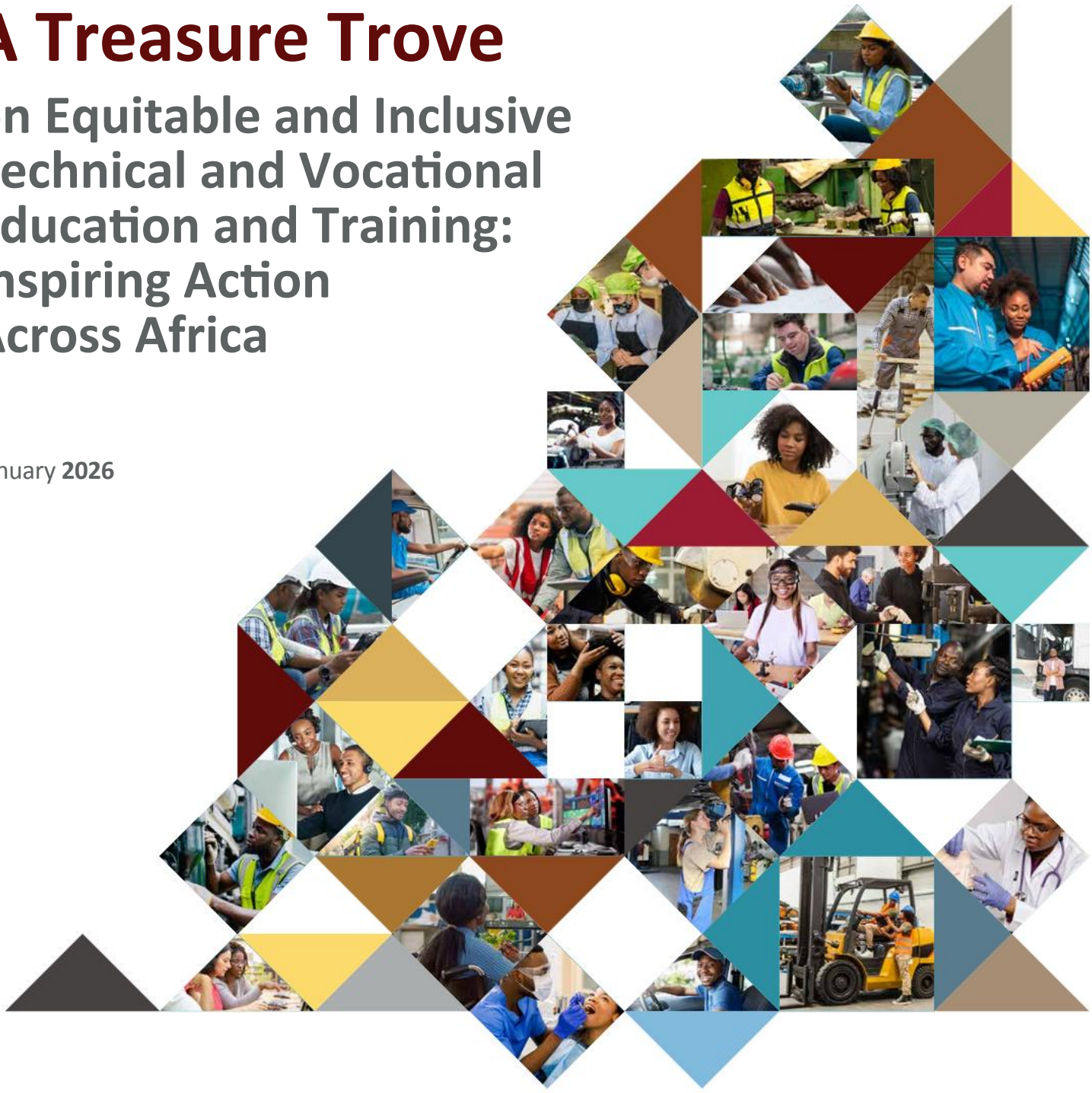
African Union

AUDA-NEPAD
AFRICAN UNION DEVELOPMENT AGENCY

SIFA
Skills Initiative for Africa
TC
Technical Cooperation

A Treasure Trove

on Equitable and Inclusive Technical and Vocational Education and Training: Inspiring Action Across Africa



January **2026**

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DEUTSCHE ZUSAMMENARBEIT

Supported by

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Acronyms

Acronyms	Signification
ACCI	Abuja Chamber of Commerce and Industry
ACHPR	African Charter on Human and Peoples' Rights
ANEJ	National Association for Youth Exchange (Association Nationale des Échanges entre Jeunes)
ASPYEE	African Skills Portal for Youth Employment and Entrepreneurship
ASW	Africa Skills Week
AU	African Union
AUC	African Union Commission
AUDA-NEPAD	African Union Development Agency – New Partnership for Africa's Development
BEST Centre	Business Entrepreneurship Skills and Technology (BEST) Centre (of the Abuja Chamber of Commerce (ACCI))
BMZ	German Federal Ministry for Economic Cooperation and Development (Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung)
CTVET Strategy 2025-2034	Continental Technical and Vocational Education and Training Strategy for Sustainable Development, Social Justice and Employability for all 2025–2034
DRC	Democratic Republic of Congo
ECDD	Ethiopian Centre for Disability and Development
FC	Financial Cooperation
GDP	Gross Domestic Product
GIZ	German Society for International Cooperation (Deutsche Gesellschaft für Internationale Zusammenarbeit)
GmBS	Gender makes Business Sense
IDP	Internally Displaced People
ILO	International Labour Organisation
IOM	International Organisation for Migration
KIHBT	Kenya Institute of Highways and Building Technology
NEDA	Sustainable Economic Development Africa (Nachhaltige Wirtschaftsentwicklung Afrikas)
RBET	Reach-Benefit-Empower-Transform framework
SEG	Social Enterprise Ghana
SIFA	Skills Initiative for Africa
STEM	Science, Technology, Engineering and Mathematics
STEP	Skills and Technical Education Programme (Malawi)
TVET	Technical and Vocational Education and Training
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNEVOC	United Nations Educational, Scientific and Cultural Organisation's International Centre for Technical and Vocational Education and Training
USAID	United States Agency for International Development
USD	United States Dollar
WHO	World Health Organisation



Foreword

In Africa's journey toward sustainable and inclusive development, skills development and technical and vocational education and training (TVET) serve as key drivers for employment, economic transformation and social mobility.

However, to unlock the full potential of Africa's human capital, we must ensure that all individuals regardless of sex, gender, disability or migration status and experience, fully exercise their rights and have equitable access to skills opportunities throughout life that empower them to thrive.

The African Union Commission (AUC) and the African Union Development Agency-New Partnership for Africa's Development (AUDA-NEPAD) advanced this vision through their flagship programme, the Skills Initiative for Africa (SIFA). This initiative is supported by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and funded by the German Federal Ministry for Economic Cooperation and Development (BMZ). Anchored in the African Union (AU) Agenda 2063 and the Continental TVET Strategy for Africa 2025-2034 (CTVET Strategy 2025-2034), SIFA promotes inclusive, demand-driven skills development across the continent, with a strong emphasis on reaching women and girls, persons with disabilities and people in contexts of migration.

This **Treasure Trove on Equitable and Inclusive TVET: Inspiring Action Across Africa** serves as a publication of a curated collection of concrete practices, tools and lessons learnt that respond directly to this vision. Inspired by the gender-focused GIZ NEDA Treasure Trove of the GIZ Nachhaltige Wirtschaftsentwicklung Afrikas (NEDA – Sustainable Economic Development Africa), this edition takes a broader lens embracing good practices from a wide range of partners across Africa. It is intended as a practical and user-friendly resource, relevant to member states, TVET institutions, development partners, civil society and the private sector.

The good practices showcased in this publication were drawn from a diverse range of interventions, including the 2024 Call for Good Practices "Innovative approaches for implementing equitable and inclusive TVET in Africa", SIFA Financial Cooperation (FC) supported projects in Ghana, as well as initiatives showcased during the NEDA Conference and Africa Skills Week (ASW) 2024."

This work is closely aligned with the CTVET Strategy 2025-2034, which places equity and inclusion at the centre of Africa's human capital development agenda. The strategy explicitly calls for systemic reforms that ensure no one is left behind. This **Treasure Trove on Equitable and Inclusive TVET: Inspiring Action Across Africa** responds to that call of offering concrete, adaptable models that can inform implementation across member states.

The AUC, as Africa's continental policymaker, and AUDA-NEPAD, as the implementing agency, continue to promote inclusive human capital development at the heart of regional integration and innovation. With technical support from GIZ, this publication stands as both a reflection of continental efforts and a call to action, inviting all TVET actors to integrate diversity and inclusion not as an add-on, but as a foundational principle.

We are proud to present this **Treasure Trove on Equitable and Inclusive TVET: Inspiring Action Across Africa** as a resource for those committed to building TVET systems that leave no one behind.





Acknowledgements

The AUC and AUDA-NEPAD wish to acknowledge the work of Equality, Diversity and Inclusion Consultant Nadège Riche of Commoning, who led the development of the Treasure Trove on Equitable and Inclusive TVET: Inspiring Action Across Africa.

The AUC and AUDA-NEPAD also wish to give a special acknowledgement to staff members of the National Association for Youth Exchange (ANEJ), Abuja Chamber of Commerce and Industry Business Entrepreneurship Skills and Technology Centre (ACCI BEST Centre), Deborah Foundation, Ethiopian Centre for Disability and Development (ECDD), Greenrev Gr, iConnect Kenya, Kenya Institute of Highways and Building Technology (KIHBT), Msema Culture, Social Enterprise Ghana (SEG), Peddle Innovation Labs and World Vision Somalia, for their contributions to the content and case studies of the Treasure Trove.

And finally, the AUC and AUDA-NEPAD acknowledge all of you — the readers who have picked up the Treasure Trove to assist in the inclusion of youth, girls and women, persons with disabilities and migrant people in TVET. Be sure to check the African Skills Portal for Youth Employment and Entrepreneurship (ASPYEE) regularly for updates and new resources: www.aspyee.org/. Our best wishes for the success of your endeavours!



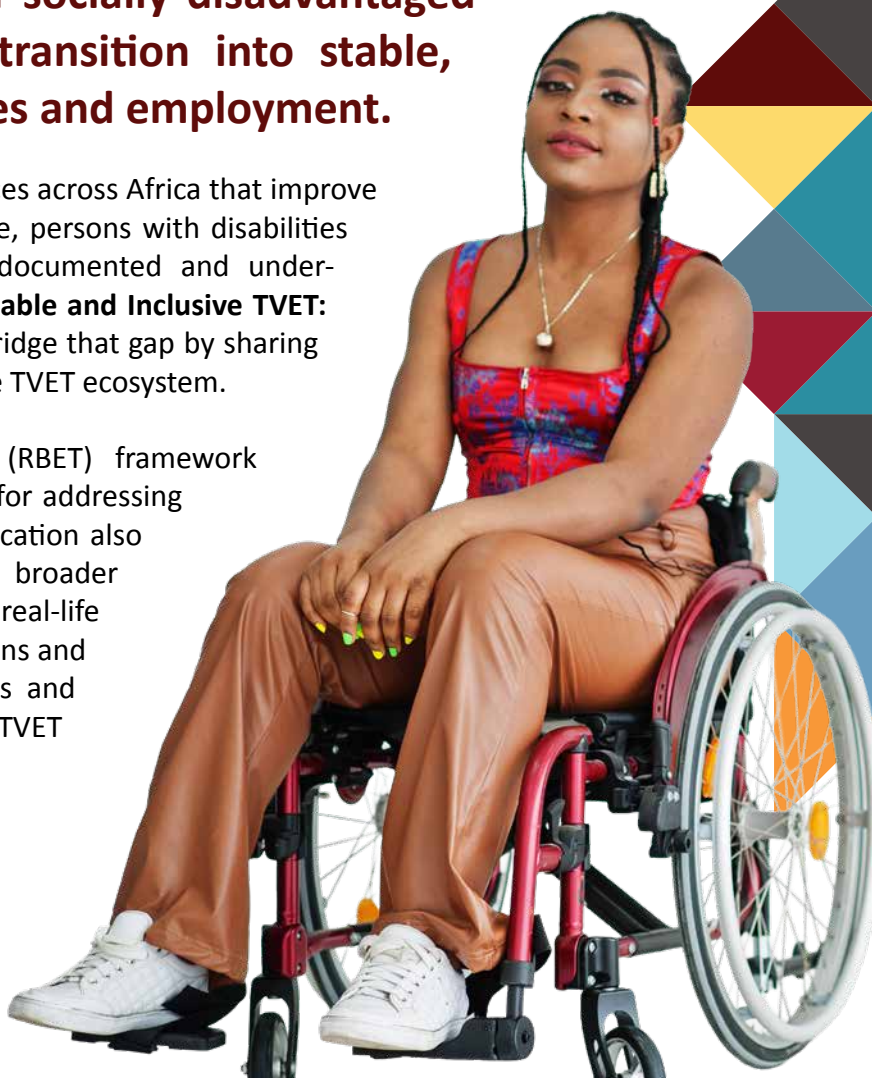


Introduction

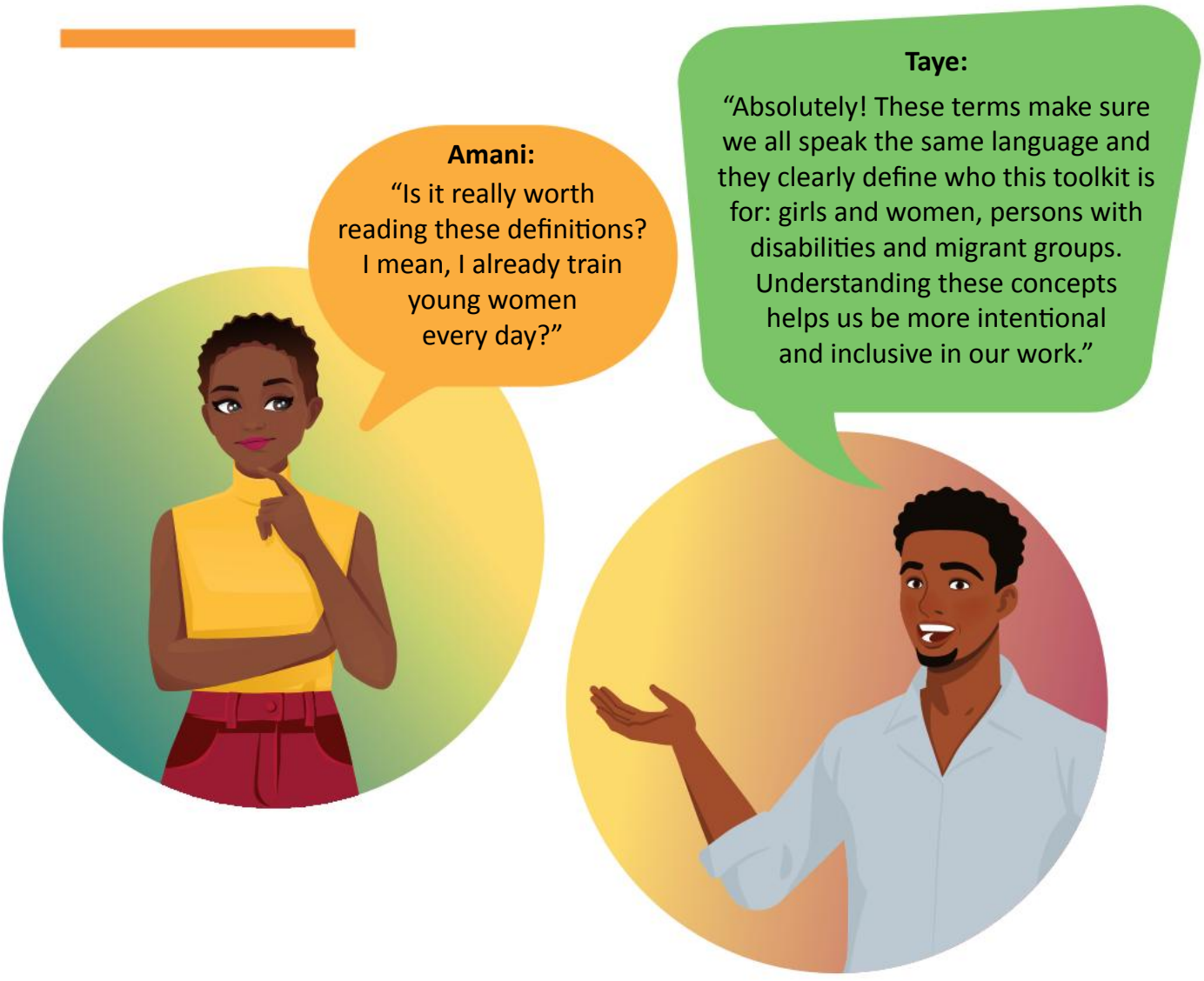
Technical and vocational education and training (TVET) is essential for enhancing job opportunities and promoting the inclusion of socially disadvantaged groups by helping them transition into stable, dignified work opportunities and employment.

Despite the presence of promising practices across Africa that improve access to TVET for women, young people, persons with disabilities and migrant people, many remain undocumented and under-recognised. This **Treasure Trove on Equitable and Inclusive TVET: Inspiring Action Across Africa** seeks to bridge that gap by sharing knowledge and inspiring action across the TVET ecosystem.

The Reach-Benefit-Empower-Transform (RBET) framework serves as a practical and accessible lens for addressing equity and inclusion in action. This publication also situates inclusive TVET within Africa's broader legal and policy landscape. It presents real-life case studies that reflect diverse populations and themes, and concludes with key lessons and actionable tools to help scale inclusive TVET practices across the continent.



Glossary of Terms



AU treaties, protocols and strategies define several socially disadvantaged groups, including women, young people, persons with disabilities, migrant people, refugees and internally displaced persons.

In instances where official AU definitions are unavailable, internationally recognised ones are used instead. For the purposes of this publication, the following terms are thus understood as follows:

Disability

"'Persons with disabilities' include individuals who have physical, mental, psycho-social, intellectual, neurological, developmental or other sensory impairments, which in interaction with environmental, attitudinal and other barriers hinder their full and effective participation in society on an equal basis with others." – Protocol to the African Charter on Human and Peoples' Rights (ACHPR) on the Rights of Persons with Disabilities in Africa

Gender

"**Gender** refers to the socially and culturally constructed differences between men and women, boys and girls, which give them unequal value, opportunities and life chances (Kabeer, 2003). It also refers to typically masculine and feminine characteristics, abilities and expectations about how women and men should behave in society. These characters are timebound and changeable." – AU Strategy for Gender Equality and Women's Empowerment 2018-28

Gender identity

"**A person's innate, deeply felt internal and individual experience of gender,** which may or may not correspond to the person's physiology or designated sex at birth. It includes both the personal sense of the body, which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical, or other means, and other expressions of gender, including dress, speech and mannerisms." – United Nations (UN) Women, 2025

Internally Displaced People (IDPs)

"**Persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence,** in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognised state border." – AU Convention for the Protection and Assistance of Internally Displaced Persons in Africa (Kampala Convention)

Intersectionality

"Intersectionality recognises that people's lives are shaped by their identities, relationships and social factors. These combine to create intersecting forms of privilege and oppression depending on a person's context and existing power structures such as patriarchy, ableism, colonialism, imperialism, homophobia and racism. It is important to remember the transformative potential of intersectionality, which extends beyond merely a focus on the impact of intersecting identities." – UN Women, 2025

Migration

"Movement of persons away from their place of usual residence, either across an international border or within a state." – International Organisation for Migration (IOM), 2019

Refugee

"**Every person who, owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality** and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country, or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it." – AU Convention Governing the Specific Aspects of Refugee Problems in Africa

Youth

"**Youth or young people** shall refer to every person between the ages of 15 and 35 years."
– African Youth Charter

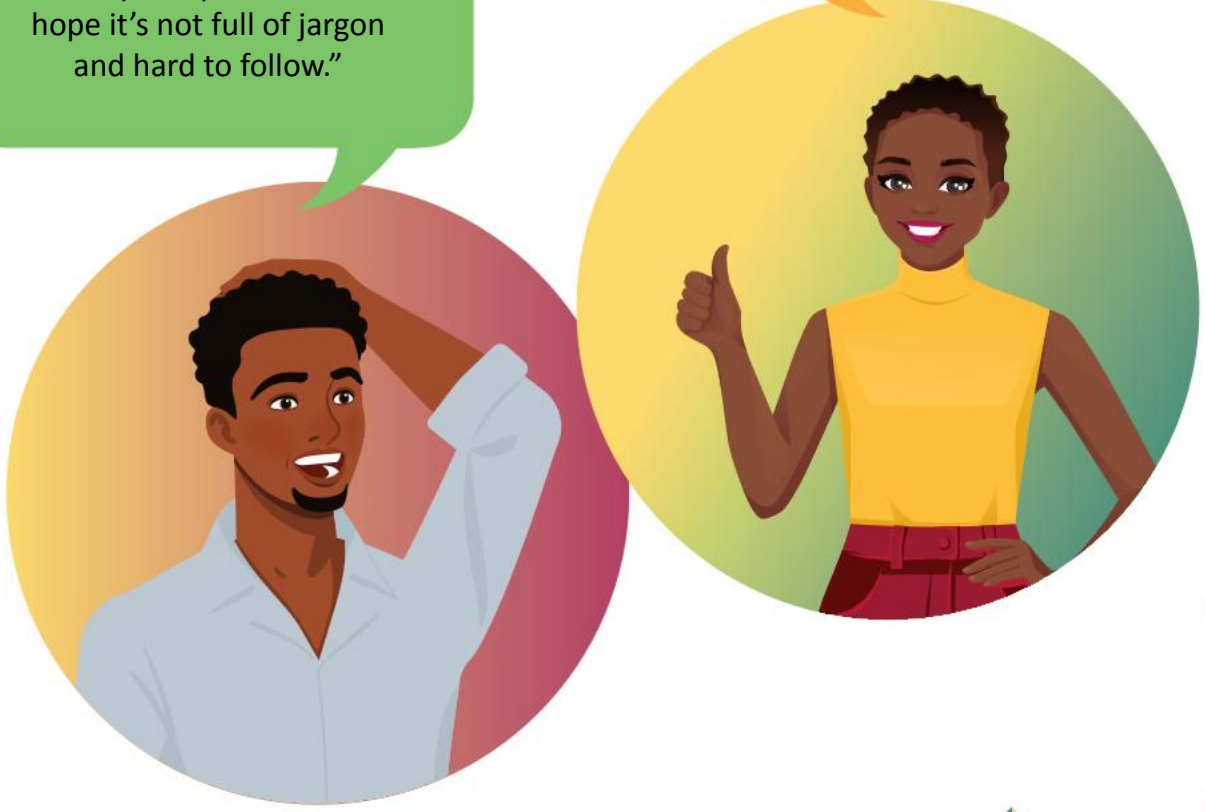
1. About the Reach-Benefit-Empower-Transform (RBET) Framework

Amani:

"Not at all! The Reach-Benefit-Empower-Transform approach is clear, practical and keeps our focus on real inclusion. That's exactly why we chose it – it makes this toolkit clear and different from others."

