

For a world without hunger



# KEYNOTE - THE CONCEPT OF NON-FORMAL TVET

DC dVET – BAR CAMP „INFORMALITY AND DUAL VET“  
NON-FORMAL TVET FOR INCLUSIVE GROWTH

20.05.2025

Welthungerhilfe

Left school at  
14

Manages household and  
caregiving responsibilities

Interested in food  
processing to start a  
small home-based  
business and to open her  
own snack shop

Wants to learn safe food  
handling, packaging, and  
how to sell her products  
locally

Needs flexible, local  
training that fits  
her daily reality



Fatima  
(22, peri-urban Mali)

Left school at  
16

Helps on  
family farm

Interested in  
modern farming  
techniques

Dreams of starting own  
poultry or horticulture  
business

Lacks access  
to training,  
capital, and  
guidance



Daniel  
(23, rural Uganda)

What kind of training would reach Fatima where she is, and help her take the next step?

What kind of skills and support would help Daniel transition from subsistence farming to sustainable self-employment?



What types of skills and support do they need, and how could they access them, given their circumstances?

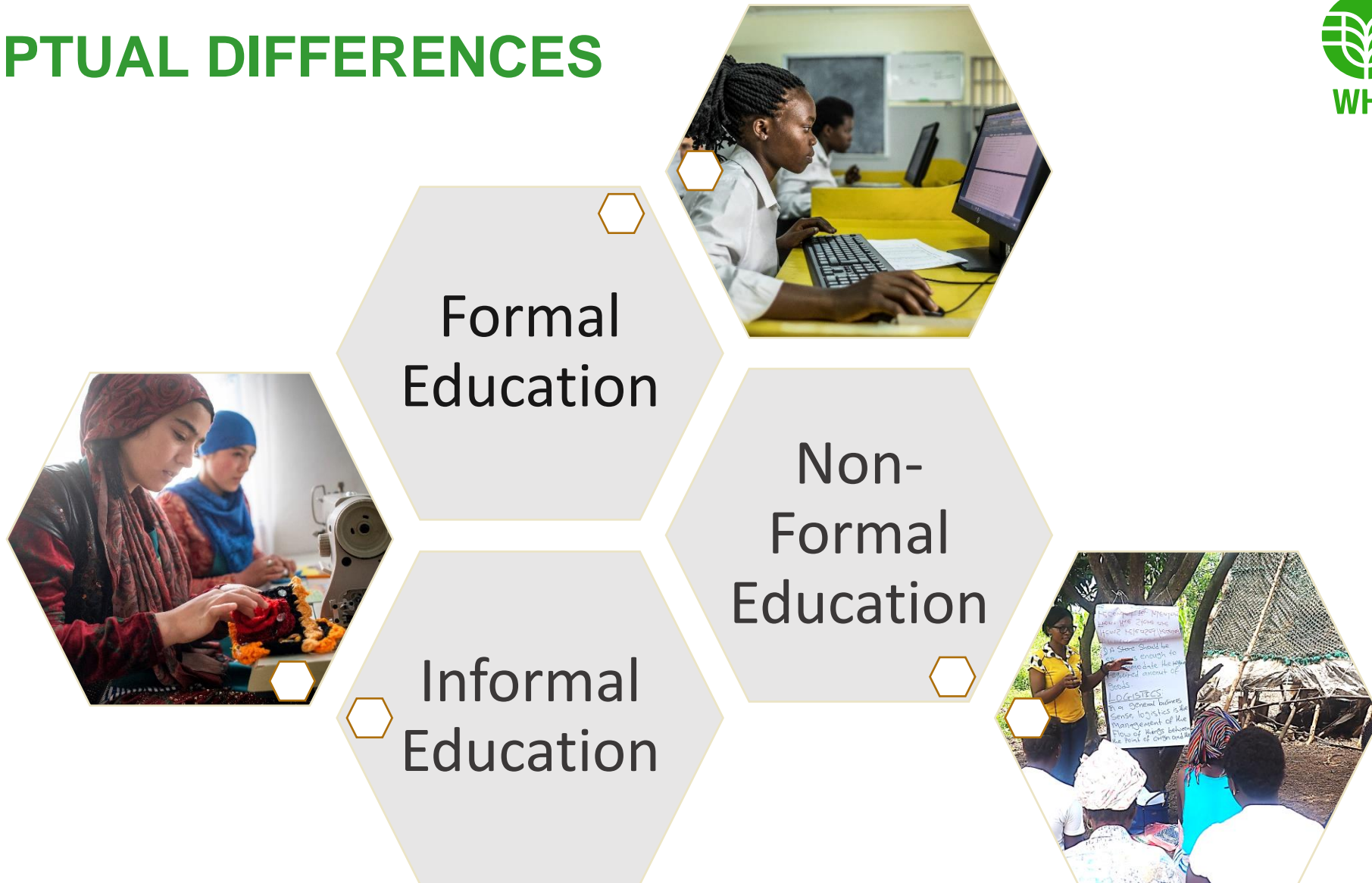






# LEARNING PATHWAYS

# CONCEPTUAL DIFFERENCES



**“Non-formal education is education that is institutionalized, intentional and planned by an education provider. It is an addition, alternative and/or complement to formal education. It is often provided to guarantee the right of access to education for all.” (UNESCO)**





# WHY NON-FORMAL TVET?



# NON-FORMAL AS NEEDS-BASED ALTERNATIVE

- Non-formal education can provide **access** to school dropouts and underserved groups.
- Non-formal TVET fills gaps where **formal training is limited**. It's increasingly supported at the policy level to close training gaps.
- Better **aligned with skills needed** in the informal economy.
- Supports **re-skilling**, income generation, and entrepreneurship.
- Promotes **gender equality** by reaching women with family duties and opening paths to non-traditional jobs.





# EXAMPLES AND MODALITIES

- **Modular and competency-based curricula** tailored to learner needs with flexible scheduling to accommodate farming seasons, caregiving, or ongoing (informal) work.
- **Short-term courses** (3 – 6 months).
- **On-the-job training** (dual approach or through internships and exposure).
