

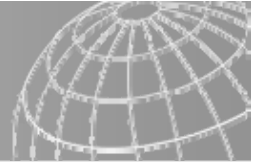
Improving skills and labour market access in LDC – Some experiences from German Technical Cooperation

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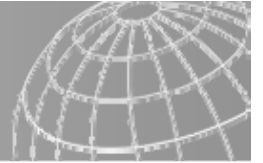
Better Perspectives for the Poor and Disadvantaged



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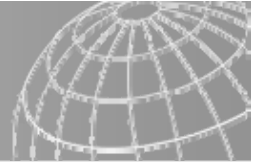




1. Why Skills Development for Secure Livelihoods?

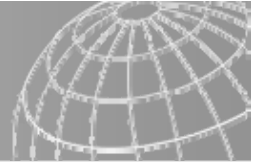
- In LDC the majority of the population has no access to formal (further) education or formal (wage) employment
- After remarkable progress regarding primary school enrollment (Education for All!) there is severe demand for post primary education and linkages to the labour market
- The transformation of non-formal or informal systems into formal systems on a large scale is difficult in the medium term
- In the informal economy, too, access is limited and training and incomes are often insufficient
- Disadvantaged groups or minorities suffer the most and are sometimes completely excluded
- Vocational training systems (formal or non-formal) are often underfunded; on the other hand the poor cannot afford to pay for qualified (private) training





2. What German TC does – an overview

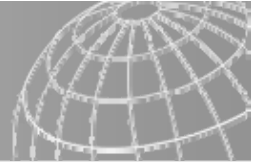
- German TC promotes the economic and social integration of women, men and young people from disadvantaged population groups
- Together with the target group, education and training courses are tailored to meet their specific needs and give them improved access to employment in the formal and informal economy
- German TC promotes accessible training and advice services as well as formal and informal job placement networks
- Functioning systems are improved and complemented while their traditional attributes are sustained (e.g. traditional apprenticeship)
- German TC offers integrated solutions that combine skills development measures with other types of assistance, such as access to micro loans and business development services, alphabetization for adults or social integration in post conflict situations



3. Example 1: The LearnNet Approach – Uganda

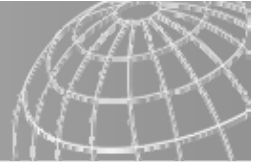
- The approach seeks to address the challenge of offering multi-dimensional learning opportunities to poor and disadvantaged people
- The basic organisational structure of LearnNet is the learning group. The groups take care of the key functions of their own learning process, such as: deciding on the content, planning and organising the learning process, negotiating and concluding contracts with resource persons, raising of funds, evaluating process and results of the project, etc.
- Each learning process is based on a real need identified by the learning group. The learning groups draw on local resources and social networks to find out what they need to know and to find ways and means to arrange for it
- Reflection and evaluation are important elements of LearnNet
- Skills are not necessarily transferred by fully trained teachers and trainers but by resource persons. These can be farmers, craftspeople, extension officers, and so on. External learning facilitators play a key role in initiating the process.
- The LearnNet approach seeks to enhance the social and human capital of the target groups by addressing organizational and communication skills and by motivating participants to get engaged in lifelong learning.





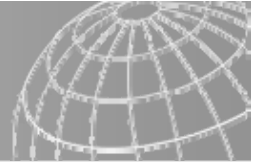
4. Example 2: Supporting Traditional Apprenticeship - Ghana

- Objective: Strengthening the Traditional Apprenticeship (TA) System to provide perspectives for increasing number of young persons with no perspectives in the formal systems
- Government of Ghana has acknowledged TA and non-formal education/ informal sector as important cornerstone of the education/ economic system
- Social norms and traditions are not questioned as the system is functioning in general; additional training courses for master craft persons and apprentices shall improve competitiveness and as consequence intake of apprentices of SMEs
- German TC and FC are cooperating closely:
 - TC enhances demand oriented training delivery for TA (public and private training provider)
 - FC introduces a voucher system via the national Skills Development Fund
- Sectoral trade associations are capacitated in their central role: to formulate the training demand and to assist in setting standards and developing curricula



4. Example 3: Supporting Formal TVET in Lao PDR

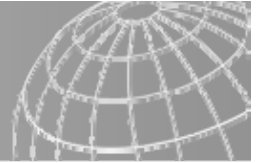
- Objective: Modernizing the formal TVET System in order to support the upgrading of economy and the regional economic integration of Lao.
- The Lao-German programs follow a comprehensive approach:
 1. Strengthening of the legal base and structure of the TVET system
 2. Improving the relevance of TVET within the overall education system
 3. Upgrading of the TVET infrastructure and capacities in line with the economic development
 4. Developing and modernizing of curricula and learning materials
 5. Capacity Development of TVET decision makers and implementers in ministries, institutions, universities and TVET schools
 6. Improving capacities by development of academic teachers training
 7. Fostering of the regional cooperation of TVET institutions (Regional Cooperation Platform etc.)



5. Lessons Learnt



- Training of disadvantaged target groups is most successful when it comprises technical, entrepreneurial, literacy and life skills
- Sensitization programs about HIV/AIDS, abuse of women, and social equity foster awareness and enable affected participants to seek support
- Well trained trainers/facilitators are crucial for the quality of training delivery
- Joint business viability and skill needs assessment with informal sector enterprises and their representatives are vital for employment opportunities
- Involving the community in the selection of trainees and into monitoring their progress creates interest, responsibility, and ownership
- Skills development in the context of a value chain approach has the potential of reaching a large number of people and can lead to immediate employment
- Financing training for disadvantaged target groups cannot be borne by the participants and the donors alone; it needs sustainable funding resources
- There is no “One size fits all”, the target groups do have diverse demand. All contributions should serve an open and permeable TVET system with “bridges and ladders”.



Thank you!
Xie Xie Nimen!
谢谢你们

