareness and best practices on health and hygiene issues
- HIV/AIDS

Connection to further measures or to the general education system

The curriculum was only designed for providing specific employable skills according to industrial labour demand or entrepreneurial skills and not a full value formal education achievement.

Assessment and certification

Graduates received a certificate of attendance from CRISP. Because of CRISP's reputation, the certificate has proven to be helpful finding employment. Assessment was done by teachers and trainers from CRISP.

Apart from the CRISP certification, the project had searched for third party certification such as NCVT (National Council for Vocational Training) certification, a link to IGNOU (Indira Gandhi National Open University) or any recognized body to assess the trainees and to certify the participants. The outcome of such activities is unknown.

Teachers

Basic qualification

Most of the trainers were recruited from the local area for ease of logistic arrangements. Some experts from local industries were associated with the programme as guest lecturers. The trainers were trained by master trainers from CRISP headquarters with regard to the given trades and topics and advanced technology (where necessary).

Adaptation of qualification for the teachers

CRISP highlights aspect such as pedagogy, training methodology, and assessment techniques with reference to competence based training.

Employment seeking skills and knowledge of job availability

Understanding of job opportunities in the sector and other related sectors

One main aspect of the training was the close cooperation with industrial partners and potential employers. Trainees should gain an overview of potential job opportunities and be able to match possibilities with the own skills profiles.

Job search skills

On the job training and apprenticeships helped candidates to understand job requirements and the work environment better and to enable them to make right choices when choosing jobs.

Skills for job retention

To foster job retention the project organized employment potential assessments. Graduates were assessed not only with regard to their gained technical skills but also their matching with the whole range of employer's demands.

Post training services: Counselling cells at each centre, regular visits by a coordinator and counselling sessions at industry for placed candidates also should promote job retention.

MoU's with industries for on-the-job training and placement made sure that candidates had better chances to find a regular employment.

Entrepreneurial skills

The trainees were provided special inputs related to entrepreneurship development. Another asset was interaction of participants with government and private financial institutions to start their own micro enterprises.

Monitoring, challenges, impact, sustainability

Monitoring

CRISP has developed a dedicated monitoring and review system for the project with features such as:

- Simple and user friendly monitoring system
- Web based system with provision for updating and online monitoring
- Facility for report generation in pre-designed formats for different levels
- Online performance tracking of the trainees during the training and post placement

Monitoring and review was carried out at the different levels namely headquarters level, centre level, state level and central/project levels. The central level monitoring was done state-wise. Quarterly reports were submitted and annual reviews carried out.

Impact

The pilot programme trained approx. 10,000 youths in 12 districts (879 of them were women) with assured employment/placement to around 75% in a span of 2 years (January 2012 to December 2013).

Challenges

Integration of female participants was particularly difficult and special measures had to be taken (see above). An observation is that wherever female candidates are placed, retention seems to be far better in placement against male performance. Employers too appreciate the performance of female candidates and thus have a continuous demand for their placement.

Retention of target youth in placement:

Another problematic area identified was the actual performance of the youths trained while on the job. The reason was the very different backgrounds and psychological “bent of mind” (project report) due to which the attitude to join the industry for work was many times missing. This led to a risk of high dropout rates of such youths being placed in the industry.

Extensive on-the-job training in the industry helped to acclimatize them with the work culture, interpersonal dynamics and handling of organisational hierarchy and other issues which are present in an organisation. Skills of that kind are vital for the success and satisfaction of the youths and eventually for a lower dropout rate for the project.

Sustainability (as outlined)

According to the project report the following activities were undertaken in order to sustain the outcome after the project completion:

- Creation of permanent training infrastructure and facilities at resource centres which could be utilized on continual basis
- MIS (online data base)
- Development of placement directories district-wise
- Creation of placement cell at each centre and developing understanding and relationship with local industries for placement of successful candidates
- Training of some local experts as training resource persons

Sustainability (estimated)

The project being an initiative of the Indian government, Ministry of Rural Development itself, theoretically sustainability can be estimated as relatively good. Ownership is naturally given and the government should have a certain level of interest to continue the project.

Whether the project will sustain in the future depends on financial possibilities as well as on managerial capacities to continue and develop the project further.

Further approaches of interest

The following paragraphs present further identified programmes in brief that may be of some interest as well but have not been presented in full details, partly due to lack of information or because only few aspects may be of relevance.

CARE international Afghanistan

VTAWP Vocational Training for Afghan Women Programme

Source: CARE web page (contact persons could not be identified or did not respond to requests)

CARE's (VTAWP) grounds its work in culturally sensitive market research analysis to determine what niches women would be able to fill in the Afghan economy; it delivers training in those areas, and provides employment linkages or business start-up support upon graduation.

