

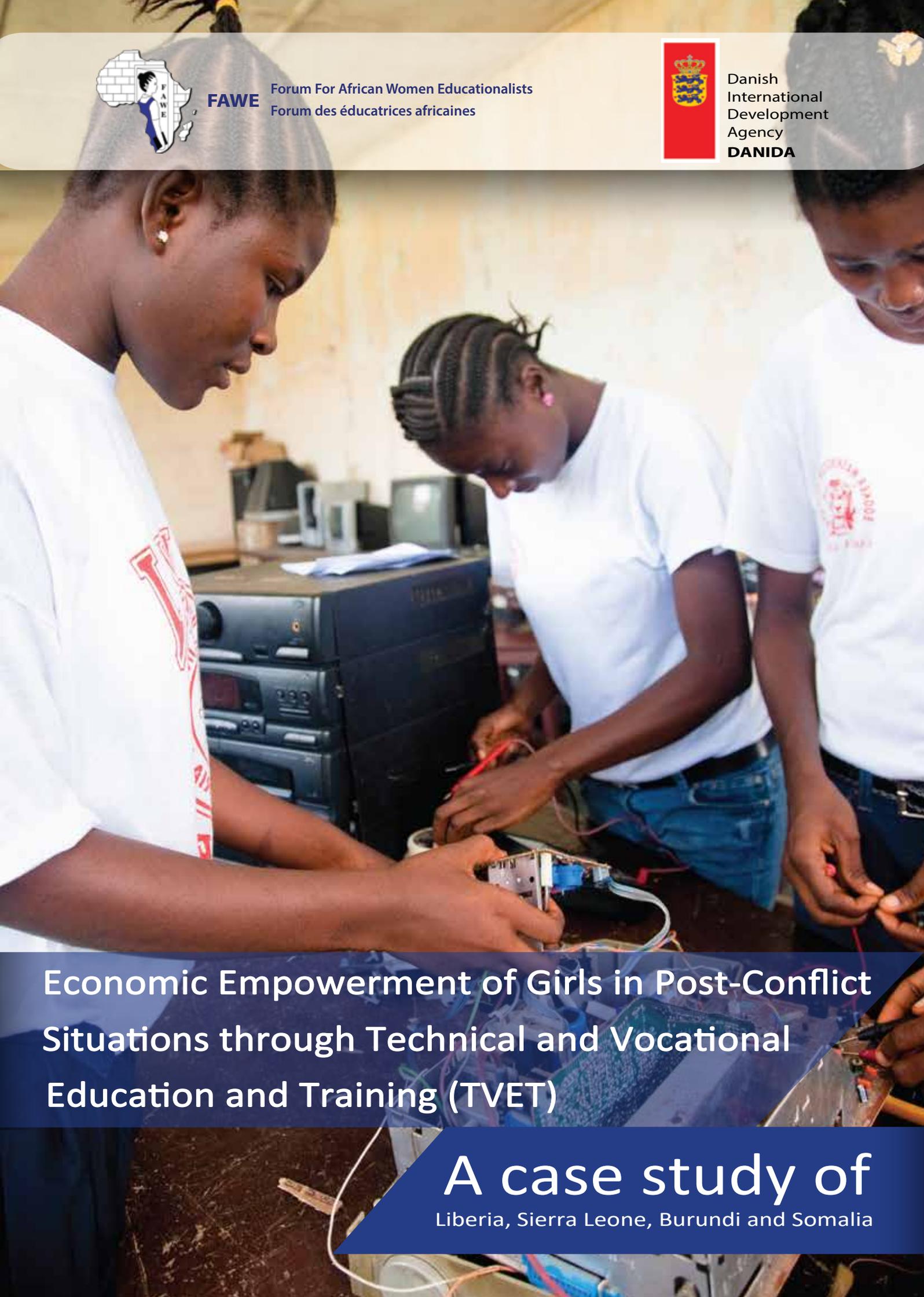


FAWE

Forum For African Women Educationalists
Forum des éducatrices africaines



Danish
International
Development
Agency
DANIDA



Economic Empowerment of Girls in Post-Conflict
Situations through Technical and Vocational
Education and Training (TVET)

A case study of
Liberia, Sierra Leone, Burundi and Somalia

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Acronyms

DANIDA	Danish Development Agency
FAWE	Forum for African Women Educationalists
GRP	Gender Responsive Pedagogy
NC	National Chapter (FAWE)
RS	Regional Secretariat (FAWE)
TVET	Technical and Vocational Education and Training
UNICEF	The United Nations Children’s Fund

Acknowledgement

The Forum for African Women Educationalists (FAWE) expresses deep gratitude to the Danish Development Agency (DANIDA) for the great support offered in the roll out of the Economic Empowerment of Girls in Post-Conflict Situations through Technical and Vocational Education and Training (TVET), a programme that has seen hundreds of Out of School Girls in conflict countries in Africa receive educational and skills development support to leverage their social economic status.

This great partnership has gone a long way in transforming the lives of hundreds of school girls in five sub Saharan countries in Africa by equipping them with social economic skills that will improve their source of livelihoods and enhance their capacity to contribute to their countries' development agenda.

In particular, FAWE appreciates the tremendous effort displayed during the implementation process by the management and programme officers of the four beneficiary National Chapters namely Somalia, Sierra Leone, Burundi and Liberia.

FAWE also recognizes Lauren Ventimiglia, an independent consultant who largely contributed the documentation of this case study.

Finally, this project would not have been possible without the tremendous support from FAWE's staff. We thank the Executive Director, Hendrina Doroba for providing great leadership in the establishment and nurturing of the FAWE-DANIDA partnership. We also appreciate Martha Muhwezi, Head of Programmes and Jane Muriuki, Programmes Assistant who were in charge of the programming aspect of the initiative and the Communications team of Eric Gachoka and Juliet Kimotho who made the colorful packaging of this case study a reality.

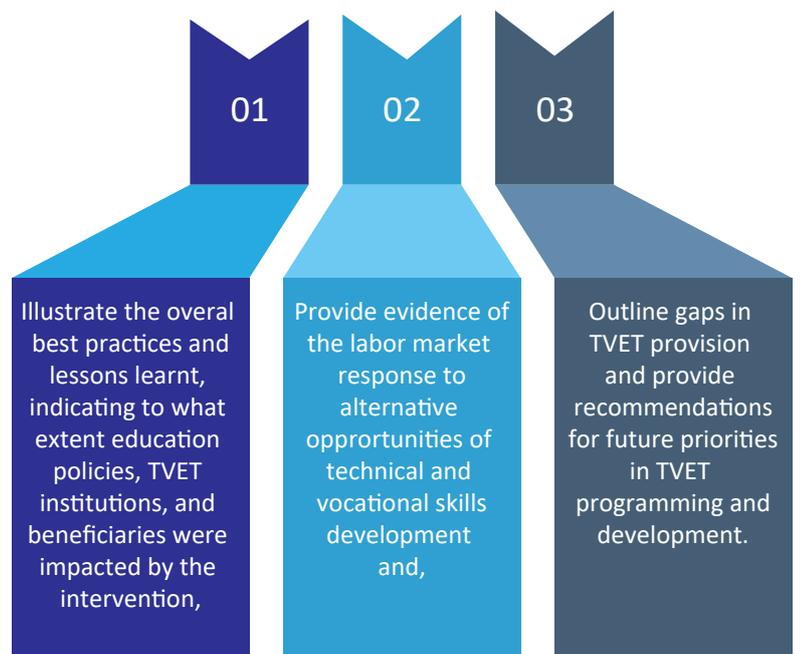
The Forum for African Women Educationalists (FAWE) is a pan-African NGO whose mission is to promote the education of girls and women in sub-Saharan Africa. FAWE partnered with the Danish Development Agency (DANIDA) to offer excluded and marginalized girls and women opportunities for alternative and continuing education; and to provide girls with vocational skills in previously male-oriented fields for increased absorption into the labor market, as aptly titled

Economic Empowerment of Girls in Post-Conflict Situations through Technical and Vocational Education and Training (TVET)

This case study examines best practices which emerged as a result of the Project in four countries studied; Burundi, Liberia, Sierra Leone, and Somalia from 2009-2014. The Project was initiated to address apparent gender inequalities in opportunities and resources and examined the gender responsiveness of pedagogy and policies in participating countries. One glaring omission was that education and training systems were not responsive to the needs of the huge number of out-of-school girls in conflict affected states who became excluded from the formal education system. At the end of both phase 1 and 2, the Project provided 894 out-of-school girls in post-conflict states the opportunity to acquire technical, vocational and entrepreneurship skills in order to increase their prospects for employment in the formal or informal sectors for them to enhance their economic status and contribute to national development.

This case study showcases evidence-based best practices gathered from Project design, implementation and impact. The case study specifically seeks to:

Figure 1: Specific Outlines that this Case Study Seeks to Address



The research for the case study was gathered through existing documentation; two data gathering surveys and field visits undertaken in Burundi, Liberia and Sierra Leone, specifically designed to tease out relevant information. During the field visits, surveys and interviews were carried out with beneficiaries, community members, ministry personnel, TVET institution personnel, instructors, FAWE National Chapter representatives, and project managers to get their perspectives and to ascertain the impact of the Project. Through that, a number of best practices were identified across the four countries.

Empowerment of women as well as equipping them with new vocational skills brought both intrinsic and extrinsic value, increased capacity, and self-worth to beneficiaries. The once disadvantaged and despondent girls and women were found to feel capable of serving society as well as contributing to their socio-economic emancipation as well as contribute effectively to their countries' development. An additional output of the Project was that nearly all of the beneficiaries interviewed expressed triggered interest to continue with their education with new or additional vocational training and even advance to tertiary level education.

The innovation of the Project was to use TVET and entrepreneurial training as a means to increase opportunities for girls and women to attain employment or self-employment in male dominated subjects and trades which often have better economic value and higher returns. The beneficiaries noted that they had more opportunities to find work due to their skills acquired, internship opportunities, and certification or diploma earned, making them more competitive and equal to their male counterparts.

TVET policies were also found to have been impacted on by the Project as they were examined or revised at the governmental level and institutional level to make TVET more equitably accessible and beneficial to both women and men. Among the key institutional changes were that Gender Task Forces were established, national and institutional policies examined, and codes of conduct were established/amended to make TVET gender responsive.

Community advocacy and sensitization played a paramount role in invigorating girls' demand to enroll as well as in changing societal stereotyped perceptions concerning the participation of males and females in TVET and their entry into the TVET oriented employment sector. Mass multi-media campaigns were carried out, targeting all members of the community, and national campaigns that aimed to create space for female graduates to enter the labor market in their area of training.

Integrated in the TVET Project was the Gender Responsive Pedagogy (GRP); a teachers' capacity development training module and TUSEME (let us speak out), which built the beneficiaries' self-esteem and strengthened their resolve to undertake the TVET training. Teachers, students, and ministry personnel profited from training and contributed to quality, gender sensitive teaching and learning.

Despite the best practices, a number of opportunities for improvement emerged from implementation. Challenges faced included inadequate allowance to cover the required basic needs of beneficiaries due to high poverty levels, which affected capacity to provide for transportation costs, childcare and personal well-being: unequal or inadequate levels of formal education and language barriers, and implementation delays in the project. In addition to challenges in implementation, this study is limited as it was challenging to establish how many students have been absorbed into the labor market due to inadequacies in data management by the chapters. Despite the constraints, the successes exceed the challenges by far.

Strategic planning and recommendations call for participating countries to scale up Projects such as this, and for other conflict-affected and post-conflict countries to establish these innovative programs. To ensure that the strategy to include marginalized girls and women into the labor market, increase access to continuing and higher education for high-achieving beneficiaries, as well as equip them to contribute to rebuilding their countries in context with national needs, a set of integral factors are required. Briefly, they necessitate: country specific context program design; rigorous program monitoring and evaluation; quality teaching and learning with gender-balanced pedagogy (GRP, TUSEME, gender friendly learning environments); advocacy and sensitization, caring for the holistic needs of beneficiaries; ownership, strengthening and reform of policy; and enhanced linkages to employment, entrepreneurship and the labor market.



In this case study, FAWE will present best practices of a programmatic intervention in four conflict-affected countries in partnership with the Danish Development Agency (DANIDA) to offer girls and women the opportunity to acquire technical and vocational skills previously dominated by males, and increase their chances of being included in the labor market and attain increased economic empowerment.

The project equipped beneficiaries with the capacity to contribute to rebuilding their countries in a meaningful way. In addition to TVET training and entrepreneurship skills, the Project provided some scholarships for continuing education, establish strategic alliances amongst key stakeholders, and carried out community and policy advocacy to include females in male oriented TVET and employment opportunities. Given that not a single sub-Saharan African country met the 5th Education for All goal of gender equality and equity in 2015, the world community set new goals and target to be met in 2030. The African Union customized the Sustainable Development Goals (SDGs) through the Africa Agenda 2063, and among its aspiration is

An Africa where Development is
People-Driven, Unleashing the
Potential of its Women and Youth.