Taye:

"This framework sounds really complicated ... I hope it's not full of jargon and hard to follow."





The Reach-Benefit-Empower-Transform (RBET) framework offers a valuable lens for analysing inclusive development efforts, particularly those aimed at improving conditions for socially disadvantaged people.

It emphasises not only direct impact on individuals' lives but also broader systemic change to advance equality and social justice. In the context of this publication, the RBET framework is applied as an analytical tool to assess overarching developments and to frame the documented good practices. This approach helps illustrate how inclusive TVET initiatives go beyond access, enabling empowerment and long-term transformation.



The gender continuum of change may be plotted against the RBET framework[1]. Applied to TVET, this reads as follows:

Reach-Benefit-Empower-Transform (RBET) Framework

	Reach	Benefit	Empower	Transform
Objective	Target and involve socially disadvantaged people	Deliver tangible improvements in the situation and wellbeing of socially disadvantaged people	Strengthen skills and agency of socially disadvantaged people	Create lasting change in collective social norms and systems
	Gender sensitive	**Gender responsive**		**Gender transformative**
Possible strategies	✓ Identify and target socially disadvantaged people from the onset of the programme onwards ✓ Reduce costs to participation ✓ Use inclusive and accessibility delivery modalities	✓ Consider socially disadvantaged people's needs, preferences, and constraints in the design ✓ Provide resources, services or opportunities that improve their immediate situation	✓ Build the skills of socially disadvantaged groups ✓ Reinforce self-esteem and -confidence ✓ Use empowering methods	✓ Design activities challenging traditional social norms ✓ Showcase role models ✓ Build personal and shared understanding of how social norms affect socially disadvantaged groups's ability to address constraints
Examples of activities	Over 400 e-learners from diverse regions and professional backgrounds across Nigeria were trained through the gender-equitable and disability-inclusive TVET e-course offered by the **ACCI BEST Centre**. ▶ See the **ACCI BEST Centre case study** on page 41 for further insights.	The **Algerian ANEJ** supported the majority of 67 participants to complete their TVET programmes, with 17 also successfully launching their own businesses. ▶ See the **iConnectKenya Initiative case study** on page 57 for further insights.	The **KIHBT** has taken an approach whereby women are empowered with comprehensive targeted support, covering self-confidence strengthening, physical and mental health education, and skills training. ▶ See the **KIHBT case study** on page 24 for further insights.	In **Ethiopia**, persons with Down syndrome now work in retail and, more importantly, serve as change agents, challenging societal misconceptions. ▶ See the **Deborah Foundation case study** on page 45 for further insights.

[1] GIZ, How to Foster Access to Finance for Women in the Agri-food Sector Guidance Document, 2024, https://www.giz.de/de/downloads/giz2024-en-guide-access-to-finance-for-women-in-agri-food-2024.pdf

2. Why Equity and Inclusion in TVET Matters

Taye:

"Actually, there are more reasons than you might think. Plus, the facts and figures can really help you convince your managers and colleagues when you want to put these tools into action."

Amani:

"We all know why equality matters – it's pretty obvious, right?"





The data argument:

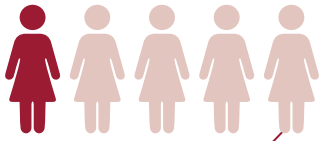
Because we are talking about a lot of people!

Disability



16%

of the global population or **1.3-billion** people experience some form of **impairments** and **disabilities** worldwide[2].



1 in 5

girls and women have some form of **disabilities** worldwide (whereas "only" 1 in 9 men and boys[3]).

In **sub-Saharan Africa**, men and women with disabilities have **lower levels of education** attainment and participating in the labour force is a challenge[4].



Migration

21-million



Africans live in an African country other than their country of birth and most **refugees** on the continent were hosted in **neighbouring countries** within the region[5].

Gender



Women

comprise **half** of the **world population**![6]



Youth



77%

of the African continent population is **under 35 years** of age[7].

By **2063**, youth are expected to make up **50%** of Africa's projected 2-billion **workforce**[8].



[2] World Health Organisation (WHO), Factsheet: Disability, 2023

[3] World Bank, World Health Organisation (WHO), World Report on Disability, 2011

[4] World Bank, Challenges Facing Persons with Disabilities in Sub-Saharan Africa – in 5 Charts, 2021, https://www.worldbank.org/en/topic/poverty/brief/challenges-facing-people-with-disabilities-in-sub-saharan-africa-in-5-charts

[5] International Organisation for Migration (IOM), World Migration Report, 2020

[6] World Bank, Population - female, 2023, https://genderdata.worldbank.org/en/indicator/sp-pop-totl-fe-zs

[7] United Nations Office of the Special Adviser on Africa, Unlocking Africa's Youth Potential: Empowering the Next Generation, 2024

[8] African Development Bank Group (ADBG), Jobs for Youth, 2025, https://www.afdb.org/en/topics-and-sectors-sectors-human-capital-development/jobs-youth



The human rights argument:

Because it is a human rights issue!

Human rights are inherent to any human being – whatever their identity characteristics. International human rights law promotes, protects and ensures enjoyment of human rights. The AU has also adopted a substantial regulatory framework specifically covering socially disadvantaged people, that is, girls and women, youth, persons with disabilities and migrant people. See the section African Union Legal and Policy Framework Supporting Equity and Inclusion in TVET for more details.

The moral and philosophical argument:

Because we cannot leave any human being behind!

Including socially disadvantaged people is a moral imperative rooted in the principles of human dignity, fairness and social justice. Everyone has inherent worth and the right to equal opportunities. Societies that honour these values not only reflect ethical integrity but also cultivate stronger, more cohesive, compassionate and resilient communities.

The economic argument:

Because it is economically smart!

Excluding socially disadvantaged groups comes at a significant economic cost. Discrimination leads to lost income and productivity, while efforts to mitigate its impacts strain public budgets. Evidence shows that greater gender equality boosts economic growth[9], with global income losses from gender inequality alone estimated at up to United States Dollars (USD) 12-trillion (16% of global income)[10]. In Africa, gender disparities cost an estimated USD 95-billion annually[11]. Likewise, disability-related exclusion is estimated to reduce Gross Domestic Product (GDP) by 3% to 7% in several low- and middle-income countries[12]. In Bangladesh, the economic impact of excluding children with disabilities from education, along with reduced caregiver earnings, is estimated at USD 1.2-billion per year – 1.74% of GDP[13]. Inclusion of migrant populations contributes an estimated USD 9-billion in annual economic output[14]. These figures make it clear: investing in inclusion is not just fair, it's economically smart.

The business case argument:

Because it makes business sense!

Diverse and inclusive organisations are more innovative, resilient and profitable. Companies that embrace gender, ethnic and cultural diversity consistently outperform those with less diverse workforces. Research shows a direct correlation between higher gender representation and increased chances of financial outperformance. Notably, the impact of ethnic and cultural diversity on business success appears even more pronounced than gender diversity alone[15].



[9] Pervaiz, Z., Akram, S., Jan S. A., and Chaudhary A, R., Is Gender Equality Conducive to Economic Growth of Developing Countries?, In: Cogent Social Sciences, 2023

[10] Organisation for Economic Cooperation and Development (OECD) Development Centre, The economic cost of gender-based discrimination in social institutions, 2016

[11] African Centre for Economic Transformation, Gender Equality and Economic Transformation: Lessons From Africa - 2025 African Transformation Report, 2025

[12] International Labour Organisation (ILO), The Price of Exclusion: The Economic Consequences of Excluding People with Disabilities from the World of Work, 2009

[13] Jones, N., Presler-Marshall, E. and Stavropoulou, M. (2018). Adolescents with Disabilities

[14] BCG, International Organisation for Migration (IOM), Migration Matters: A Human Cause with a USD20 Trillion Business Case, 2022

[15] McKinsey and Company, Diversity Wins – How Inclusion Matters, 2020

3. African Union Legal and Policy Framework Supporting Equity and Inclusion in TVET

Taye:

"Laws and policies sound a bit heavy at first … but they really matter. They tell us who should do what to make TVET more fair and inclusive."

Amani:

"Exactly! And they show how past efforts have shaped today's rights. They also help us make sure governments and companies do their part for everyone."





Overview

The AU's legal framework strongly anchors human rights, non-discrimination and equal access to education and training.

The Constitutive Act and the African Charter on Human and Peoples' Rights (ACHPR) explicitly prohibit discrimination, particularly on the basis of sex, and implicitly cover age, disability and migration status. Several group-specific instruments further embed intersectionality and promote inclusive education, notably for women, children, youth, persons with disabilities and refugees. Article 17(1) of the ACHPR affirms the right to education for all, echoed across all AU protocols covering women, children, youth, persons with disabilities and refugees, except for the recent convention targeting Internally Displaced People (IDPs). These legal texts go even further – advancing equitable TVET access and inclusion through targeted provisions for socially disadvantaged groups.

Equity and Inclusion in the African Continental TVET Strategy 2025–2034

The African Continental TVET Strategy for Sustainable Development, Social Justice and Employability for All 2025-2034 (CTVET Strategy 2025-2034) places equity and inclusion at the heart of continental ambitions for skills development.

It acknowledges TVET as a powerful vehicle for social inclusion by equipping socially disadvantaged groups with employable skills that enable access to decent income and livelihoods (Section 1.2).

Equity and inclusion form one of the strategy's four foundational pillars, integrating quality and inclusion as mutually reinforcing – recognising that inclusive measures often lead to better learning outcomes overall. Concrete actions are directed towards women and vulnerable groups, particularly persons with disabilities. These include promoting accessibility, protection from discrimination, adapted learning methods, and measures to safeguard learners from discrimination, abuse and violence, all of which member states are encouraged to implement (Section 3.2.3.1).

The strategy also recommends targeted provisions for refugees and migrants, such as access to TVET in host countries, mutual recognition of skills and qualifications, and strengthened information-sharing systems to facilitate continuity across borders (Section 3.2.3.1).

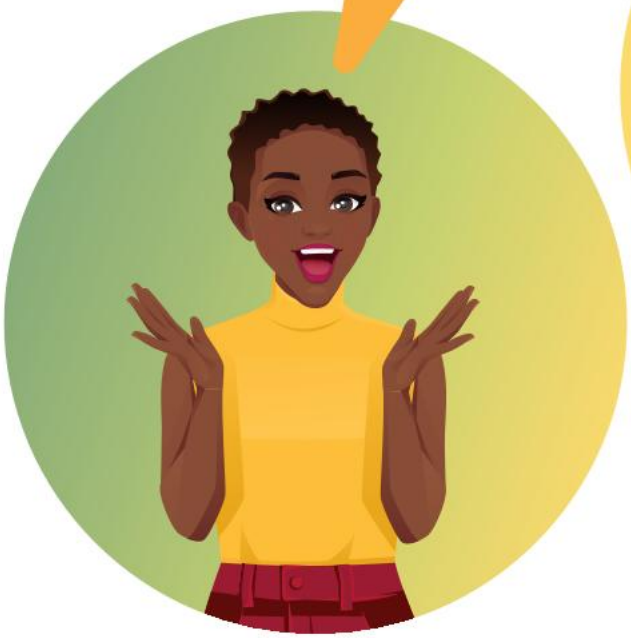
Summary Table of Education- and TVET-Related Provisions

Instrument	Main target groups		Key provisions	Explicit TVET provision
African Charter on Human and Peoples' Rights (ACHPR) (1981)		All people	Right to education (Article 17(1))	✗ (Indirect)
Protocol to the ACHPR on the Rights of Women in Africa (2003)		Girls and women	Access to education and training (Article 12) and skills development (Article 19) Non-discrimination in education and training (Article 12)	✓ (Direct)
African Charter on the Rights and Welfare of the Child (1990)		Children	Right to education in "its different forms" (Article 11) with a focus on equitable and inclusive education (Article 11(3)(e))	✓ (Direct)
African Youth Charter (2006)		Young people	Right to education and skills development (Articles 13 and 15)	✓ (Direct)
Protocol to the ACHPR on the Rights of Persons with Disabilities in Africa (2018)		Persons with disabilities	Right to education (Article 16) with a strong focus on inclusive training and lifelong learning (Article 17)	✓ (Direct)
Convention Governing the Specific Aspects of Refugee Problems in Africa (1969)		Refugees	Equal access to education for nationals and refugees (Article 4)	✗ (Indirect)
Convention for the Protection and Assistance of Internally Displaced Persons in Africa (2009)		Internally displaced persons	Protection of economic, social and cultural rights with a focus on rights to employment, livelihoods and self-reliance (Articles 9 and 11)	✗ (Indirect)
Continental TVET Strategy for Sustainable Development, Social Justice and Employability for all 2025–2034 (CTVET Strategy 2025-2034)		Women, persons with disabilities, refugees and migrants – among other socially disadvantaged groups	Access to TVET through mainstream and specific equity measures; Protection from discrimination and violence; Mutual skills and qualifications recognition across countries (Sections 3.2.3.1 and 3.2.3.2)	✓ (Direct)

4. Case Studies in Action: Practical Pathways to Inclusive Skills Development

Amani:

"Now we're getting into the real stuff! These 11 case studies are full of ideas you can use or adapt in your own TVET work. We guide you through the background, how they apply the RBET approach, and what made them successful so that you might adapt and replicate in your own context."



Taye:

"Eleven sounds like a lot, I know. That's why we made the table below – it helps you spot what each case study offers. You may know what you're looking for, or explore freely – this table helps you pick the examples most relevant to you."



This section brings together a collection of case studies that show what truly equitable and inclusive TVET looks like in practice. Sourced from across the African continent, these examples span a wide range of contexts and actors – from long-established institutions to emerging initiatives – delivering tangible improvements in the lives of those most often excluded: young individuals, women, persons with disabilities and migrant people.

The featured practices were selected based on their ability to advance the RBET framework. They were drawn from the 2024 Call for Good Practices "Innovative approaches for implementing equitable and inclusive TVET in Africa", SIFA FC supported projects, as well as standout initiatives presented at the GIZ NEDA Conference and ASW 2024. Each one demonstrates tangible impact and proves that meaningful change is possible without large investments or advanced expertise. These practices are designed to be replicable and scalable, offering a solid foundation for others to build on. As such, they stand as a source of inspiration to adapt and apply within your own context and means.

These 11 case studies span three key areas of discrimination – gender, disability and migration – as well as a range of countries, contexts and TVET themes. To help you navigate and prioritise your reading, the matrix below provides a snapshot of what each case study entails exactly.

	ANEJ	ACCI BEST Centre	Deborah Foundation	ECDD	Greenrev Gr	iConnectKenya Initiative	KIHBT	Msema Culture	Peddle Innovation Labs	SEG	World Vision
Equality grounds											
About gender		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
About disability		✓	✓	✓						✓	
About migration	✓					✓			✓		✓
About undeserved youth				✓		✓	✓	✓	✓	✓	✓
Geographical localisation											
Country	Algeria	Nigeria	Ethiopia	Ethiopia	Rwanda	Kenya	Kenya	Uganda	Nigeria	Ghana	Somalia
TVET thematic areas											
Integrated vocational training	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Hybrid learning									✓	✓	
Self-employment and entrepreneurship	✓			✓	✓	✓		✓		✓	✓
TVET in resource-constrained settings	✓			✓		✓		✓	✓	✓	✓
Green skills					✓			✓		✓	
Digital skills						✓			✓	✓	
Girls and women in Science, Technology, Engineering and Mathematics (STEM)					✓		✓		✓	✓	✓
Lifelong learning of TVET staff		✓									

4.1 Presenting the Finalists of the 2024 SIFA Call for Good Practices 'Innovative Approaches for Implementing Equitable and Inclusive TVET in Africa'



In September 2024, SIFA launched a continental call for good practices to gather and share impactful experiences from practitioners and policymakers advancing equitable and inclusive TVET.

The goal was to spark learning, exchange and inspiration among the TVET ecosystem across Africa. From a rich pool of submissions, three standout finalists were selected for their innovation and impact. These finalists presented their practices during the "TVET4ALL" session at the inaugural ASW in Ghana, held from 14 to 18 October 2024.



Case study:

Kenya Institute of Highways and Building Technology (KIHBT)

Paving the Way for Aspiring Women Highway Engineers Through Comprehensive Scholarships

In a nutshell

Lead organisation	Kenya Institute of Highways and Building Technology (KIHBT)
Location	Kenya
Timeline	**2023** Scholarship programme launched in 2023 and is ongoing.
Target groups	Girls and women Underserved young people
Thematic areas	✓ Integrated vocational training ✓ Girls and women in STEM
GEDSI innovation	**Vulnerability Assessment Tool:** ensures targeted support reaches the students most in need through innovative assessment criteria.



About the project and practice

Under the **East Africa Skills for Transformation and Regional Integration Project (EASTRIP), KIHBT** launched a scholarship programme to increase female enrolment in technical and vocational education and training (TVET) and address gender disparities in technical training. The programme provides partial scholarships covering tuition, training materials, meals and accommodation for vulnerable female students across Kenya.

A key innovation of the scholarship programme is the **Vulnerability Assessment Tool**, designed to ensure that support reaches the students most in need. The Scholarship Committee established clear multi-dimensional vulnerability criteria, which serve as the foundation for decision-making during the final shortlisting stage. Applicants are ranked based on a point system, with higher scores indicating greater vulnerability. Application letters, a compulsory requirement, are also reviewed to assess individual circumstances further. Additional considerations include prioritising students with no prior post-secondary enrolment and disqualifying those already enrolled elsewhere to maximise opportunities for the most socially disadvantaged candidates.

Focus on the Vulnerability Assessment Tool

Parameter of vulnerability	Level ratio (1-5)	
Whether the applicant is **a person with disabilities**		**5**
Whether the applicant is a **fully orphaned** (both parents deceased) person		**5**
Whether the applicant is a **partial orphan** (one parent deceased)		**3**
Whether the applicant is from a **single-parent family**		**1**
Whether the applicant **has a child**		**2**
Whether the applicant has a **parent or sibling who is a person with disabilities**		**3**
The number of **siblings** an applicant has	**0 to 2 siblings**	**2**
	3 to 6 siblings	**3**
	7 or more siblings	**5**





This project relates to the RBET approach as follows:

Reach	Benefit	Empower	Transform
The KIHBT scholarship programme explicitly targets qualifying **Kenyan girls and women aged 27 and below**, from **vulnerable backgrounds**	Enrolled girls and women gain **essential technical skills**, increasing their chances of **employment** and improved **income levels**	**Women are empowered** with comprehensive targeted support, covering self-confidence strengthening, physical and mental health education, and skills training	Girls and women are enrolled in and graduate from **traditionally male-dominated technical fields**

Inspirational outcomes, results and success

Since 2023, **72 female students from 32 out of the 47 Kenyan counties**, including eight from marginalised areas, have enrolled in highway engineering and road construction courses.

This initiative is a first of its kind, advancing gender equity in technical education and expanding access to long-term training opportunities in the roads sector.

This project was a **2024 SIFA Good Practices finalist** and featured at **Africa Skills Week in Accra, Ghana**.

> **"The beneficiaries have reported that the scholarship has been instrumental in giving them hope to achieve their dreams as the majority had lost hope in pursuing academics due to lack of financial aid.**
>
> **They have also expressed high levels of satisfaction with the program, noting the significant impact on their ability to focus on their studies with reduced financial burden."**
>
> – Patricia Baariu, KIHBT Outreach Coordinator

Lessons learnt and success factors

Lessons learnt	Success factors
▶ **Criteria refinement:** after the first year, it became clear that marital status and parenthood should be added as criteria	✓ **Political endorsement:** aligned with the government's gender equity agenda, the initiative gained strong political support
▶ **Lack of childcare support:** some beneficiaries faced child care challenges, with several early dropouts citing this issue	✓ **Senior management support:** senior management approval and KIHBT Board funding allocation were crucial for the scholarship's successful implementation
▶ **Wellness and mental health support:** although already minimally integrated, KIHBT is intensifying efforts to embed broader psychosocial support	

Further considerations and way forward

> **"A technical course is not meant for only men. A woman can do it.**
>
> **The scholarship has been beneficial to me and when I get employed I want to support other girls like me who come from humble backgrounds."**
>
> – Fowell Khasai, KIHBT EASTRIP scholarship beneficiary

The success of the **Vulnerability Assessment Tool** and **scholarship** has highlighted the need for further action.

The **KIHBT Scholarship Committee** has developed a three-pronged action plan to enhance the programme, focusing on academic performance, health and well-being and communication systems.

Many applicants, including persons with disabilities, expressed interest in skill-based training despite lacking the minimum academic qualifications to be enrolled at the TVET level. They will be considered for capacity-building initiatives, and additional courses will be developed with counties to address the gap.

Project relevance to the international and African Union (AU) legal and policy frameworks

International level	African Union (AU) level
Sustainable Development Goals (SDGs): ✓ 4 Quality education ✓ 5 Gender equality ✓ 8 Decent work and economic growth ✓ 9 Industry, innovation and infrastructure ✓ 10 Reduced inequalities	✓ Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa ✓ African Youth Charter ✓ AU Agenda 2063 Aspirations 1 and 6 ✓ AU Continental TVET Strategy 2025-34



For further information

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https://www.eastrip.iucea.org/category/rftis/kenya-institute-of-building-and-highway-technology/

Social media:

Kenya Institute of Highways and Building Technology-RFTI Highways
HighwaysRfti
Kihbt_rfti

About the Skills Initiative for Africa (SIFA)

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Case study:

Msema Culture, Uganda

Elevating Women with Fashion Skills and Sustainable Solutions

In a nutshell

Lead organisation	**Msema Culture is a transformative fashion brand dedicated to sustainability and social activism.** Founded with the mission to empower women and address critical social issues, Msema Culture merges ethical fashion with community-focused initiatives, creating a powerful platform for change.
Location	Uganda
Timeline	2021 → 2026 2021-2026 with potential extension
Target groups	Girls and women Underserved young people
Thematic areas	✓ Integrated vocational training ✓ Self-employment and entrepreneurship ✓ TVET in resource-constrained settings ✓ Green skills
GEDSI innovation	**GEDSi-integrated approach** by combining vocational training with menstrual hygiene and health education to enhance girls' and women's well-being and autonomy.

About the project and practice

The **Msema Culture Impact Project** aims to empower women and girls by improving their professional skills in sewing and fashion design.

It also raises their awareness of menstrual health by promoting sustainable sanitary practices such as the production of reusable sanitary towels. In practice, it offers workshops on tailoring and menstrual health, as well as provides market linkages to facilitate employment or entrepreneurship. Resource constraints, cultural sensitivities and logistical issues in reaching remote areas have been challenges, tackled through strategic community partnerships and mobile training units.