CARE offers women a chance to graduate to self-sufficiency through VTAWP. Women learn a trade, and the marketing skills to sell products. They are taught to charma dozi - the traditional Afghan embroidery – or making handbags and backpacks. Women have their own home-based business for making leather handbags and nylon backpacks. They earn 32,000 Afs in the first year – a good wage in Afghanistan as participants state. (<http://www.care-international.org/news/stories-and-blogs/economic-development/afghanistan-a-quality-life.aspx>, 2014/09/19).

CARE notes that one of the greatest problems facing small businesses like those of handbag and backpack producers is the flooding of the market with inexpensive Chinese products. Many Afghan producers cannot compete.

VUSAF Afghanistan

Afghanistan Schulen (local German Afghan NGO)

Sources:

- Interview with Marga Flader, VUSAF coordinator
- Web side <http://www.vusaf.de/women-s-projects.html>

Relevance: VUSAF provides information about special measure for women from remote and traditional regions.

Non-formal sewing courses

In three villages near Andkhai VUSAF has set up non-formal sewing courses with duration of 18 months at 6 days a week. The courses are half-day courses in the morning in regards to the women's other household obligations at home.

On two days the women study reading, writing and arithmetic, one day they learn about health care for mother and child and on one day they work with a simple hand-driven sewing machine. The other two days the women travel by rickshaw to the market town of Andkhai to the VUSAF Women's Centre (see below). Transportation is provided by the organisation and is reported to be an essential factor for the women's attendance. Each course has 12 participants.

The women produce girls' school uniforms (orders are organized by VUSAF), and women's and children's cloths and household linen. At the end of the training period, every woman receives her own sewing machine to enable her to work from home and to raise the family income.

Approaching the female target group

A contact person representing the NGO, an elder well-known and reputed, approaches the head of a family of a potential participant and introduces the course personally.

Religious authorities play an essential role as well and the imam of a village has to approve the course and allow the women to visit the centre and their attendance of the courses. Long time developed networks to the community leaders are most essential here.

Integrated Literacy and health education

For providing literacy at two days a week (see above) VUSAF works with a special book published by the Ministry of Education to improve literacy in the country. Save the Children US provided the material for the health education.

Women's centre for training and selling products

In August 2013 the Women's Centre in Andkhai was established. The centre has three rooms: one show room for selling, one workshop and one office. The Women's Centre employs one manageress, her assistant who is also embroidery teacher and one caretaker who is also an expert for crochet.

On two days of the week the participants of the three sewing courses come to this Women's Centre to learn how to use the electric sewing and the electric embroidery machines and how to sell their own products to customers as well as basic book keeping.

The Centre is open also for former participants of the sewing courses and other women who want to sell the products which they produced at home. It is not common that women in Andkhoy and the surrounding villages have their own shops and businesses. The Women's Centre offers the women the possibility to find new customers. Furthermore, they have a chance to meet other women outside their own homes and develop informal networks.

GIZ Activities (examples)

Laos BAFIS

Occupation-oriented Vocational Education and Further Training for Target Groups in the Informal Sector

(Beschäftigungsorientierte Aus-und Fortbildung für den Informellen Sektor)

(Duration 1997 – 2004)

Sources:

- Various internal programme documentations (in annex)
- Interview with Ewald Gold (on GIZ non-formal activities in general)

The Lao-German BAFIS Project was part of the Ministry of Education's conceptual approach as formulated in a strategy paper on the development of the vocational education system.

The goals of the project were to develop and implement training programmes that are responsive to target group needs and local market demands and, thus, help enhance trainees' chances of finding employment, becoming self-employed or starting up their own micro-business. Self-employment was understood as work that makes a direct or an indirect contribution to monetary income, while a micro-enterprise is defined as any kind of enterprise employing between one and five employees (excluding the owner).

The project:

- 1) enabled youth and adults to acquire new skills and/or improve existing skills from the informal sector
- 2) bridged an existing gap between skills training and self-employment by providing basic entrepreneurial training aiming to create high employment within the community
- 3) assisted people who take initiative in establishing small family businesses with further training

Sectors and mode of delivery

The project had four Non-formal Education Centres (NFEC) in four provinces: Vientiane Capital, Champasak, Luang Prabang and Hua Phan. The regional centres offered many different training courses, such as livestock farming, food processing, dressmaking, training cum construction, tourism services, health and beauty, hairdressing, furniture making, arc welding, sheet metal work, etc. that last from a few days to several months. The training was modularized, flexible and adaptable. The programmes were planned and implemented in response to the needs of the target groups.