The Economic Empowerment of Girls in Post-Conflict Situations through Technical and Vocational Education and Training (TVET) Project will therefore be discussed in the context of it contributing lessons for accelerating progress towards SDG 4.5, “By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations”.¹

At the time of the Project signing, an estimated 39 million of the 77 million children out-of-school lived in conflict-affected areas. This staggering figure illustrates the situation of children who have missed school due to conflict or have never enrolled. Girls are at a further socio-economic disadvantage in many cases, and have a higher likelihood to turn to risky or unsustainable behavior to earn a living.² In a United Nations Children’s Fund (UNICEF) press release from January 12, 2016, it is noted that almost 1 in 4 of the 109.2 million children of the primary and lower secondary age are living in conflict zones.³ The Continental Education Strategy for Africa 2016-2025 further supports both a focus on gender as well as TVET in the strategic objectives. Specifically, strategic objective number 5 states: “Accelerate processes leading to gender parity and equity”; and objective 8 seeks to: “Expand TVET opportunities at both secondary and tertiary levels and strengthen linkages between the world of work and education and training systems”.⁴ There has been a great deal of evidence which demonstrates the gender disparity in TVET. The access to TVET programs as well as the opportunity to gain the skills for certain occupations which are of higher economic value/returns remains biased. This leads to the greater issue of gender inequalities at work and the society. It is estimated that the number of female students in vocational programs is at 44%.⁵

The program contributed to increased female enrollment and achievement of girls and women through quality focused teaching and learning through TVET, remedial and accelerated courses, and continuing education towards higher degrees and certification.

It is the purpose of this case study to share best practices that emerged from an innovative Project that successfully equipped out-of-school girls in post-conflict countries with social and economic empowerment skills through TVET, and raised their capacity to contribute to individual, community and national development. The innovation stems from the program aiming to include girls and women in TVET skills development in subject areas previously perceived to be solely for the males, and is context specific according to the national and local needs. The program targeted some of the most disadvantaged and marginalized girls who had dropped out-of-school due to poverty, pregnancy, lack of capacity to graduate to the next class, being overage due to armed conflict, and so forth.

In partnership with DANIDA, FAWE undertook the innovative TVET program, which benefitted 894 out-of-school girls. In addition to the girls, the Project aimed to influence community members and provide training for instructors in gender responsive pedagogy (GRP) as well as additional proven gender sensitive programs.

The program was implemented in two phases between 2009 and 2013; Burundi, Liberia, Sierra Leone, Guinea and Somalia, respectively. At the start of the project, TVET policy assessments were conducted as well as mapping of the employment needs of the countries.

Gaps in education and training were taken into account from a gender lens, where the mismatch between TVET courses and trades for girls and the needs of the economy were seen. Determinations were made to increase economic empowerment and learning for girls through increased enrollment in the subject areas which would lead to greater opportunities for employment. For the Project, institutional capacity assessments were conducted, and institutions selected based on their capacity and capability to provide relevant courses for girls.

This included an examination of economic priorities and market demands, curricula, existing support mechanisms for girls, teaching and learning infrastructure, staff, and working relation with businesses and entrepreneurs. The selected institutions signed memorandums of understanding with FAWE to detail the roles and responsibilities of institutions, students, ministries of education, and parents of beneficiaries. Institutions participated in gender awareness workshops to ensure mechanisms are in place to support girls. Advocacy campaigns were held in each country to sensitize communities, incite application and enrollment, and make the greater public aware of the need for gender inclusivity in TVET and the world of work.

This study examines 4 of the countries as implementation in Guinea is ongoing. Documentation surrounds: achievements, best practices, and bottlenecks, to share with other countries. The increased economic empowerment of girls has the capacity to impact societies from one individual, upwards to the national, regional, and continental level. As the Project has culminated, documentation of good practices across four countries will allow for scaling up and replication in both the Project countries as well as with the FAWE network at large.

² 2009. Forum for African Women Educationalists. FAWE and DANIDA partner to empower out-of-school girls in conflict-affected states. Accessed at: <http://www.fawe.org/news/news/article.php?article=1>.

³ 2016. UNICEF. Press release. One in four children in conflict zones are out of school. Accessed at: http://www.unicef.org/media/media_89782.html.

⁴ 2015. African Union. Continental Education Strategy for Africa 2016-2025. Accessed at: <http://www.au.int/en/documents/29958/continental-education-strategy-africa-2016-2025>.

⁵ 2016. UNESCO/UNEVOC. International Center for Technical and Vocational Education and Training. 2016. TVET for Gender Equality. Accessed at: <http://www.unevoc.unesco.org/go.php?q=TVET%20for%20gender%20equality>.

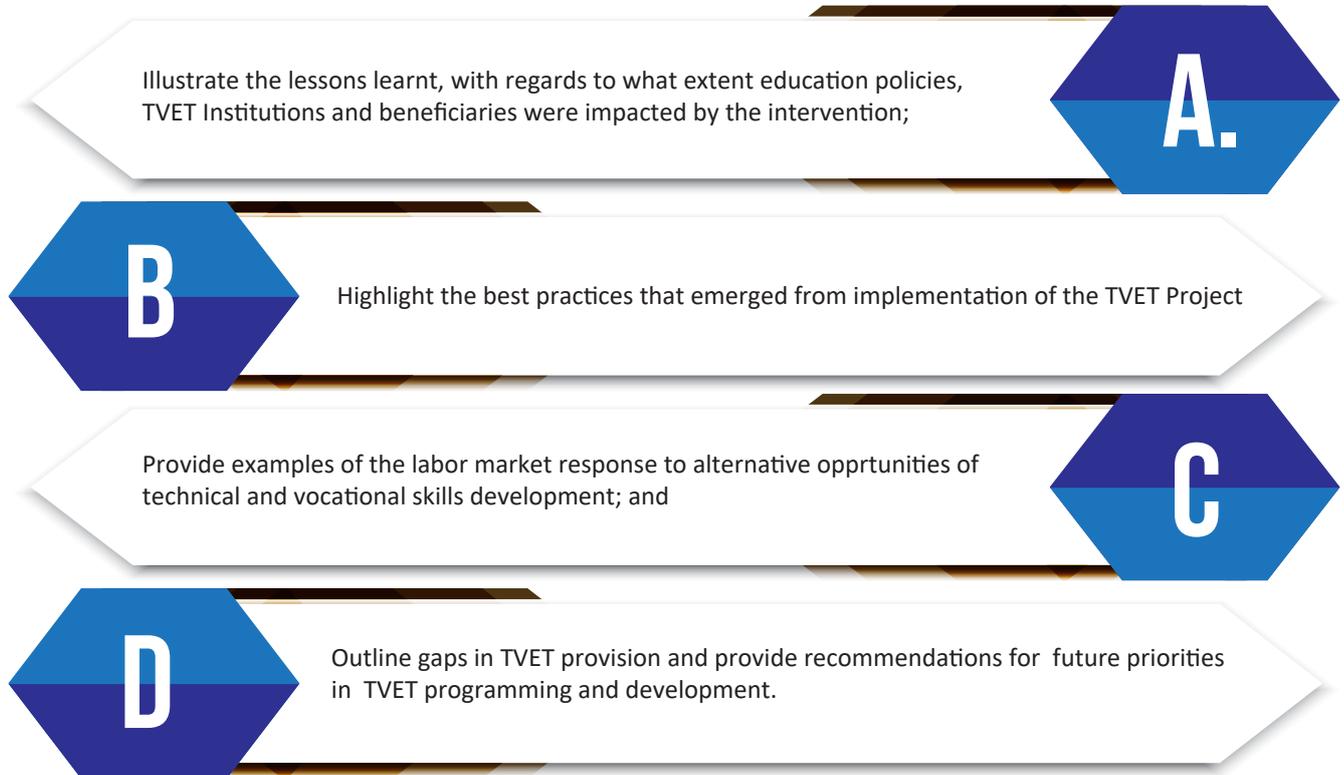


Goals and Objectives

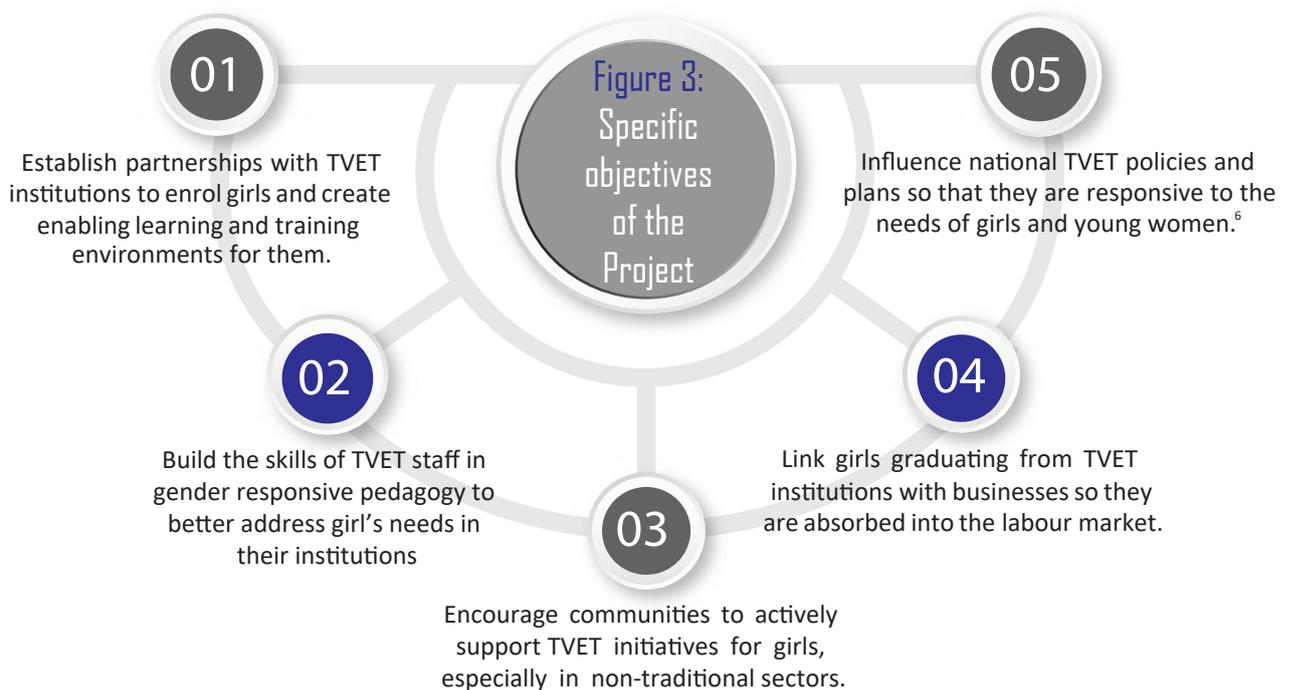
The overall goal of the case study is to showcase evidence based best practices gathered from the

Figure 2: Economic Empowerment of Girls in Post-Conflict Situations through Technical and Vocational Education and Training Project

This case study specifically seeks to:



The output is a comprehensive case study covering the outcomes of the four-country Project, and with profiled best practices and lessons learnt from implementation.



⁶ 2016. Forum for African Women Educationalists. Phase 2: Project Completion Report Submitted to DANIDA. Economic Empowerment of Girls in Post-Conflict Situations through Technical and Vocational Training.



This report on best practices learned from the

Economic Empowerment of Girls in Post-Coflict Situations through Technical and Vocational Education and Training (TVET)

Project is based on a literature review of background documentation, field work, and two surveys designed for data collection in the four countries. Commencing with a literature review, and through consultation with FAWE Regional Secretariat, as well as the National Chapters (NCs), a determination was made on the specific methodology of the report as well as define what information needs to be teased out from the four countries. This led to the design of the tools, templates, and other data collection instruments created for both good practices and testimonials. Following the initial research and literature review, two separate surveys were designed to elicit information during field visits (refer to Appendices A and B). The surveys focused on two areas:

- i) Best Practices ensuing from implementation, and
- ii) Testimonials from beneficiaries

Stakeholders targeted by the surveys

Individual beneficiaries, Teachers, TVET training institution directors/managers, Ministries of education, Community members (including parents and local officials), Employers of the beneficiaries, and FAWE national coordinators.

The stakeholders questioned offered a broad view of the Project, established best practices, bottlenecks, and made recommendations in regards to the program, which largely concluded in 2013. Field visits further allowed for an in-depth qualitative

data collection of experiences (Burundi, Liberia, and Sierra Leone). Although the report is largely drawn from qualitative data, quantitative comparisons are also drawn. Results are triangulated to include the literature review, interpretation of survey responses, and personal testimonials. Due to time limitations, it was determined that 2 TVET institutions be visited in each country. In Somalia, field visits were carried out directly by independent development consultants hired by FAWE Somalia and based in Somalia. The analytical portion of the report consists of an overall comparison of the experiences documented by the FAWE countries.

