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**DEPARTMENT OF HUMAN RESOURCE SCIENCE AND
TECHNOLOGY**

DIVISION OF HUMAN RESOURCE AND YOUTH

**Framework for
Post-conflict reconstruction
and
Technical and Vocational Education and
Training (TVET)**

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1. Context and justification

Africa has been a theatre of war and conflict over the past two decades. Apart from the large number of deaths and injuries, millions of people have been displaced from their homes. Displaced people, especially women and girls, have been targets for exploitation, rape and abuse. Young people and even children have been drawn into combat as child soldiers. In post-conflict zones, former child soldiers and other young people who have experienced war and violence can be helped to re-integrate society. Vocational education and training is one of the most effective ways of imparting employable skills to such vulnerable members of society. However, there are challenges that must be addressed.

The difficult conditions in war-torn and post-conflict areas, which include damaged or destroyed educational infrastructure at all levels and the shortage of teachers and skilled instructors, demand a training approach that takes into account these special circumstances. Since a good basic education enhances effective vocational training, combining literacy programmes with livelihood skills training presents the best approach to skills development in post-conflict areas.

2. Objectives

The main objective in using TVET in post-conflict areas in order to contribute to the reconstruction process is:

To provide adequate and constructive job opportunity to the Youth by involving them in the reconstruction process and by promoting their full participation in positive action.

Specific objectives are the following:

1. Position TVET programmes in Post-conflict areas as vehicles youth empowerment strategy to develop technical and professional skills in non-formal education to rebuild destroyed infrastructures, socio-cultural activities;
2. Mobilize all the concerned stakeholders to create synergies and share responsibilities for all levels reconstruction in post conflict countries while promoting TVET as specific policies, practical programmes and appropriate strategies in the relevant situations.
3. Develop strategy to re-integrate the concerned Youth in a normal socio-economic life;
4. Mobilize partners for strong cooperation, technical and financial support towards the reconstruction process and youth empowerment.

5. Strategies or methodological approach

1. Technical Training (public and private) – short term;
2. Training providers (well skilled from public or private sector);
3. Training packages or skill-combined curriculum developed on the basis of the market demand, employment (conception of appropriate modules);
4. Small class sizes (maximum of 30 trainees per class);
5. Appropriate training methodology, including practical training (internship with local businesses, building contractors, entrepreneurs, master craftsmen, etc.);
6. Well-focused funding mechanism on output-based, on agreed performance indicators (including completion rates, course type and % of graduates in gainful employment six months after training, etc);

6. Necessary basic skills and positive values development

Vocational training in these areas should therefore be delivered concurrently with the **teaching of basic skills** such as:

- Functional literacy and numeracy;
- Hygiene, nutrition, sanitation, and disease prevention (including HIV/AIDS prevention);
- Family life skills (parental care and domestic skills);
- Creative thinking and analysis of information;
- Human relations and inter-personal skills (interaction with others from different ethnic backgrounds);
- Communication and language skills (learning of a second language in multi-lingual societies);
- Human rights and good governance practices;
- Politics, culture, and history;
- National unity and reconciliation.

5. Duration and conditions for training

Duration

Emphasis should be on short-duration (6–18 months), occupation-specific TVET programmes.

Specific conditions

Training should be geared to programmes that require low capital investments in terms of equipment and tools for training and for business start-ups.

The implementation and coordination structures may be defined in respect with the following operational strategies:

1. Training should be assigned to accredited and skilled training providers, public or private; with at least one day per week attachment or internship with local businesses, building contractors, entrepreneurs, master craftsmen, etc. for practical training.
2. Training packages should be employment-led and demand-driven;
3. The training providers should be responsible for initial selection of trainees as well as guidance and counseling;
4. Various training methodologies (adapted to the targets or beneficiaries in this specific context).

Overall conditions for effective implementation

The broad strategy for non-formal TVET and implementation of pilot projects in post-conflict areas may be outlined as follows:

- a) Establish and empower national body or agency to oversee training;
- b) Marshall training resources – human, physical, financial;
- c) Emphasize basic education skills;
- d) Incorporate family life skills into training;
- e) Include politics, culture, and history lessons;
- f) Encourage private training providers to play lead role in training;
- g) Concentrate on short modular training packages;
- h) Offer market-relevant courses;
- i) Link graduates to sources of micro-financing and other post-training support services;
- j) Provide psychological support to trainees, survivors of abuse and violence of war.

6. Specific areas for training

In post-conflict situation, pilot projects should address skills acquisition particularly in areas related to

- Infrastructure development,
- Basic socio-economic activities, and
- Local community needs.