Outreach

From August 1998 to June 2003, the project organized 334 different programmes in seven occupational fields for 7,563 trainees, 3,123 male participants and 4,440 female trainees (58.7%).

The BAFIS training programmes highlight the diversity of training provision and approaches, i.e. village-based training, centre-based and training-cum-production (construction)-based. Further training might address entrepreneurial skills training. The programme structure was modular, flexible, adaptable, responsive and replicable. Thus, combining skills and entrepreneurial training as a sandwich system could provide trainees with the practical skills needed. Rural-based vocational training contributes to substantial improvements in subsistence farming/living conditions (livelihood development), in addition to promoting opportunities for occupational employment. Non-formal Vocational Training aims to address

economic manpower according to social demand and employment orientation, focusing on “value-adding production chains” for agricultural and non-agricultural products.

Centre-based Training

No space had been allocated specifically for training in the regional Non-formal Education Centres. Therefore, the BAFIS project, with the help of trainees (training-cum-construction), built small workshops, a guesthouse (for training in tourist services), and demonstration farms. Trainees were recruited from the municipalities and from other provinces where there are no NFECs. Accommodation was provided for the latter.

Village-based Training

The training was offered at community centres or directly in the field. Trainers were either from the regional NFECs or hired from the private sector. Trainees came directly from the villages.

Training-cum-production

This type of training was being offered in construction (training-cum-construction). BAFIS met target group training needs and infrastructure requirements for the rehabilitation of old buildings, as well as for construction of new buildings (workshops, dormitories, classrooms). Trainees learned as they worked on a building site. Some of the training activities were being combined with income-generating activities.

Meeting labour market demand

Village- and centre-based training should meet target group training needs as expressed in training needs assessments and market surveys, and should meet training and entrepreneurial pre-qualification. The training needs assessments (TNA) and market surveys (MS) had been conducted within the framework of BAFIS project preparation/implementation. The TNA surveys of the target groups identified particular training areas and skills that were of high priority for the target group. The MS predict probable demand for skilled labour and the absorptive capacity of skills in a specific geographical area.

GIZ Congo

Economic strengthening of the provinces Maniema and South Kivu based on labour market oriented education

Source:

- Brief interview with the head of programme, Dr. Dietmar Schorlemer
- Project description (in annex)
- GIZ web page

Target groups: primary school children of compulsory school age, young people, particularly girls, as well as illiterate adults, especially women

Duration: 2005 – 2015

The phase starting in 2012 concentrates on education (component 1) as well as on agriculture, with all the associated activities relevant to generating income and employment in rural areas (component 2). In addition, support is provided to build the economic capacity of micro, small and medium-sized enterprises.

Basic education accompanied by social integration measures and the establishment of elementary infrastructure facilities should enable the young people and young adults disadvantaged as a result of the civil war to become socially and economically integrated. As a result, life in the Kindu region is now relatively peaceful. The labour and production markets in Maniema and the Territoire Shabunda in South Kivu do not yet allow tapping fully the potential that has been created. Employment opportunities remain poor and the markets in the cities and towns are chronically undersupplied.

Non-formal literacy and education component

Literacy

Integrated functional literacy in Swahili with relatively broad contents (since 2013) developed by GIZ

Outcomes

3,000 young people have received basic education (enabling some of them to catch up on the schooling they missed). Two thirds of them, mainly girls and young women, have gained a recognised school-leaving certificate.

Up to July 2012 altogether 4,000 young people and young adults successfully took part in the vocational training offerings. More than half of them, including 500 young women, are working as independent craft tradespeople and service providers.

UNICEF Second Chance Education

Sources:

- UNICEF web page for the general approach
- Evaluation report China example

http://www.unicef.org/evaldatabase/files/CHN_2001_007.pdf

Introduction to the general approach

UNICEF second chance education is one of the most prominent examples of activities of multilateral agencies for youth dropouts. Its main focus is enabling young school dropouts to catch up with primary education in a non-formal manner. The approach holds rather an educational perspective. Skills trainings are integrated as an add-on where it appears to be necessary especially for older adolescents.

Second chance education is designed to provide learning and teaching opportunities to school-age children and youths who have dropped out of school, or have missed out on conventional schooling for one reason or another. UNESCO programmes include provision of advice and examples concerning second chance education. The main objective for younger out-of-school adolescents (and children) in general is integrating (or reintegrating) them into the formal education system. Different approaches are necessary for older adolescents (ages 14-18), many of whom are already working, and include non-formal training.

Access to the target group

To reach the school-age children and youth in order to initiate second chance education programmes, a community approach is essential. Normally a registered provider or sponsor has to gain entry into a community and to get agreement to the initiative. With the help of community leaders and stakeholders out-of-school youths and children can be identified and mobilised best.