Certain limitations of the report should be taken into account, such as lack of cohesive background documentation and Project reports at the country level and for the culmination of phases 1 and 2. It must be noted that the Project ended in 2013, leaving a gap of three years resulting in difficulties to obtain data. End of project reports at the country level and end of phase reports did provide for a baseline of data, however data reported was not consistently gathered across all countries. In addition to the background documentation, the information in this document was largely drawn from field work in the four countries. The report was to be completed adhering to a very tight timeframe, and the information gathered was reliant on the timely responses of National Chapters (NCs). One of the effects seen by post-conflict and conflict-affected countries is that technological infrastructure (electricity, internet, telephone lines) are intermittent in the countries. Equally limiting is the lack of reported empirical evidence to identify the number of beneficiaries who gained formal or informal employment following graduation is not available.

However, this study addressed these limitations in the areas of lessons learned and recommendations for future programs of this kind. Anything that is considered common knowledge or outside the scope of the field work or surveys are cited accordingly.

Analysis and Interpretation of Results

The Project targeted the most disadvantaged and marginalized girls and young women who were no longer enrolled in school. For girls and women living in conflict-affected countries in sub-Saharan Africa, their access to education resources and opportunities are limited by increased vulnerability to violence and discrimination. Without requisite education and training, they fail to earn a livelihood and contribute to the labor market. During periods of conflict, many students are out-of school (males and females). School infrastructure can be affected; and psychological traumatization, violence, and insecurity are felt by students and society overall. Following conflict situations, many students are left unable to cope with the formal system, lag behind, and illiteracy rates increase. It has been argued that TVET can have a tremendous positive impact on these countries. Girls and women tend to be excluded or further marginalized as some have been affected by early pregnancy, forced marriages, and other vulnerabilities.

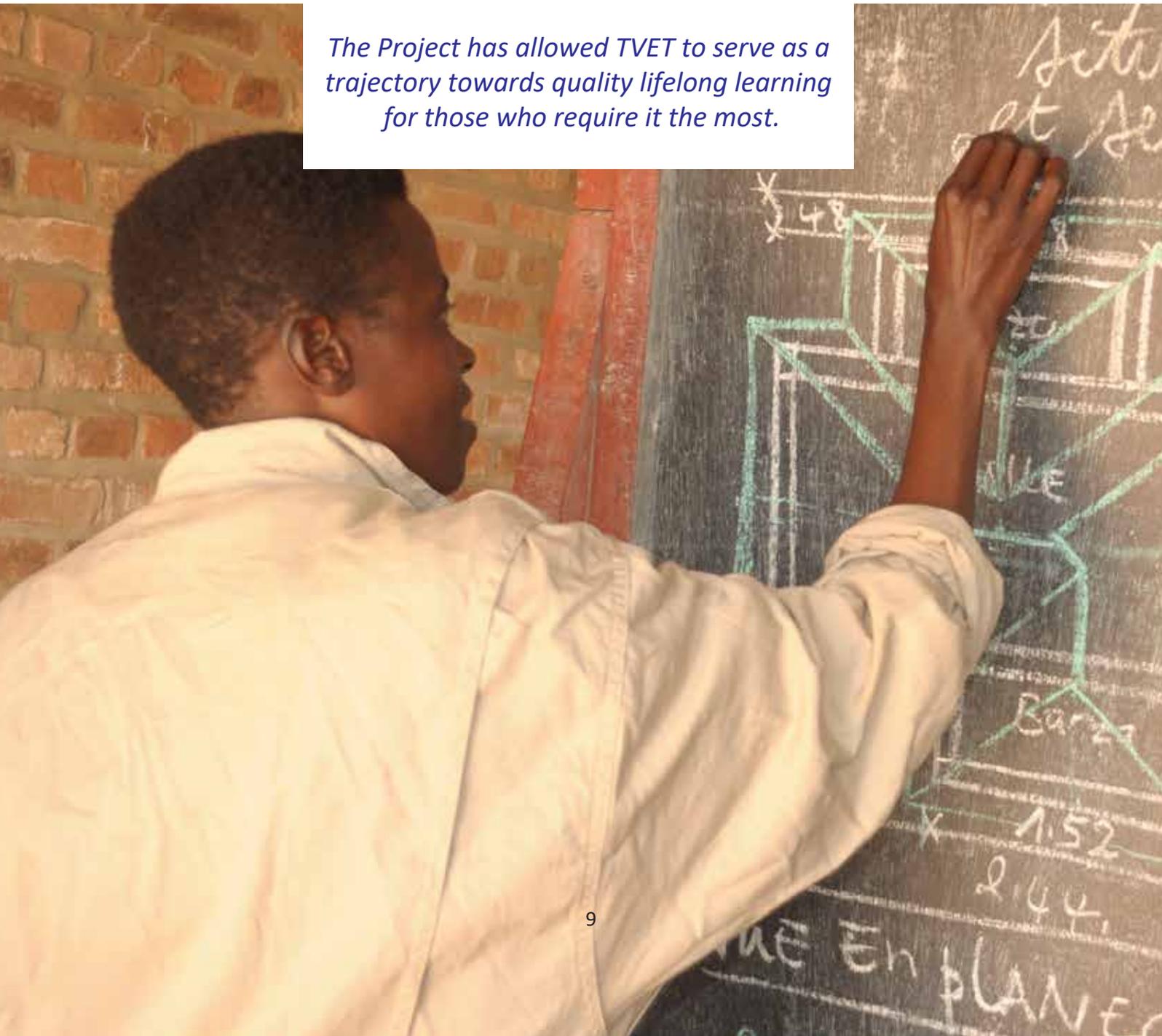
TVET provision in post-conflict countries has included non-formal training and skills development, along with the necessary elements of life skills and literacy. Often, the gender component of TVET in post-conflict countries has not been a major area of focus despite the vulnerabilities and marginalization of females. With post-conflict and reconstruction, focus should be placed on activities which compensate for gender disparities (rights, education, resources, and power); an economic approach which address the economic and governance programs (leadership, labor, and talent); and gender-oriented activities to change inequalities and conflict-affected societies into peaceful societies of respect and equality.⁷

In the conflict-affected and post-conflict countries represented in this study, girls came from situations whereas education opportunities were non-existent. Drop-outs, usually due to poverty and lack of capacity to pay school fees, familial decisions not to enroll girls as they were deemed less likely to benefit from schooling than boys, or exclusion circumstances such as unintended pregnancy, often left girls shunned by families, society, and schools themselves.

The surveys conducted in four countries with 109 interviewees, revealed that the students who joined the Project came from varying levels of education, yet they shared many commonalities. Some girls only reached a primary school level of formal education when they dropped out, others had taken the secondary school examination but did not pass, and a third category had actually possessed secondary school certificates. The vast majority of these girls were found sitting idle at home for up to a period of years, while others engaged in small work such as house-keeping, agricultural work, and petty trade or business or simply occupied by care duties in the family. The advocacy campaigns of the Project emphasized the need for the girls in different communities to take advantage of the TVET program as an alternative method to increase knowledge and skills for employability in career fields, which previously had been assumed to be geared towards their male counterparts. Unique methods of advocacy campaigns were used to sensitize communities, through church announcements, community information campaigns, elders, and religious leaders simply spreading the word throughout communities. One campaign, in particular proved to be very influential, "It's Not Too Late" attracted many girls in Liberia and Sierra Leone to seek these opportunities.

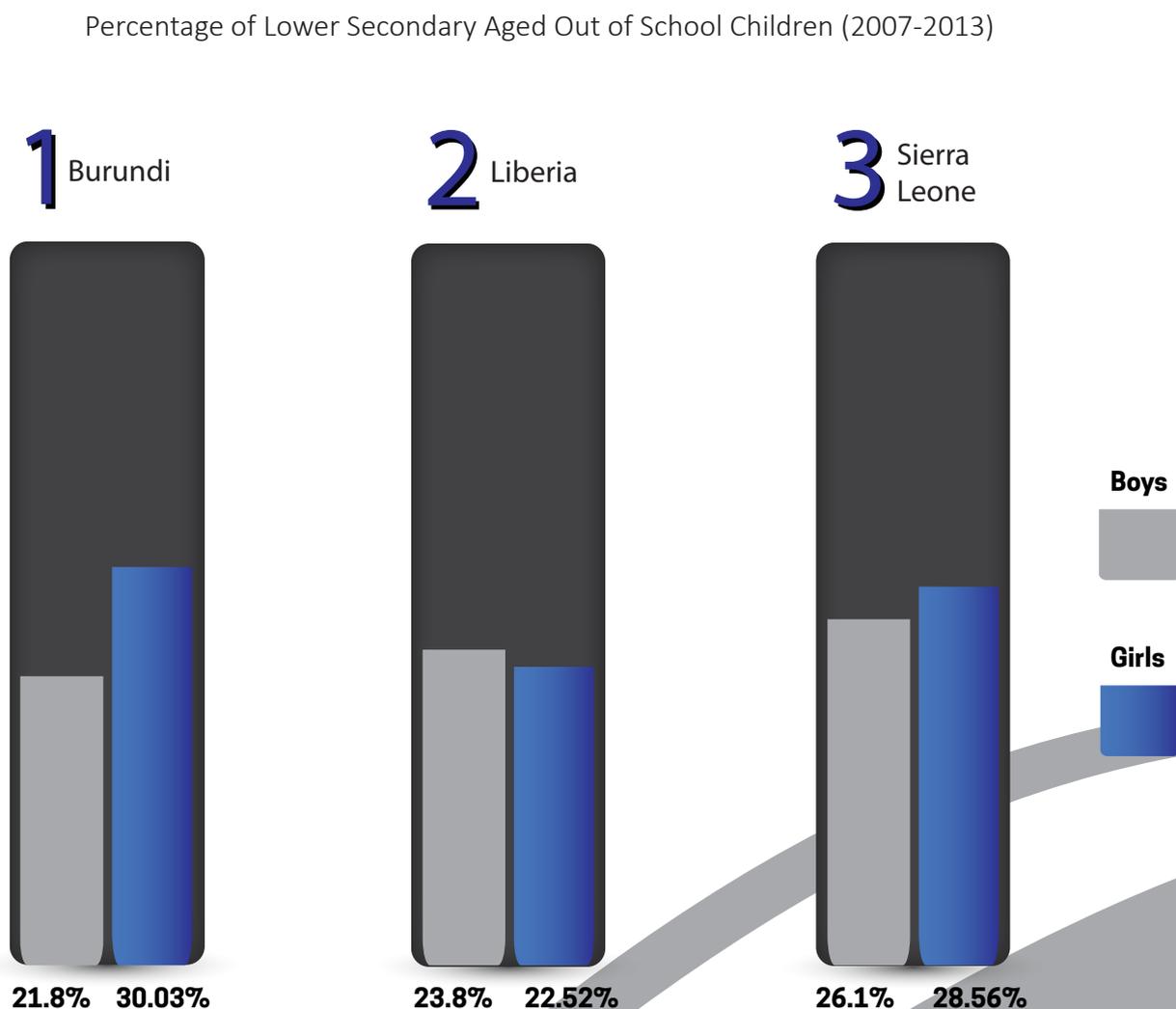
Other beneficiaries were urged by a neighbor, family member, or peers. There were instances when some girls had to assert themselves to family members in order to sign up for the program as cultural stereotypes exist largely in the locales. The fact that girls took steps to participate in courses that were predominantly masculine was initially a hindrance to enrolling in the courses, as both institutions and community was initially a hindrance to enrolling in the courses, as both institutions and community members were biased against the women.

Once communities began to see that women were capable of succeeding in these fields, individual families and the public began to have a great change in attitudes. Refer to *Figure 4* for the percentage of out-of-school boys and girls at the lower secondary level in three of the four countries examined. No data was available for Somalia for the time period, and is therefore not included in the graph. The need for expanded and innovative manners to increase both learning opportunities and capacity to compete and enter the labor market for girls is apparent.



The Project has allowed TVET to serve as a trajectory towards quality lifelong learning for those who require it the most.

Figure 4: Number of Lower Secondary Out-of-School Children between 2007-2013 (Source: UNESCO Institute of Statistics)



Within the program design of the Project, quality training and learning remained a paramount factor. Perhaps the most impressive result was that each beneficiary interviewed expressed interest in continuing learning whether through other TVET courses or to upgrade their qualifications through higher education. With respect to the Project impact, targeting the most disadvantaged girls and women with alternate means of education had very promising outcomes, including changing life chances. Provision of 894 scholarships to girls and young women to learn and increase their skills in those fields usually reserved for men led to great empowerment, and to notable shifts from the negative societal stereotypes to acceptance of female capabilities. For beneficiaries themselves, the skills gave them a different outlook on their individual capabilities. The possibilities of raising their socio-economic status not only in terms of personal monetary wealth but also causing change in the national development indices inspired the beneficiaries even further.



