

Terms of reference

Inclusion of refugees in TVET programmes and their transition to the world of work

Joint study commissioned by Finn Church Aid, GIZ, ILO and UNHCR

Introduction

UNHCR has over the past few years re-defined its strategic approach toward Technical and Vocational Education and Training (TVET) and considers building strong and effective partnerships in this area of intervention of critical importance. Such partnerships can significantly influence the inclusion of refugees and other persons of concern to UNHCR in TVET programmes, allowing them to enhance their self-reliance in line with the [Global Compact on Refugees](#).

The recently released [Refugee Education Strategy 2030](#), underlines the importance of enabling refugee learners to use their education toward sustainable futures. Quality education and training must be meaningful, have utility and lead toward a more dignified existence. Improved access to TVET opportunities both at secondary and tertiary level as well as a lifelong learning viable option plays a fundamental role in this process.

Despite the improvement of refugee enrolment rates in education over the years, there is still a dramatic gap especially at secondary and tertiary level. The Education Report “Stepping up” shows that only 24% of refugee youth are in secondary school (compared to 84% globally) and only 3% of refugees attend tertiary education (compared to 37% globally).

The lack of education and training opportunities for refugee youth and adults is thus a critical area of intervention for UNHCR. UNHCR seeks to address this gap by working closely with partners (including other UN agencies, international organizations, multilateral organizations, governments, the private sector and refugee communities) to increase access to TVET.

TVET is an important avenue that prepares young people and adults for employment and entrepreneurship opportunities, thereby increasing self-reliance and empowering refugees and the communities that host them to take ownership of their lives and livelihoods.

Partnerships

In 2019 UNHCR promoted TVET at the global level with three key stakeholders: Finn Church Aid (FCA), GIZ on behalf of BMZ, and ILO. In particular, these agencies joined their efforts for the [TVET for Impact – Roundtable](#) (Finland, October) and the [Global Refugee Forum](#) where TVET was one of the focus areas under the [Global Framework for Refugee Education](#). One of the outcomes of these meetings was that, although several activities and projects are active at country level, there is the need to develop a more comprehensive and coordinated approach for the sector.

UNHCR, recognizing the importance of partnerships in this area and acknowledging the leading role and technical expertise of these partners on TVET, proposes to conduct a joint study aimed at identifying and collecting good practices related to access to and participation in TVET programmes for refugees implemented by national ministries, private sector actors and NGOs.

The study

Objectives & Research Questions

The study aims to review and assess the broader TVET context across five countries and identify the success factors for refugees to access, be included and participate in TVET programmes. The study will also look at their transition into TVET as well as their transition to the world of work or further studies.

- To identify best practices in each country that can inform and guide TVET programming at the national level, particularly those that emphasize partnerships.
- Build an evidence base for the successful inclusion of refugees into TVET programmes and their transition to the world of work.

The review will seek to answer the following research questions:

1. What are the barriers in accessing TVET for refugees and host communities? How do they differ? What are similarities?
2. What are the success factors regarding access to, retention in, and completion of TVET programmes for refugees?
3. What are the success factors for an effective transition to the labour market and/or further studies?
4. Of all the elements of the analysed programmes, which are the ones that should be replicated/are particularly important to the success of the programme?

Methodology

- The consultant will conduct a thorough desk review of existing TVET programming in each country. Secondary data analysis includes:
 - review of existing literature on TVET in displacement contexts;
 - review of project proposals, case studies and analysis of results of evaluations or tracer studies conducted by the implementing organization;
 - This includes an analysis of the quality and validity of existing data and evaluations to identify opportunities for further research.
- Qualitative interviews with key stakeholders based in all locations.
- In-country consultations and field visits to programme sites may also be considered, provided travel is no longer restricted.

The following elements are likely to exceed the scope of the study, but may be considered in case no secondary data is available (e.g. survey of beneficiaries through [ILO Skills Tracker](#)):

- An analysis of primary datasets (e.g. surveys).
- Quantitative data collection or analysis (primary data collection)

Questions for country analysis

Within each of the selected countries, the TVET landscape will be analyzed through a careful review of at least 3 TVET programmes against the categories outlined in UNHCR's [Key considerations on Technical and Vocational Education and Training \(TVET\)](#) (2019), namely:

- *Inclusion*
 - Refugees, returnees, asylum seekers, and stateless learners have access to TVET programmes and are allowed to access the labour market along with the host community;
 - refugees are treated the same as host country nationals with regard to fees, access to internships, career counseling, job placement, and receipt of qualifications upon completion of study or training;
 - mechanisms are in place to facilitate recognition of prior learning and qualifications to eliminate barriers to accessing TVET programmes.