Enrolment

The programme stresses that the assessment and classification by stage of each participant is important. Again the assistance of cooperating partners to beneficiary groups, community leaders, school heads and other stakeholders are taken into account. This encompasses pre-tests, including written items and oral reading items, and oral interviews to crosscheck data from test sheets.

Knowledge of NGOs already operating in the district or particular localities on similar activities is useful. With respect to programme activities, it is helpful to devise complementary and not competing actions and to lay the ground for coordination and possible cooperation.

Example second chance initiative in China

Functional literacy and numeracy

The objective of literacy training was to enable adolescents to read brochures, training materials and guidelines published by local institutions and UNICEF. The objective of numeracy training was to enable participants to reach the level of elementary school graduates. Most of the trainers were teachers from elementary schools. They held classes for out-of-school adolescents at weekends or in the evenings. Adolescents sat together in one “classroom” (usually in a fixed place) to attend class. Lessons in Chinese and arithmetic were provided. Most of adolescents said after the training they could read brochures, posters of scientific knowledge and other training materials without help. They also developed mathematical ability on multiplication and division, recordings on expenditures and incomes. Literacy and numeracy skills enabled the adolescents, especially girls (there are more out-of-school girls than boys since parents prefer

education for boys over girls) to acquire new knowledge, feel confident, increase possibilities of employment and reduce risk of being victimized by outsiders.

Production skills

Training was provided to improve adolescents' production skills in line with their major production activities they were already engaged in. Production skills' training was particularly focused on agricultural production and animal husbandry. The training changed according to local conditions. Trainers from local agricultural and animal husbandry departments usually conducted training on production skills. Apart from out-of-school girls and out-of-school boys, women in the village also attended the training to increase their earnings.

Life skill and hygiene education

Training on the skills-based health education emphasized personal and household hygiene practices and behavioural changes. This also included promotion of sanitary latrine use, HIV/AIDS prevention and eradication of iodine deficiency disorders (IDD).

Training was provided mainly by the medical staff of the local health bureau responsible for prevention/control of epidemic diseases. These training helped in changing conventional habits of villagers who had no knowledge on such issues. Adolescents shared the knowledge with their families, neighbours and peers. In the past the people in the project county used non-iodized salt, shared only one towel among all family members and drank unboiled water. After training, knowledge on hygiene helped improve practices for better hygiene and sanitation, reducing the risk of diseases. At present, there is near universal use of iodized salt and boiled water amongst minority communities. Training was also provided for enhancing knowledge on environmental protection and on the awareness on child rights.

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List of Experts

All experts interviewed agreed to function as contact persons for further questions regarding the presented projects. Contact details were passed on to the Afghan GIZ TVET programme and are available upon request. (The days in brackets indicate the date of the interviews.)

Organisation and interviewee	Contact details
ILO Bangladesh Mohammad Nuruzzaman, Learning and Earning (EU/ILO TVET Reform Project) (20/10/2014)	
UNIDO Sudan Inez Wijngaarde, Project Manager Khartoum TVET Project (30/10/2014)	
Mercy Corps Afghanistan David Haines, Country Director (24/09/2014)	
DBTI Elobeid Sudan (also SKIPI Sudan) Wolfgang Zimmermann, EH (06/08/2014, 10/10/2014 and 30/10/2014)	
DBTIs Kep Province, Cambodia Father Albeiro Rodas, Director (05/09/2014)	
Don Bosco Mission, Bonn Thomas Gerhards, former Team Leader Projects, Consultant (24/07/2014 and 30/10/2014)	
DVV international Dr. Bernd Sandhaas, former Regional Director East Africa (22/11/2014)	
Misereor Alexandra Farrington-Schomburg (16/09/2014 and 30/09/2014)	
VUSAF Afghanistan Schulen Marga Flader (19/09/2014)	
GIZ Congo Dr. Dietmar Schorlemer, Head of Programme (04/09/2014)	
For GIZ activities, ILO Bangladesh Ewald Gold, TVET expert (28/10/2014)	

The following list provides names and contact details of experts who provided information and documents via e-mail exchange.

Organisation and name of expert	Contact details
CRISP India Shalini Pandey Project Manager	
ILO Arthur Shears (Bangladesh) Christine Hofmann Yasser Ali (Jordan)	
UNIDO Werner Haberzettl (Consultant, Project Manager SKIPI Sudan) Jürgen Hierold	
dvv international Sonya Belete	

Deutsche Gesellschaft für
Internationale Zusammenarbeit (GIZ) GmbH
GIZ-TVET Office Kabul
Qala-e- Fatullah Kabul, Afghanistan
E gustav.reier@giz.de
I www.giz.de