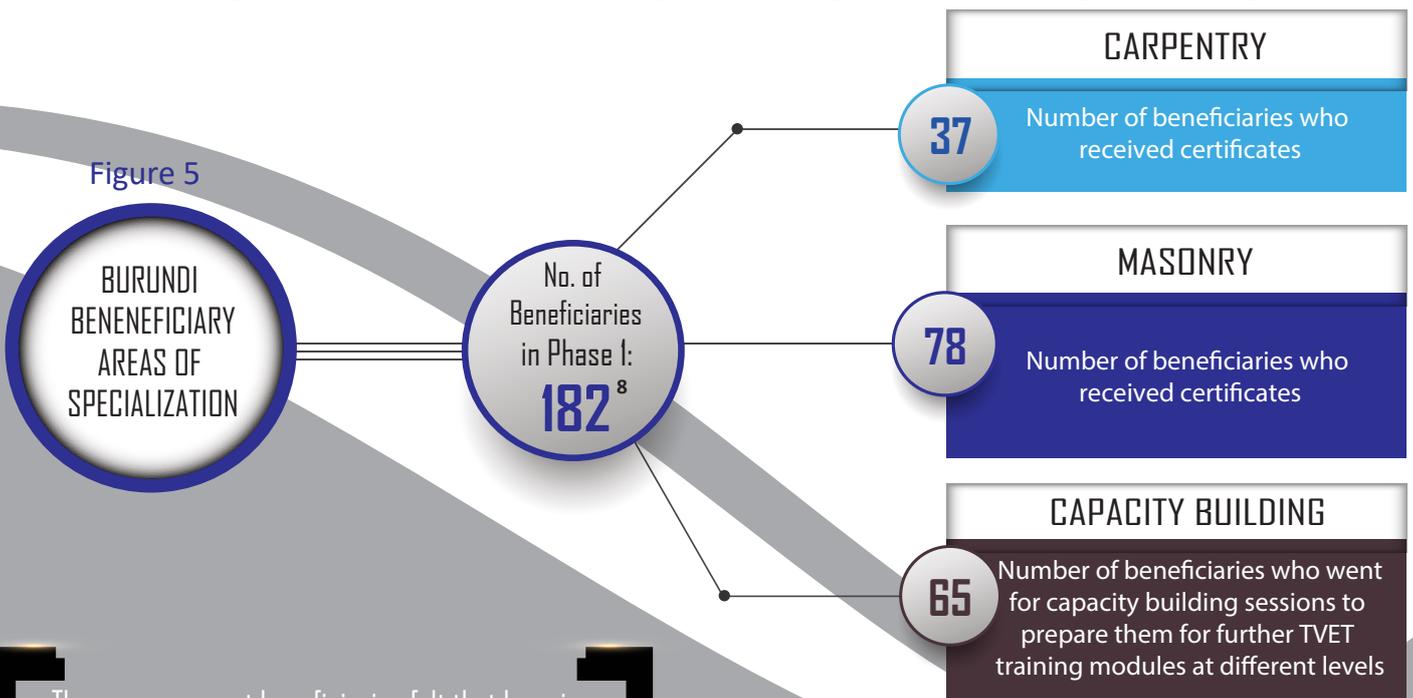
5.1. Country Profiles for the Project

In the following sections of this report, a specific focus on programming aspects of the four countries will be discussed, as well as in-depth examinations of the various best practices and bottlenecks will be shared. Commonalities as well as differentiated experiences will then lead to the section on implications and key lessons for enhanced policy recommendations.

5.1.1. Burundi

Burundi participated in the first phase of the Project, from 2010-2012. FAWE Burundi partnered with 8 TVET institutions, and 182 students. Out of the 182 students, 115 officially received certification from the Ministry of Education associated with TVET. The Project assisted 65 students with additional support in learning skills and language training in French to boost their capacity before starting TVET courses. In Burundi, beneficiaries interviewed mainly studied carpentry and masonry. The field surveys represented in this study were located at the *Centre d'Enseignement de Mihigo* and the *Centre d'Enseignement de Bubanza*. One aspect of the Burundi program was supporting girls to gain access to business opportunities. Project management procedures and skills were taught to enable the students to request financial support from banks and private institutions. GRP and TUSEME were held for 22 teachers, and the models were replicated. The survey results yielded further information on positive practices that worked in Burundi. Responses from the beneficiary level to the institution and ministry illustrated that the most important result of the program was the fact that girls were able to learn something while coming from an extremely disadvantaged situation.

Figure 5



The empowerment beneficiaries felt that learning increased their beliefs in their futures as well as the actual capacity to carry out a job. The overwhelming mantra of each beneficiary was that what men can do, women can also do. This trickled into their communities where attitudes and former stereotypes began to change, and the trainees as well as community members had gained confidence in their skills.

“The project was really good because I stopped my schooling in primary because my parents couldn’t pay my school fees. At church they announced that FAWE had a Project for learning masonry. People mocked me at first saying women can’t climb a roof as it is too risky. After, people realized that women can build houses. My husband and I built our own house together and for this I am very proud.”

Godelieve Niybigira (Centre d'Enseignement de Mihigo)

⁸ 2013. Forum for African Women Educationalists. End of Project Phase I: Narrative Report. Submitted to DANIDA. Economic Empowerment of Girls in Post-Conflict Situations through Technical and Vocational Training.

5.1.2. Liberia

Liberia participated in the first and second phases of the Project. The Project commenced in 2009, and as implemented from 2010-2012 during phase 1. The second phase of the program was halted in Liberia due to the Ebola breakout in 2013.

In Liberia, TVET skills covered carpentry, electricity, masonry, plumbing, electronics, agriculture, auto mechanics, shoe making, heavy duty mechanics, refrigeration and air conditioning, welding and fabrication, drafting, electronics engineering, civil engineering and automotive engineering. The 150 beneficiaries during the first phase were provided with practical materials in addition to theory for subject areas, and many girls were supported with internships.

Table 1: Liberia Beneficiary Areas of Specialization

Areas of Specialization	Number of Beneficiaries in Phase 1	Number of Beneficiaries in Phase 2
Plumbing	25	22
Masonry	13	8
Electricity	21	14
Carpentry	7	
Electronics	7	17
Agriculture	4	21
Auto Mechanics	9	19
Shoe Making	3	
Heavy Duty Mechanics	8	11
Refrigeration/Air Conditioning	1	
Welding & Fabrication	2	
Drafting	2	4
Electronics Engineering	17	
Civil Engineering	12	
Automotive Engineering	11	
Electrical Engineering	3	
Mecahnical Engineering	4	
Agriculture	1	
Total :	150	116
Combined Total of Phase 1 and Phase 2	266¹⁰	

⁹ Ibid

FAWE Liberia worked closely with the Ministry of Youth and Sports to develop a teacher code of conduct which was lacking in the country. The code of conduct was developed to ensure that ethical standards were in place to guide the behaviors of beneficiaries and teachers, as well as to demand a high level of professionalism. FAWE Liberia was extremely active in advocacy campaigns and community sensitization, campaigning for girls' education and skills building.¹¹

The second phase of the Project targeted an additional 100 beneficiaries, yet actually trained 116. During the second phase, the same subject areas were covered. All girls were trained in TUSEME, which enabled them to identify, analyze, and speak out on issues in society as well as the marginalization of women which impedes their development. GRP had been conducted during the primary phase, and refresher courses provided during the second. Seventy of the 116 girls received internships, and 35 were also supported by the "Earn and Learn" initiative which provided for uniforms, startup kits, and certificates. FAWE Liberia ensured ministries were participative, and in attendance at a workshop on gender



policy and advocacy. This led to the identification of gender gaps in TVET policy and the recognition and willingness of the Ministry to examine policy needs.¹² The field work conducted for this documentation surrounds two training institutions: the Murialdo Vocational Training Institute and the Liberia Opportunity Industrialization Center. During the visits to the two institutions in Monrovia, interviews were carried out utilizing the surveys. As in Burundi, the beneficiaries and community members were very proud of the results of the training opportunity. The students felt highly empowered and gained feelings of independence. Many of the disadvantaged and earlier disregarded girls now serve as role models within their families and communities. A very positive outcome was following their completion of TVET, the beneficiaries wanted to continue to learn more and at higher levels. The male students at the TVET institutions also admired the girls and often provided assistance to them.

An interview with the Assistant Minister of TVET, Honorable Saku Dukuly, further clarified the hopes to increase TVET opportunities in the country overall, without any bias as to gender. He expressed his appreciation for FAWE's involvement noting that the program has helped many in skills development as well as accelerated learning programs. Discussing the fact that girls were role models even in courses such as auto mechanics, he indicated that many more girls were now signing up for these types of courses. As Assistant Minister, he drew attention to completion rates, although many students completed secondary school, they did not pass their examination and were left with no diploma and no employable skills. Moreover, Honorable Saku Dukuly discussed the necessity to involve the private sector as well as ensure that skills learned will lead to employment by matching the needs of the labor market. The discussion also included the need to convene inter-ministerial discussions to enable TVET course linkages more directly with the context specific needs of the labor market.



Before this, I thought only men could acquire TVET skills. I never knew women could also do TVET until FAWE came in with the scholarship for girls and women. Looking at the whole Project, the biggest impact made was empowering girls and women.

Theresa Kiah, Liberia (Opportunity Industrialization Center)

¹¹ 2013. Forum for African Women Educationalists. End of Project Phase 1: Narrative Report. Submitted to DANIDA. Economic Empowerment of Girls in Post-Conflict Situations through Technical and Vocational Training.

¹² 2016. Forum for African Women Educationalists. Phase 2: Project Completion Report Submitted to DANIDA. Economic Empowerment of Girls in Post-Conflict Situations through Technical and Vocational Training.

5.1.3. Sierra Leone

Five institutions participated in the project in Sierra Leone during Phase 1 (2010-2012). One hundred and ten beneficiaries were selected and awarded scholarships to attend TVET courses. The subject areas of the courses included plumbing, masonry, electrical, building, agricultural survey, mechanical, air-conditioning, motorvehicle, painting, automobile, metal works, and computing FAWE Sierra Leone provided grants to all five institutions in 2012/2013 to pay for national examination fees.

Materials were provided to institutions for hands-on practical work to assure that beneficiaries have applicable skills as opposed to theory alone. Mentoring programs in Sierra Leone have positively impacted the students with decision making, leadership, negotiation, self-control, self-confidence, assertiveness, and TUSEME ("let us speak out". FAWE Sierra Leone additionally made an impact on their support for their daughters taking the TVET courses.

Similar to Liberia, Sierra Leone participated in advocating for a code of conduct. A workshop was held to mobilize and sensitize the community, and was attended by community members, lecturers, parents, and religious leaders to understand their roles with regards to the rights of women in TVET. Advocacy campaigns also included "It's Not Too Late" to gain¹³community support through radio programs, and the production and dissemination of advocacy materials. The surveys were carried out in Freetown at the Government Technical Institute and the Murialdo Vocational Training institute. As with the other countries surveyed, the beneficiaries and other stakeholders noted the empowerment achieved through the training. The pride of learning a skill and being able to do something was a major achievement. The beneficiaries discussed the transformation from sitting at home doing nothing to having the capacity to earn a living and be responsible for their lives and well-being of their families. Similar to the other participating countries, the TVET courses instilled the desire to continue learning either in other TVET courses or in higher education institu-

Table 2: Sierra Leone Beneficiary Areas of Specialization

Areas of Specialization	Number of Beneficiaries
Mechanical	3
Agricultural Survey	2
Air-Conditioning	7
Automobile	12
Building	14
Computing	19
Electrical	38
Masonry	2
Metal Works	4
Motor vehicle	4
Painting	3
Plumbing	2
Total :	110¹³



The position I am in now I didn't even dream of. I have my certificate in secondary and diploma in secretary school. The program helped me from the lower level to the higher level. I can now read, write, and work with computers. I want to further my cause and do my Masters degree. The most important part of the FAWE DANIDA program is that it empowers women.

Rachel Kamara, (Murialdo Training Institute)

¹³ 2013. Forum for African Women Educationalists. End of Project Phase 1: Narrative Report. Submitted to DANIDA. Economic Empowerment of Girls in Post-Conflict Situations through Technical and Vocational Training.

5.1.4. Somalia

FAWE Somalia participated in phase 2 of the Project, to provide training and entrepreneurial skills to 150 beneficiaries. Implementation was carried out over a 3 year period. Somalia partnered with 3 institutions for the Project; subject areas included motor mechanics, ICT and basic accounting, commerce and banking, and office management.

In line with the other two countries who participated in phase 2 of the Project, the beneficiaries were trained in TUSEME. Furthermore, GRP training was carried out as well as six days of gender awareness. FAWE Somalia and the Gender Unit worked closely to carry out the GRP workshop. This study conducted field surveys at two of the three institutions: *School of Professional Studies and Services* and the *Skills for Youth Center*.

Table 3: Somalia Beneficiary Areas of Specialization

Areas of Specialization	Number of Beneficiaries who received certificates
Motor Mechanics	25
ICT & basic Accounting	25
Commerce & Banking	50
Office Management	50
Total :	150¹⁵

Grants were used to purchase needed items by the institutions to facilitate quality teaching and learning. For example, computers, a photocopier, chairs and textbooks were purchased at the School of Professional Studies and Services. At the policy level, gender was mainstreamed into the TVET National Policy. Moreover a TVET National Qualification Framework was developed and a TVET Working Group was established.¹⁶ In Somalia, the surveys were completed with participants from the School of Professional Studies and Services and the Skills for Youth Center through independent consultants with FAWE Somalia.