This project relates to the RBET approach as follows:

Reach	Benefit	Empower	Transform
Expand training and **health education** to girls and women	Acquire **vocational skills** and **health knowledge** Enhance **employability**	Equip women for **financial independence** and **health autonomy**	**Challenge cultural taboo** around menstrual hygiene

Inspirational outcomes, results and success

The **Msema Culture Impact Project** serves as an inspiration by demonstrating a successful integration of vocational training with health education, creating a comprehensive model for girls' and women's well-being and autonomy. Significant outputs include **200 girls and women trained**, over **8 000 reusable menstrual pads manufactured** and a **65% employment or entrepreneurship rate** among graduates, showcasing economic independence. Eighty percent (80%) of girls and women report improved menstrual health and hygiene practices due to the training and access to reusable pads.

> **"The vocational training equips participants with marketable skills, while its focus on menstrual health education promotes autonomy and reduces health-related barriers. This dual approach empowers girls and women to take control of their economic and health outcomes, fostering greater self-reliance and confidence."**
>
> – Musema Robert, Msema Culture Project Founder

This dual approach not only transforms girls' and women's lives by enhancing their health and financial empowerment, but also reduces stigma around menstrual hygiene in their communities.

This project was a **2024 SIFA Good Practices finalist** and featured at **Africa Skills Week in Accra, Ghana**. The simplicity of this approach makes it a replicable model for other organisations and regions.





Lessons learnt and success factors

The **Msema Culture Impact Project** highlights the importance of integrating vocational training with health education as a comprehensive approach, cited as crucial for addressing multi-faceted needs of girls and women.

Lessons learnt	Success factors
▶ **Adopting flexible strategies to last over time:** employing adaptive strategies to counter resource constraints and cultural barriers is crucial to ensure programme continuity and effectiveness	✓ **Holistic education:** combining vocational training with menstrual health education addressed multiple needs simultaneously, making the programme more comprehensive and appealing to participants
▶ **Demonstrating cultural sensitivity:** when addressing menstrual health stigma, as initial resistance can arise in some communities; engaging community leaders and incorporating respectful education strategies helped foster acceptance and support	✓ **Strong local partnerships:** cooperating with local manufacturing organisations that have provided our trainees with internship, apprenticeship and work placement, (NGOs) and adopting culturally sensitive approaches have been vital for community acceptance and programme sustainability

Further considerations and way forward

To maximise impact, the implementing team suggested several ways forward:

- ✓ **Integrate its training and health education modules** into local vocational training centres and community health programmes for sustainability purposes
- ✓ **Expand the Msema Culture Project** to new regions replicating the model in additional rural and underserved areas while keeping sensitive to local sensitivities
- ✓ **Create a franchise model** where successful elements of the training and production processes are licensed to other organisations or entrepreneurs to facilitate replication
- ✓ **Incorporating digital tools and online training modules** to enhance learning experiences and reach more participants, including those living in remote areas
- ✓ **Expand the range of products produced**, such as eco-friendly fashion items and additional menstrual health solutions, to diversify income sources and enhance the project's impact.





Project relevance to the international and African Union (AU) legal and policy frameworks

International level	African Union (AU) level
Sustainable Development Goals (SDGs): ✓ 3 Good health and well-being ✓ 4 Quality education ✓ 5 Gender equality ✓ 8 Decent work and economic growth ✓ 12 Responsible consumption and production	✓ Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa ✓ African Youth Charter ✓ AU Agenda 2063 Aspirations 1 and 6 ✓ AU Continental TVET Strategy 2025-34

For further information

Msema Culture

msema culture

msema-culture

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Case study:

World Vision Somalia

Empowering Futures: Gender-Equal Technical and Vocational Education and Training (TVET) for Youth Employment

In a nutshell

Lead organisation	World Vision Somalia
Location	Baidoa, an urban area in the Bay region of Somalia
Timeline	2023 → 2025 November 2021 to January 2025
Target groups	Girls and women Underserved internally displaced young people and vulnerable host communities
Thematic areas	✓ Integrated vocational training ✓ Self-employment and entrepreneurship ✓ TVET in resource-constrained settings ✓ Girls and women in STEM
GEDSI innovation	**Holistic inclusion:** combines GEDSI-integrated TVET with the graduation model to uplift ultra-poor displaced households

About the project and practice

Youth unemployment and gender-equal technical and vocational education and training (TVET) remain critical in Somalia, worsened by skill-industry mismatches.

The project promoted youth employment and women's participation in the workforce through industry-aligned technical training, providing targeted support such as coaching and mentoring and creating supportive learning environments. It specifically collaborated with private and public TVET institutions to design market-relevant programmes and provided additional literacy, numeracy, and business skills to boost self-employment.

This project relates to the RBET approach as follows:

Reach	Benefit	Empower	Transform
The project deliberately prioritised **girls, women** and **underserved young** people among **displaced populations** and **vulnerable host communities**	Girls, women and underserved young people gained **technical knowledge and expertise**, leading to **increased earnings** and **financial stability**	Girls and women reported increased confidence and felt **empowered** to make decisions and contribute to household income	Girls and women were coached and mentored to join **traditionally male-dominated technical fields**, such as electrical installation and Information and Communication Technology (ICT)

Inspirational outcomes, results and success

This project serves as an inspiring model. **Targeting ultra-poor households and vulnerable communities, especially displaced populations, girls and women, it increased employability.** A total of **1 892 youth – 67% of which were women** – completed training, achieving **97% completion** and **70% overall employment (60% women)** within four months. The project also showcases a significant shift in gender participation in technical fields, influencing household incomes and empowerment.

> **"The skills are very important to every Internally Displaced Person (IDP) participant struggling in life, and I appreciate the support, it helped me gain these useful skills that have totally changed my life."**
>
> – Amina, TVET trainee

The project's success in placing **70% of graduates in employment within four months** highlights the practical impact of aligning TVET with market needs, providing a roadmap for similar initiatives in resource-constrained environments.

This project was a **2024 SIFA Good Practices finalist** and featured at **Africa Skills Week in Accra, Ghana**.





Lessons learnt and success factors

Lessons learnt	Success factors
▶ **Overcoming cultural barriers:** awareness campaigns and advocacy by community leaders helped mitigate resistance to women's participation in traditionally male-dominated technical training	✓ **Strong industry partnerships:** collaborating with local institutions and enterprises ensured alignment of training programmes with market needs, leading to high employment rates for graduates
▶ **Addressing logistical issues:** providing transportation support and flexible schedules enabled consistent attendance of trainees, especially for young mothers	✓ **Gender-equal approach:** adopting an approach whereby the learning environment is adapted to girls' and women's needs and providing coaching and mentorship for girls and women contributed to a balanced gender ratio in participation and graduation

Further considerations and way forward

Long-term institutional and social sustainability were key considerations from the start:

- ✓ Ensuring long-term sustainability requires **securing funding from government sources, international donors and private sector partners**. A strong funding model, including contributions from industry partners benefiting from a skilled workforce, is meant to help maintain and expand the programme
- ✓ The programme continuity is also ensured through **local capacity building, institutional frameworks and government partnerships**. The project ultimately promoted social cohesion by providing equitable education access for girls, women, underserved young people and other marginalised groups in displaced populations and host communities. This contributed to reducing inequalities and fostering social cohesion
- ✓ Building on the success of this pilot phase, **the programme can be expanded to reach more people and regions across Somalia**, ensuring greater impact among vulnerable communities





Project relevance to the international and African Union (AU) legal and policy frameworks

International level	African Union (AU) level
Sustainable Development Goals (SDGs): ✓ 1 No poverty ✓ 4 Quality education ✓ 5 Gender equality ✓ 8 Decent work and economic growth ✓ 10 Reduced inequalities	✓ Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa ✓ African Youth Charter ✓ AU Agenda 2063 Aspirations 1 and 6 ✓ African Union (AU) Continental TVET Strategy 2025-34

For further information

World Vision

World Vision

Stories of change from the project are available on the World Vision website

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4.2 Presenting Leading Examples of Equitable and Inclusive TVET in Africa

Amani:

"There were so many other great initiatives – from the call and other events. We decided to feature them, too, for even more inspiration!"



Taye:

"Now we're going Africa-wide, with examples from Central, West and North Africa. We hope you enjoy them as much as we did, and that they spark new ideas for action!"



This section showcases additional inspirational case studies demonstrating what equitable and inclusive TVET looks like in practice across Africa.

These leading examples address the diverse needs of women, youth, persons with disabilities and migrant people – spanning formal TVET access, integrated skills training, internships, business start-ups and so much more.



Case study:

ANEJ, Algeria

Young Algerians Make A Commitment to Young Refugees: Or the Introduction of Methodical Yet Personalised Support by Peers

In a nutshell

Lead organisation	National Association for Youth Exchange (Association Nationale des Échanges entre Jeunes) (ANEJ)
Location	Algeria
Timeline	2023 → 2024
Target groups	Migrant people: refugees and asylum seekers
Thematic areas	✓ Integrated vocational training ✓ Self-employment and entrepreneurship ✓ TVET in resource-constrained settings
GEDSI innovation	Personalised support

About the project and practice

Launched by **National Association for Youth Exchange (Association Nationale des Echanges entre Jeunes) (ANEJ)**, the project seeks to improve access to vocational training and help refugees develop sustainable livelihoods.

To achieve this, ANEJ has introduced a structured, personalised four-step support process tailored to each participant's needs:

Step 1 — Welcoming and orientation

Participants are first welcomed through individual or group **counselling sessions** aimed at identifying their needs, skills and training interests.

These sessions also serve to raise awareness about **complaint mechanisms** and, when necessary, include **skills assessments** to guide participants towards the most suitable vocational training paths.

Step 2 — Customised support

Participants receive continuous support throughout their training journey, including **help with enrolment in vocational institutes, provision of learning materials** and **transport and access to suitable training programmes**.

Complementary soft skills workshops are also offered to strengthen their professional development and address individual gaps.

Step 3 — Personalised follow-up

Regular monitoring was carried out throughout the training process to track learning progress, address challenges and maintain participant motivation.

Step 4 — Tailored skills training

Capacity-building workshops and tailored training sessions were organised to strengthen entrepreneurial skills.

This project relates to the RBET approach as follows:

Reach	Benefit	Empower	Transform
The project reached **67 refugees and asylum seekers**	The vast **majority of participants completed** their TVET programmes, with **17 starting their own businesses**	Participants acquired **valuable, recognised TVET skills** in their chosen field, **earning diplomas recognised in Algeria**, equipping them for future opportunities	By completing TVET education and launching micro-projects, refugees and asylum seekers **challenge unskilled stereotypes**, inspiring others and promoting community integration in Algeria

Inspirational outcomes, results and success

This project has successfully demonstrated a replicable model for inclusive TVET, offering **refugees and asylum seekers vocational training and micro-project support**. With **67 refugee and asylum seekers completing the training** and **17 launching micro-project**s, it has broken barriers and provided valuable skills. **The high completion rate of 96%** showcases the model's effectiveness. The project exemplifies how TVET can empower marginalised groups, promoting inclusion and self-reliance, and serves as an inspiration for similar initiatives elsewhere.

> **"Throughout the project, regular follow-up was provided to accompany participants, answer their questions, resolve any problems and encourage their continued involvement in the training programs. This holistic approach aimed to provide comprehensive support, from the identification of initial needs through to problem resolution."**
>
> – Matouk Smaoune, Project Manager

Lessons learnt and success factors

Lessons learnt	Success factors
▶ **Advocacy for change:** advocating for refugee inclusion in both state and private vocational training centres was crucial to ensuring their successful registration and participation	✓ **Collaboration and specificity:** timely contributions from partners in their areas of expertise provided effective solutions for participants' arising diverse needs
▶ **Building trusted relations:** continuous dialogue with private training centres leads to improved adaptations, including pricing adjustments and the implementation of policies to prevent sexual exploitation among vulnerable populations	✓ **Staff and volunteer engagement:** the association's framework facilitated opportunities, particularly in workshops, where volunteer support and networks were vital in actually delivering TVET programmes to participants





Further considerations and way forward

To ensure the continued success and impact of the project, it is recommended that successful participants who have launched their micro-projects be encouraged to mentor others in similar situations, promoting peer-to-peer learning.

Additionally, ANEJ has gained significant credibility and legitimacy within both the refugee community and local institutions, which should be further strengthened through ongoing engagement, ensuring continued support for future initiatives.

Project relevance to the international and African Union (AU) legal and policy frameworks

International level	African Union (AU) level
Sustainable Development Goals (SDGs): ✓ 1 No poverty ✓ 4 Quality education ✓ 8 Decent work and economic growth	✓ African Youth Charter ✓ African Union (AU) Agenda 2063 Aspirations 1 and 6 ✓ African Union (AU) Continental TVET Strategy 2025-34

Finally, the simple yet highly effective personalised support model established in this project can be replicated and scaled, offering a proven approach that can be adapted to other similar contexts for sustainable impact.

For further information

ANEJ

https://www.anej.asso.dz/

https://www.facebook.com/ANEJAlger/

Coursera for refugees provides free access to our entire library of courses to any refugee in the world, enabling them to earn recognised credentials from top universities: https://blog.coursera.org/coursera-for-refugees-supports-refugees-globally-reaches-11000-refugee-learners-globally/

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Case study:

ACCI BEST Centre, Nigeria

Mainstreaming Gender and Disability Inclusion in Technical and Vocational Education and Training (TVET) in Nigeria

In a nutshell

Lead organisation	Abuja Chamber of Commerce and Industry-Business Entrepreneurship Skills and Technology (ACCI BEST) Centre
Location	Nigeria
Timeline	2019 Started in 2019 – ongoing
Target groups	Girls and women Persons with disabilities
Thematic areas	✓ Lifelong learning of TVET staff
GEDSI innovation	Technical content digitalisation into an e-course on gender equality and disability inclusive TVET



About the project and practice

Before the project began, the **Abuja Chamber of Commerce and Industry-Business Entrepreneurship Skills and Technology (ACCI BEST)** Centre identified significant barriers preventing socially disadvantaged groups – such as girls, women and persons with disabilities – from accessing TVET in Nigeria.

It therefore took action. The project tackled key barriers to inclusion at both organisational and institutional levels, achieving strong results through a mix of in-person and online approaches:

- ✓ In **2019**, it convened a **stakeholders workshop** to identify key barriers and shape the training content on gender equality and disability inclusion in TVET, resulting in a comprehensive training manual and the initial training of 30 trainers
- ✓ In **2020**, the Centre launched a **Training of Trainers (ToT) programme**, training 40 stakeholders despite Covid-19 constraints
- ✓ Between **2021** and **2022**, the training manual and ToT were turned into an **e-course**. Over 400 people have completed it so far, with a goal of reaching 2 000 by 2025.
- ✓ In **2024**, the Centre launched a new **ToT round targeting teachers** from federal government technical colleges across all six geopolitical zones, aiming to scale inclusive TVET practices nationwide

> **"Very educational and insightful; there is so much to learn by putting into practice."**
>
> – Tomini Adebote, participant

This project relates to the RBET approach as follows:

This project focuses on building capacities of TVET stakeholders, which indirectly benefit girls, women and persons with disabilities.

Reach	Benefit	Empower	Transform
The project reached **40+ TVET institutions and 400+ e-learners** with diverse geographical and professional backgrounds nationwide	Mainstreaming inclusive practices has improved the **tailored support** provided to girls, women and persons with disabilities in the Nigerian TVET eco-system	Participants gained **knowledge and tools** to independently sustain TVET inclusive practices in their institutions and contexts	The initiative **redefines inclusive TVET** through curricula, infrastructure and mindset changes

Inspirational outcomes, results and success

The **ACCI BEST Centre's** project stands out for its holistic approach, blending stakeholder engagement, capacity building and digital innovation.

Within ACCI, it led to significant policy and infrastructure changes: **quotas for women** and **improved access for persons with disabilities** have gained considerable traction within the chamber, exemplifying the project's systemic and transformative influence on the chamber, its members, and other stakeholders.

> **"Since its inception in 2019, the programme has seen significant positive outcomes, with increased awareness and integration of inclusive practices within the Chamber among member organisations and TVET institutions."**
>
> – Tinuke Temitope, Director of the ACCI-BEST Centre

Among ACCI's member institutions, the programme spurred greater awareness and integration of gender-sensitive practices. These measures have directly contributed to increased female participation in TVET. Overall, the initiative has sparked a transformative shift in how equality and inclusion is integrated into TVET across Nigeria.





Lessons learnt and success factors

Lessons learnt	Success factors
▶ **Inclusive learning starts:** timely identification of individual barriers to inclusion – especially related to gender and disability – is essential to ensure equitable learning opportunities and prevent learners from being unfairly labelled or left behind	✓ **Strategic collaboration impact:** robust partnerships – such as with GIZ SKYE and the EU VET Toolbox – played a vital role by offering essential technical expertise and financial backing
▶ **Acknowledging resistance to change:** despite the general acceptance of the need for equality and inclusion, many stakeholders still find it difficult to accept the change implied	✓ **Sustained stakeholder engagement:** ongoing advocacy using multiple yet complementary channels, combined with close collaboration, secured a relevant programme and stakeholder buy-in
▶ **Adopting complementary mitigation strategies into place:** mitigation strategies included awareness campaigns, advocacy on inclusion benefits, tailored communication materials, and engagement with TVET and government decision-makers	✓ **Scalable digital innovation:** digital tools enhanced adaptability and allowed continued delivery during the pandemic

Further considerations and way forward

The future of this initiative lies in its strong potential for replication and scalability within and beyond Nigeria. A key step forward is integrating the gender and disability inclusion e-course into official TVET curricula and standard professional development programmes, ensuring sustained impact across institutions. The innovative e-learning module not only enables cost-effective, widespread dissemination but also allows learners from any region – within or outside Nigeria – to access relevant content. This opens the door to expanding the model across sectors such as agriculture and healthcare, where inclusive practices are equally critical. Additionally, the ACCI BEST Centre is exploring strategic partnerships to replicate the programme across the West African region, reinforcing its role as a scalable model for inclusive TVET transformation.

Project relevance to the international and African Union (AU) legal and policy frameworks

International level	African Union (AU) level
Sustainable Development Goals (SDGs): ✓ 4 Quality education ✓ 5 Gender equality ✓ 8 Decent work and economic growth ✓ 9 Industry, innovation and infrastructure ✓ 10 Reduced inequalities ✓ 17 Partnerships for the goals	✓ Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa ✓ African Youth Charter ✓ AU Agenda 2063 Aspirations 1 and 6 ✓ AU Continental TVET Strategy 2025-34

For further information

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Case study:

Deborah Foundation, Ethiopia

Empowering Abilities: A Holistic, User-Centred Approach to Unlock Work Opportunities for Young Persons with Down Syndrome

In a nutshell

Lead organisation	Deborah Foundation
Location	Yeka sub-city, Addis Ababa, Ethiopia
Timeline	2022 Started in 2022
Target groups	Persons with disabilities
Thematic areas	✓ Integrated vocational training
GEDSI innovation	Integrated vocational training for persons with Down syndrome



About the project and practice

In Ethiopia, where young persons with intellectual disabilities face deep poverty and limited access to vocational training, the **Deborah Foundation** launched a vocational store in 2022 to provide tailored employment opportunities and help break the cycle of poverty and exclusion.

The project targets young people registered with the Foundation, offering them a comprehensive, individualised training programme based on detailed needs assessments. Key activities include vocational instruction in financial literacy, hospitality, and communication, as well as training in personal hygiene, safety and gender-based violence awareness. Graduates are employed at the vocational store with full salaries and benefits, working under supervision and participating in regular performance assessments and refresher training. The programme also supports families with in-kind donations, engages caregivers in quarterly feedback sessions, and partners with healthcare providers to offer free medical screenings and treatment. This holistic, inclusive model addresses both professional and personal development, enabling youth with intellectual disabilities to thrive and contribute meaningfully to society.

This project relates to the RBET approach as follows:

Reach	Benefit	Empower	Transform
The project reached **10 young persons with Down syndrome** aged 18 to 30, ensuring equal gender representation	The project benefited participants by enhancing **financial independence, stability, well-being and social integration**	The participants gained **essential job skills and confidence**, becoming self-advocates of their own rights and inclusion within the workforce and broader society	The participants have become change agents, **challenging misconceptions about Down syndrome**

Inspirational outcomes, results and success

Since its launch in October 2022, the programme has **empowered 10 young men and women with Down syndrome**, equipping them with the necessary skills and confidence to succeed in the workforce. By offering a holistic vocational programme, it ensures that participants not only acquire essential job skills but also experience personal growth and develop self-advocacy. The programme's collaborative approach with local government and stakeholders has driven inclusive workplace practices, highlighting the potential of individuals with Down syndrome.

> **"Before this training, I stayed at home every day with nothing to do. People didn't think I could work. But now, I have a job at the Deborah Foundation. I earn my own salary and help my family. I feel proud and just like everyone else. I have a purpose."**
>
> – Ruhama, a young adult with Down syndrome

Through this innovative blend of skills development and advocacy, the Deborah Vocational Training Programme has become a beacon of inspiration, paving the way for similar initiatives across the region. This success demonstrates the power of inclusive and equitable training to create lasting impact and opportunities.

Lessons learnt and success factors

Lessons learnt	Success factors
▶ **Overcoming awareness and funding barriers:** Limited funding and awareness hinder the programme's expansion. To overcome this, the programme is collaborating with the Ministry of Labour and Skills and the Tourism Training Institute, while running advocacy campaigns to challenge misconceptions and promote greater workforce inclusion. ▶ **Engaging the community for change:** The local community's support, through financial contributions and moral encouragement, has played a key role in keeping the young people motivated.	✓ **Commitment driving success:** The Deborah Foundation's dedication to securing resources, alongside the youth's eagerness, resilience, and determination—even during challenging times—has been crucial to the programme's success. ✓ **Collaboration ensuring longevity:** The programme's collaboration with key governmental and private stakeholders has been vital in enhancing its reach, impact, and long-term sustainability.

Further considerations and way forward

The **Deborah Vocational Training Programme** is designed for scalability, with a proven, adaptable model that can be implemented across various contexts in Addis Ababa and beyond. By combining skill development with income generation through product sales, the programme empowers participants while ensuring the sustainability of its operations. As the programme expands, it launches two new stores within Addis Ababa and explores regional collaborations to replicate its success throughout Ethiopia. Recognising the importance of sustainable integration, the programme works closely with various governmental, non-governmental, and private sector stakeholders to help employees transition seamlessly into the mainstream labour market.

Finally, the programme develops a comprehensive strategy for long-term sustainability, aiming to integrate its best practices into the local technical and vocational education and labour systems, in collaboration with the Ministry of Labour and Skills and the Tourism Training Institute.



Project relevance to the international and African Union (AU) legal and policy frameworks

International level	African Union (AU) level
Sustainable Development Goals (SDGs): ✓ 1 No poverty ✓ 4 Quality education ✓ 5 Gender equality ✓ 8 Decent work and economic growth ✓ 10 Reduced inequalities	✓ Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa ✓ African Youth Charter ✓ Protocol to the African Charter on Human and Peoples' Rights on the Rights of Persons with Disabilities in Africa ✓ African Union (AU) Agenda 2063 Aspirations 1 and 6 ✓ African Union (AU) Continental TVET Strategy 2025-34



For further information

DEBORAH FOUNDATION
FAAWUNDEESHINII DIBOORAA

Deborah Foundation
deborafoundation.org
deborahfdn
deborah_foundation

About the Skills Initiative for Africa (SIFA)

SIFA

The Skills Initiative for Africa (SIFA) – a programme of the African Union Commission (AUC) and the African Union Development Agency (AUDA-NEPAD), supported by Germany.



