

# TVET Telegraph

ISSUE NUMBER

BMZ currently funds over  
**100** independent bilateral  
TVET projects in **63** countries.

Presented by the TVET Sector Project  
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## HIGHLIGHTS FROM THE TVET SECTOR PROJECT

**BMZ/INEE CONFERENCE 'EDUCATION FOR A BETTER FUTURE - CREATING PROSPECTS FOR DISPLACED POPULATIONS', BERLIN | 2 NOVEMBER 2016**

Nearly 60% of all global refugees and internally displaced persons (IDPs) live in cities or illegal settlements and most of them live in developing countries. Outside of camp structures and often without residency status, they are not entitled to state or international benefits and are frequently victims of violence, exploitation and discrimination. Access to (formal) education and vocational education is usually not available to them. How can the international community respond to urban refugees and better address their needs? Representatives of the International Labour Organization (Ankara), GIZ (Jordan) and the non-governmental organisation Urban Refugees and other organisations discussed this question during the workshop session 'Urban refugees: Making the invisible visible' on 2 November as part of an international BMZ/INEE conference in Berlin. More than 160 representatives from international organisations and GIZ, as well as policy-makers and researchers took part in the event.

**Link | Contact:** [imke.kottmann@giz.de](mailto:imke.kottmann@giz.de)

## 'LEARNING FOR RETURNING' PILOT PROJECT

We are currently piloting a new project entitled 'Learning for returning: Innovative skills development approaches for refugees and IDPs to prepare for (re-)integration'. The project aims to help institutions which support refugees and IDPs in partner countries implement additional innovative training courses. The courses are created based on global expertise and offer preparation for (re-)integration. The project was developed as part of a social lab together with relevant stakeholders from bilateral development cooperation and NGOs.



**Contact:** [julia.schmidt1@giz.de](mailto:julia.schmidt1@giz.de)

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## IN FOCUS TVET in the context of forced displacement and migration

International migration movements are not a new global trend. What is new is the number of refugees and IDPs among these migrants. Worldwide, more than 65 million people are currently displaced, nearly 15 million more than three years ago (51.2 million in 2013).

Almost two thirds – more than 40 million – of the people, who have been forcibly displaced, are internally displaced within the borders of their own countries. They have no protection under international law. The mandate of the UN Refugee Agency (UNHCR) does not include any particular responsibility for internally displaced persons. It is primarily their countries of origin that are responsible for protecting them.



53 per cent of all refugees under the mandate of the UNHCR (16.1 million in total) come from just three countries:

Syria (4.9 million),  
Afghanistan (2.7 million)  
and Somalia (1.1 million).

With BMZ's Special Initiative 'Tackling the root causes of forced displacement, stabilising host communities, supporting refugees', Germany is responding to the increasing relevance of providing technical and vocational education and training for refugees and IDPs. This is an important precondition for both economic integration in the host country and reintegration in their country of origin. Training programmes for refugees, IDPs and host communities are already being implemented by GIZ in Jordan, Somalia and Turkey on behalf of BMZ.

German development cooperation aims to mitigate the pressure to migrate while fostering voluntary, safe, properly regulated migration, and raising awareness of the potential migration offers.

### TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING IS CRUCIAL FOR ECONOMIC (RE)INTEGRATION

Young people account for a large percentage of displaced persons. It is vitally important that they receive skills development training if they are to become integrated into the economy in the host country or reintegrated in their country of origin. TVET not only helps make young people employable. It also enables them to participate in society and enhances their confidence.

86 per cent – or nearly nine out of ten refugees – flee to developing countries.

Parallel to economic and employment promotion, TVET also has a very important part to play in **mitigating the pressure to migrate**: The lack of training and ultimately decent employment opportunities forces many young people to leave their homes in search for work and better living conditions. As a result, developing countries lose their most important resource: their human capital.

Exceptional circumstances call for innovative approaches, which can be pragmatic, flexible and sometimes less than perfect. But they must make **refugees and internally displaced persons active players**, and open up opportunities for them to take charge of their own future, even under extenuating circumstances. TVET is essential for this. **Skills are not bound to a place. When everything that you termed 'home' is taken from you, education and skills become the most valuable good you can carry.**

Link | Contact: [imke.kottmann@giz.de](mailto:imke.kottmann@giz.de)



## PUBLICATIONS



### GREEN SKILLS FOR GREEN JOBS – TVET IN THE WATER SECTOR

The study has been prepared with the colleagues from the International Water Policy sector project. It aimed to generate recommendations for further development of the portfolio at the interface between the water and TVET sectors. The study primarily focuses on water supply and wastewater disposal for urban and rural households, business and industry.

**Link | Contact:** [monika.soddemann@giz.de](mailto:monika.soddemann@giz.de) (and Jani Kitz)

### PROMOTING EMPLOYMENT IN THE HEALTH SECTOR OF DEVELOPING COUNTRIES



The background paper offers an initial basis for discussion. The integrated approach to employment promotion was selected as the conceptual approach. It may be used to provide ideas for the health sector, for enhancing employability through vocational training and academic education in combination with the development of the public and private health sector and with improved alignment of supply and demand on the labour market.