As with the other countries, the beneficiaries stated they were most proud that they learned a skill. Confidence was gained and they discussed their previous despondence turned to a new outlook on the premise that they could have a new and different future. As opposed to previous feelings of being undervalued, they also became role models in their communities. Somalia differed from the other participating countries as many students used the opportunity of the TVET diplomas for entrance into higher learning institutions, at which many students enrolled. In so far as community attitudes and stereotypes changing, Somalia has adapted at a slower pace. There are still some community members who do not believe in the need to educate girls and women. As a whole, the program was highly appreciated by the beneficiaries, institutions, and community. The level of awareness of how essential the centrality of TVET for economic empowerment of both genders in the country has risen.



Before I joined, I didn't know how to manage and keep records of the office, I obtained skills and techniques. I have been dreaming my lifetime to graduate with a diploma in office management. This has really changed my way of thinking and growing. Today I have my diploma in office management.

Hamdi Abdi, (School of Professional Studies and Services and Skills for Youth)

¹⁴ Ibid.

¹⁵ 2016. Forum for African Women Educationalists. Phase 2: Project Completion Report Submitted to DANIDA. Economic Empowerment of Girls in Post-Conflict Situations through Technical and Vocational Training.



5.2. Positive Impacts of Increasing TVET for Girls and Women

The innovations of the Project not only increased educational opportunity for females in traditionally male oriented courses, it changed the way that communities and societies perceived the roles of men and women in the work force. There were many commonalities from the impact of the Project in the four countries researched. The list delineated below highlights major achievements, and are arranged hierarchically in order of importance.

Figure 6: Major Achievements from Positive Impacts of Increasing TVET for Girls and Women



01	Empowerment
02	Opportunity to learn
03	The beneficiaries targeted were marginalized and in need of intervention
04	Breaking the gender barrier through training in stereotypical male trades
05	Graduating beneficiaries attained certification or diplomas
06	Girls inspired to further education after TVET
07	Beneficiaries gained more opportunities to find work
08	Societal perceptions progressed in greater gender awareness
09	Policy improvement (governmental and institutional)
10	Advocacy raised community awareness and support
11	Quality education and training: teacher and student pedagogy became gender inclusive

5.2.1. Empowerment

Given the reality that all of the beneficiaries were from very disadvantaged situations, enrollment in TVET became a tremendous strength for each individual beneficiary. At a personal level, the beneficiaries were not content with their bleak situations, yet had neither the opportunities nor the means to do anything about their circumstances. Securing the scholarship was only the first step towards TVET certification and skills development.

They faced the challenge of catching up to the educational level needed to start to succeed in their coursework. Overcoming this obstacle and the challenge of learning new skills (previously dominated by males) allowed the girls to take pride in their achievements. Out of over 100 girls and women surveyed and interviewed, each pointed out different aspects of feeling greatly empowered by participating in the Project.

The institution (directors, teachers, trainers, counselors) and community members also highlighted that this was the most significant outcome of the Project. Girls and women who had felt hopeless now have a futuristic outlook on life, and feel empowered to lead their lives as such.

5.2.2. Opportunity to Learn

The second largest outcome of the Project was that the beneficiaries were accorded opportunities to re-enter school and learn. Of interest is that the girls, although all out-of-school, came from varying levels of formal education, yet because the training was tailored to the learning needs of learners with various academic levels, the learning outcomes were evened out. Although some had dropped out at the primary level, others had passed the secondary school exam but lacked finances to proceed to tertiary level, each found the customized training relevant.

As a result, the vast majority cited having the opportunity to learn a new skill or trade as of utmost importance to them. Many of the girls are still seeking permanent employment, yet they attested to having a renewed sense of hope. The vast majority were not only excited to have had the opportunity to learn a new trade, they also want to partake in new learning or advance to higher education. They interjected the need for similar Projects to further their plight and advocated for inclusion of other girls in a disadvantaged situation. A few remarked that since they had fallen pregnant, they were placed out-of-school and the outskirts of society, and felt very ashamed. For these individuals to be selected for the program specifically, due to their situation, was something they never envisioned. They remarked how appreciative they were of the program to come in and save their lives and offer them new opportunities through a renewed access to education. The Project had a tremendous impact on inspiring continuous lifelong learning.



One of the beneficiaries arrived at the survey interview carrying a pump she had learned how to take apart and repair, and stated that she was very proud to have learned this skill.



5.2.3. The Beneficiaries Targeted Were Marginalized and in Need of Intervention

As discussed briefly in this study, conflict and post-conflict situations increase likelihood of being out of school. Therefore giving out-of-school girls in such situations the opportunity to learn skills and become marketable, opens futures with unlimited possibilities. Interviews with the girls and women gave a snapshot of the life and situation of these girls and young women prior to being enrolled. All the beneficiaries selected were battling with more than one of the following constraints.

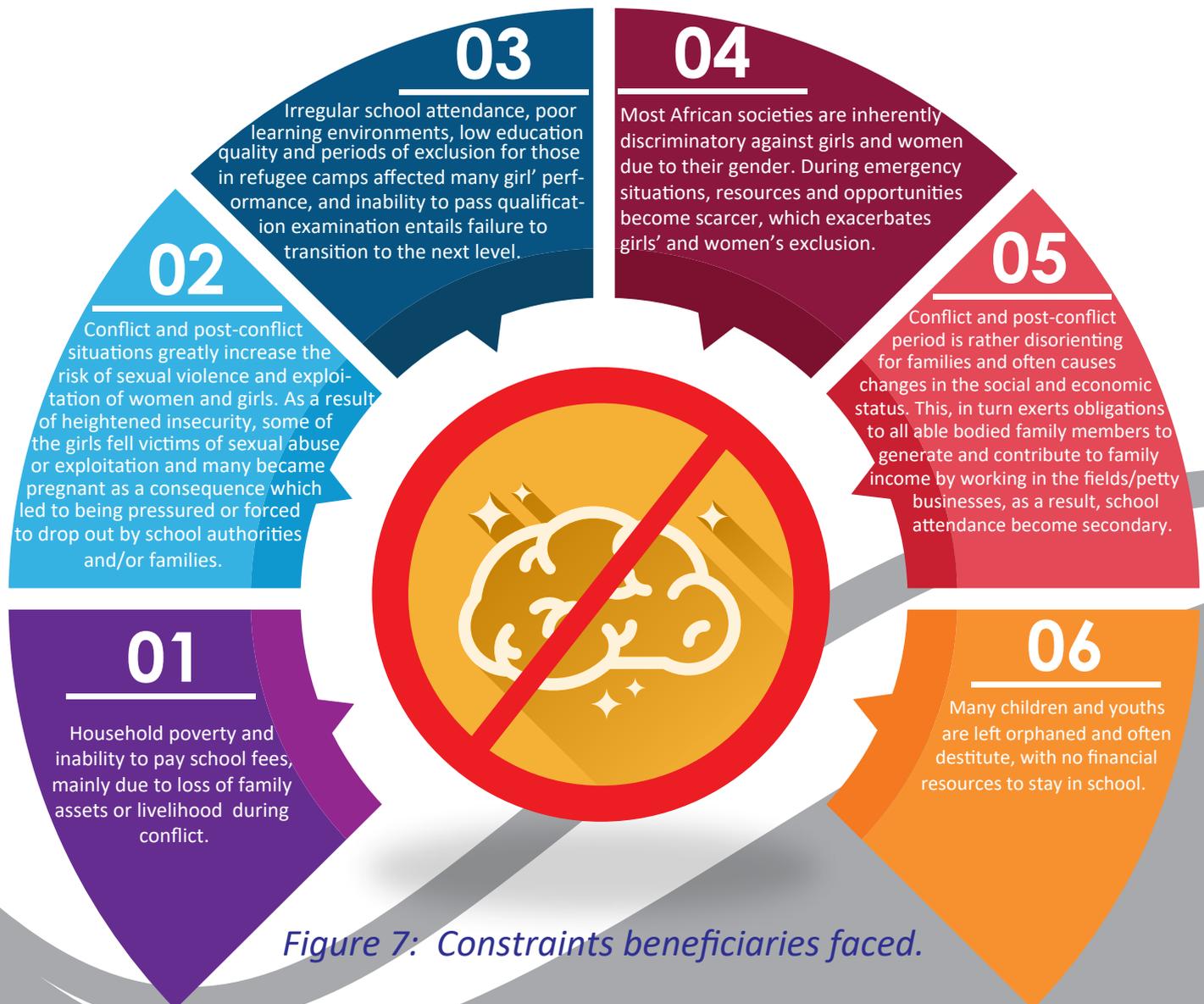


Figure 7: Constraints beneficiaries faced.

Enduring such hardships, often multiple for some beneficiaries, left a number of girls in despair. Even after being selected for the training, the girls and young women continued to face other hardships and were at risk of dropping out due to not having money to buy food or provide for childcare, as needed. Some interviewees confessed that hunger often made them feel dizzy in class, making it hard to concentrate, yet they persevered

and succeeded. Solutions improvised were baking items at home and selling them at school to gain money, while others relied on the kindness of others more fortunate to share small food with them. In succinct, another great success of the Project was providing the most marginalized girls in society the knowledge and skills needed to provide for a longer term employment.

5.2.4 . Breaking the Gender Barrier through Training in Once Stereotypical Male Trades

The highly innovative aspect of the Project was the recruitment of girls and women into male dominated fields. This was done in congruency to meet the needs of the labor market, with the aim at training, course completion, and capacity to enter into gainful employment. The courses varied from office management and secretarial school to electrical engineering and heavy duty machinery. Aside from the issue that the courses offered had been previously considered for boys and men, girls themselves initially perceived enrolling in TVET itself as more appropriate for males. It took massive efforts of community advocacy to change these perspectives, as well as training teachers and institutions with the appropriate pedagogy, females were excited to enroll. Three of the countries encountered little resistance at being accepted at the community level as well as to perform their duties. In Somalia however, one challenge was eradicating remaining preconceived ideas that these were not appropriate courses for women, or that it is not the role of the women to be educated. However, the large majority were accepted by society and reported being pleased to have learned their trade and to have opportunities for continued learning.

5.2.5 . Graduating Beneficiaries Attained Certification or Diplomas

Each beneficiary who completed their TVET received either a diploma or certification following successful clearance of examinations. The certificates and diplomas varied according to institutions as well as per country. Certificates and diplomas also varied by level. In a global order which defines advanced skills as prerequisites for economic, social and political participation, one is confined to a state of powerlessness, dependence and lack of control, if one is deprived of education.¹⁷ Therefore, aside from providing them with requisite qualification to access higher education, the certificates and diplomas provided the beneficiaries with proof to show prospective employers their skill mastery and each one felt proud to have a “piece of paper” which made them marketable. Girls Inspired to Further Education after TVET.

As discussed in the previous section, beneficiaries were inspired to access higher education. In all four countries, beneficiaries could use this certification to access higher or continuing education. In the original Project proposal for phase 1, thirty percent were to be supported to continue higher levels of education to complete a diploma or a graduate degree.¹⁸ Somalia is an excellent example of this, as for most students, the only means of reaching higher education was to obtain a secondary school certificate, which the TVET institutions offered. In Somalia, 68 girls were supported to continue to higher education. In Sierra Leone, 16 students received Higher National Diplomas or National Diplomas in the areas of mechanical engineering; building and civil engineering, and electrical and electronics. In Liberia, one beneficiary received an Associate’s Degree in Teaching, and she is currently employed in her area of architectural drawings at a TVET institution. Another student at the William VS Tubman Technology Institute was honored and awarded with a high grade point average of 3.944. Further learning took the form of attending international conferences, where a beneficiary attended the Women’s Entrepreneurship Conference in Cairo, Egypt.¹⁹ The vast majority of students interviewed were interested in more programs from FAWE. They additionally inspired other girls to enroll in the courses.

¹⁷ Baker, J., Lynch, K., Cantillon, S. and Walsh, J. (2004). *Equality: From Theory to Action*. New York: Palgrave, Macmillan.

¹⁸ 2009. Forum for African Women Educationalists. Application for Financial Support. Submitted to DANIDA. Economic Empowerment of Girls in Post-Conflict Situations through Technical and Vocational Training.

5.2.6. Beneficiaries Had More Opportunities to Find Work

Following completion of their coursework, and internships for most, the graduating students searched for long term employment in their trade. Unfortunately due to the challenges of finding employment as a whole (for both qualified men and women), many beneficiaries are using their skills for small or short term contracts. To mitigate this, the beneficiaries were ingenious as to methods for working around their challenges. As the graduates were still at the poverty level, many did not have tools and materials required to perform small contracts in areas such as construction, plumbing, electricity, and so forth. Some of the beneficiaries came together as a group to form associations of their different trades to start small businesses. Others working individually bartered and borrowed tools from other members of the community during the periods they were not in use. For those who were very challenged in finding jobs, they put their skills to use in their communities and families, volunteering to carry out needed work.