Case study:

Ethiopian Centre for Disability and Development, Ethiopia

Demonstrating Disability-Inclusive Technical and Vocational Education and Training as a Pathway to Transformative Change

In a nutshell

Lead organisation	Ethiopian Centre for Disability and Development (ECDD)		
Location	15 towns across six regions: Addis Ababa, Afar, Amhara, Dire Dawa, Oromia, Southern Nations, Nationalities and Peoples' Region (SNNPR), Somali and Tigray in Ethiopia		
Timeline	2021 → 2024		
Target groups	Girls and women	Persons with disabilities	Underserved young people
Thematic areas	✓ Integrated vocational training ✓ Self-employment and entrepreneurship ✓ TVET in resource-constrained settings		
GEDSI innovation	Disability-inclusive and community-based training (CBT) adapted to the capacities and constraints of smaller towns and technical and vocational education and training (TVET) centres		

About the project and practice

In Ethiopia, despite a robust regulatory framework supporting the rights of persons with disabilities, limited awareness and capacity among training institutions and employers – often overseen by regional and local governments – continues to impede meaningful access and participation.

In response, the **Ethiopian Centre for Disability and Development (ECDD)** launched the Promoting Rights and Inclusion for Disability Empowerment (Pride) project. The project takes a comprehensive approach across 15 cities and their TVET colleges to demonstrate how to incorporate disability inclusion in mainstream TVET by equipping youth with disabilities with vocational and entrepreneurial skills while strengthening institutional capacity, employer engagement and inclusive practices across training centres and workplaces. In particular, the project promotes inclusive skills development by demonstrating how both TVET and community-based training (CBT) can be made accessible for young persons with disabilities, especially young women, in line with Federal TVET Agency guidelines. By using local master craftspeople to deliver practical, community-level training, the project supports self-employment through income-generating activities, addressing the shortage of formal wage opportunities.

This project relates to the RBET approach as follows:

Reach	Benefit	Empower	Transform
829 young persons with disabilities – 50% being girls and women – aged 15 to 29 reached through inclusive skills training across 15 cities	548 young persons with disabilities – 51% being girls and women – successfully started their **own business**, while 25 (7 of whom are women), got **permanent jobs** after completing their internship	Civil society organisations of persons with disabilities (OPDs) now co-design **inclusive training across TVET colleges**, empowering long-excluded individuals with disabilities	The project demonstrated to government officials and other stakeholders that **persons with disabilities contribute economically**, transforming perceptions

Inspirational outcomes, results and success

In terms of impact, the Pride project trained 829 youth with disabilities, improved accessibility in 15 TVET colleges, raised awareness among 400 stakeholders, facilitated internships for 173 graduates (with 40 securing jobs), and supported 537 in starting their own businesses. Beyond the numbers, the project proved that accessibility and inclusion are both practical and cost-effective. By integrating accessibility improvements into regular training activities – such as using construction or woodworking sessions to build ramps or widen doors – TVET colleges enhanced physical access without major additional investments. This hands-on, resource-efficient model encouraged several institutions to continue accessibility efforts using their own budgets. As a result, TVET colleges now work closely with OPDs to recruit trainees, deliver disability awareness training, and implement ongoing inclusion measures, embedding long-term change into their systems.

> **"I thank the USAID Pride project and ECDD and call out to others who didn't get this chance in the town. I have my own skill with the field I dreamed to have and own a business hoping to start earning profit in a few months and expand the business. I now have the desire to change my life and employ other youth with disabilities in the future."**
>
> – Zeyneba Seid, Pride project participant

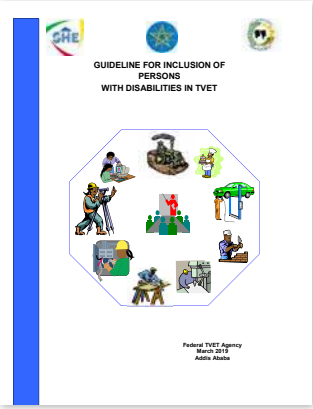






Lessons learnt and success factors

Lessons learnt	Success factors
▶ **Local ownership matters:** establishing local steering committees strengthened stakeholder engagement and disability inclusion awareness	✓ **Collaboration drives inclusion:** close cooperation with government, private sector and OPDs enabled effective implementation and broader impact
▶ **Specialised instructor training:** in addition to basic disability inclusion awareness, hands-on disability-specific training enabled TVET instructors to effectively tailor skills training to the diverse needs of young persons with disabilities	✓ **Using existing platforms boosts reach:** leveraging tools like Minch and Ethiojobs expanded access to training and employment information for job seekers with disabilities
▶ **Internships shift mindsets:** internship programmes significantly raised employers' awareness of the value and feasibility of hiring persons with disabilities, as well as enhanced employment prospects for graduates with disabilities	✓ **Mature ecosystem enables impact:** a strong foundation of policies, expertise, and active stakeholders ensured comprehensive project delivery and meaningful change for persons with disabilities



Focus on the guidelines for inclusion of persons with disabilities in TVET of the Ethiopian Federal TVET Agency – Ministry of Science and Higher Education

The guidelines offer a clear, practical roadmap to support inclusive TVET in Ethiopia. They define regulatory frameworks, stakeholder roles, and actionable strategies – covering reasonable accommodation, individual education plans, accessibility, internal policies, and collaboration with organisations of persons with disabilities (OPDs) – to drive change across the skills development system for youth with disabilities.

Further considerations and way forward

The Pride project is creating a lasting impact by improving inclusive skills training and employment. Accessibility conducted at 15 TVET institutions and graduates entering the workforce signals sustainable change. However, expansion plans were cut short owing to USAID funding cuts in early 2025.

Project relevance to the international and African Union (AU) legal and policy frameworks

International level	African Union (AU) level
Sustainable Development Goals (SDGs): ✓ 4 Quality education ✓ 5 Gender equality ✓ 8 Decent work and economic growth ✓ 10 Reduced inequalities	✓ Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa ✓ African Youth Charter ✓ Protocol to the African Charter on Human and Peoples' Rights on the Rights of Persons with Disabilities in Africa ✓ African Union (AU) Agenda 2063 Aspirations 1 and 6 ✓ African Union (AU) Continental TVET Strategy 2025-34



For further information

Ethiopian Center for Disability and Development
Disability Inclusing in Action!

https://ecdd-ethiopia.org/

About the Skills Initiative for Africa (SIFA)

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Case study:

Greenrev Gr, Rwanda, Uganda, Tanzania and Democratic Republic of Congo

Boosting Climate-Smart and Entrepreneurship Skills of Women across East Africa

In a nutshell

Lead organisation	Greenrev Gr
Location	Rwanda, Uganda, Tanzania and Democratic Republic of Congo (DRC)
Timeline	2023 → 2027
Target groups	Girls and women; Displaced people and underserved people from host communities; Underserved young people
Thematic areas	✓ Integrated vocational training ✓ Self-employment and entrepreneurship ✓ Green skills (Climate-smart agricultural skills) ✓ Girls and women in STEM
GEDSI innovation	Mixing social and climate justice related actions to build fair and sustainable futures for all

About the project and practice

In the countries where Greenrev Gr operates, unemployment remains a pressing issue, particularly in rural communities where viable job opportunities are scarce – and especially for socially disadvantaged people such as young people, women, refugees and host communities.

In these contexts, **Greenrev Gr's FarmerHub Zone (FHZ)** is purposefully designed as an inclusive model empowering underserved communities to become agripreneurs through access to regenerative agriculture, technical training, and structured market opportunities.

Following the success of two pilot hubs in Rwanda that trained more than 300 participants in 2024-2025, the model now transitions from a training focus to a scalable job creation with the launch of two more hubs in Kenya. It is anticipated that each FHZ will have the capacity of creating 60 to 100 direct self-employment and jobs every year.

Greenrev Gr's FHZ presents a pioneering approach by merging controlled environment agriculture (CEA) with inclusive technical and vocational education and training (TVET) programmes.

This initiative effectively aligns skills training with market demands, particularly focusing on empowering girls and women in sustainable agriculture. It provides women with practical expertise in climate-smart farming techniques – such as hydroponics, aquaponics, aeroponics and vertical farming – enhancing resource efficiency and boosting productivity. Tailored programmes further equip women with skills in agricultural production, including crop management, pest control, irrigation, and post-harvest handling.

By integrating technical training with entrepreneurial development, FHZ enhances women's employability and stimulates innovation, thereby generating meaningful employment opportunities throughout the agricultural value chain and promoting gender equality and economic resilience. For men, the FHZ programme offers a complementary approach, focusing on collective farming models and advanced technology, areas where men traditionally have greater access. It includes mandatory sessions that challenge gender norms, with workshops promoting shared domestic responsibilities to transform men into active allies for women's empowerment. This dual emphasis on skills and mindset transformation has been pivotal to the programme's success.

This project relates to the RBET approach as follows:

Reach	Benefit	Empower	Transform
Trained 870 women, accounting for 60% of all participants	Improved economic independence by creating **sustainable green jobs** and establishing **strong market linkages** within the agricultural sector.	Enhanced participants' agency through **improved employability, climate-smart agricultural practices and entrepreneurial skills.**	**Women lead income-generating initiatives and introduce climate-smart agricultural practices** in their communities, driving transformative rural change.

Inspirational outcomes, results and success

> **People laughed when I said I'd farm fish and vegetables together [aquaponics]. Greenrev Gr trained me, and now my system feeds 50 families! Women come to learn from me – this project made us visible.**
>
> – Grace T, Innovator (Uganda Hub)

The Greenrev Gr Empowerment Initiative offers a powerful example of how inclusive and gender-responsive TVET can drive sustainable development in rural communities. By training 1 450 individuals – 60% of whom are women – in climate-smart agricultural practices, the initiative has significantly boosted employment opportunities and enhanced local capacity across Rwanda, Uganda, Tanzania and the DRC. The establishment of 50 production facilities led by trained groups demonstrates both the tangible economic impact and the replicability of the model. This approach has not only advanced women's leadership in agriculture but has also contributed to broader community resilience and income generation. The initiative underscores the potential of inclusive TVET to transform lives and promote equitable development across the region.

Lessons learnt and success factors

Lessons learnt	Success factors
▶ **Sustaining engagement challenges:** introducing incentives and continuous support helped maintain long-term and consistent participation	✓ **Gender inclusion success:** proactive outreach and support programmes ensured women's active participation
▶ **Community engagement works:** ongoing dialogue and awareness efforts built strong local support leading to local ownership and resilience	✓ **Training programme success:** tailored, hands-on training with expert collaboration ensured effective skill-building

Further considerations and way forward

The Greenrev Rev Empowerment Initiative aims to expand to the Central African Republic, Mozambique, Zambia and Malawi, creating over 12 000 new jobs – half of them held by young women – and boosting agricultural productivity. This growth will involve collaborating with local governments and agricultural organisations to integrate the programme into national strategies. Local partnerships will ensure community ownership and sustainability. A franchise model for CEA facilities and training programmes will facilitate replication and scaling. This structured approach will extend the initiative's impact while maintaining its core values of sustainability and empowerment of young women and their communities.





Project relevance to the international and African Union (AU) legal and policy frameworks

International level	African Union (AU) level
Sustainable Development Goals (SDGs): ✓ 1 No poverty ✓ 2 Zero hunger ✓ 4 Quality education ✓ 5 Gender equality ✓ 8 Decent work and economic growth ✓ 9 Industry, innovation and infrastructure ✓ 10 Reduced inequalities ✓ 12 Responsible consumption and production ✓ 13 Climate action	✓ Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa ✓ African Charter on the Rights and Welfare of the Child ✓ African Youth Charter ✓ African Union (AU) Agenda 2063 Aspirations 1 and 6 ✓ African Union (AU) Continental TVET Strategy 2025-34

For further information

Greenrev Gr

greenrev-gr

Greenrev Gr founder, Joseph Niyomukiza, is recognised globally as a United Nations Youth Food Systems Leader, World Food Forum Youth Representative for Rwanda and a Global Youth Ambassador for SDG4.

Greenrev Gr is open to new opportunities:

- Fund a hub ($200 000) and name it after your organisation
- Co-design a hub in displaced hotspots

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Case study:

iConnectKenya Initiative, Kenya

Connecting Kakuma refugee and host community creative artisans to global markets

In a nutshell

Lead organisation	iConnectKenya Initiative
Location	Turkana region and Kakuma Refugee Camp, Kenya
Timeline	2016 → 2024
Target groups	Girls and women; Displaced people and underserved people from host communities; Underserved young people
Thematic areas	✓ Integrated vocational training ✓ Self-employment and entrepreneurship ✓ TVET in resource-constrained settings ✓ Digital skills (including e-commerce training)
GEDSI innovation	TVET and entrepreneurship: Connecting refugee and host community creative artisans to global markets through e-commerce platforms

About the project and practice

The Kuza Creatives Project, under the **iConnectKenya Initiative** and funded by International Labour Organisation's Prospect programme through Eldo Hub, seeks to economically empower refugees and host community artisans – particularly women and youth – in Turkana, Kenya.

The project addresses key barriers to market access by equipping participants with digital marketing and content creation skills, and supporting them to showcase and sell their products through an inclusive e-commerce platform, ICOKE Duka. It also trains artisans in environmentally friendly product design upcycling, using local materials and circular production models, while promoting their stories to enhance visibility and customer connection. Aimed at fostering decent work, gender equality and self-reliance, the initiative combines market linkage services, storytelling and digital tools to unlock new economic opportunities. Through its innovative model, the project builds digital capacity, fosters entrepreneurship and creates access to global markets for socially disadvantaged groups.







This project relates to the RBET approach as follows:

Reach	Benefit	Empower	Transform
800 young persons, women and/or refugees were trained to pursue their creative and artisan business	Most participants have **started their business or became employed in formal setups**, leading to improved economic status and self-reliance	Participants gained **advanced digital and e-commerce skills**, enabling them to confidently manage their own artistic ventures and become lasting entrepreneurs	Refugees and marginalised host community members are highlighted as **successful artists and artisans** with products reaching global markets

Inspirational outcomes, results and success

This project serves as a powerful example of how inclusive training and vocational education and training (TVET) can drive meaningful change by combining economic empowerment with cultural preservation. Since 2016, over 800 individuals have been trained, with 400 youth launching their own businesses and 100 people securing formal employment – demonstrating clear pathways from training to livelihoods. The emergence of 200 artisans consistently earning over KES 35 000 (approximately EUR 237) per month as fashion designers, beadmakers, weavers and visual artists further reflects the project's success. By integrating eco-friendly practices and reviving traditional skills, the initiative not only generates income for marginalised communities – particularly refugees, women, and youth – but also reinforces environmental and cultural sustainability. The project's success – including over USD 10 000 paid to artisans in 2024 through online sales – showcases a replicable model that bridges inclusion, market access, and social equity in TVET.

> **"As a fashion designer I feel confident because now I believe there is a possibility of being very successful in my work. Through the market linkages services I receive from the iConnectKenya team I feel confident and ready to continue with my work as I no longer have to worry how people will know my work as they already do."**
>
> – Adelle, refugee fashion designer

Lessons learnt and success factors

Lessons learnt	Success factors
▶ **Sustainable income strategies:** to reduce reliance on donor funding, the initiative operates a social enterprise model that reinvests 11% of product sales from the e-commerce platform, helping cover operational costs and ensuring continuity beyond grant cycles	✓ **Collaborative support networks:** working collaboratively with other stakeholders promoting entrepreneurship – such as Don Bosco, FilmAid and the Turkana Handicraft Group – through platforms like the United Nations Refugee Agency's livelihood working group allowed the project to align efforts, share resources and secure additional support for creative communities, including financial assistance for participants
▶ **Fostering social cohesion:** by integrating refugees and host communities in shared training spaces and interactive activities like peer learning, dialogues, and exhibitions, the project breaks down stereotypes and promotes mutual understanding in a safe, inclusive learning environment	✓ **Community-driven design:** engaging local trainers and artisans in co-creating training content and delivery methods fostered stronger community ownership, enhanced cultural relevance, and ensured more lasting impact
▶ **Digital innovation impact:** leveraging digital platforms and storytelling has enabled artisans to showcase their work globally, with the e-commerce platform expanding market access, boosting confidence, and proving how technology can empower creatives even in remote communities like Kakuma	





Further considerations and way forward

iConnectKenya has demonstrated operational efficiency by leveraging digital tools to improve market access and business skills for artisans. Although e-commerce and digital skills training are widely used strategies, their combination has proven highly effective, significantly boosting artisans' income and economic stability. This straightforward approach is easily replicable, yet yields impactful results, making it an ideal model for other stakeholders in various contexts. Moving forward, the project plans to expand by establishing market linkage centres in Nairobi to facilitate global product shipping. Additionally, plans to create central production and exhibition centres in the Kakuma and Dadaab refugee camps will enhance visibility and sales. By 2025, the project aims to build international partnerships and increase the income of 200 individuals, raising it from USD 1 to USD 3 per day.

Project relevance to the international and African Union (AU) legal and policy frameworks

International level	African Union (AU) level
Sustainable Development Goals (SDGs): ✓ 1 No poverty ✓ 4 Quality education ✓ 5 Gender equality ✓ 8 Decent work and economic growth ✓ 10 Reduced inequalities ✓ 12 Responsible consumption and production	✓ Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa ✓ African Youth Charter ✓ African Union (AU) Agenda 2063 Aspirations 1 and 6 ✓ African Union (AU) Continental TVET Strategy 2025-34

For further information

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iConnectKenya

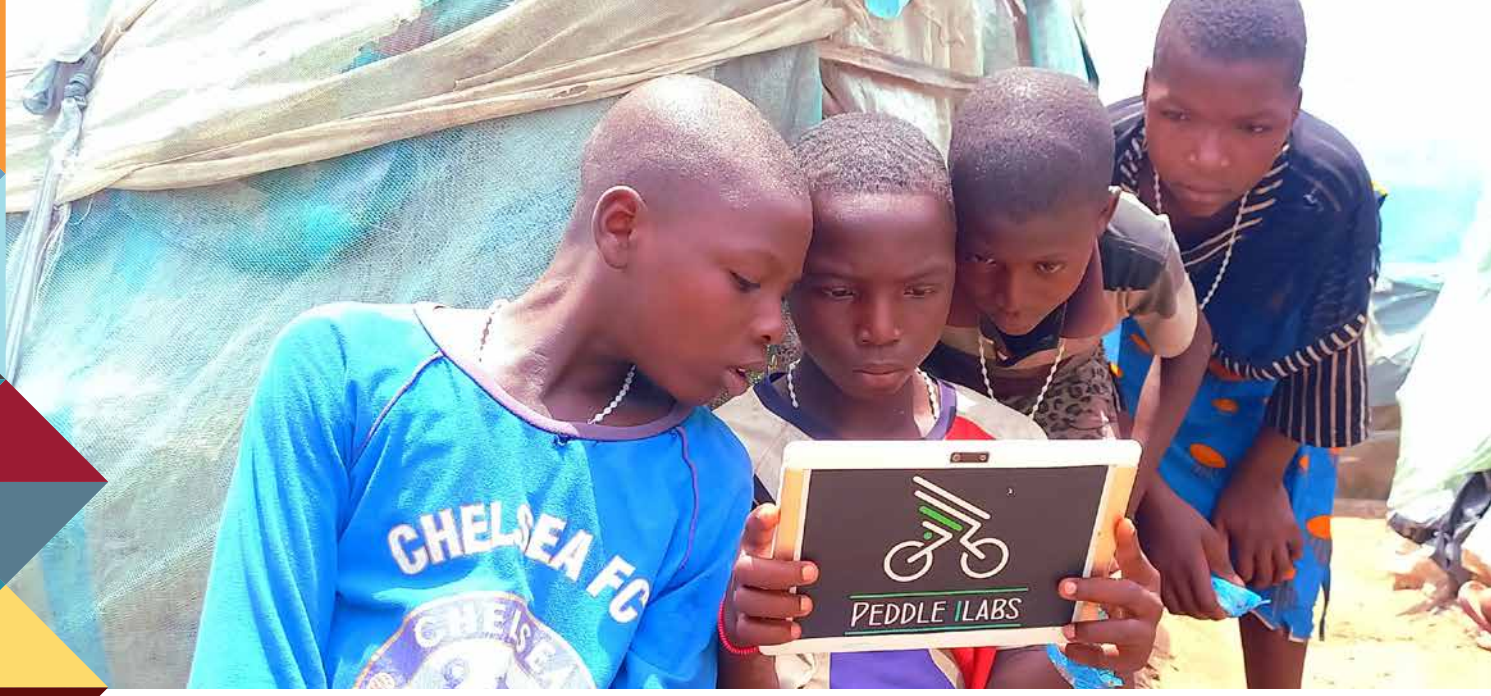
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SIFA

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Case study:

Peddle Innovation Labs, Nigeria

Combining off- and online learning methodologies to train girls, women and internally displaced people living in remote areas

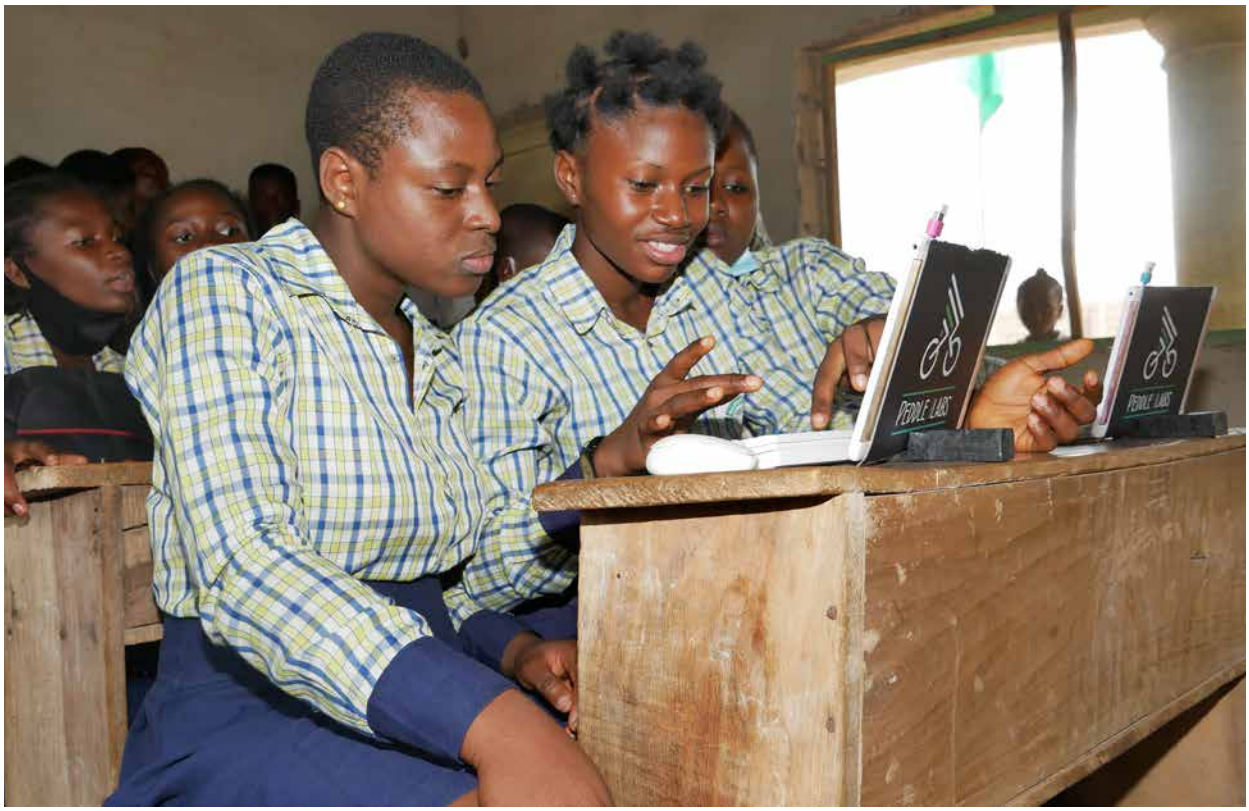
In a nutshell

Lead organisation	Peddle Innovation Labs		
Location	Nigeria		
Timeline	2022		
Target groups	Girls and women	Displaced people	Underserved young people
Thematic areas	✓ Integrated vocational training ✓ Hybrid learning (with a model combining traditional hands-on training and digital learning) ✓ TVET in resource-constrained settings ✓ Digital skills ✓ Girls and women in STEM		
GEDSI innovation	Reaching socially disadvantaged people living in remote and marginalised areas		

About the project and practice

Peddle Innovation Labs in Nigeria addresses the persistent challenge of youth unemployment and the mismatch between technical and vocational education and training (TVET) graduates' skills and industry needs.