**Link | Contact:** [monika.soddemann@giz.de](mailto:monika.soddemann@giz.de) (and Jani Kitz)

### THE ROLE AND SKILLS DEVELOPMENT OF IN-COMPANY TRAINERS IN DEVELOPMENT COOPERATION



The guideline uses eight examples from Brazil, Egypt, Ghana, Kosovo, Mexico, Pakistan, Saudi Arabia and Thailand to explain how training for the range of tasks performed by in-company trainers may be designed and conducted. Key questions on the conditions were formulated and success factors for training were identified. The guideline also includes tips for implementation and an overview of the stakeholders that need to be involved.

**Link | Contact:** [julia.schmidt1@giz.de](mailto:julia.schmidt1@giz.de)

### TOOLKIT LEARNING AND WORKING IN THE INFORMAL ECONOMY



For nearly two years, the toolkit 'Learning and working in the informal economy' has been available online at [www.giz.de/toolkit-informal-economy](http://www.giz.de/toolkit-informal-economy). The toolkit enjoys frequent use and is continuously updated to include additional articles. Since February 2015, the toolkit team has regularly reported on current developments on

TVET in and for the informal economy in its Newsletter. To subscribe to the newsletter, please use the link [here](#). The toolkit is currently being updated and new articles are being added. The aspect of forced displacement and migration is now a particular focus of the toolkit, as reflected by a new article on the target group of refugees.

**Contact:** [julia.schmidt1@giz.de](mailto:julia.schmidt1@giz.de)

## EVENTS

### LOOKING AHEAD

**Focus event: 'Digital learning: Learning to work digitally'**  
Bonn | 21 December 2016

Digitalisation in education and TVET also includes the job markets in our partner countries. What experience have we gathered? What impacts does digital change have on the skills needed for the world of work? What does the training of personnel have to address in order to achieve sustainable use of ICT? What new forms of cooperation and alliances with companies do we need to shape cooperation in TVET? And finally, what do cyber-physical systems and Industry 4.0 mean for cooperation in education and TVET? We will discuss these questions based on insights from research and practice.

**TVET sector project contact:** [anja.speicher@giz.de](mailto:anja.speicher@giz.de)

### LOOKING BACK

**TVET at the ADB Annual Meeting**  
Frankfurt, Germany | 2 to 5 May 2016

The 49th Annual Meeting of the Asian Development Bank (ADB) took place from 2 to 5 May in Frankfurt, Germany, focusing on 'Cooperation for sustainable development'. The meeting featured the host country seminar entitled "Empowerment through Technical and Vocational Education and Training – Innovative Financing Approaches". In addition, the Joint Declaration of Intent on TVET was signed by ADB President Nakao and Parliamentary State Secretary Fuchtel.

**Link | Contact:** [yuliya.tsimoshchanka@giz.de](mailto:yuliya.tsimoshchanka@giz.de)

**Meeting of the dVET Donor Committee | Siegburg and Frankfurt, Germany | 28 to 29 September 2016**

The Donor Committee for Dual Vocational Education and Training (DC dVET) had its second meeting of the year. The committee is composed of representatives from Austria, Germany, Liechtenstein and Switzerland. Our common denominator is our dual VET approach. The donor committee was founded in 2015 to specifically consolidate lessons learned in development cooperation related to duality in TVET and leverage the experience for the future.

**Link | Contact:** [monika.soddemann@giz.de](mailto:monika.soddemann@giz.de)

## FROM THE TEAM Allow us to introduce ourselves



Not pictured: Johannes Fleischle, Ute Jaskolski-Thiart, Jani Kitz (on parental leave)

Upper row from left to right

**Oliver Haas**

Head of TVET sector project

**Monika Soddemann**

Green Skills | Health | TVET Team | Donor Committee

**Monika Schmidt**

Seconded to the German Office for International Cooperation in Vocational Education and Training (GOVET) [Link](#)

**Verena Köhler**

Country analysis donor financing | SDGs | BMZ portfolio analysis | Results monitoring

**Julia Schmidt**

Education personnel | Inclusion | Skills development in and for the informal economy

**Anja Speicher**

Policy advice to ministries | ICT | Gender

Lower row from left to right

**Dr. Yuliya Tsimoshchanka**

TVET Portfolio Analysis Plus | TVET and university education | Gender | ADB

**Philipp Lassig**

Seconded to the German Office for International Cooperation in Vocational Education and Training (GOVET) [Link](#)

**Jana Gutowski Rakus**

Contractual and financial management | Office Management

**Imke Kottmann**

TVET in the context of forced displacement and migration

Not pictured

**Johannes Fleischle**

Seconded to UNESCO-UNEVOC

**Ute Jaskolski-Thiart**

Communication and public relations | Events management | Reporting | Knowledge management

**Jani Kitz**

(on parental leave)

Current interns

**Jessica Lawniczak** and **Hannes Riemenschneider**

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Registered offices  
Bonn and Eschborn, Germany

Friedrich-Ebert-Allee 36  
53113 Bonn  
Germany  
T +49 228-4460-3576  
E [svbb@giz.de](mailto:svbb@giz.de)  
I [www.giz.de](http://www.giz.de)

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Author/Responsible/Editor:  
TVET Sector Project

Responsible for this newsletter:  
Oliver Haas

Authors and editorial team:  
Verena Köhler, Ute Jaskolski-Thiart, Jani Kitz,  
Imke Kottmann and all staff members of the  
TVET Sector Project

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cmuk, Wiesbaden

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