5.2.7. Societal Perceptions in Greater Gender Awareness

An inspirational impact was felt community wide for those in the areas of the TVET institutions, and by families of the beneficiaries themselves. A recurring theme which emerged from interviews undertaken illustrated that although there was initial hesitation by students, parents, and community members, females were fundamentally accepted into their skills training and proud to work at jobs that society had not previously accepted. Individual applicants interested in participating in the program often had to convince their families of the importance of TVET. While some families were wary of the Project, even refusing to help their daughter if enrolled, the vast majority revised their opinions positively. This can be attributed to the advocacy campaigns carried out as well as the visibility of graduates performing trades using the skills learnt.

One fortunate father in Liberia had three of his daughters enrolled. With great pride he informed us that one of the three is employed in a long-term position at a cable television company. When the beneficiary climbs to the roofs and up telephone poles, most customers are astounded that a woman is doing the work, but as soon as she finishes connecting a house to cable, the clients have also opened their comprehension to previous gender roles. Her employer was interviewed as well, and he noted that she was selected because of her training, skills, and certificate. Although he was unaware that she was a beneficiary, he stated that she was one of his hardest working employees. At the community level, village leaders, elders, and religious leaders have also supported the women and their capacity to work in these fields. The recurring mantra in of “what men can do, women can do” was a pivotal inspiration for the beneficiaries.

5.2.8. Policy Improvement (Governmental and Institutional)

FAWE Liberia and Sierra Leone carried out policy advocacy campaigns and workshops to mobilize for TVET policy reforms and gender friendly education policies. The goal to influence the ministries of education to include greater gender sensitivity at all levels, at the same time campaigning for TVET to become more equitable. The workshops gathered participants from ministries of education, youth and sports, labor, gender and development, planning and economic affairs, and agriculture. Also present were representatives of TVET working groups, teachers, and other stakeholders.²⁰ FAWE Liberia sits on the TVET Working Group Committee to ensure that gender was mainstreamed into policies. An inter-ministerial task force was created to try and pass and validate the national TVET policy, which proved successful. In all 4 countries, codes of conduct were established or amended to integrate gender.²¹ FAWE Somalia worked closely with the Gender Unit in the Ministry of Education on the revision of the TVET policy and also drafted a code of conduct for TVET institutions. A further review was carried out on the ministry Gender Policy and Strategic Plan 2012-2016.²² Burundi, with its education policy plan (*Plan Sectoriel de Développement de l'Éducation et de la Formation 2012-2020*), places a large focus on TVET education towards aligning the training skills to the needs of the job market. Members of FAWE Burundi carried out policy advocacy with a focus on the Project.²³

5.2.9. Advocacy Raised Community Awareness and Support

The success of the four countries in the study relied heavily on the impact of community advocacy and sensitization. Advocacy was held at the national, ministerial, institutional, local, and religious levels. Billboards were created, radio programs broadcasted, and caravan campaigns were held. Focus on the context of each country was maintained, and specific audiences targeted included the out-of-school girls, parents, and community leaders. Beneficiaries often heard of the Project through a friend, neighbor, elder, or religious leader and were inspired to apply for entrance to the scholarship for TVET. Liberia and Sierra Leone used the “It’s Not Too Late” campaign, a highly effective sensitization tool which incorporated the production and dissemination of advocacy materials, radio broadcasts, and sensitization meetings. The advocacy allowed for parents to be more accepting of allowing their daughters to enroll in TVET courses in untraditional coursework while communities accepted the notion that TVET courses and training are acceptable without barriers to gender. The outreach impacted male teachers and students in the institutions, as well as potential employers to ascertain capacity based on skill level and certification rather than gender. The managers and employees at the TVET institutions visited for the purpose of this survey were predominantly male (teachers and directors). However, one beneficiary in Liberia graduated from her courses to move forth and become employed as a teacher at her institution where her scholarship had been undertaken.

²⁰ 2016, Forum for African Women Educationalists. Phase 2: Project Completion Report Submitted to DANIDA. Economic Empowerment of Girls in Post-Conflict Situations through Technical and Vocational Training.

²¹ 2013. The Association for the Development of Education in Africa. A Comparative Case Study on Gender and Technical and Vocational Skills Development in Liberia and Sierra Leone: From Policy to Practice. Attained at: <http://www.adeanet.org/triennale/eng/index.php?categoryid=83>

²² 2015. FAWE Somalia. End of Program Evaluation Report. Economic Empowerment of Girls Living in Post-Conflict Situations through Technical and Vocational Training.

²³ 2014. *Plan Sectoriel de Développement de l'Éducation et de la Formation 2012-2020*. Attained at: <http://www.globalpartnership.org/fr/content/plan-sectoriel-education-burundi-2012-2020>.

5.2.10. Quality Education and Training: Teacher and Student Pedagogy Became Gender Inclusive

Two important components of the Project, GRP and TUSEME, have an evidence-based track record of improving quality teaching and learning as well as empowerment for girls to voice their opinions and assert themselves. All four countries used these tools to enhance the quality of teaching and learning in the institutions. FAWE Liberia utilized its many active TUSEME clubs to support and mentor the beneficiaries, resulting in one having been selected to attend a one month conference in Boston, USA with the theme “Women Changing the Face of Leadership” in July 2013. Others profited from mentoring activities including a beneficiary selected to attend the All African Women Conference in 2012, and another selected to attend the Pan Afro Arab Congress for Business and Professional Women in Egypt.²⁴ GRP training was carried out for ministry personnel, teacher trainers, institution directors and instructors. As most institutions are comprised of solely male teachers (this can be attributed to the fact that the courses catered largely or solely to male students); a clear need was identified to identify the gaps in curriculum and teaching methods for the newly entering female students. Burundi replicated the GRP and TUSEME models for 22 teachers, and further supported the elimination of gender stereotypes through technical support and the provision of training and modules for 31 leaders and trainers.

A committee was established to leapfrog the training into incorporate GRP in teaching and business training modules.²⁵ GRP training was carried out in both phases of the Project in Liberia. For the second phase of the Project, 25 lecturers previously trained were given refresher courses in 3 institutions in order to ensure their commitment to provide support for the female beneficiaries, resulting in easier enrollment processes for girls. FAWE Somalia, working with the Gender Unit in the Ministry of Education, co-facilitated a 6 day gender awareness and GRP training workshop for 15 instructors from selected institutions.²⁶ The outcome evidenced by interviews carried out with the Project managers, directors, instructors, and mentors at the TVET institutions, and from the students themselves. Following initial GRP training, teachers were surprised and dismayed that they were not aware of the gender appropriate behaviors of interacting with the female students, nor were they privy to their imbalanced methods of teaching males and females. In light of the Project’s targeted audience, the teachers and mentors actually had to provide additional and alternative means of support for the beneficiaries as they faced unique challenges. GRP was integrated into the TVET institution curriculum, and teachers modified lesson plans. The beneficiaries were inspired to continue to work hard, despite their lack of previous education or skills training. Interventions from teachers and mentors included encouragement, and thinking outside of the normal parameters. To ensure that the needs for beneficiaries were addressed, teachers and mentors provided additional support to the beneficiaries taking into account their situations. This included modified classes, remedial assistance, and psychological support. GRP and gender awareness seminars contributed to much broader and inclusive spectrum of quality teaching and learning.

5.3. Opportunities for Improvement

The measurable achievements of the Project far outweigh the challenges faced. However, the following key opportunities emerged for enhancing implementation. For the purpose of developing programs similar in the future or to scale up existing programs, the lessons learnt from this Project can provide added value for stakeholders. The information was attained from the surveys carried out as well as reporting processes at the country level. The list is arranged in order of importance.

Figure 8: Opportunities for Enhancing Implementation



5.3.1. A Comprehensive Scholarship Package is Required to Cater for Essential Needs

Although beneficiaries were selected due to marginalization, they would have benefitted from increased or better applied monthly stipend or funding to support their basic needs. As discussed previously in this study, despite bursaries being supplied to beneficiaries and materials for the institutions, the girls and women grappled with daily issues including lack of food, difficulty arranging childcare, lack of money for transport resulting in very long walks to school, and even difficulty concentrating on coursework due to insufficient nutrition. The beneficiaries again were innovative in bringing their children to school, selling small baked items at school to generate income, and pushed forward with the motivation of mentors, counselors, and instructors. Inadequate funding however, played a large role on the inability to start a small business or place entrepreneurial skills to work. To mitigate these issues, programming must take into account the design of a comprehensive scholarship meeting all the basic needs of beneficiaries.

²⁵ Ibid.

²⁶ 2016. Forum for African Women Educationalists. Phase 2: Project Completion Report Submitted to DANIDA. Economic Empowerment of Girls in Post-Conflict Situations through Technical and Vocational Training.

5.3.2. Need to Strengthen the Partnership and Linkages between TVET Institutions and the Labor Market to Increase Employment Opportunities

Despite the many achievements made and employment attained by beneficiaries, a large number of survey respondents interviewed were unable to find permanent, formal employment in the areas trained. However, many of the same beneficiaries in all four countries have received small contracts in the formal market, and many more in the informal market. One of the main objectives of the Project was to link the graduates with the private and public sector that may be able to provide them with employment or entrepreneurial activities. While efforts were made in this direction, the outcome is not satisfying as there is no empirical evidence of employment opportunities provided to the beneficiaries by either the private or public sectors.

Although the TVET trades selected were aligned with the labor market needs of the locales, one needs to factor in the level of employment for both genders in each country. Labor Market Information Systems are able to guide employment trends and needs within national economies, yet the context of increasing insertion into the labor market in conflict and post-conflict countries remains a daunting challenge. When interviewed in depth, the beneficiaries, employers, TVET institutions and ministries acknowledged that there are few opportunities for employment, even for those who are trained and certified or achieved diplomas.

International data demonstrates that although progress has been made in improving inequality in gender and education, girls continue to be denied opportunities over boys. In depth studies further illustrate that TVET systems remain gender biased in regards to access, selection, and participation in specific subject areas and programs. With the movement towards increased TVET education in Africa, this leads to inequalities towards employment and the absorption into the labor market and rather perpetuates the issues which affect the socio-economic development of countries. In the International Labor Organization (ILO) World Employment Social Outlook 2015, "...women overall continue to suffer from higher rates of unemployment and lower rates of employment, are less likely to participate in the labor force and face higher risks of vulnerable employment."²⁷ The ILO additionally supports the view that new dynamics are emerging whereas less than 45% of wage and salaried workers are employed full-time or permanently, with the trend continuing to decline. Within this percentage, it is noted that women fall into this category at an excessive level.²⁸ Refer to the figure below to demonstrate employment to population rates for males and females for the four countries in this case study for the years 2000 and 2014.

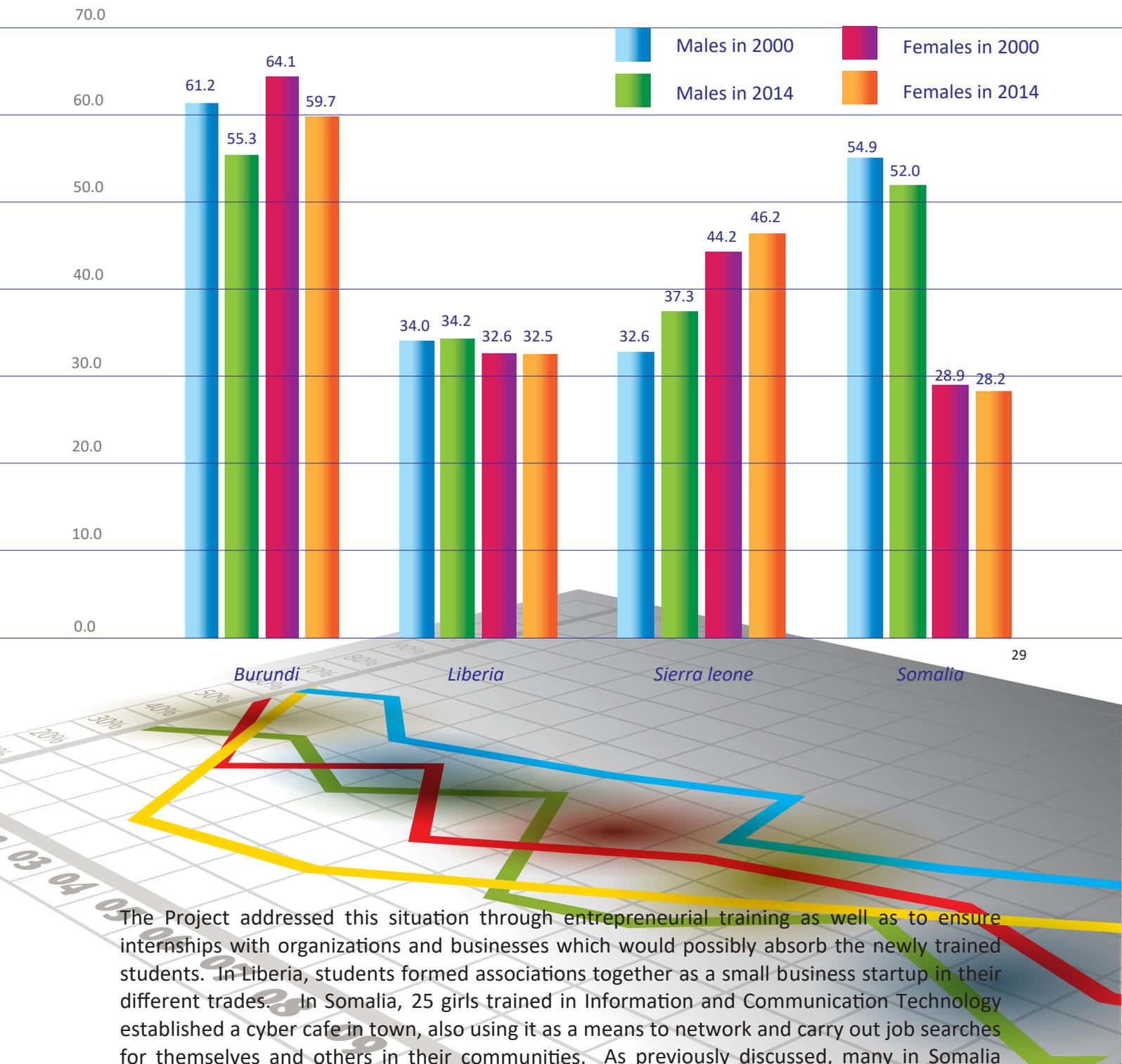
²⁷ 2016. UNESCO. Women must be fully engaged in Technical and Vocational Education and Training. Accessed at: http://www.unesco.org/new/en/education/themes/education-building-blocks/technical-vocational-education-and-training-tvet/single-view/news/women_must_be_fully_engaged_in_technical_and_vocational_education_and_training/#.V_zzOuV97es.