The project employs an innovative hybrid learning model that blends hands-on, in-person training with flexible digital learning platforms, making skills development accessible even to youth in remote or underserved communities. Core activities include online courses, in-person workshops, and partnerships with industry actors to ensure that learners gain both technical and soft skills such as problem-solving and leadership. A key focus is on promoting gender inclusion by actively encouraging girls and women to participate in traditionally male-dominated technical fields through targeted mentorship, support networks and role models. The programme aims to deliver a more inclusive, relevant, and future-ready TVET experience that equips socially disadvantaged youth with practical skills for employability.



This project relates to the RBET approach as follows:

Reach	Benefit	Empower	Transform
Intentionally engage **youth from low-income and marginalised communities**, with at least **50%** of participants being **girls and women**	Equip graduates with practical skills that have led to **improved job prospects**, enabling many to gain employment or launch their own businesses	Equip participants with **practical skills, support, and mentorship** to build confidence and leadership, empowering them to shape their futures and uplift their communities	**Encourage women to enter male-dominated technical fields**, where their success creates a ripple effect by inspiring and guiding future participants

Inspirational outcomes, results and success

This project serves as a powerful model for equitable and inclusive TVET by successfully training over 2 000 young people – 50% of them women – from rural and underserved communities, including refugee and internally displaced people (IDP) camps. With an 85% post-training employment rate, it clearly demonstrates how tailored, hybrid learning programmes aligned with industry needs can lead to meaningful job placement and economic empowerment. The initiative has broken some gender barriers, with 60% of female graduates employed in male-dominated technical fields, while also fostering entrepreneurship, resulting in 150 start-ups tackling local challenges. By partnering with 25 local businesses and offering over 300 internships, the project ensures practical work experience and sustainable career pathways. Its use of digital tools to bridge the access gap and its community-based, culturally sensitive approach highlight both its impact and replicability in diverse contexts.

> **"Our major innovative feature of hybrid learning model, combines traditional hands-on training with digital learning tools. This approach not only enhances accessibility for marginalised groups but also ensures that the skills imparted are aligned with the evolving demands of the job market."**
>
> – Joseph Orya, co-founder of Peddle Innovation Labs

Lessons learnt and success factors

Lessons learnt	Success factors
▶ **Community-centric approach:** engaging local leaders and tailoring programs to cultural contexts and local needs boosted participation, retention, and support for gender inclusion in TVET	✓ **Industry-aligned partnerships:** collaboration with local businesses ensures relevant training, valuable internships, and improved job placement for participants
▶ **Overcoming resistance:** tailored awareness campaigns and community leader engagement successfully changed perceptions, highlighting the benefits of gender inclusivity in TVET	✓ **Effective industry collaboration:** close collaboration with local industries ensures that curricula align with market needs, enhancing employability and providing valuable internship opportunities for participants





Further considerations and way forward

Peddle Innovation Labs is implementing several strategies to maximise programme impact and secure its operations. By leveraging digital platforms, they deliver cost-effective programmes reaching a larger number of participants, while maintaining efficiency by partnering with local organizations and using existing infrastructures. To ensure long-term sustainability, they diversify funding sources, including seeking private sector partnerships and introducing a cost-recovery model for advanced courses, allowing revenue to reinvest in basic programmes. To expand their impact regionally, they are exploring a franchise model that would enable local organisations to adopt their methods, supported by comprehensive training and a digital repository of resources for broader use across Africa.

Project relevance to the international and African Union (AU) legal and policy frameworks

International level	African Union (AU) level
Sustainable Development Goals (SDGs): ✓ 1 No poverty ✓ 4 Quality education ✓ 5 Gender equality ✓ 8 Decent work and economic growth ✓ 10 Reduced inequalities	✓ Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa ✓ African Youth Charter ✓ African Union (AU) Agenda 2063 Aspirations 1 and 6 ✓ African Union (AU) Continental TVET Strategy 2025-34

For further information

Peddle Innovation Labs
peddlelab



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Case study:

Social Enterprise Ghana, Ghana

FemGreen by Social Enterprise Ghana: Where Inclusion Drives Skills and Opportunities

In a nutshell

Lead organisation	Social Enterprise Ghana (SEG) / SE Ghana Network		
Location	Accra, Kumasi and Tamale in Ghana		
Timeline	2024		
Target groups	Young women aged 18-35	Migrant young women aged 18-35	Young women with disabilities aged 18-35
Thematic areas	✓ Integrated and hybrid vocational training ✓ Hybrid learning ✓ Self-employment and entrepreneurship ✓ TVET in resource-constrained settings ✓ Green skills ✓ Digital skills ✓ Girls and women in STEM		
GEDSI innovation	People-Oriented Planning (POP) framework analysis or how to implement a people-centred approach		

About the project and practice

Founded in 2016, **Social Enterprise Ghana (SEG)** is the national network of social enterprises and ecosystem actors in Ghana, with over 1 000 members across the country.

SEG promotes a social economy model where enterprises are profitable, inclusive and environmentally sustainable, guided by the 3Ps approach: people, planet and profit. As a founding member of the Network of Africa's Social Enterprises (NASE), SEG is connected to peer organisations across the continent.

In 2020, the Covid-19 pandemic exposed and exacerbated economic vulnerabilities, especially among women from disadvantaged backgrounds who lost their livelihoods almost overnight. At the same time, green ventures and digital technologies were identified as growth sectors by the World Economic Forum, offering potential for sustainable employment and economic resilience.

To respond, SEG launched the Females in Green and Digital Skills for Jobs and Enterprise Creation (FemGreen) project. The project aims to enhance the employability and entrepreneurship of vulnerable women, making them more resilient to economic shocks.

Equity-specific interventions include the direct targeting of women, particularly those in vulnerable situations, with practical training in green ventures such as climate-smart agriculture and greenhouse production, and digital skills including software development. These women also received entrepreneurship training, business development support, and start-up kits. Equity mainstreaming activities improved inclusivity of learning environments and encompassed establishing a modern, accessible training centre equipped with IT tools, greenhouses and ramps, as well as training 40 staff members of the SEG hubs across the country to support vulnerable learners.

A standout good practice of the FemGreen project is the application of the People-Oriented Planning (POP) strategic framework, which SEG uses as a guiding principle to ensure that all interventions are genuinely relevant and responsive to the needs of the target groups. This approach places the lived experiences and priorities of women from diverse and vulnerable backgrounds at the centre of project design and implementation. In practice, it involves continuous stakeholder engagement – such as consultations with organisations of persons with disabilities – to identify barriers and co-develop solutions. SEG also trains 40 innovation support organisations across the country to better respond to women's needs at the local level and includes learners in decisionmaking from recruitment to post-training support. This bottom-up approach enables tailored responses, including curriculum design based on community needs assessments, inclusive communication during outreach and efforts to address practical challenges like transportation and safe, accessible learning environments.

This project relates to the RBET approach as follows:

Reach	Benefit	Empower	Transform
The programme successfully trained **350 women**, including **12 female refugees** and 1**5 women with disabilities**	Participants gained valuable, future-proof **skills in green and digital sectors**, enhancing their employability and income-generating potential in sustainable and emerging markets	Women gained access to **income-generating opportunities**, enhancing their economic resilience and autonomy	Women challenged gender norms by entering **traditionally male-dominated sectors**, also gaining recognition as skilled and valuable contributors to the workforce

Inspirational outcomes, results and success

The FemGreen project offers a compelling model for equitable and inclusive TVET. With 350 women trained, the project has demonstrated tangible outcomes in boosting economic resilience, with 30% of participants starting businesses two months after training completion. Several trainees have become trainers themselves, reinforcing the cycle of empowerment and skill-sharing. A key innovation has been SEG's use of memoranda of understanding to overcome budget limitations, partnering with local organisations to provide in-kind resources such as training spaces and equipment, for example, linking a bakery trainee with a local bakery for hands-on experience, or arranging computer access through a SEG member organisation that already owns digital infrastructure. This adaptive, community-driven approach not only enhances replicability but also showcases how needs-based, inclusive strategies can lead to transformative outcomes in TVET systems.

> **"The FemGreen project provided … Social Enterprise Ghana an opportunity to innovate around delivery of technical and vocational skills to informal learners, especially people from underserved and marginalised backgrounds like refugees and persons with disabilities. We are seeing a great deal of impact among these communities who have now improved digital and green skills for their self-employment."**
>
> – Josephine Painstil, project assistant, FemGreen

Lessons learnt and success factors

Lessons learnt	Success factors
▶ **Offer on-site training to refugees:** Deliver accessible, mobile training close to refugee communities to bypass travel restrictions caused by lack of identification documents	✓ **People-driven approach:** Success depends on deeply understanding and responding to the unique needs and voices of the intended target groups
▶ **Foster inclusive mindsets:** Build practitioner capacity to positively engage socially disadvantaged groups and shift attitudes	✓ **Engage with representative organisations:** Successful programs promote equity and diversity by actively listening to and collaborating with key stakeholder groups
▶ **Build inclusive facilitation skills:** Equip facilitators with skills for inclusive teaching and equity measures delivery	







Further considerations and way forward

SEG designed the **FemGreen project** with replicability at its core, aiming to establish a scalable model for vocational training and entrepreneurship support that fosters long-term economic resilience of groups in vulnerable situations. Building on this foundation, SEG plans to expand FemGreen to additional regions across Ghana and is exploring opportunities to replicate the model in Africa within the broader Network of Africa's Social Enterprises (NASE). As part of these efforts, SEG and its partners intend to incorporate emerging green value chains and diversify digital skills training, keeping pace with evolving market demands. They further seek to establish a robust and diversified funding strategy that leverages contributions raised by SEG and its partners, matched by funding from the SIFA Financial Cooperation grantee programme, while continuing to explore additional support through member contributions and crowdfunding initiatives. Moving forward, continuous improvement guided by regular stakeholder feedback will remain central, ensuring that initiatives stay aligned with the needs of target groups and the private sector's demand for a skilled workforce.

Project relevance to the international and African Union (AU) legal and policy frameworks

International level	African Union (AU) level
Sustainable Development Goals (SDGs): ✓ 4 Quality education ✓ 5 Gender equality ✓ 8 Decent work and economic growth ✓ 12 Responsible consumption and production	✓ Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa ✓ African Youth Charter ✓ Protocol to the African Charter on Human and Peoples' Rights on the Rights of Persons with Disabilities in Africa ✓ African Union (AU) Agenda 2063 Aspirations 1 and 6 ✓ African Union (AU) Continental TVET Strategy 2025-34

For further information

SOCIAL ENTERPRISE GHANA

Social Enterprise Ghana
seghana.net

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SIFA

The Skills Initiative for Africa (SIFA) – a programme of the African Union Commission (AUC) and the African Union Development Agency (AUDA-NEPAD), supported by Germany.

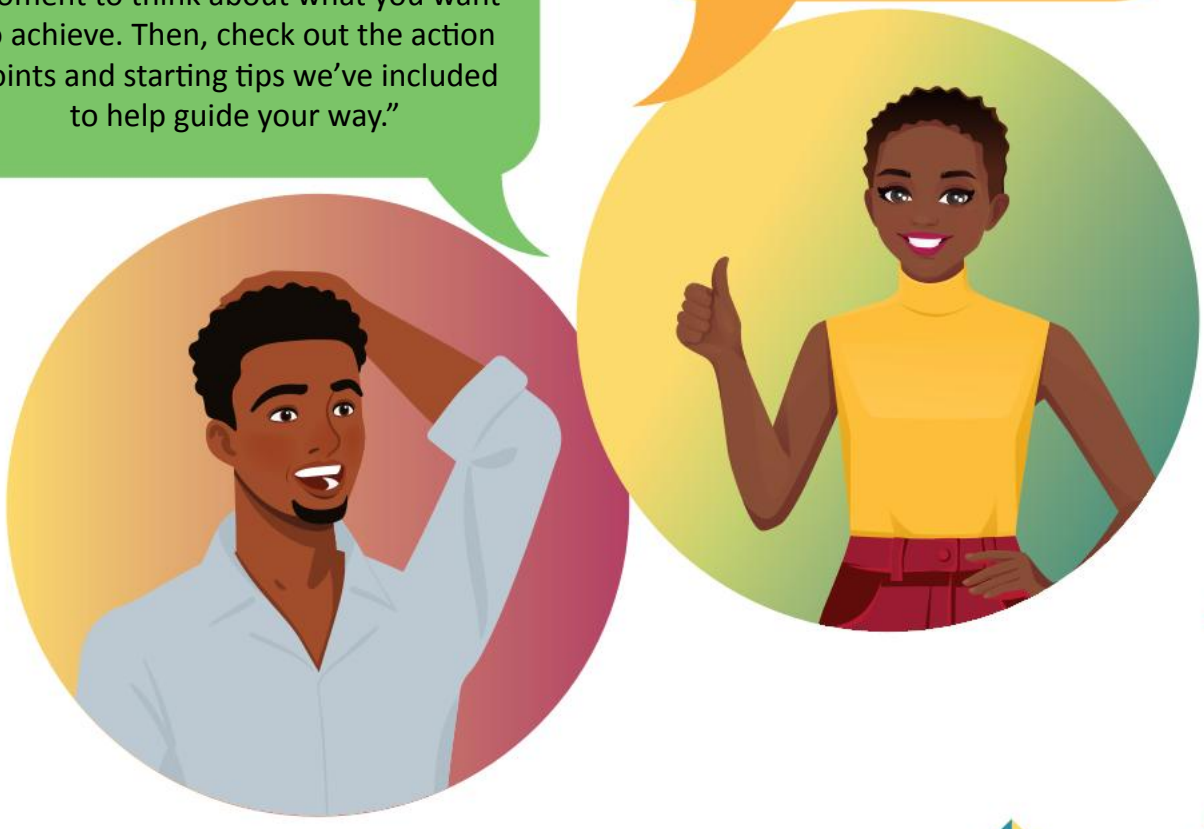
5. Taking Action: Guidelines and Tools

Amani:

"And because there are so many tools, we made a table to help you find what fits your organisation – by equality topic, language, region, how it links to the RBET framework and what you can do with it. Plus, we've even walked you through how to use three of the tools we think everyone should try. You'll see us again further down to help!"

Taye:

"This is probably the most important part of the whole toolkit. There's a lot of powerful tools here, so take a moment to think about what you want to achieve. Then, check out the action points and starting tips we've included to help guide your way."





This section translates key lessons and success factors from the case studies into practical guidance for action. It is designed to support practitioners, policymakers and institutions in advancing equitable and inclusive TVET.

Drawing on practical initiatives and proven approaches[16], it outlines the main challenges in building inclusive TVET systems and breaks them down into priority areas for action. Each area includes a clear scope and a set of tools, resources, and strategies to address common barriers. By using these insights, your organisation can take meaningful steps toward including girls, women, persons with disabilities and migrant people in every aspect of TVET.

This **Treasure Trove** presents a curated selection of 25 tools, each differing in scope, purpose, language and alignment with the RBET framework. To facilitate effective use and informed selection based on specific objectives, contextual needs, and operational constraints, the matrix below provides a structured overview of the key features and relevance of each tool. It is designed to guide your navigation and support the selection of tools best suited to your specific situation and needs.

[16] CBM, Pacific Disability Forum, Preconditions for Inclusion Overview - An Introduction to the Why, What and How of the Preconditions for Inclusion Framework to Promote Disability Equity and Rights, 2025; United Nations Women, Gender Equality Accelerators, 2024

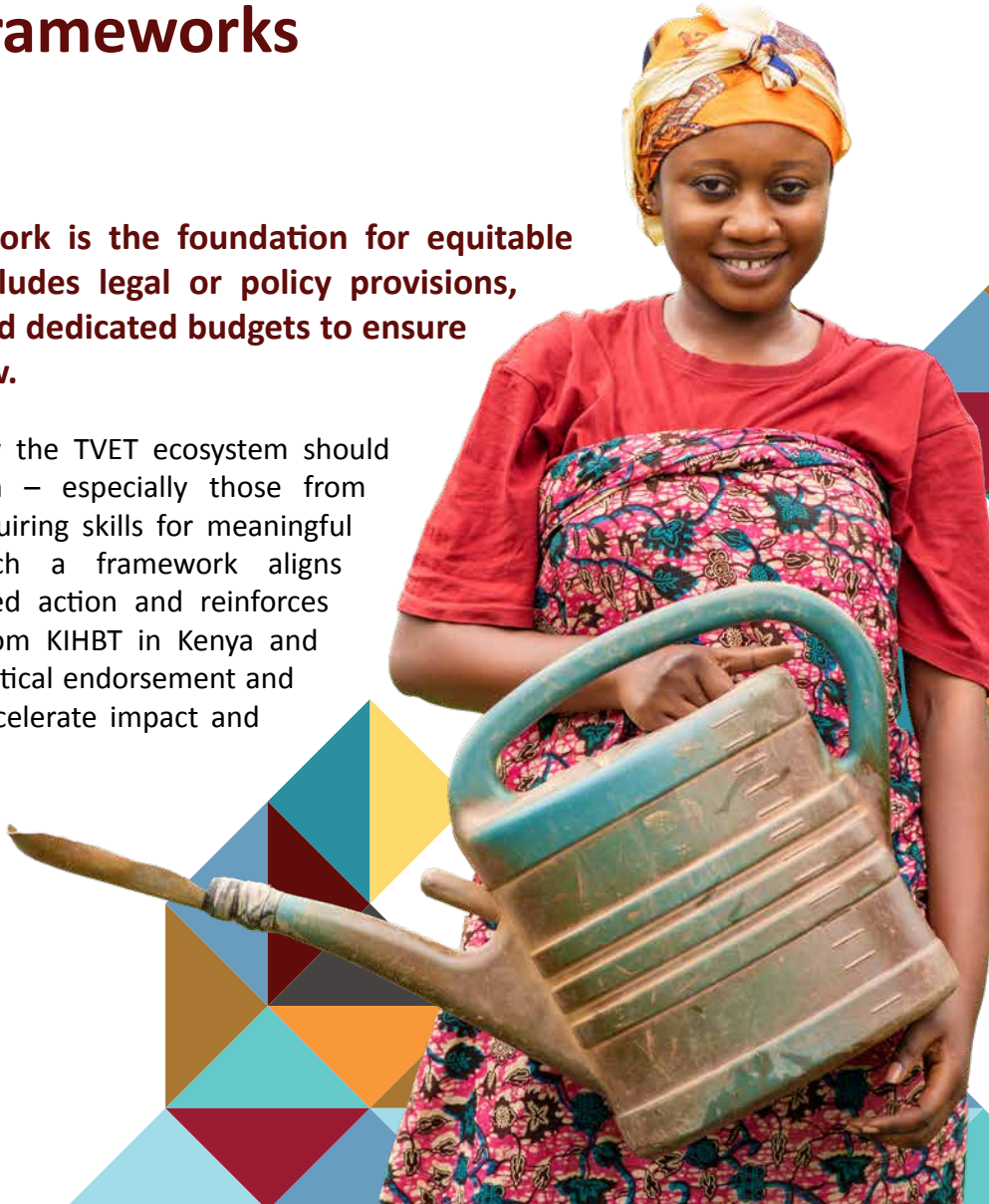
Resource	Page	Tools																							
		1 UNESCO Guide on inclusive TVET	2 ILO Guidelines for preventing violence	3 ILO Campaign Material for Preventing Violence	4 ILO Guide on Inclusive TVET	5 VET Toolbox Guideline to Mainstream Inclusion	6 BEST Centre E-course on Gender and Disability-inclusive TVET	7 BEST Centre Training Manual on Gender and Disability-inclusive TVET	7bis AUDA-NEPAD E-course on Gender and Business	9 GIZ Treasure Trove on Gender	10 Kenyan Model Policy for Gender-equal TVET	11 British Council Gender Mainstreaming Tools for Skills	12 STEP Malawi Guidelines for Gender-responsive Training	13 USAID Guide for Gender-equal Training Material	14 Boîte à Outils Genre et EFTP de l'AFD	14bis Stratégie Genre et EFTP du Niger	15 People In Need Guide on Disability-inclusive TVET	16 VET Toolbox Tools on Disability-inclusive TVET	17 Ethiopian Guidelines for Disability-inclusive TVET	18 ILO Guide on Disability-inclusive Workplaces	19 ILO Policy Brief on Disability-inclusive TVET	20 South African Guidelines on Disability-inclusive TVET	21 World Vision Stories of Change	22 British Council Self-assessment Tool on Refugee-inclusive TVET	23 ILO Policy Brief on Migration and Employment
Equality grounds																									
Gender	2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓									
Disability	3	✓	✓	✓	✓	✓	✓	✓									✓	✓	✓	✓	✓	✓			
Migration	4		✓	✓	✓	✓																	✓	✓	✓
Other grounds	5	✓	✓	✓	✓	✓																			
Purpose																									
To advocate for inclusive TVET	7						✓					✓				✓		✓	✓			✓	✓	✓	
To know your target group: girls and women	8						✓	✓	✓	✓	✓		✓		✓	✓									
To know your target group: persons with disabilities	9						✓	✓												✓	✓				
To know your target group: migrant people	10																								✓
To self-assess inclusion of your TVET institution	11				✓							✓		✓				✓						✓	
To establish equity and inclusion internal policies	12	✓			✓		✓	✓																	
To design inclusive, safe and accessible learning environments	13						✓	✓																	
To recruit learners with diverse backgrounds	14																✓				✓				
To teach inclusively	15						✓	✓					✓												
To protect from discrimination and violence	16		✓	✓			✓	✓						✓											
To set partnerships	17	✓				✓								✓											✓
To launch an inclusive business	18								✓					✓											
Applying the RBET framework																									
Reach	20	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Benefit	21	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Empower	22	✓	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓			✓			✓	✓			
Transform	23	✓	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓			✓				✓			
Geographical coverage																									
Worldwide	25	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓		✓	✓		✓	✓			✓	✓
Africa wide	26								✓	✓	✓				✓										
Initially designed for a country	27						✓	✓				✓		✓		✓	✓		✓				✓	✓	
Languages																									
English	29	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
French	30		✓		✓					✓					✓	✓									✓
Spanish	31		✓		✓																✓				✓



5.1 Establishing and Advocating for GEDSI Mainstreaming in Legal, Policy and Institutional Frameworks

A strong national framework is the foundation for equitable and inclusive TVET. It includes legal or policy provisions, clear institutional roles, and dedicated budgets to ensure implementation and review.

