

STUDY FINDINGS

Inclusion of refugees in TVET programmes and their transition to the world of work



OBJECTIVES OF THE STUDY

1-To identify best practices in 5 countries (Ethiopia, Kenya, Jordan, Uganda and Sudan) that can inform and guide TVET programming at the national level, particularly in partnership

2- To build an evidence base for the successful inclusion of refugees into TVET programmes and their transition to the world of work.

The study is meant to evidence the following aspects:

- The barriers in accessing TVET for refugees and host communities and their differences
- The success factors regarding access to, retention in, and completion of TVET programmes
- The success factors for an effective transition to the labour market and/or further studies
- The programmatic approaches that seems most successful and can be replicated

BEST PRACTICES 1

- Strengthening the cooperation between partnering TVET Colleges and local companies to facilitate entry-level work experience. The Colleges has covered the stipends of the graduates. **Graduates have benefited by gaining practical skill and work experience and company received a service**
- Cooperatives are an important step in transitioning to a formal economy. Their members may start as informal units, but they can grow to become formal business entities. **Cooperatives also offer an accessible means of gaining legal recognition since their capital requirements are minimal.**
- **Mapping-out the industry players in the respective sectors**, selecting and cultivating interest for potential partnership for integrating refugees and host-communities in cooperative training, and creating opportunities for employment of TVET graduates, and developing consensus for an eventual creation of the partnership platform

BEST PRACTICES 2

- **Using booster/motivation incentives** such as child care and promotion of attendance to completion of trainings have significant effect on poor and vulnerable mothers in the camps.
- **Virtual facilitation** have been implemented to provide work-based learning, responding to accessibility challenges and necessity to deliver on the job training.
- **Open diversified pathways to digital tracks:** there is a growing market for from basic to more advanced digital skills and there is not requirement of physical presence
- **Career guidance campaigns via radio programmes** can encourage girls and women in remote communities to participate in TVET courses.

RECOMMENDATIONS INCLUSION

- **Support advocacy for an enhanced legal framework** to improve the access of refugees to education and training opportunities and to the formal labour market within and across countries (e.g., the issuance of valid work permits and mention refugees in national policy documents to ensure their legal inclusion in training services)
- **Enable mobility of refugees** to allow better access to education and training options (e.g., through transport, childcare options, etc.) to tackle barriers to learning options.
- **Support governments to better regulate and enhance the recognition of prior learning** experiences prior to and upon admission in TVET institutions as an important first step to identify potential skills areas and interest of refugees.
- Enable access to TVET programmes for people with **disabilities by facilitating admission criteria**, providing adequate training facilities, and supporting their transition to employment.
- **Develop culture-sensitive approaches** in the programme design and implementation with a special focus on the inclusion of women through gender-sensitive programme approaches.

RECOMMENDATIONS LABOUR MARKET ORIENTATION

- **Inform refugees about current labour market trends** to ensure their participation to TVET opportunities in a way that can benefit their prospect for employment and provide guidance on recognition of the skills at their current location, but also in view of return to country of origin.
- **Use existing labour market information to inform TVET institutions about their skills offer** seeking to constantly adapt to the local employment context in offering skills with high demand for jobs and growth. Keep involvement of the private sector and the employers to design curricula and learning material that reflects the skills needed in the labour market.
- **Encourage dialogue channels at different level:** At macro and meso level ensure dialogue between country, regional and third country solutions dimension to focus on the regional labour market. At micro level, ensure communication between the host communities, the private sector, and refugees as an integral part of skills assessment and curriculum development

RECOMMENDATIONS SUPPORT SERVICES

- **Design more programmes that can overcome barriers to access** TVET opportunities (e.g., safe boarding houses and transport, childcare and assistant teachers for language adaptation).
- **Access to financial aid in form of stipends or allowances**, student loans for start-up kits or vouchers to attend classes is necessary, especially for the most vulnerable categories. Including refugees for a lower rate or free of charge to TVET programmes and ensure the buy-in of employers to refine needs for skilled labour force, returns of investment while partly bearing the costs for training.
- **Provide appropriate guidance and mentoring to refugees and vulnerable groups** during TVET programmes and ensure they are effectively implemented through a more individualised approach. Mentors could be senior teachers or specialized staff from the TVET centres. Tailored guidance services and individuals offers are crucial to enrol and complete TVET studies.
- **Sensitisation campaigns are key to shift perceptions about TVET**. Meetings with the community prior new enrolments where young learners can inform about opportunities, career pathways, employment trends, expected employers, salary scale and further training prospects of chosen trades with private sector representatives, chambers, and business associations.