Although non-formal vocational training in post-conflict countries must necessarily take into account the overall national reconstruction plan, the following pilot programme areas are also recommended:

- Agriculture (crop and animal production, agro-food processing, irrigation, etc.);
- Building and construction services (masonry, carpentry, painting and decorating, interior design, electrical installation, plumbing, etc.);
- Water and sanitation systems maintenance;
- Welding and fabrication (including the manufacture of simple agricultural implements and tools);
- Electrical and electronic equipment repair;
- Vehicle repair and maintenance;
- Handicrafts and traditional crafts (carvings, weavings, basketry, leatherwork, etc.);
- Basic ICT skills (word processing, data management, internet, etc.);
- Tourism-related skills (hotel management, tour guides, cooks, waiters); and
- Business entrepreneurial skills and attitudes (including time management, marketing, basic accounting, micro-business management; joint ventures);

7. Post-training support and services

In post-conflict areas, the availability of post-training support services is of utmost importance to prevent unemployed trainees from sliding back into crime and violence. Post-training support includes follow-up and mentoring of graduates, access to micro financing, etc.

In this regard, Senegal offers a good example of financing mechanisms to support the self-employment of trained youth. In terms of coordination, the two-tier system of national and regional offices, Rwanda is worthy of consideration (more details below).

8. Collaboration and Partnership

Given the scale of human resource development needs in countries emerging out of war, it will be necessary for governments to foster collaboration and partnerships with private sector training providers, including NGOs and CBOs, in order to increase and extend the opportunities for training to as many people as people.

It may also be necessary to organise a forum for countries emerging out of conflict (from Africa and elsewhere) to share experiences and best practices. In the same regard, neighbouring countries with a conflict past may come together

to establish Regional Technical Teacher Training Centres to promote the cost-effective sharing of resources, reconciliation, and portability of teacher qualifications. Teachers may also be recruited from the world of work and given pedagogical training at these Centres, especially where there are acute shortages of certified vocational teachers.

Rwanda is a good example of a post-conflict country with an aggressive human resource development agenda. Although TVET provision is split between several ministries (as in many other countries), Rwanda has established a Human Resource Development Agency that has overall responsibility for skills development. There are more than 70 technical and vocational schools under the Ministry of Education and many more Youth Training Centres, which operate under the Ministry of Youth, Sports, Culture and Vocational Training. Training at these centres is linked directly to the world of work and includes courses that are related to infrastructure development, such as construction, welding, electrical installation and plumbing.

9. Role and responsibilities

National authorities

Vocational training in post-conflict areas must be preceded by a conscious effort on the part of the authorities to address the psychological trauma, pain and emotional disorders suffered by survivors.

Given the particularly difficult learning and socio-economic environment prevailing in post-conflict communities, the successful implementation of vocational training programmes requires that certain conditions are met. These conditions may be considered as the ingredients for success of TVET programmes in post-conflict countries and should be facilitated or put in place by authorities:

- Total support of national governments and development partners
- Competent coordinating bodies at the national and district levels
- Competent training providers
- Accountability and transparency
- Output based funding mechanism
- Adequate training resources
- Access to markets of products and services
- High quality of training
- Careful initial selection, and continuous guidance and counseling of trainees;
- Availability of effective post-training support services for graduates
- Monitoring and evaluation mechanisms with accurate indicators.

African Union Commission

The African Union Commission should provide the necessary support and follow up to ensure the success of the reconstruction process in post conflict areas. The AUC, through the Department of Human Resource, Science and Technology should achieve the following objectives:

- Promote TVET as vehicle and strategy for youth empowerment in post-conflict reconstruction;
- Encourage inter-Country cooperation in the field of post-conflict reconstruction, training and youth involvement;
- Identify and share best practices to member States in similar situation;
- Sensitize governments on their role in using TVET for socio-economic reconstruction and youth development and participation in the process
- Improve strategy to mobilize fund for reconstruction;
- Play active role in advocacy within the international donor community for technical and financial support to the reconstruction process;
- Offer technical assistance to member states in need of such assistance;
- Coordinate and monitor the TVET Programmes in the relevant areas.

10. Expected outcomes from pilot projects in post-conflict areas

1. Post Conflict areas are using TVET to train and empower (out of school) Youth)
2. Youth are actively involved in the reconstruction process
3. TVET contributes to disseminate positives values among youth and prevent violence and involvement in armed conflict.

Indicators:

of programmes implemented

of youth trained

of youth employed

of youth self employed

of youth benefiting from granted credit