When in place, it defines how the TVET ecosystem should operate to support all youth – especially those from disadvantaged groups – in acquiring skills for meaningful employment and work. Such a framework aligns stakeholders, drives coordinated action and reinforces accountability. Case studies from KIHBT in Kenya and ECDD in Ethiopia show that political endorsement and mature policies significantly accelerate impact and inclusion in practice.



Not in place in your country yet?

Here are some tools and resources to take action!

Self-assess how inclusive your national TVET legal and policy framework is by using the following tools:

- For disability inclusion, refer to Tool 1: Assessment of the Inclusivity of the Tools to Support TVET Policymakers and Education Providers to Plan and Deliver Inclusive TVET Provision for Persons With Disabilities.
  VET Toolbox, 2022
- For migration inclusion, use the Inclusion of Refugees in TVET – Self-Assessment Tool.
  British Council, 2019

Draw inspiration from countries offering clear, practical guidance to their TVET actors with:

- The Model Gender Mainstreaming Policy for the TVET Sector (With Elements of Inclusion).
  National Gender and Equality Commission of Kenya, 2023
- Federal TVET Agency Guideline for Inclusion of Persons With Disabilities in TVET.
  Federal TVET Agency of Ethiopia, 2019
- The Framework and Guidelines to Accommodate Students With Disabilities in TVET Colleges.
  Department of Higher Education and Training of South Africa

For French-speaking readers: The Gender Strategy for TVET of the Republic of Niger (Stratégie Genre Pour L'Enseignement et la Formation Professionnels et Techniques de la République du Niger)
Republic of Niger, 2013

Advocate for inclusive TVET by:

- Build your advocacy skills by taking the first module ("Common Pathway") and second module ("Rolemodel Pathway") of the free e-course on gender equality and disability inclusion in TVET.
  ACCI BEST Centre, 2022
- Craft compelling advocacy drawing inspiration from World Vision Somalia's stories of change – showing how access to TVET and entrepreneurial micro-projects transformed the lives of migrant young men and women.
  World Vision Somalia, 2024



5.2 Knowing Your Target Group Inside Out: From Awareness to Inclusive TVET Practices

To embark on meaningful steps towards GEDSI in TVET, it is crucial to start by thoroughly understanding your target group and the difficulties they face in graduating from TVET.

This understanding extends beyond mere statistics; it involves grasping their lived realities, socio-demographics and, in particular, their learning needs, preferences and the various barriers and challenges they encounter.

The process typically begins with awareness-raising sessions focusing on the situations of girls and women, persons with disabilities, and migrant communities in the region. Next, it involves acquiring knowledge of core GEDSI concepts, such as the nature of discrimination and the importance of integrated strategies like the RBET framework for fostering inclusion. Case studies indicate that initiating inclusive learning requires the timely identification of individual barriers – particularly those related to gender and disability – to ensure equitable learning opportunities and prevent learners from being unfairly labelled or left behind (ACCI BEST Centre, Nigeria). Ultimately, this understanding translates into daily inclusive practices tailored to the roles of instructors, administrators, and support staff. Equipping staff with practical, disability-specific training, as demonstrated by ECDD in Ethiopia, and adapting learning environments to better support girls and women, as practiced by World Vision in Somalia, are pivotal in achieving genuine inclusion and equitable outcomes in TVET.



Not in place yet?

Here are some tools and resources to take action!

Build your foundational understanding of women and girls, persons with disabilities and migrant people in the context of TVET by:

- Exploring the recommended resources about girls and women, persons with disabilities and migrant people listed in the dedicated sections later in this document.

  See sections 5.6 on girls and women, 5.7 on persons with disabilities and 5.8 on migrant people

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Strengthen your gender equality and disability inclusion knowledge, and self-assess the situations of girls, women and persons with disabilities in your local context by:

- Exploring and memorising Section 2 “Concepts and inclusion theory” of the Guideline on How to Mainstream Inclusion of Marginalised People in Vocational Education and Training.

  VET Toolbox, 2020

- Customising and utilising the simple Accommodation Needs Form of the Guide on Inclusive TVET for People With Disabilities.

  People In Need, 2023



5.3 Advancing Inclusion Step by Step: Deploying Equity and Inclusion in your TVET Institution

This section outlines the key elements, which your TVET institution should consider to advance equity and inclusion for socially disadvantaged youth, including girls and women, persons with disabilities and migrant learners.

5.3.1 Assessing Where a TVET Institution Stands on Equality and Inclusion

Before taking steps toward greater equity and inclusion, it is essential to first assess where your TVET institution currently stands. This can be done through simple self-assessment tools or more in-depth evaluations. A thorough review should at least cover internal policies and strategies, the physical and learning environment, available support services (such as transportation and child care support) and how instructors respond to the specific requirements of learners. The goal is to understand how inclusive the institution is for socially disadvantaged groups such as girls and women, persons with disabilities, and migrant learners – providing a solid foundation for targeted and effective improvements.

For instance, it was through proper (self-)assessment of inclusion that TVET institutions and skills development programmes were able to introduce effective support measures – such as performance-based incentives and ongoing assistance to sustain long-term participation (Greenrev Gr, Rwanda), as well as transportation support and flexible schedules that enabled regular attendance, particularly for young mothers (World Vision, Somalia).



Not in place yet?

Here are some tools and resources to take action!

Assess the extent of equality and inclusion of a TVET institution:

- Taking a comprehensive approach using the Guide on Making TVET and Skills Development Inclusive for All.
  ILO, 2020
- With a focus on gender equality using Tools 1 and 2 of the Tools to Integrate Gender Considerations in Skills Programmes.
  British Council, 2020
- With a focus on disability inclusion using Tool 2 “Assessment of the inclusivity of TVET colleges” of the Tools to Support TVET Policy Makers and Education Providers to Plan and Deliver Inclusive TVET Provision for Persons With Disabilities.
  VET Toolbox, 2022
- With a focus on inclusion of migrant people using the Inclusion of Refugees in TVET – Self-Assessment Tool.
  British Council, 2019

5.3.2 Establishing and Enforcing Internal GEDSI Policies within TVET Institutions

Just as national frameworks lay the foundation for inclusive TVET systems nationally (see Section 5.1), strong internal policies are essential for embedding GEDSI within individual TVET institutions. Clear internal policies ensure that all staff understand their roles and responsibilities, fostering coordinated action toward inclusion. They also help create a respectful, informed learning environment where students recognise and value diversity among their peers – building not just technical skills, but life skills for equitable societies.

This was clearly demonstrated when GEDSI-friendly organisational frameworks enabled strong staff and volunteer engagement (ANEJ, Algeria), where volunteer networks were key to delivering training. Likewise, senior management backing and dedicated funding from the KIHBT Board in Kenya were decisive in successfully implementing inclusive measures like targeted scholarships.

Not in place yet?

Here are some tools and resources to take action!

Draw inspiration for fostering an equitable and inclusive TVET environment by:

- By adopting the five-step implementation framework and the 4A approach (Availability, Accessibility, Acceptability, Adaptability) – and especially the tools Building a Roadmap for Inclusive TVET" and Inclusive TVET Project Template of the Inclusion in TVET – A Practical Guide for Formal, Non-Formal and Informal TVET Institutions.

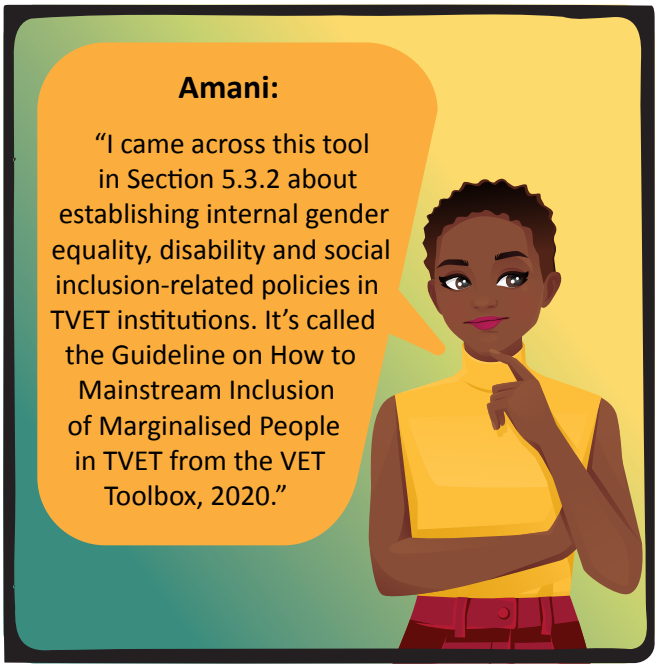
  United Nations Educational, Scientific and Cultural Organisation – International Centre for Technical and Vocational Education and Training, 2025

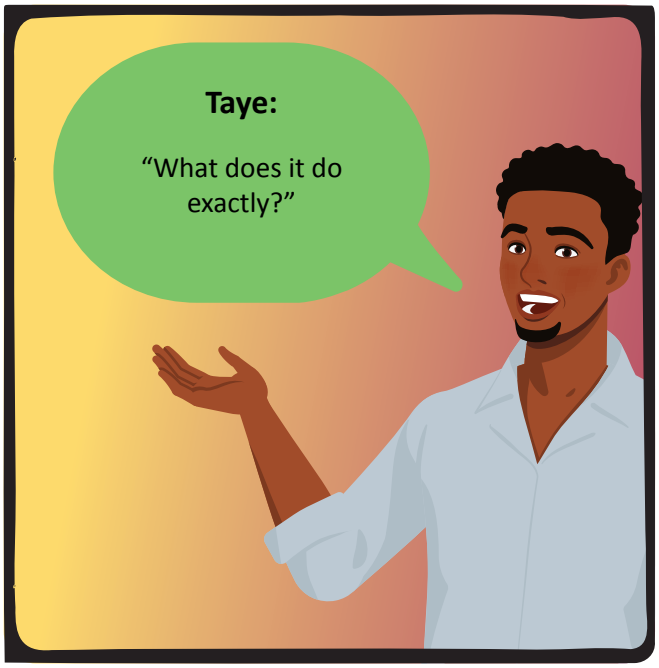
- By reviewing tailored strategies to address specific inequalities and issues of exclusion using Tool 1 of the Guide on Making TVET and Skills Development Inclusive for All.

  ILO, 2020

- By developing an inclusion policy using the guidance of Section 3 of the Guideline on How to Mainstream Inclusion of Marginalised People in Vocational Education and Training.

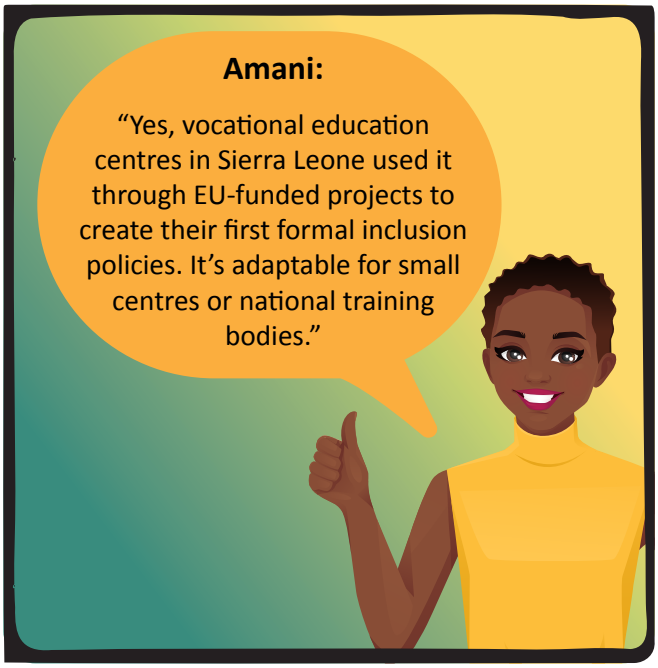
  VET Toolbox, 2020


Amani:
"I came across this tool in Section 5.3.2 about establishing internal gender equality, disability and social inclusion-related policies in TVET institutions. It's called the Guideline on How to Mainstream Inclusion of Marginalised People in TVET from the VET Toolbox, 2020."

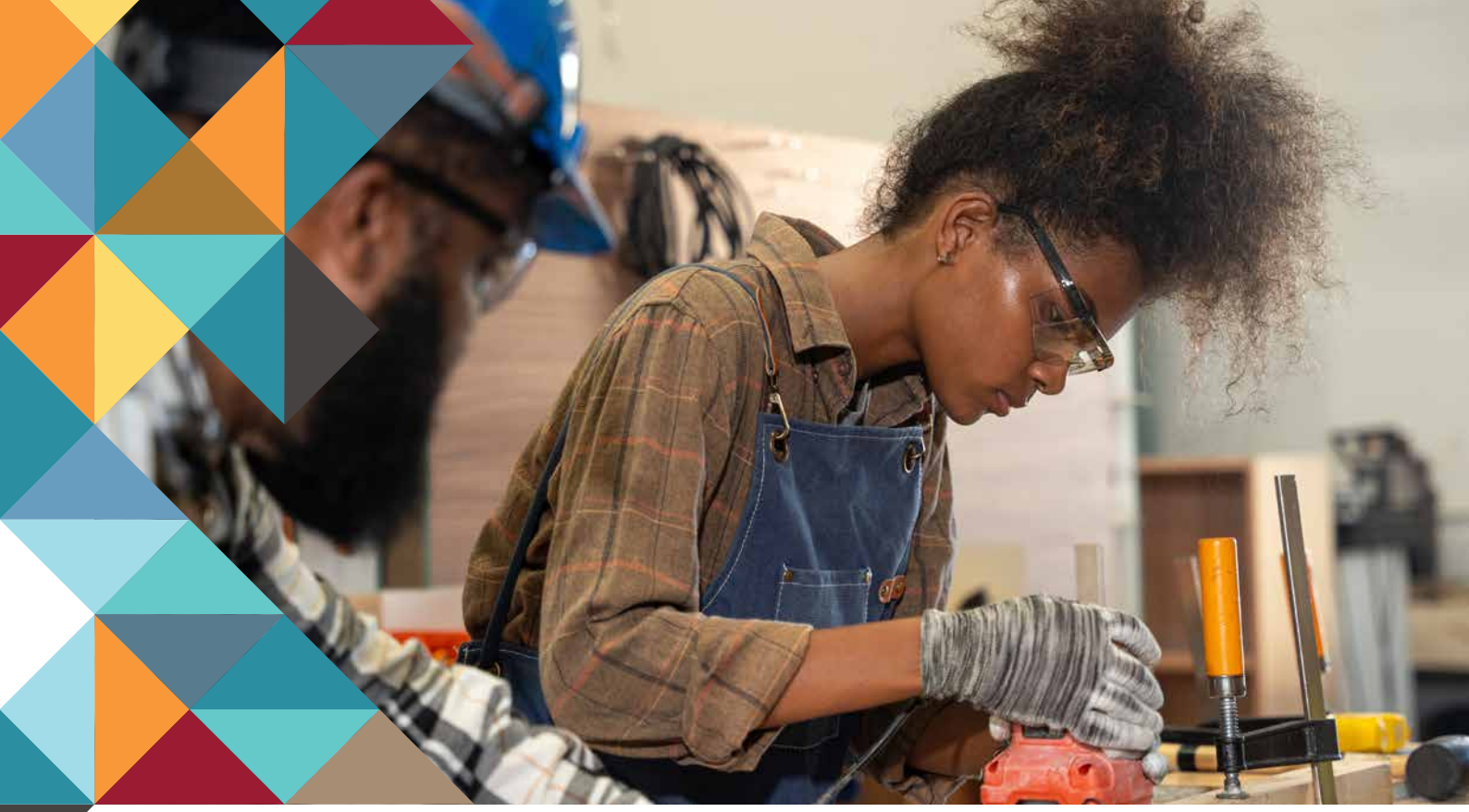

Taye:
"What does it do exactly?"


Amani:
"It supports training centres and skills authorities in developing or updating inclusion policies that address gender, disability, and migration. It guides you step-by-step – from assessing your current situation, consulting stakeholders, to drafting the policy."


Taye:
"That sounds really useful! Has it been used anywhere?"


Amani:
"Yes, vocational education centres in Sierra Leone used it through EU-funded projects to create their first formal inclusion policies. It's adaptable for small centres or national training bodies."


Taye:
"Perfect, especially for organisations wanting to align with national or international inclusion standards. A great starting point indeed."



5.3.2.1 Designing Inclusive, Safe and Accessible Learning Environments – Onsite and Online

Creating an inclusive learning environment is fundamental for any TVET institution to ensure all students can effectively learn, train, and develop skills. This involves making the physical space safe and accessible – not only for entering buildings but also for using essential facilities like toilets and dormitories when available. Equally important is fostering a sense of emotional security, so students feel safe and supported in classrooms, workshops and throughout the campus. Digital tools have played a crucial role in enhancing adaptability, enabling continued learning during the Covid-19 pandemic (ACCI BEST Centre, Nigeria). Additionally, leveraging digital platforms and storytelling has allowed artisans to showcase their work globally, expanding market access and boosting confidence – demonstrating how technology can empower creatives even in remote communities like Kakuma (iConnectKenya, Kenya).

Not in place yet?

Here are some tools and resources to take action!

Learn how to create equitable and inclusive TVET environment by:

- Taking the first ("Common Pathway") and second ("Environment Enabler") modules of the free e-course on gender equality and disability inclusion in TVET. ACCI BEST Centre, 2022

5.3.2.2 Opening Doors: Rethinking Enrolment Pathways in TVET

Enrolling learners is never a neutral process – it shapes who enters your TVET institution and who is left behind. Every step of the enrolment journey influences the student profile, from how training opportunities are communicated, to the channels, formats, and networks used to reach prospective learners. Inclusive enrollment also means rethinking the data you collect, the criteria used for application and selection, and actively addressing barriers through affirmative actions. By intentionally designing enrollment strategies that reach and accommodate socially disadvantaged groups, institutions can take a critical step toward equitable access to skills development.

Not in place yet?

Here are some tools and resources to take action!

Refine your selection process with adaptable tools tailored to your context:

- Revisit your enrolment procedures by following the step-by-step guidance in Section 3.2, "Encourage Participation," of the Guide on Inclusive TVET for People With Disabilities.
  People in Need, 2023
- Review your admission requirements in light of the recommendations outlined in the "Entry Criteria" section of the Policy Brief: Making TVET and Skills Systems Inclusive of Persons With Disabilities.
  ILO, 2017
- Gain a clearer understanding of your prospective students' backgrounds and learning needs by adapting the brochure to reach out to prospective participants and the interview form to select future TVET students.
  ANEJ, 2024, available in French in Annex 2
- To support fair and inclusive selection, especially for socially disadvantaged applicants, consider customising the Vulnerability Assessment Tool.
  KIHBT, 2024, available in Annex 3

5.3.2.3 Teaching and Assessing Inclusively: Reaching Every Learner

Teaching, training and evaluating learners can take many forms – but doing so inclusively ensures that every student has a fair opportunity to succeed. Inclusive teaching means recognising and accommodating the diverse needs and learning preferences of all learners, from the classroom to the workshop to the exam hall. This involves adapting curricula to be accessible from the outset, a responsibility shared by curriculum planners and institutional decisionmakers. It also calls on teachers to reflect on their instructional methods and on examiners to design assessments that are accessible – or to provide suitable alternatives where needed. When done right, inclusive teaching not only supports socially disadvantaged learners but enhances the experience and outcomes for all.

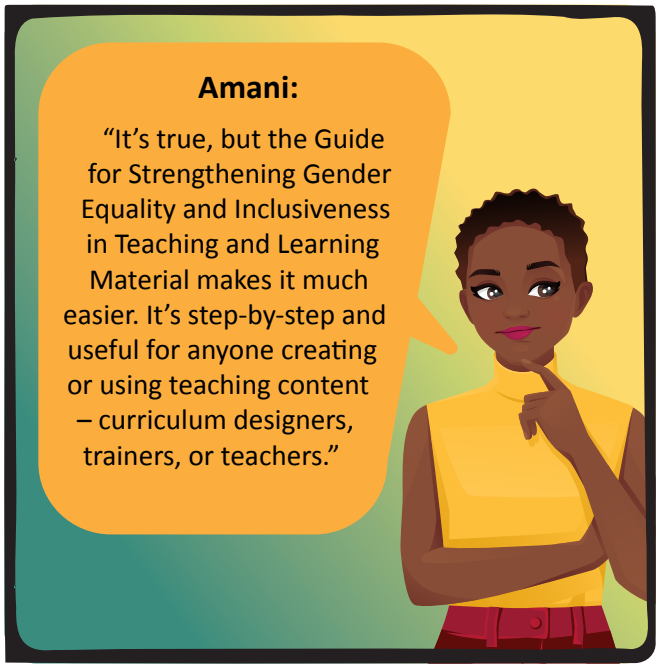
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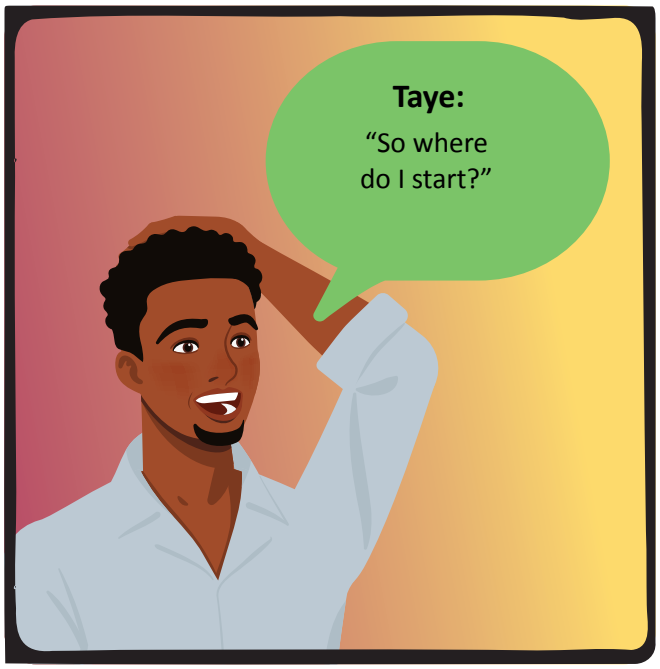
Here are some tools and resources to take action!