RECOMMENDATIONS TEACHER TRAINING

- **Governments and donors should provide investment to support formalized TVET teacher training and education.** This is important for the quality of TVET and the perception of the TVET teacher's work. It is a key factor for appropriate orientation of refugees. Besides hard skills, TVET teachers should be trained in pedagogies and didactics.
- **Teachers are scarce in areas of humanitarian crisis, therefore incentivising the recruitment might entail additional benefits and retention strategies.** Often teacher training colleges may not have competency frameworks in place that are set by the national governments while in other cases TVET institutes may not always follow the existing national competency frameworks. This is problematic since future teachers are prevented from receiving a formal and accredited certification to become a licensed national teacher.

RECOMMENDATIONS CORE/SOFT SKILLS

- **Include occupational profiles to be combined with core skill courses and prepare trainees for their integration into a specific vocation.** Life skills often include skills related to teamwork, communication, critical thinking, problem-solving, negotiating, problem-solving or a proactive work attitude. In some cases, they also include literacy and basic numerical skills. For short TVET courses, life skills could be narrowed to "working life skills".
- **Soft skills (language, speaking/confidence, time management, etc.) are in high demand** and most refugees are not necessarily receiving adequate **psychosocial support** that enable them to increase their soft skills. More intentional action is needed to build the confidence and the attitude of refugees with respect to the labour market.

RECOMMENDATIONS LINK WITH LABOUR MARKET

- **Support the government to set up concise laws and regulations for internships or apprenticeships** (e.g., accident insurances of the students during the placement, on-the-job-training, etc.).
- **TTVET to provide refugees with stronger linkages to the private sector** by setting up job placement and work-based learning schemes. Introduce incentives (e.g., tax reliefs, prior interviews to get to know the candidate) to motivate the private sector to accept refugees in job trainings.
- **Access to finance, laws and business incubators** targeting refugees remain major gaps to address. This goes beyond enabling a policy a policy environment. Instead, seek cooperation with micro finance providers, key microfinance institutes, risk management facilities as well as the provision of start-up kits to address these issues.
- Support sectors with high potential for refugees in the **digital economy** through new ICT courses, connectivity in classrooms and the recognition of certifications obtained through blended learning (combines online education with traditional classroom methods). Exploring new markets in the care industry and green economy can unlock opportunities too.

RECOMMENDATIONS GENDER EQUALITY INCLUSION

- Normative issues still strongly affect women in accessing trainings but also occupational choices that are usually male dominated. Here, **role models, career guidance and counselling are very powerful**. TVET institutes should promote female enrolment as a core priority also reducing the gender bias related to each profession and offer career guidance and counselling.
- **Safety concerns and gender-based violence remain major area of concern**, they still plague refugees' communities and prevent women from attending the trainings and participating in work opportunities. Raise awareness within the communities, follow a holistic approach, provide safe spaces for women, ensure safe accommodation, and transport options and ensure adequate childcare provision during training and working periods.

RECOMMENDATIONS PARTNERSHIP

- **TVET actors must learn how to combine interventions with other actors.** Multi-actor dialogue with multilateral agencies, humanitarian actors, institutional stakeholders, and especially the private sector is needed to embed multiple components targeting both supply and demand of the labour market.
- TVET programmes tend to operate in national silos thus **extending the dialogue regarding** their role through regional platforms and initiatives (PROSPECT, IGAD etc) can trigger the sharing of best practices and favour more horizontal exchange of information among TVET actors.