²⁸ 2015. International Labor Organization. ILO World Employment Social Outlook 2015. Accessed at: http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/--publ/documents/publication/wcms_368626.pdf.

Figure 9: Employment to Population Ratio, Ages 15-24, Female/Male (%)

Employment to Population Ratio, Ages 15-24,
Female/Male (%) Modeled ILO Estimate

(Source: The World Bank: World Development Indicators)



The Project addressed this situation through entrepreneurial training as well as to ensure internships with organizations and businesses which would possibly absorb the newly trained students. In Liberia, students formed associations together as a small business startup in their different trades. In Somalia, 25 girls trained in Information and Communication Technology established a cyber cafe in town, also using it as a means to network and carry out job searches for themselves and others in their communities. As previously discussed, many in Somalia

²⁹ The World Bank. World Development Indicators. Accessed at: <http://databank.worldbank.org/data/reports.aspx?source=2&series=SL.TLF.CACT.ZS&country=#>.

additionally used the opportunity of obtaining their secondary school diploma as a means to enter into tertiary education. More specifically in Somalia, a tracer study was carried out utilizing a sample of 60 beneficiaries (out of 150 overall) from three regions. Fifty-five percent of this sample used their diplomas to continuing education. However in the FAWE Somalia study, 18% attained formal employment.³⁰ The lack of follow up evidence on the exact number of beneficiaries who achieved both formal and informal employment makes it difficult to ascertain where the beneficiaries are to date for each of the countries. Financing for increased monitoring at the NC level is necessary, as well as ensuring that the beneficiaries have access to communication either through mobile telephone or community outreach due to the levels of poverty for those unemployed. Regardless of the challenges, impressive success stories for those employed are readily available. Refer to Appendix C for a sampling of testimonials from the four countries.

5.3.3. Accelerated or Bridging Courses Must be Offered to Meet Qualification Levels for TVET Entry

Another innovative aspect of the Project design was to accept girls and women from differing education levels, with variances in the four countries. Of the beneficiaries interviewed, almost all were unable to compete at the academic level and linguistic level required to enable learning at the TVET institutions. Remedial academic courses, language courses, and accelerated learning programs were offered to lessen the gap between the disadvantaged girls and their TVET classmates. For example, in Burundi, sixty-five students were supported with skills capacity building from the Professional Training Centers Language Learning in French and skills development through 15 day workshops.³¹ Aside from their previously acquired formal education level, respondents further discussed initially feeling overwhelmed with new coursework. For example, the females enrolled in heavy duty and automobile mechanics were highly intimidated at the start, but gained confidence through the progression of the courses. Program design must account for accelerated learning or bridging courses to meet the needs of beneficiaries.

5.3.4. Government Should Prioritize TVET in the National Budget and Education Policies

At the time of Project implementation, the supervising ministries of TVET enthusiastically supported the unique program to train girls and women in predominantly male oriented skills training with the goal to increase absorption into the labor market in both formal and informal employment. The notion of entrepreneurial training was hailed to increase capacity development of beneficiaries. However, the supervisory roles of TVET are commonly incongruent, and often a greater need for inter-ministerial communication and cooperation are necessary to ensure that the training remains relevant and timely to meet the needs of the country-specific labor market. During the interviews with ministry representatives in Burundi and Liberia, attention was drawn to the fact that the little funding spent on education overall barely trickles down to TVET. Without additional funding, they are currently unable to afford to continue a Project such as this, especially as the costs for TVET remain high within the education sector.

³⁰ 2015. FAWE Somalia. End of Program Evaluation Report. Economic Empowerment of Girls Living in Post-Conflict Situations through Technical and Vocational Training.

³¹ 2013. Forum for African Women Educationalists. End of Project Phase 1: Narrative Report. Submitted to DANIDA. Economic Empowerment of Girls in Post-Conflict Situations through Technical and Vocational Training.

Data implies that it is extremely challenging to differentiate governmental funding spent on TVET in comparison to general education as sources include those from the private sector; and funding is designated both as formal education expenditure and informal (such as equipment donation). There is a need for improved disaggregated data to better inform policy and expenditures.³² Notwithstanding these difficulties, FAWE NCs worked alongside with the designated ministries and assisted in the creation and participation of inter-ministerial and advisory committees for TVET to ensure gender parity advancements. Overall, while the Project was highly acclaimed, the sustainability of continuing this program in the four countries without designated funding and ownership from the governments must be addressed.

5.3.5. Project Implementation Risks Require Enhanced Management

Delays of implementation, unexpected crises, and lack of capacity to properly monitor and evaluate the ongoing training occurred during the Project implementation. The four conflict-affected countries have been striving to rebuild and expand the economy and infrastructure of the nation, of which education is a single sector. Grant disbursements were placed on hold for various reasons including delays in NCs to report on activity implementation. At the level of the NCs, reporting was delayed due to inability to traverse difficult terrain and inadequate allocation or usage of funding for transportation to monitor the programs. Finally, the outbreak of Ebola caused a cessation of the program in Liberia, and delayed internships of students until present day whereas the NC is in the process of organizing internships for beneficiaries. NCs additionally faced the strain of inadequate funding for a designated Project manager.

³² 2006. UNESCO-UNIVEOC International Center for Technical and Vocational Education and Training. Participation in Formal Technical and Vocational Education and Training Programs Worldwide. Accessed at: <http://www.uis.unesco.org/Library/Documents/formal-technical-vocational-education-training-tvet-2006-eng.pdf>



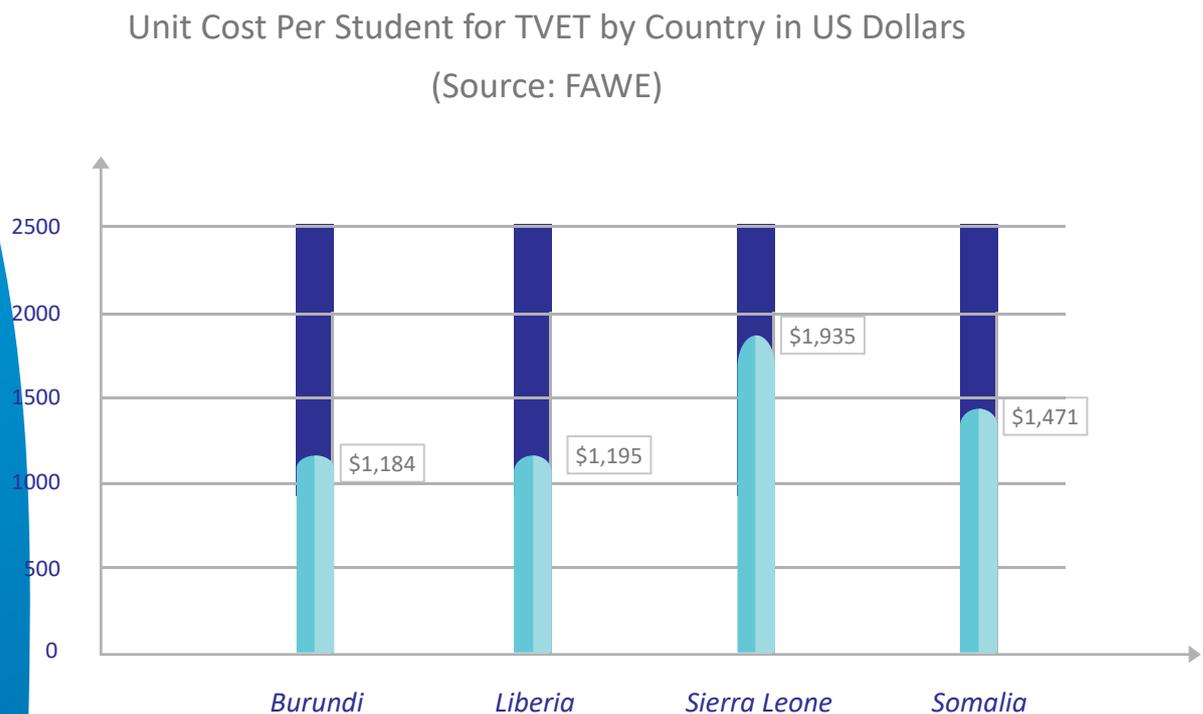
Implications and Key Lessons of the Study for Enhanced Policy

The overall implication of the Project is to mitigate the number of out-of-school girls in conflict-affected countries. Highly disadvantaged girls and women who have limited individual capacity due to various constraints within post-conflict countries have little or no hope of returning to education. Therefore, the introduction of vocational skills provided a new opportunity to progress in their education and training to increase their marketability and self-worth; thus not wasting national resources on the primary/secondary education studied before dropping out.

Accelerated learning and language courses further provided out-of-school beneficiaries to attain minimum educational levels to benefit from TVET. The key result of the Project was demonstrated commitment by some countries to commence the process of transforming national TVET policy, curriculum and practice to accommodate the needs of females. The Project also caused change of learning environments in TVET institutions; manifesting in improved teaching and management approaches resulting from the integration of the FAWE GRP; the development of customized training modules that took into account differential educational abilities and addressed context-specific labor market needs; and the quality of training outcomes.

The support to some beneficiaries to attend continuing and higher education allowed for increased learning opportunities outside of vocational skill training and certification. At societal level, the Project showed that it was the strong partnership with parents and communities that got girls to enroll, and partnership with institutions and private sector was necessary to link entrepreneurial skills gained to the labor market. Furthermore, the Project injected a sense of pride in the once despondent girls, changed peoples' perspectives about girls' capability to perform in career fields traditionally dominated by men, and enhanced women's opportunities for economic empowerment and benefit.³³ Finally, the Project invigorated in some girls completing this phase in their education to return to the regular schooling systems, setting a foundation for possibilities to pursue further studies in related career fields. A cost analysis of scalability to support girls is provided in *Figure 3* to assist planning at the country level. The cost assumptions account for the funding for one beneficiary of the Project as it was carried.

Figure 10: Unit Cost per Student for the Project by Country



The implications and key lessons learned at the culmination of the Project can contribute to the advancement of diversified and context specific national TVET policy for engaging out-of-school girls in training and skills development towards economic empowerment. TVET policy must ensure the integration of gender, whereas the institutions, teacher, and learning environments are responsive to the needs of both girls and boys. This practice can be shared, scaled up, and replicated from policy to implementation while at the same time incorporating lessons learnt from challenges and bottlenecks experienced. Overall, countries and ministries have the capacity to engage a much larger and diversified work force through training and skills development targeted at out-of-school girls, especially within conflict and post-conflict countries.



Strategic Planning and Implementation at the Country Level and Recommendations

The need for addressing economic empowerment needs of out-of-school girls in conflict, post-conflict, and even non-conflict countries in sub-Saharan Africa is relevant to creating more equal and equitable societies and serves as a strategy for all countries to increase and diversify their labor market force. The common challenges of gender inequalities in many countries, along with the high numbers of out-of-school children necessitates the urgent need to upscale and diversify TVET skills development, and enhancing entrepreneurial capacity of individuals. This calls for highly relevant to policy planning and implementation at the country level as well as implications and possible collaboration in the regional context.