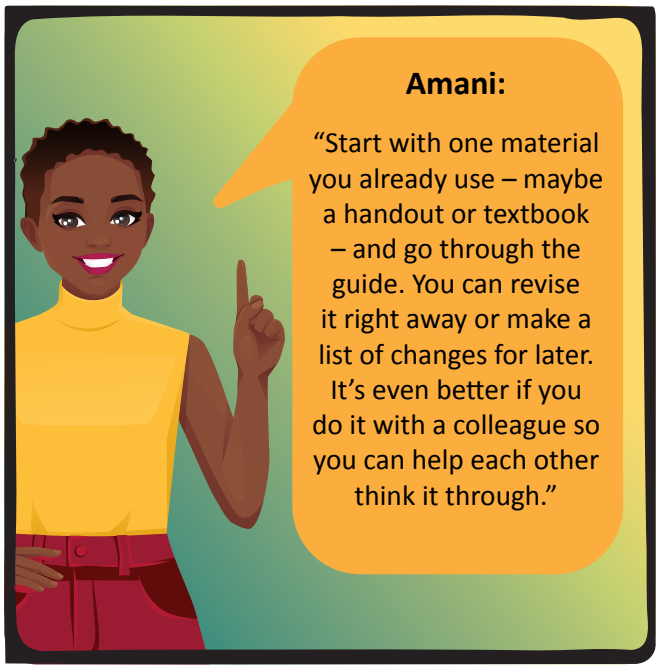
Learn how to teach inclusively by:

- With a focus on gender equality and disability inclusion: Taking the first module ("Common Pathway") and second module ("Motivated Teacher") of the free e-course on gender equality and disability inclusion in TVETs.
  ACCI BEST Centre, 2022
- With a focus on gender equality: explore the institution guidelines – Guidelines for Inclusive and Gender-Responsive Training Delivery in TVET Colleges.
  Skills and Technical Education Programme [STEP] Malawi, 2018
- With a focus on gender-equitable and -inclusive teaching material: Develop classes and materials free from gender stereotypes by adhering to the guidance provided of the A Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Material.
  United States Agency for International Development [USAID], 2015

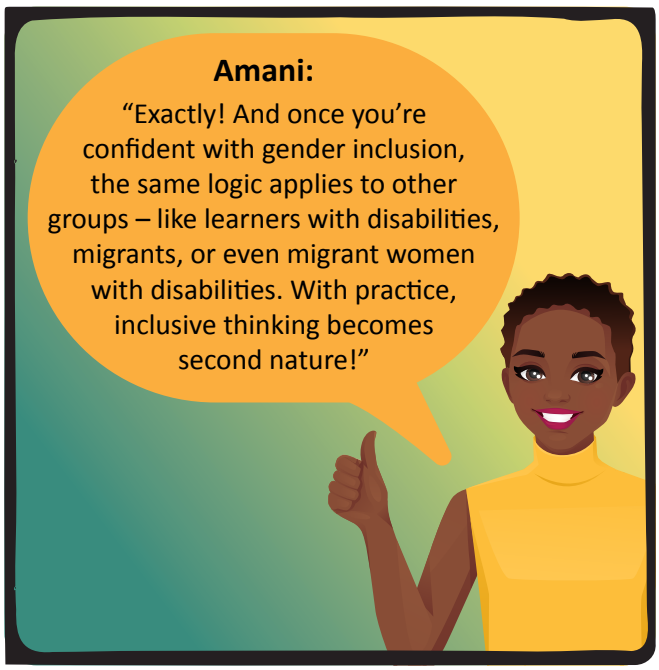

Taye:
"I never realised how powerful it can be to reflect real diversity in our training materials. But thinking through every detail – language, images, roles – it feels a bit overwhelming?"


Amani:
"It's true, but the Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Material makes it much easier. It's step-by-step and useful for anyone creating or using teaching content – curriculum designers, trainers, or teachers."


Taye:
"So where do I start?"


Amani:
"Start with one material you already use – maybe a handout or textbook – and go through the guide. You can revise it right away or make a list of changes for later. It's even better if you do it with a colleague so you can help each other think it through."


Taye:
"That makes it sound manageable. The guide covers everything – images, words, roles – so I'll spread the work over a few sessions or focus on one part each semester. That way, we keep moving forward."


Amani:
"Exactly! And once you're confident with gender inclusion, the same logic applies to other groups – like learners with disabilities, migrants, or even migrant women with disabilities. With practice, inclusive thinking becomes second nature!"



5.4 No Inclusion Without Protection: Tackling Discrimination, Harassment and Violence in TVET

Discrimination, harassment and violence – especially when targeted at socially disadvantaged groups like girls and women, persons with disabilities, and migrant youth – are persistent and serious issues both in society at large and within the TVET system.

Whether in classrooms, on the campus or during work placements, such violations can derail education and force students to abandon their education and training. TVET institutions must adopt and rigorously enforce zero-tolerance policies against all forms of abuse, ensuring secure and respectful learning spaces. This commitment should extend beyond rules to include preventive measures and response mechanisms – such as wellness and psychosocial support services, as exemplified by KIHBT's growing focus on mental health in Kenya.

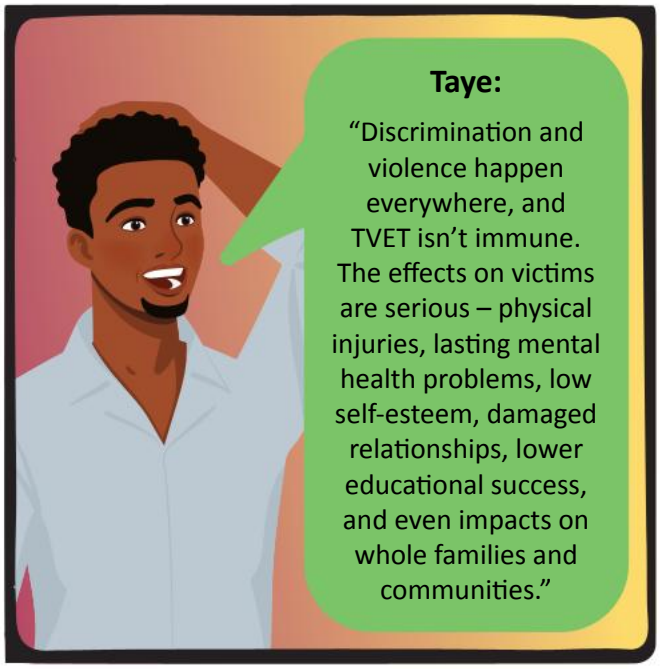


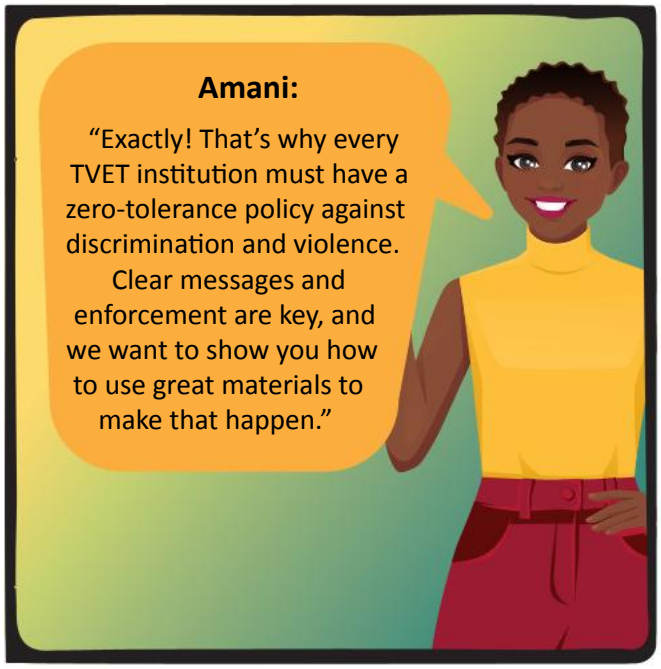
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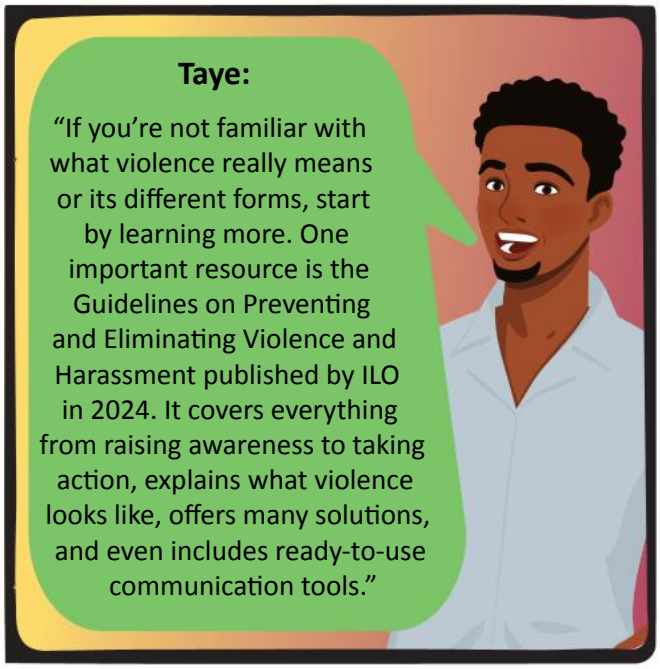
Here are some tools and resources to take action!

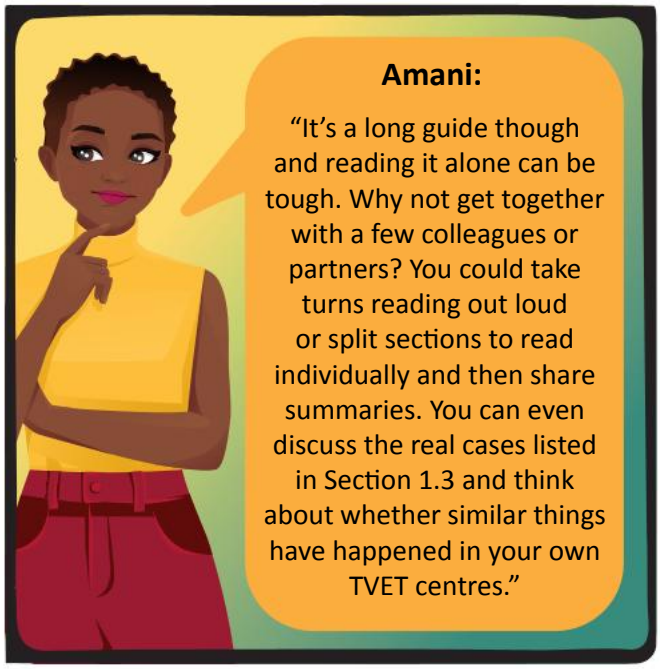
To address harassment and violence within your TVET institution:

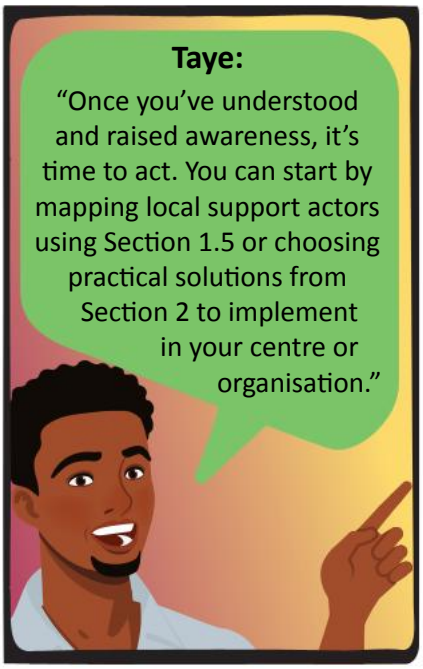
- Begin by understanding the forms and dynamics of harassment and violence in TVET settings, and develop and implement strategies to ensure a safe and secure learning environment for all learners by exploring the Guidelines for TVET and Skills Systems on Preventing and Eliminating Violence and Harassment – For A Safe and Inclusive Training Environment.
  ILO, 2024
- Adapt to your context and disseminate within your TVET institution to raise awareness and promote understanding of the campaign material on preventing and eliminating violence and harassment in TVET and skills systems: campaign poster, key messages, and list of cases that can constitute violence and harassment in learning and training, or at work.
  ILO, 2024


Taye:
"Discrimination and violence happen everywhere, and TVET isn't immune. The effects on victims are serious – physical injuries, lasting mental health problems, low self-esteem, damaged relationships, lower educational success, and even impacts on whole families and communities."

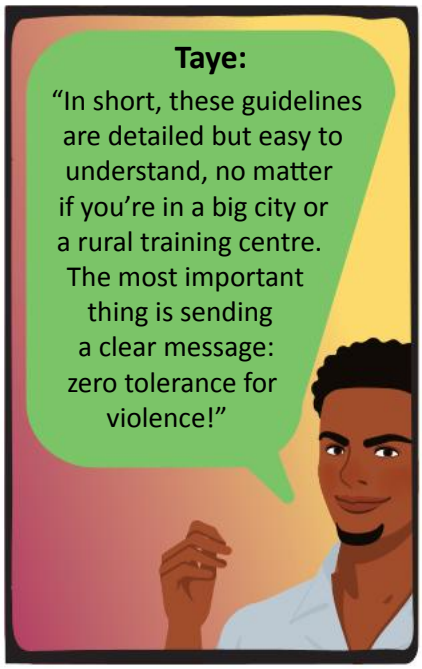

Amani:
"Exactly! That's why every TVET institution must have a zero-tolerance policy against discrimination and violence. Clear messages and enforcement are key, and we want to show you how to use great materials to make that happen."


Taye:
"If you're not familiar with what violence really means or its different forms, start by learning more. One important resource is the Guidelines on Preventing and Eliminating Violence and Harassment published by ILO in 2024. It covers everything from raising awareness to taking action, explains what violence looks like, offers many solutions, and even includes ready-to-use communication tools."


Amani:
"It's a long guide though and reading it alone can be tough. Why not get together with a few colleagues or partners? You could take turns reading out loud or split sections to read individually and then share summaries. You can even discuss the real cases listed in Section 1.3 and think about whether similar things have happened in your own TVET centres."


Taye:
"Once you've understood and raised awareness, it's time to act. You can start by mapping local support actors using Section 1.5 or choosing practical solutions from Section 2 to implement in your centre or organisation."


Amani:
"Besides the guidelines, the ILO also offers campaign materials. You can use them as is or customise them, then print and display posters in key spots like entrances, cafeterias, restrooms or staff offices. Organising discussions with learners around these posters can help spread a strong zero-tolerance message!"


Taye:
"In short, these guidelines are detailed but easy to understand, no matter if you're in a big city or a rural training centre. The most important thing is sending a clear message: zero tolerance for violence!"



5.5 Powering Inclusion Through Partnerships and Sustainable Funding

Embedding GEDSI into TVET systems is a complex but essential undertaking. It requires deep understanding, consistent integration into daily operations, and the engagement of all actors across the TVET ecosystem.

With such a diverse student population – each with unique learning needs – no single TVET institution can deliver truly inclusive education in isolation. Across all case studies, collaboration and partnerships emerge as critical enablers of successful and equitable skills development.

This includes mobilising committed stakeholders with technical expertise, government support, and private sector alignment to ensure quality and relevance (ANEJ, Algeria; Greenrev Gr, Rwanda); partnering for impactful delivery to persons with disabilities (ECDD, Ethiopia); and building long-term sustainability (Deborah Foundation, Ethiopia).

Collaborating with communities fosters ownership and helps challenge deep-rooted norms around gender, disability, and migration (iConnect Kenya; Msema Culture, Uganda).

Partnering with civil society organisations – especially those led by and representing target groups – brings authenticity and practical relevance.

Finally, support from international cooperation has enabled many initiatives to scale and deepen their impact (ACCI BEST Centre, Nigeria; iConnectKenya, Kenya).



Not in place yet?

Here are some tools and resources to take action!

Identify your TVET ecosystem and establish a network:

- By using the tool “developing an ecosystem map for your TVET centre” from the Inclusion in TVE – A Practical Guide for Formal, Non-formal and Informal TVET Institutions.

  UNESCO-UNEVOC, 2025

- By reviewing the available resources to develop a support network following the guidance of Section 6 of the Guideline on How To Mainstream Inclusion of Marginalised People in Vocational Education and Training.

  VET Toolbox, 2020

- Connect with Pan-Africana and national organisations for persons with disabilities by exploring the key stakeholders listed on the African Disability Forum website.

  African Disability Forum website



5.6 Addressing the Unique Needs of Gender, Disability and Migration Status in TVET

This section focuses on the distinct challenges and considerations relevant to socially disadvantaged groups within TVET, specifically girls and women, persons with disabilities, and migrant people.

It provides tailored insights and directs readers to key publications that explore the unique barriers and opportunities these groups face, helping stakeholders better understand and respond to their specific needs in the context of TVET.



5.6.1 Gender considerations in TVET

Explore these tools and resources to advance gender equality in TVET systems and institutions:

- Gain inspiration and discover actionable strategies for making progress on gender equality and TVET using Tool 3 of the Tools to Integrate Gender Considerations in Skills Programmes.
  British Council, 2020
- Gain insights from other TVET stakeholders on successful methods for advancing gender equality by delving into the gender-focused NEDA Treasure Trove: A Collection of Gender-Responsive and Transformation Practices for Tvet in Africa.
  GIZ, 2024

For French-speaking readers: Gain a macro-perspective into the connection between gender and TVET by exploring the Boîte à Outils Genre: ÉDucation, Formation Professionnelle ET Emploi.
French Development Agency /Agence Française de Développement [AFD]



5.6.2 Disability Considerations in TVET

Explore these tools and resources to advance disability inclusion in TVET systems and institutions:

- Discover disability and practical strategies for including learners with disabilities by exploring Module 2 “Learning About Disability and Gender!” and Module 6 “Practical Tips for Inclusion” in the Training Manual for Disability and Gender-inclusive TVET.
  ACCI BEST Centre, 2019
- Gain a macro-perspective into the connection between disability and TVET by exploring the Policy Brief: Making TVET and Skills Systems Inclusive of Persons With Disabilities.
  ILO, 2017
- Gain a comprehensive insight into apprenticeships and placements for students with disabilities by exploring Making Apprenticeships and Workplace Learning Inclusive of Persons With Disabilities.
  ILO, 2018]



5.6.3 Migration Status Related Considerations in TVET

Explore these tools and resources to promote inclusive TVET systems and institutions for migrant learners:

Explore how TVET and skills development contribute to enhancing the situation of migrant people:

- By reading the Policy Brief: Skills for Migration and Employment.
  ILO, 2018
- By promoting the availability of Coursera's offering for refugees: the platform grants free access to its complete library of courses for any refugee worldwide, allowing them to obtain recognised credentials from leading universities.
  Coursera
- By considering joining the iConnectKenya online shop to sell products produced by artisans with socially disadvantaged backgrounds, such as migrant people.
  iConnectKenya
- By sharing knowledge on the ASPYEE-hosted SLM-KSP (Skills and Labour Migration Knowledge-Sharing Platform), which acts as a central hub connecting various institutions focused on skills recognition and labour migration.
  ASPYEE-hosted SLM-KSP



Conclusion

As the final note of this publication, we invite you to adapt the strategies and tools shared here to suit your context and unique requirements of your target group.

Your insights and successes are crucial – please contribute your own good practices through the African continental one-stop-shop platform, ASPYEE, to support and inspire others across the African continent. Meaningful change begins with bold, small steps that, over time, lead to true transformation.

Together, we can build a stronger, more inclusive future for TVET across Africa!