- *Market orientation*
 - TVET programming takes into account the current and emerging needs of national and local labour markets and anticipate the specific hard and soft skills demanded.

- *Support services*
 - Learners have access to support services such as recognition of prior learning, bridging, language, catch up courses, to be admitted into TVET programmes and support them throughout the course until completion;
 - academic and career guidance and psychosocial support to TVET learners as they make decisions about coursework and careers before, during, and after enrolment is provided;
 - mentorship structures are in place to provide individualized advice to learners by more advanced students, instructors, and public or private sector volunteers;
 - financing mechanism, scholarships or other kind of financial supports are available to support students.

- *Accreditation*
 - TVET programmes are recognized by national qualification systems;
 - programmes are both nationally, and preferably internationally recognized, having designed/aligned their qualifications frameworks with a view to regional or international mobility.

- *Teacher training*
 - TVET teachers and trainers have access to relevant pedagogical training including on issues of relevance to refugee learners' needs such as intercultural skills, managing diverse classes, protection issues, MHPSS.

- *Life/core skills*
 - Learners are equipped with essential life/core skills and competencies such as team working, communication, digital media, critical thinking skills.
- *Technology*
 - TVET providers are equipped with / learners have access to the current technology used in the workplace.
- *Bridging to labor market or further studies*
 - Partnerships are in place with the public and private sectors to provide on-the-job learning experiences and to connect learners to work opportunities;
 - graduated learners have access to paid internships that are closely aligned to individual specializations;
 - graduated learners are supported to consider entrepreneurship or self-employment where relevant and training on accounting, networking, marketing, business planning, and other core entrepreneurship skills is provided;
 - specific training for job search, CV writing, and interview skills is provided;
 - TVET graduates have the opportunity to access further level o (e.g. universities or polytechnics).
- *Gender equality and inclusion of vulnerable learners:*
 - Girls and women have equal access to TVET programmes and they participate and graduate at equal levels and specific intervention are in place to address gender inequality and harmful gender norms;
 - specific measures are in place to allow equal access and participation of vulnerable learners (e.g. persons with disabilities).
- *Environment*
 - programmes for environmental sustainability, climate change adaptation/mitigation and green jobs are supported.
- *Innovation*
 - blended learning methods of delivery to promote flexibility and access are offered;
 - innovative solutions are used to expand accessibility and enhance quality of TVET programmes.
- *Partnerships*

- Partnerships with private sector, employers' and workers' organizations public sector, and civil society are developed to create a favorable ecosystem and support the TVET programmes and their relevance.

Country coverage

The study will be conducted in 5 countries. These countries have been selected based on the criteria listed below:

- a. existing policy that allows inclusion of refugees in national education and training system.
- b. existing policy that allows refugees to have some level of access to the formal labour market.
- c. the country is hosting a significant refugee population.
- d. existing TVET programmes that are including refugees.
- e. approval from respective regional and country colleagues

1. Ethiopia
2. Jordan
3. Kenya
4. Uganda
5. Sudan

Please note that the total number of 5 countries may decrease if COVID-19 restrictions prohibit access or the ability to research in a particular country. Applicants must plan for flexibility given the current global public health conditions.

TVET programmes selection criteria

For each selected country, a number of TVET programmes (at least 3) targeting refugees and host communities will be analyzed. The programmes may be implemented by organizations other than FCA, GIZ, ILO or UNHCR. The programmes will be selected on the basis of the suggestions coming from the 4 partners (at HQ and country level) and the consultant that will lead the research.

Timeline for the study

4 Months (15th September – 30th December)

Deliverables

1. Research questions and methodology (including interview questions), and proposed list of programmes to be covered in each of the countries (mid October)

2. Draft report on the success factors for refugees to access TVET programmes and transition to the world of work (approx. 40 pages) (10 December)
 - a. Summary (1-2 page)
 - b. Methodology (1 page)
 - c. Contains (5 x 5-6 pages) thematic/ country specific chapters, containing contextual recommendations.
 - d. Global recommendations (3-4 pages)

Submission

Please submit your technical and financial proposal **no later than 3 August 2020** to ebelin@iloquest.org and baldacci@unhcr.org, with the subject: UNHCR/ILO/GIZ/FinChurch TVET study