Given the scope of the *Economic Empowerment of Girls in Post-Conflict Situations through Technical and Vocational Education and Training (TVET)* program, implemented between 2009/2010-2013, a number of innovative best practices emerged as well as challenges faced by beneficiaries, FAWE NCs, TVET institutions, society, and government. The most prominent success of this Project was to enable and empower girls and women facing complex challenges to have the opportunity to contribute to the society and economy of their country. The effects of empowerment, changing the social status of girls and women to feel intrinsic value, and to inspire them to seek further learning opportunities sets this Project apart from others. One of the largest gaps identified in this study must be examined as an opportunity for improvement to ensure the production of rigorous empirical data for each of the graduated beneficiary's inclusion into the labor market whether in the formal or informal sector. Still, the gap which exists within the employment sector relative to training is conditioned largely by the economy of the countries themselves which have high levels of unemployment. The program changed the lives of 894 girls and women both through alternative education and vocational training and at the personal level. Societal perceptions of the role of women in TVET and the world of work were impacted positively. Given the need to strengthen the economy in conflict-affected countries, it is recommended that TVET Projects such as the program be scaled up in the existing countries, and replicated in other conflict-affected and post-conflict countries.



7.1. Country Specific Context Program Design

As evidenced by the lessons learnt by this study, programming needs to take into account the needs of the beneficiaries as well as local and national context. The most critical element before designing TVET and skills development education for out-of-school girls and women in conflict and post-conflict countries must begin with a formal baseline assessment of the labor market needs of the community and country along with TVET education trends for men and women.

Information must also be gathered as to why the girls and women dropped out of formal education, and at what level. Taking into account the needs of the economy and the situational context of drop-outs will allow for the program to be tailored accordingly, and relevant courses and institutions selected. Program design should examine the existing policies, structures, practices, curriculum, and existing TVET frameworks at the national level. The overall Project must have the elements of government ownership as well as technical guidance for the onset. Long-term sustainability will rely on many factors, including a commitment of government expenditure as well as consistent monitoring of implementation and results. Program design can include a diversification of partners and donors to scale up, however, a common memorandum of understanding is required as well as a designated lead agency/partner.

7.2. Program Monitoring and Evaluation

As learnt from this case study on best practices, the complexities and continuous changing contexts of conflict-affected and post-conflict countries demonstrate it is more critical than ever to have reliable and continuous monitoring and evaluation of a TVET education program. As imperative as program design, specific indicators, outputs, and outcomes need to be developed to accompany the implementation. The monitoring and evaluation should incorporate all components of the program including but not limited to: monitoring changes in TVET policy, implementations of teacher and student codes of conduct, the holistic well-being of the beneficiaries, the achievements and progress of student achievement, training in gender appropriate education, teaching and learning materials, internships, entrepreneurial training, number of graduates, and perhaps most importantly a longer-term following of insertion into the formal and informal labor market of graduates. A good monitoring and evaluation plan should be designed and indicators developed prior to the program launch, and modified as needed. Monitoring should follow a strict timeline. Information obtained will provide valuable insight when compared to insertion in to the labor market. Valuable data gathered should be communicated with the various stakeholders including ministries, task forces, supervising entity, and institutions, and guide future programming to provide best for the needs of the beneficiaries and the socio-economic development of the country.

7.3. Ensure Quality Teaching and Learning with Gender Responsive Pedagogy

The element of quality gender inclusive education provides for the needs of both males and females. This TVET Project catered to women who were previously excluded from male-oriented skills development and entrepreneurial training. As a program targeting TVET courses in previously stereotypical male trades, training and the integration of GRP into the curriculum and lesson plans of institutions and instructors is required. Due to the variances of educational levels of the incoming beneficiaries, remedial courses in academics as well as language are called for, or conversely a minimum level of standardization is fundamental. Directors and selected teachers at the training institutions need to partake in training seminars, and in turn train all instructors. To support girls to express themselves, models such as TUSEME which have been shown to increase empowerment of girls should be mainstreamed in institutions. Teacher and student codes of conduct should be adopted at the national level of policy and adhered to by all

institutions. In order to assure quality learning, institutions should ensure that hands-on practical materials are readily available as opposed to teaching theory on its own. For high-achieving students, incentives and stipends should be offered to advance into tertiary education or expand learning opportunities. Specially designed TVET programs for girls and women should encompass a component of both continuing and higher education.

7.4. Advocacy

The strength of community and policy advocacy evidenced in this Project had a major impact on the societal perceptions on the value of TVET, TVET for girls and women, and including women in employment in previously believed male trades. Advocacy and sensitization are necessary to mobilize interest in supporting girls and women to pursue TVET, especially in typically predominant male trades and TVET course enrolment. This sensitization must take into account the national and community context, as certain countries are headed by female households due to years or even decades of war, and other candidate beneficiaries may be affected by pregnancy, poverty, and other adverse challenges. Advocacy and sensitization must be targeted at the individual female drop-outs, parents, local communities, respected elders, religious leaders, teachers, institutions, businesses, and respective ministries of education such as TVET, youth and sport, labor, and gender. The most successful campaigns encompass multiple means of media including radio broadcasts, billboards, caravan campaigns, and showcase success stories and the possibilities of continuing education to learn vocational skills. National campaigns supported by the government, international and pan-African organizations, and local NGOs carry additional strength. Advocacy must additionally target TVET policy-makers to ensure gender inclusivity and equality for males and females.

7.5. Care for the Needs of the Whole Individual (Financial, Physical, Social)

This Project has demonstrated the essential importance of caring for the fundamental needs of beneficiaries. TVET beneficiary programs targeting the most marginalized girls and women in conflict-affected countries require supporting the holistic needs of individual beneficiaries. This includes financial requisites for transportation, child care, course materials; and make available scholastic tools such as textbooks, paper, pens, and stipends which cover personal care and hygiene of the individuals. Physical needs of the beneficiaries should ensure beneficiaries have adequate nutritional needs met to attain optimal learning circumstances and items such as allowances for flexibility in course timing for those who are unable to attend normal class hours. Social needs of the beneficiaries should be continuously addressed. Counselling and mentorship from the institution must include encouragement to look towards the future, and support to adapt to their new setting, situation in their training institutions, how to interact with other students and instructors, and how to survive and even change perceptions of former societal stereotypes from families and the community at large.



7.6. Government and Policy

Illustrated through this Project, cooperation and collaboration with the government allows for policy and institutional changes to increase economic empowerment for girls and women. TVET must be placed as a more prominent method of learning in the education sector towards achieving employable skills and therefore towards improvement in the future socio-economic status of national development. To ensure this, lobbying and advocacy must be carried out, and TVET expenditure and policies should reflect its importance without bias to gender. TVET policy plans should be revised to persuade more students overall to participate in vocational development which will contribute to individuals, society and the economy. The elements of innovation to train females in previously predominant male vocational studies must be evident. The training must focus on providing girls and women increased skills leading to a future of higher economic value. National TVET curriculum and standardized testing country-wide will allow certification and diplomas to be recognized and allow for mobility of graduates towards the most advantageous opportunities of employment. The management and supervision of TVET policy needs to be clearly articulated. Inter-ministerial cooperation of education, finance, gender, youth and sports, and labor should be established and meet on a regular basis to stay current with the needs and modalities of TVET with a view to the output and outcome levels. In addition or in tandem to the inter-ministerial group, a TVET task force should serve as technical advisors, and include gender and education experts. It is essential that government and ministries take accountability to ensure the sustainability of long-term national financing as opposed to remain reliant on external donors. At the regional level, governments should pass legislation of the recognition of TVET certification for increased opportunities for graduates.



7.7. Create Linkages to Employment, Entrepreneurship and the Labor Market

This Project placed focus on the needs of the labor market in relation to the selected training areas of beneficiaries. Increased linkages would allow for further economic empowerment for beneficiaries. Training beneficiaries and equipping them with skills, certification, and diplomas is not adequate to assure employment in the formal or informal sector. Rather, beneficiaries are in great need of optimal internships for further training as well as opportunities for employment.

TVET institutions should partner with lucrative businesses to provide internships as well as assure a select number of top performing interns will be offered employment. Moreover, each beneficiary must be trained in both entrepreneurial skills and financial training for small businesses. Institutions and programs should assist beneficiaries in micro-financing opportunities with banks to allow for start-up funding for legitimate entrepreneurial and small business planning. Programs should also support students financially in establishing associations or small businesses amongst the students themselves. Following graduation, beneficiaries also require start-up tool and material kits in order to successfully place their vocational skills to work.



Conclusion

The program served as an innovative means to encourage highly marginalized and disadvantaged girls with little hope for continuing education an alternative pathway for learning. Moreover, graduates demonstrated great efforts towards skill mastery in vocations matched to the needs of the national and community labor markets. Although the challenge of finding employment in the formal and informal sector remain, the beneficiaries gained far more than learning an employable skill. The Program element that provided some beneficiaries with continuing and higher education reinforced lifelong learning and enhanced economic empowerment.

The most significant outcome of the program was at the individual level of the girls and women trained, who felt their lives had changed for the better for having had the opportunity to learn as well as the feeling of empowerment. The effect spread community wide, and in some countries nationwide. Societal perceptions have become more gender inclusive whereas girls and women are accepted to be able to learn and work in traditional male dominated trades. The added component of providing stipends and bursaries for continuing and higher education offered women greater learning opportunities towards higher degrees. Although the program has concluded, similar programs should be scaled up and replicated not only in conflict and post-conflict countries but other countries with high numbers of out-of-school youths.

The capacity to impact long-term sustainable socio-economic development is critical for the advancement of the continent. In line with the international and African agendas, priority must be given to education and training, inclusive of both genders as well as the marginalized population. The program was innovative in the fact that it catered to both of these priorities. Key recommendations have been offered for governments and organizations to establish similar opportunities for other eager students. As the Project highly impacted out-of-school girls in post-conflict countries, replication must address all the challenges encountered during implementation. In summation, the pathway to education must not lie within education itself, yet seek to better individuals, society, the economy, the country, and Africa as a whole. Embracing the capacity of the female work force will greatly advance this agenda.

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10.0 Appendices

10.1.

Appendix A.

Best Practices Survey for the FAWE/DANIDA TVET Project

This survey seeks responses from all those involved in the FAWE/DANIDA TVET Project, including but not limited to: individual beneficiaries, teachers, TVET training institution directors/managers, and also from the ministries of education, ministries of gender, youth, and employers of the graduates.

Section 1 (Numbers 1-6 to be answered by all)

1. What is your name?

First Name _____

Surname _____

2. What was your role of involvement with the Project? Please circle or respond on the line below.

Beneficiary	Trainer or Teacher	TVET Institution Manager/Director	Ministry Personnel (education, gender, youth, etc.)	Employer of Graduate	Community Member
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify)	_____				

3. What country do you reside in? Please circle.

Burundi Liberia Sierra Leone Somalia

4. Please name the training institution (or institutions you were involved with if multiple).

5. From your experience, what were the best practices/good outcomes from the Project? This can include anything related to the Project, including campaign, advocacy, community mobilization, a change in gender stereotypes and attitudes of men, women, boys, girls, TUSEME, integration of gender into the policies of the TVET institutions, gender response pedagogies, workshops, linkages to the employment sector, gaining employment, theater for development, etcetera. Please share the three best practices which you feel could be shared to inspire other countries to use. Clearly explain why these were the best practices.

Best practice 1

Why is it a best practice?

Best practice 2

Why is it a best practice?

Best practice 3

Why is it a best practice?

6. Please name any key challenges/issues or constraints you endured from the Project. Examples could be housing, transportation, changing attitudes, finding employment, or any other major challenge. This will also help to identify what works and what does not work as well.

Challenge 1

Was there a solution to this challenge

Challenge 2

Was there a solution to this challenge

Section 2 (For this section, please only respond to the questions that apply to you)

FOR BENEFICIARIES

7. Did you receive employment in the area you were trained?

8. If you are not employed what are you doing now?

9. How long did it take you to become employed following graduation?

10. Please list any suggestions you have on how to improve the program.

FOR EMPLOYERS

11. If you are an employer, please share the experience you have had with the employee/beneficiary you hired.

FOR TVET INSTITUTIONS (teachers, head teachers, directors) and ministry personnel

12. What impact did the training of teachers, GRP, TUSEME, advocacy campaigns, equipment supplied to the institutions, have on both teaching experience and outcomes of students?

13. It is important for us to collect and share any useful curriculum materials, teaching and learning materials, TVET related policy documents, or advocacy campaigns. Please tell us about the materials you have, and we would appreciate copies of anything that can be shared and reproduced.



Appendix B.

Case Study/Testimonial Template for the FAWE/DANIDA TVET Project

1. What is your name?

First Name

Surname

2. What was your role of involvement with the Project: Please circle or respond on the line below.

Beneficiary	Trainer or Teacher	TVET Institution Manager/Director	Ministry Personnel (education, gender, youth, etc.)	Employer of Graduate	Community Member
Other (Please specify)					

3. What country do you reside in? Please circle.

Burundi

Liberia

Sierra Leone

Somalia

4. Please name the training institution (or institutions you were involved with if multiple).

5. Please share your testimonial/experience with the FAWE/DANIDA TVET Project. How did it impact you, and what were the most positive aspects of this Project? Items you will want to include may illustrate how it impacted you in your position (beneficiary, teacher, community member, etc.), what impact has it had on your life, and how it may have changed your views or the views of society on increased TVET Training for girls and women. Please keep your response around 200 to 500 words. Please note that we may need to edit responses in order to conform to the final report, yet the integrity and content of the testimonials will remain.



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