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Annexes

Annex 1: Repository of Tools and Template for Action Repository of Tools and Template for Action

Equality ground	Geographical coverage Year	Purpose	Resource	Description	Who is it for?	Where to find it?
Inclusion in TVET - A practical guide for formal, non-formal and informal TVET institutions						
Gender Disability Age Race	**Worldwide** 2025	✓ To self-assess how inclusive a TVET institution is ✓ To gain inspiration and discover actionable strategies for making progress ✓ To pilot initial initiatives on equality and inclusion	Inclusion in TVET - A practical guide for formal, non-formal and informal TVET institutions **By UNESCO-UNEVOC**	This guide provides hands-on strategies and tools to build inclusive TVET systems, emphasizing collaboration and partnerships among NGOs, private sector actors, and education providers to ensure no one is excluded from skills development opportunities. It includes a five-step implementation framework and the 4A tool (Availability, Accessibility, Acceptability, Adaptability), supporting users to go beyond identifying barriers and take actionable steps—starting with pilot projects to drive institutional transformation toward greater inclusion. The tools available in this publication are: • Developing an ecosystem map for your TVET centre • An example of an exclusion map • Assessment tool for inclusiveness in TVET • Building a roadmap for inclusive TVET • Inclusive TVET project template	✓ Staff of TVET institutions	On the UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000393633
Guidelines for TVET and skills systems on preventing and eliminating violence and harassment - For a safe and inclusive training environment						
Gender Disability Migration All equality grounds	**Worldwide** 2024	✓ To grasp the forms and dynamics of harassment and violence in TVET settings ✓ To develop and implement strategies that ensure a safe and protective learning environment for all learners	Guidelines for TVET and skills systems on preventing and eliminating violence and harassment - For a safe and inclusive training environment **By ILO**	These guidelines provide clear definitions of what constitutes violence and harassment in TVET learning and training environments. They offer practical, collective strategies for preventing and addressing such issues, engaging all relevant actors—from ministries and social partners to TVET institutions, instructors, and partner enterprises. The aim is to promote a coordinated and holistic response to ensure safe, respectful, and inclusive spaces for all learners.	✓ TVET and skills providers ✓ Decision and policy-makers ✓ Employers' and workers' organisations ✓ Staff of TVET intuition's ✓ Skills development practitioners	On the ILO website: https://www.ilo.org/publications/guidelines-technical-and-vocational-education-and-training-tvet-and-skills

Equality ground	Geographical coverage Year	Purpose	Resource	Description	Who is it for?	Where to find it?
Campaign material on preventing and eliminating violence and harassment in TVET and skills systems: Campaign poster, key messages, and, list of cases that can constitute violence and harassment in learning and training, or at work						
Gender Disability Migration All equality grounds	**Worldwide** 2024	✓ To raise awareness and clearly communicate which situations constitute harassment or violence within a TVET setting	Campaign material on preventing and eliminating violence and harassment in TVET and skills systems: Campaign poster, key messages, and, list of cases that can constitute violence and harassment in learning and training, or at work **By ILO**	This campaign package helps TVET and skills providers raise awareness about preventing violence and harassment within training environments. It promotes the safety and protection of learners, trainers, staff, and all actors in the skills ecosystem through clear messaging and visuals. The materials include a campaign poster, six eye-catching visuals with key messages, and a reference poster depicting the most common forms of harassment and violence in TVET settings.	✓ TVET and skills providers ✓ Decision and policy-makers ✓ Employers' and workers' organisations ✓ Staff of TVET intuition's ✓ Skills development practitioners	On the ILO website: https://www.ilo.org/resource/training-material/preventing-and-eliminating-violence-and-harassment-technical-and-vocational
Guide on making TVET and skills development inclusive for all						
Gender Disability Migration Age Socio-economic status Place of living Sexual orientation Health condition (HIV-AIDS)	**Worldwide** 2020	✓ To self-assess how inclusive a TVET institution is ✓ To design internal strategies promoting equality on either universal design of inclusive TVET systems, or targeted approaches that address particular inequalities and exclusion issues	Guide on making TVET and skills development inclusive for all **By ILO**	This tool helps TVET policymakers and practitioners evaluate whether their systems unintentionally exclude certain groups. It guides users in identifying root causes of inequality and offers practical internal policies and strategies to improve inclusion. A digital self-assessment version is also available for ease of use. Case studies illustrate the point.	Policymakers and representatives of workers' and employers' organizations engaged in skills development systems Staff of TVET institutions staff Practitioners providing skills policy advice	On the ILO website: https://labordoc.ilo.org/discovery/fulldisplay/alma995096490802676/41ILO_INST:41ILO_V1

Equality ground	Geographical coverage Year	Purpose	Resource	Description	Who is it for?	Where to find it?
Guideline on how to mainstream inclusion of marginalised people in vocational education and training						
Gender Disability Migration All equality grounds	**Worldwide** 2020	✓ To get a comprehensive perspective of all essential elements for implementing equity and inclusion within a TVET institution	Guideline on how to mainstream inclusion of marginalised people in vocational education and training **By the VET Toolbox**	This guide offers a comprehensive understanding of inclusive development in VET. • Chapter 1 introduces marginalised groups and discusses barriers to their inclusion, while highlighting the broader benefits of inclusive VET. • Chapter 2 explores legal frameworks and theoretical approaches, detailing international human rights tools and the SDGs, and offering strategies like universal design and safe spaces. • Chapter 3 guides readers on developing an inclusion policy for VET institutions, from goal-setting to monitoring and evaluation. • Chapter 4 inspires VET instructors with diverse approaches to group work and assessment, ensuring engagement of marginalised learners. • Chapter 5 describes the inclusive labour market model, focusing on stakeholder needs and legislative measures for equality. • Chapter 6 introduces key stakeholders involved in fostering inclusive VET and labour markets, such as public and private service providers, NGOs, and DPOs. • The annex summarises 30 publications related to inclusion within VET and the labour market.	TVET and skills providers Decision and policy-makers Staff of TVET institutions	On the VET Toolbox website: https://vettoolbox.eu/publications/guideline-on-how-to-mainstream-inclusion-of-marginalised-people-in-vocational-education-and-training/
E-course on gender equality and disability inclusion in TVET						
Gender Disability	Initially designed for **Nigeria** but the vast majority of modules may apply **worldwide** 2022	✓ To better include socially disadvantaged groups, such as girls, women and persons with disabilities in the activities of a TVET institution ✓ To adopt an inclusive approach to the daily professional tasks of a TVET practitioner ✓ To advocate for equitable and inclusive TVET	E-course on gender equality and disability inclusion in TVET **By the ACCI BEST Centre** **E-course launched in 2022**	This practical, 12-hour online course—designed to be completed over four weeks—equips TVET professionals with essential knowledge and tools to promote gender equality and disability inclusion. It includes two modules: • Module 1 (Core): Foundational concepts on gender equality and disability inclusion (for all learners). • Module 2 (Role-Specific): Tailored content based on your role—choose between Motivated Teacher, Role Model, or Environment Enabler. To complete the course and receive your certificate, you must pass both module quizzes and submit a short action plan.	✓ Teachers, instructors and trainers ✓ Project managers ✓ Technical staff and consultants ✓ Boards or Executive Committees ✓ Directors, senior managers ✓ Advocacy teams ✓ Administrators such as logisticians, IT and communication, human resources and/or finance staff ✓ Anyone interested in the topic	On the ACCI BEST Centre learning platform: https://learn.accinigeria.com/

Equality ground	Geographical coverage Year	Purpose	Resource	Description	Who is it for?	Where to find it?
Training manual for disability and gender inclusive TVET						
Gender Disability	Initially designed for **Nigeria** but the content may apply **worldwide** 2019	✓ To get practical guidance for TVET institutions staff to deliver inclusive, consistent and high-quality teaching ✓ To create and maintain a safe, secure and accessible learning environments	Training manual for disability and gender inclusive TVET **By the Business Entrepreneurship Skills and Technology (BEST) Centre of the Abuja Chamber of Commerce and Industry (ACCI)**	This practical manual is structured around 8 progressive modules designed to strengthen the knowledge and skills of TVET practitioners in delivering gender-equal and disability-inclusive training. It covers foundational topics such as the importance of inclusive TVET, understanding gender and disability, and relevant legal frameworks (Module 1–3). It then guides users through practical strategies to establish accessible and welcoming learning environments (Modules 4–5), offers tips for inclusive teaching practices (Module 6), and supports learners' transition into further education or employment (Module 7).	✓ Teachers, instructors and trainers ✓ Project managers ✓ Technical staff and consultants ✓ Boards or Executive Committees ✓ Directors, senior managers ✓ Advocacy teams ✓ Administrators such as logisticians, IT and communication, human resources and/or finance staff ✓ Anyone interested in the topic	On the ACCI BEST Centre's website: https://accibestcentre.com/gadimanual
Gender makes Business Sense (GmBS) e-learning course						
Gender	**African wide** 2025	✓ To make strategic, cost-effective, and collaborative business decisions ✓ To understand gender dynamics and develop a gender-responsive growth plan ✓ To use the Business Model Canvas to map and strengthen your business	Gender makes Business Sense (GmBS) e-learning course **By AUDA-NEPAD/ aspyee.org**		✓ TVET students and graduates ✓ Teachers, instructors and trainers	https://aspyee.org/gmbs
NEDA Treasure Trove: A collection of gender-responsive and transformation practices for TVET in Africa						
Gender	**African wide** 2024	✓ To draw inspiration from fellow TVET stakeholders on effective strategies for promoting gender equality in TVET	NEDA Treasure Trove: A collection of gender-responsive and transformation practices for TVET in Africa **By the GIZ**	This publication presents a curated collection of case studies showcasing how gender equality is being advanced in TVET across Africa. It includes a clear rationale for the importance of a "Treasure Trove" on TVET and gender equity, explores the socio-economic impacts of inclusive TVET, outlines key political and policy frameworks supporting gender equality, and features 6 diverse case studies from across the continent that highlight practical approaches and outcomes.	✓ Staff of TVET institutions	On aspyee website: https://aspyee.org/sites/default/files/2024-10/NEDA%20TREASURE%20TROVE.pdf

Equality ground	Geographical coverage Year	Purpose	Resource	Description	Who is it for?	Where to find it?
Model gender mainstreaming policy for the TVET sector (With elements of inclusion)						
Gender	**Kenya** 2023	✓ To provide clear and actionable guidance to relevant stakeholders for implementing gender- equal TVET systems nationwide	Model gender mainstreaming policy for the TVET sector (With elements of inclusion) **By the National Gender and Equality Commission of Kenya**	This is a model internal policy, which All TVET institutions are encouraged to customize to their specific and contextual needs and mandates, intentionally, and collectively mainstream gender in policy decisions, systems, operations, infrastructure, curriculum, training, and job placements amongst other opportunities.	✓ Policy- and decision-makers	On the website of the Kenyan National Gender and Equality Commission (NGEC): https://www.ngeckenya.org/Downloads/TVET_Policy.pdf
Tools to integrate gender considerations in skills programmes						
Gender	**Worldwide** 2020	✓ To self-assess how gender equal a TVET institution is (Tools 1 and 2) ✓ To gain inspiration and discover actionable strategies for making progress (Tool 3)	Tools to integrate gender considerations in skills programmes **By the British Council**	This tool provides guidance on how to consider and incorporate gender connected and sensitive aspects when developing skills relating programmes in TVET context. It contains 3 ready-to-use tools: • Gender Analysis Guidance: Assessing how gender shapes access to skills and employability initiatives • Checklist: Addressing gender equality in skills initiatives • Tips for integrating gender considerations into skills programmes	✓ Staff of TVET institutions	On the British Coucil's website: https://www.britishcouncil.org/education/skills-employability/tool-resources/gender-considerations-tool
Institution guidelines - guidelines for inclusive and gender Responsive training delivery in TVET colleges						
Gender	Initially designed for **Malawi** but the content may apply **worldwide** 2018	✓ To receive organised guidance on enhancing gender equality in teaching at a TVET institution	Institution guidelines - guidelines for inclusive and gender Responsive training delivery in TVET colleges **By STEP Malawi**	These guidelines are designed to assist training institutions in their planning and decision-making processes, particularly regarding the allocation of finances and human resources. The document is organised into several key sections, including Governance and Management, Career Guidance, Student and Staff Induction Programmes, Teaching and Learning, Hostel Accommodation, and the Provision of Bursaries and Scholarships. Additional sections address Infrastructure Improvements, Security, Safety and Health, Gender-Based Violence, Student Well-being, and the Transition to Work or Self-Employment. Each section aims to provide institutions with structured guidance to enhance their operations and support their stakeholders effectively.	✓ For teachers and trainers ✓ For administrators of TVET institution	On STEP website: https://www.stepmalawi.com/wp-content/uploads/2018/11/STEP-Institution-Guidelines-Guidelines-for-Inclusive-and-Gender-Responsive-Training-Delivery.pdf

Equality ground	Geographical coverage Year	Purpose	Resource	Description	Who is it for?	Where to find it?
A guide for strengthening gender equality and inclusiveness in teaching and learning material						
Gender	Worldwide 2015	✓ To develop classes and materials free from gender stereotypes	A guide for strengthening gender equality and inclusiveness in teaching and learning material **By USAID**	This guide contributes to global initiatives aimed at enhancing gender equality and inclusivity in education. It offers instructions on creating and assessing materials that are unbiased, promoting equality and inclusivity for all marginalised, disadvantaged, and underrepresented groups. The guide addresses aspects such as ensuring equal frequency of representation, thoughtful use of illustrations, inclusive language, and the adoption of transformational roles.	For trainers and teachers	Visit the dedicated Aspyee webpage for resources on equity and inclusion in TVET
Boîte à outils genre: Éducation, formation professionnelle et emploi						
Gender	**Worldwide** 2015	✓ To gain a macro-perspective into the connection between gender and TVET	Boîte à outils genre: Éducation, formation professionnelle et emploi **By the French Development Agency (Agence Française de Développement (AFD))**	The sectoral toolkit for Education, Vocational Training, and Employment aims to address gender issues in the TVET sector, guide staff in applying AFD's gender policy, and offer practical tools for gender integration in projects. It helps in identifying gender issues, developing gender-focused components, and crafting activities to reduce inequalities. The toolkit also proposes strategies based on best practices and encourages collaboration with partners, stressing the need for context-specific adaptations and preliminary diagnostics. In essence, it provides comprehensive insights on gender and TVET.	✓ TVET and skills providers ✓ Decision and policy-makers ✓ Staff of TVET institutions	On the AFD website: https://www.afd.fr/fr/ressources/boite-outils-education-formation-professionnelle-et-emploi
Stratégie genre pour l'enseignement et la formation professionnels et techniques de la République du Niger						
Gender	**Niger** 2013	✓ To provide clear and actionable guidance to TVET institutions for implementing gender equal TVET systems and programmes nationwide	Stratégie genre pour l'enseignement et la formation professionnels et techniques de la République du Niger **By the Republic of Niger**	The Strategy describes the elaboration-making process and methodology, current status of gender mainstreaming in TVET, key barriers to women's access as well as provides the 2014–16 strategy and action plan.	✓ Decision and policy-makers	Visit the dedicated Aspyee webpage for resources on equity and inclusion in TVET
Guide on inclusive TVET for people with disabilities						
Disability	Initially designed for **Cambodia** but the content may apply **worldwide** 2023	✓ To comprehend the relationship between disability and TVET. ✓ To customise and utilise the simple Accommodation Needs Form	Guide on inclusive TVET for people with disabilities **By People In Need**	This guide offers practical, evidence-based advice for TVET institutions and stakeholders to advance and implement inclusive TVET policies and practices. It includes two ready-to-use tools: • Annex 2: the Disability Inclusion Score Card • Annex 3: the Accommodation Needs Form.	✓ Staff of TVET institution	On People In Need website: https://resources.peopleinneed.net/documents/1311-pin--2023--guide-on-inclusive-tvet-for-people-with-disabilities-1.pdf

Equality ground	Geographical coverage Year	Purpose	Resource	Description	Who is it for?	Where to find it?
Tools to support TVET policy makers and education providers to plan and deliver inclusive TVET provision for persons with disabilities						
Disability	**Worldwide** 2022	✓ To assess how disability inclusive a TVET policy framework is ✓ To assess how disability inclusive a TVET college is	Tools to support TVET policy makers and education providers to plan and deliver inclusive TVET provision for persons with disabilities **By the VET Toolbox**	This publication provides essential background on disability inclusion in TVET, highlighting the current situation of persons with disabilities, why their inclusion matters, and the common challenges and policy barriers they face within TVET systems. It also features 2 practical assessment tools: one for evaluating the inclusiveness of national TVET policy frameworks (Tool 1), and another for assessing how disability-friendly a TVET institution is (Tool 2) - offering actionable insights for driving meaningful change.	✓ Policy- and decision-makers ✓ Staff of TVET institutions	On the British Council website: https://www.britishcouncil.org/sites/default/files/tools_to_support_tvet_policy_makers_and_education_providers_to_plan_and_deliver_inclusive_tvet_provision_for_persons_with_disabilities.pdf
Federal TVET agency guideline for inclusion of persons with disabilities in TVET						
Disability	**Ethiopia** 2019	✓ To provide clear and actionable guidance to relevant stakeholders for implementing disability-inclusive TVET systems nationwide	Federal TVET agency guideline for inclusion of persons with disabilities in TVET **By the Federal TVET Agency of Ethiopia**	This Guideline has been developed to enhance and support the integration of trainees with disabilities into Ethiopia's TVET system. It aims to restructure the education and training framework to address the unique educational and training requirements of trainees with disabilities.	✓ Policy- and decision-makers	Visit the dedicated Aspyee webpage for resources on equity and inclusion in TVET
Making apprenticeships and workplace learning inclusive of persons with disabilities						
Disability	**Worldwide** 2018	✓ To acquire a broad understanding of the link between disability and TVET with a focus on apprenticeships and placements	Making apprenticeships and workplace learning inclusive of persons with disabilities **By ILO**	This brief begins by providing an overview of the concept and significance of disability-inclusive apprenticeships and workplace learning. It then shifts focus to discuss practical methods for implementing these programmes effectively. The third section outlines policy recommendations aimed at key stakeholders for fostering a more supportive environment. The document concludes with additional literature resources for further exploration.	✓ TVET and skills providers ✓ Decision and policy-makers ✓ Staff of TVET institutions	On the ILO website: https://www.ilo.org/sites/default/files/wcmsp5/groups/public/@ed_emp/@ifp_skills/documents/publication/wcms_63257.pdf
Policy brief: Making TVET and skills systems inclusive of persons with disabilities						
Disability	**Worldwide** 2017	✓ To acquire a broad understanding of the link between disability and TVET	Policy brief: Making TVET and skills systems inclusive of persons with disabilities **By ILO**	This policy brief examines how existing TVET and skills development frameworks can enhance the employment conditions for persons with disabilities. By incorporating greater inclusivity for trainees with disabilities within their programmes, TVET systems can boost the productivity and income potential of disabled workers. It examines all essential elements and showcases case studies of best practices from around the globe.	✓ TVET and skills providers ✓ Decision and policy-makers ✓ Staff of TVET institutions	On the ILO website: file:///C:/Users/PC/Downloads/wcms_605087.pdf

Equality ground	Geographical coverage Year	Purpose	Resource	Description	Who is it for?	Where to find it?
Framework and guidelines to accommodate students with disabilities in TVET colleges						
Disability	**South Africa**	✓ To provide clear and actionable guidance to TVET institutions for implementing disability- inclusive TVET systems nationwide	Framework and guidelines to accommodate students with disabilities in TVET colleges **By the Department of Higher Education and Training of South Africa**	This document offers a comprehensive review of all essential elements for implementing disability inclusion within a TVET institution. It covers the legal and policy context and delves into detailed aspects crucial for the effective integration of students with disabilities. Topics include accessibility, assistive devices, and specific requirements for pre-entry, on-course, and post-course stages, ensuring a well-rounded approach to inclusion.	✓ Policy- and decision-makers ✓ Staff of TVET institutions	On the South Africa Department of Higher Education adn Training (DHET) website: https://www.dhet.gov.za/SiteAssets/Framework%20and%20Guidelines%20to%20accommodate%20Students%20with%20Disabilities%20in%20TVET%20Colleges.pdf
World Vision Somalia's stories of change						
Migration	**Somalia** 2024	✓ To draw inspiration from compelling advocacy material	World Vision Somalia's stories of change **By World Vision Somalia**	This series of stories of change demonstrates how TVET and entrepreneurial micro-projects transformed the lives of migrant young men and women.	✓ Advocacy team ✓ Civil society organisations	On World Vision Somalia's website: https://www.wvi.org/publications/journal-article/stories-change-ultra-poor-graduation-upg-project
Inclusion of refugees in TVET - self-assessment tool						
Migration (Refugee)	**Worldwide** 2019	✓ To assess how well TVET systems are including refugees and to monitor developments and improvements in this area over time, whether within a single country or across multiple contexts	Inclusion of refugees in TVET - self-assessment tool **By the British Council**	To evaluate how refugee-inclusive a country's TVET system is, this tool provides sections to outline the national refugee context, along with a set of checkbox questions assessing the suitability of TVET provision – specifically its availability, accessibility, acceptability, and adaptability to the needs and circumstances of refugees.	✓ Policy- and decision-makers ✓ Advocacy team	On the British Council website: https://www.britishcouncil.org/education/skills-employability/tool-resources/inclusion-refugees-tvet
Policy brief - Skills for migration and employment						
Migration	**Worldwide** 2018	✓ To explore how TVET and skills development contribute to enhancing the livelihoods of migrant workers	Policy brief - Skills for migration and employment **By ILO**	This policy brief provides a macro-persptive on how mainstream TVET and skills development systems can contribute to improving the labour market situation of migrant workers.	✓ Policy- and decision-makers ✓ Advocacy team ✓ Staff of TVET institutions	On the ILO website: https://www.ilo.org/publications/skills-migration-and-employment

Annex 2: For French-speaking readers: Association Nationale des Echanges entre Jeunes (ANEJ)'s brochure to Reach out Prospective Participants and Interview Form to Select Future TVET Students

Améliorer l'accès des jeunes réfugiés
et demandeurs d'asile
à l'apprentissage et à la formation professionnelle

FICHE D'ENTRETIEN

Fait le,

- Numéro du dossier :
- Votre nom et prénom :
- Quel age avez-vous ?
- Quel est votre genre ?
- Vous venez de quel pays ?
- Actuellement vous habitez sur quel coté d'Alger ?
- Veuillez mentionner votre numéro de téléphone :
- Veuillez mentionner votre adresse mail :
- Etes-vous marier ou célibataire ?
- Avez-vous des enfants ? Si oui, mentionner leur nombre :
- Quel niveau d'études avez-vous ?
- Travaillez-vous actuellement ? Si oui dans quel domaine ?
- Avez-vous déjà eu des expériences professionnelles ?
- Quelles sont vos compétences ?
- Qu'aimeriez-vous faire comme formation ?
- Quelles sont vos motivations ?

Partie réservée à l'ANEJ

- Evaluation / Recommandation :



Annex 3: Kenya Institute of Highways and Building Technology (KIHBT) Vulnerability Assessment Tool

Focus on the Vulnerability Assessment Tool

Parameter of vulnerability	Level ratio (1-5)	
Whether the applicant is **a person with disabilities**		**5**
Whether the applicant is a **fully orphaned** (both parents deceased) person		**5**
Whether the applicant is a **partial orphan** (one parent deceased)		**3**
Whether the applicant is from a **single-parent family**		**1**
Whether the applicant **has a child**		**2**
Whether the applicant has a **parent or sibling who is a person with disabilities**		**3**
The number of **siblings** an applicant has	**0 to 2 siblings**	**2**
	3 to 6 siblings	**3**
	7 or more siblings	**5**

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Portrait of young black female enjoying work with automobile, vehicle. © Roman / Adobe Stock | P. 8: Young disabled African-American woman in wheelchair against white wall. © AS Photo Family / Adobe Stock | P. 12: Portrait of an excited and happy female African farmer. © Vic Josh / Adobe Stock | P. 12: African farmer digging ridges on her farm. © Confidence / Adobe Stock | P. 16: Black and white hands forming a circle. © Bojorgensen / Adobe Stock | P. 17: African woman in a kiosk using a POS (Point of Sale) device. © Confidence / Adobe Stock | P. 19: Black female lawyer in courthouse. © Elnur / Adobe Stock | P. 24: Scholarship beneficiary in class. © Kenya Institute of Highways and Building Technology (KIHBT) |P. 24: Black female engineer or architect. © Chachamp / Adobe Stock | P. 25: SRH awareness. © Kenya Institute of Highways and Building Technology (KIHBT) | P. 25: Scholarship beneficiary practicals. © Kenya Institute of Highways and Building Technology (KIHBT) | P. 27: Female student. © Kenya Institute of Highways and Building Technology (KIHBT) | P. 28: Woman sewing. © Msema Culture | P. 27: Young African-American woman holding menstrual cup isolated on blue background showing a copy space on a palm and holding another hand on waist. © Asier / Adobe Stock | P. 27: Learning to sew. © Msema Culture | P. 28: Woman sewing. © Msema Culture | P. 31: Woman learning to sew. © Msema Culture | P. 31: Group of women learning to sew. © Msema Culture | P. 28: Young African dressmaker woman designed new red dress on mannequin at tailor office. Black seamstress woman. © AS Photo Family / Adobe Stock | P. 32: Gender-Equal Technical and Vocational Education and Training. © World Vision Somalia | P. 34: Smiling student holding drill. © World Vision Somalia | P. 34: Smiling female student learning to sew. © World Vision Somalia | P. 35: Gender-Equal Technical and Vocational Education and Training. © World Vision Somalia | P. 35: Student learning carpentry. © World Vision Somalia | P. 35: Full length 20s young African-American woman Industrial electrician, walking forward left right, wear formal blazer pants and shoe. 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