- **Mobile trainings** or outreach trainings in remote areas.
- **Training integrated** into income-generating projects or cooperatives.
- **Combining formal and non-formal** training offers.

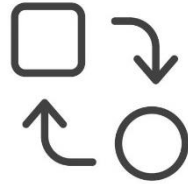


# ADVANTAGES



## Low entry requirements

make non-formal TVET accessible to marginalized groups.



Courses can be **quickly adapted** to meet labor market needs or crises. often tailored to local economic opportunities and emerging sectors.



Possibility to **combine technical, business and life skills**, supporting both self-employment and employability.



Promotes **community development** by delivering training locally and building collective skills.



Promotes social inclusion by **recognizing prior learning** and experience, helping to validate the skills of informal workers.





# CHALLENGES, SOLUTIONS & GOOD PRACTICES

# CHALLENGES



- Non-formal training is **not always officially recognized** by national authorities, which limits the value of certificates.
- **Limited pathways into formal systems** as learners often can't transition from non-formal to formal education or qualification tracks.
- **Fragmented implementation and coordination**, where individual training offers may be scattered, inconsistent in quality, and poorly integrated with national strategies or labor market needs.
- **Sustainability** of training initiatives is difficult once external funding or projects end.
- **Low social prestige** or visibility, as non-formal training may be seen as “second-class,” discouraging participation or employer buy-in.



# WHAT WORKS – SOLUTIONS & GOOD PRACTICES

- **Mobile and work-based training**, improving access for hard-to-reach groups.
- **Co-developing curricula** with authorities and stakeholders boost relevance and national alignment.
- **Blending formal and non-formal TVET**, supports flexible learning and smoother transitions.
- **Partnerships with government and the private sector** increase recognition and legitimacy.
- **Engaging local trainers** builds ownership, capacity and a community-based multiplier effect.
- **Innovative, locally adapted models** can inspire broader education reform.



**THANK YOU  
FOR YOUR  
ATTENTION!**



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