

Documentation of BarCamp: Informality and Dual VET

Building bridges in skills development:
Non-formal TVET for inclusive growth

20 May 2025



Program

12:00 CET

Keynote input
WELTHINGERHILFE –
SKILLS UP

15:00 CET

Couch Sessions
Welthungerhilfe Uganda
YES PROJECT
Nepal Vocational
Qualification System
SEWA Academy

15:35 pm – 16:00 pm

Closing
Key take aways
Wrap-up & Next steps

BarCamp
Informality and dual VET
Non-formal TVET for inclusive growth



Discussion Sessions - Couches

1. WHH

Host: Benjamin Kennedy

Support: Eva Schöning



2. YES project Tanzania

Host: Abraham Mtongole

Support: Christine von Harrach



3. NVQS project Nepal

Host: Prem Kumar Mangrati

Support: Barbara Pearn



4. SEWA Academy

Host: Namrata Bali

Support: Lisa Pesendorfer



BarCamp Sessions



Discussion in Session 1:

Welthungerhilfe

❏ **Blending Pathways: Dual Approaches in Non-Formal TVET**

Moderation: Welthungerhilfe Uganda, Motor Logic (Kenya), Watoto wa Lwanga (Kibera)

Focus on integrating informal apprenticeships with structured learning.

❏ Possible guiding questions:

- What promising practices or innovations have you seen (or tested) that could inspire others, and what were the key factors that made them work?
- What are the key challenges and barriers in this thematic area, and how have you addressed them in your context?
- How can we ensure inclusivity and relevance for vulnerable youth (e.g., women, refugees, rural youth) in this area?
- What partnerships or institutional linkages are essential for strengthening this area, and how can they be improved?

Key take aways Session 1: [Welthungerhilfe](#)

Blending Pathways: Dual Approaches in Non-Formal TVET

- Blended with Life Skills at the intersection of skills-based training and small enterprise work-based training
- Trainings are inclusive, including pregnant girls and young mothers and are providing psychosocial support to the trainees.
- Further challenges are illiteracy and a lack of awareness to wear safety gear and a lack of awareness to occupational health. Here, social workers provide support to the trainees.
- Announcement of trainings are made via radio stations, worship places and local governments
- Testing phase of 2-3 weeks in the small enterprises is part of the recruitment of trainees
- In Moldova and Armenia one of the biggest challenges is the involvement and retainment of businesses in the informal trainings
- In Uganda the businesses are contracted for the period of the informal trainings and are supported with the buerocratic processes so drop-out rates are relatively low. The contracted informal enterprises are very small and highly passionate with the youth.
- In the GIZ TVET programme in Lebanon competency-based trainings are being developed and offered to employees in the businesses in order to convince the businesses to participate in the informal trainings.

Discussion in Session 2: [Helvetas YES project Tanzania](#)

■ **Beyond Technical Training: Life Skills, Mentoring & Social Cohesion**

Moderation: YES Project Tanzania & Welthungerhilfe Burundi

Exploring holistic training models that address emotional, social, and community needs.

■ Possible guiding questions:

- What promising practices or innovations have you seen (or tested) that could inspire others, and what were the key factors that made them work?
- What are the key challenges and barriers in this thematic area, and how have you addressed them in your context?
- How can we ensure inclusivity and relevance for vulnerable youth (e.g., women, refugees, rural youth) in this area?
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Key takeaways Session 2: [Helvetas YES project Tanzania](#)

- ❏ Result based financing: to ensure the market relevance of Vocational training : 3 installments for the training providers and the last installment only once the trainee has successfully completed the training
- ❏ Identification of partnering artisans (who do the trainings) with the official authority ; location of the artisans is key to ensure vicinity for the youth to reach them
- ❏ From Non-formal TVET to formal TVET with training guides
- ❏ Success: high relevant and practical oriented ; soft skills; quick assimilation of graduates to self employment ; however no formal certificates; RPL is a longer process which does not go inline with the project duration
- ❏ Question from Nigeria: sustainability of the model if the donors is pulling out? How to continue the training? RBF itself not sustainable; but local artisans see the value of trainees at their workplaces and keep them after training in a permanent basis (and if not employed, they have a pool of workers that they can refer): this aspect is sustainable

Sessions

- Sessions to be tailored in modules according to the target group: through RPL assessment can be made
- Minimum salary: 50 USD / month (based on an employment verification assessment – market oriented) benchmarked with the 2 USD/day approach (to be higher than that)
- Modular training: assessment can only be achieved by the youth graduates if they go through the RPL process ; without formal assessment it is difficult to judge the quality of the training (challenge of these training program)
- Bicycle sector: high informally organized sector ; market scans before a trainee cohort will be put in a specific sector (this takes 2 –3 weeks); quality check with artisans ; contract (another week); pedagogy training (2 days): the whole process takes 1 month
- Tracer study approach: always after 2 years; sample of 10 % of trainee of all categories ; level of artisans; satisfaction of trainees; financial situation after training; evaluation done in the field (site visits of the youth)

Discussion in Session 3: [Swisscontact NVQS project Nepal](#)

❏ **Bridging Systems: Recognition of Prior Learning & Linking to Formal TVET**

Moderation: Swisscontact – Nepal Vocational Qualifications System (NVQS)

Focus on formalizing informal skills through recognition systems.

❏ **Possible guiding questions:**

- What promising practices or innovations have you seen (or tested) that could inspire others, and what were the key factors that made them work?
- What are the key challenges and barriers in this thematic area, and how have you addressed them in your context?
- How can we ensure inclusivity and relevance for vulnerable youth (e.g., women, refugees, rural youth) in this area?
- What partnerships or institutional linkages are essential for strengthening this area, and how can they be improved?

Key takeaways in Session 3: [Swisscontact NVQS project Nepal](#)

- ✓ **RPL offers opportunities:** It be a path from informal and non-formal learning to formal certification
- ✓ **Private sector matters:** Engaging employers can boost relevance and job market acceptance (In Nepal: Sector skills councils who develop occupational standards, also involved in assessment)
- ✓ **Awareness is key:** Outreach can help workers and employers understand and value RPL. (in Nepal: professional association, radio through public radio announcements,
- ✓ **Target group:** Informal workers, middle east

Key **implementation barriers** in Nepal include:

- limited awareness,
- need for greater employer buy-in,
- resource constraints at the local level.

Discussion in Session 4: [SEWA Academy](#)

✦ Lifelong learning with holistic literacy: non-formal TVET in slums for all

Moderation: SEWA Academy

✦ Possible guiding questions:

- What promising practices or innovations have you seen (or tested) that could inspire others, and what were the key factors that made them work?
- What are the key challenges and barriers in this thematic area, and how have you addressed them in your context?
- How can we ensure inclusivity and relevance for vulnerable youth (e.g., women, refugees, rural youth) in this area?
- What partnerships or institutional linkages are essential for strengthening this area, and how can they be improved?

Key takeaways in Session 4: [SEWA Academy](#)

- ❑ Tailormade literacy programs have low drop out rate and can be a bridge to vocational training further on
- ❑ Trainers from the community enhance also commitment and participation
- ❑ Even male dominated careers can be made accesible to women if they have training and a community that supports them
- ❑ Financial Literacy is important for informal workers too and especially for women to Access savings and credit opportunities
- ❑ Training centers should be included as partners to offer certifications
- ❑ Supporting people who have dropped out of school need special support to restart