

Een geïntegreerde positie van kwaliteitsonderwijs in het ontwikkelingsbeleid

21 maart 2018

Nederland gold tot enkele jaren geleden als gidsland op het gebied van onderwijs en als koploper voor het verbeteren van onderwijs wereldwijd. Tegenwoordig draagt het ontwikkelingsbeleid nog maar beperkt bij aan het verbeteren van de kansen van toekomstige generaties middels kwalitatief goed onderwijs. Edukans was dan ook zeer verheugd om te vernemen dat minister Kaag weer meer aandacht wil schenken aan onderwijs in haar beleid voor Buitenlandse Handel en Ontwikkelingssamenwerking. Eerder stemde de ‘toezegging voor een toezegging’ die Plaatsvervangend Directeur-Generaal Internationale Samenwerking, Reina Buijs deed tijdens de Global Action Week van de Global Partnership for Education in februari dit jaar al hoopvol. Alsook de informele consultatie die senior beleidsexpert onderwijs Cornelius Hacking houdt met onderwijsontwikkelingsorganisaties op 14 maart. Bovendien is er door het corrigeren voor de kasschuiven van het kabinet Rutte II weer meer ruimte voor duurzame investeringen in het ODA-budget. Dit zien wij als veelbelovend.

Edukans erkent het belang van prioritering van andere terreinen als veiligheid en rechtsorde, migratie en seksuele reproductieve gezondheid en rechten (SRGR) voor een daadkrachtig beleid. Ook de leidersrol die Nederland vanwege de uitzonderlijke kennis en capaciteiten vervult op het gebied van voedselzekerheid en watermanagement valt enkel te roemen. Echter, in een roerige tijd waarin miljoenen vluchtelingenkinderen geen of slecht onderwijs krijgen en een sterk stijgende jongerenpopulatie in veel, voornamelijk Afrikaanse, landen kampt met steeds moeilijker toegang tot de arbeidsmarkt is ook investeren in onderwijs noodzakelijk. Daarbij verwijzen wij ook graag naar onze recente brief over het belang van Basic Education voor een effectief ontwikkelingsbeleid. Onderwijs is een krachtig middel voor het behalen van alle Sustainable Development Goals (SDG's). Zo leidt een jaar onderwijs al tot een inkomenstoename van 10%, nemen boeren die onderwijs hebben genoten vaker maatregelen tegen klimaatverandering en zijn vrouwen die goed onderwijs hebben genoten minder vaak slachtoffer van huiselijk geweld en genitale mutilatie.

Hoewel de toegang tot onderwijs de afgelopen jaren sterk verbeterde, is tegelijkertijd de kwaliteit van onderwijs niet mee gestegen. De door overheden gefaciliteerde toegang tot onderwijs ging niet gelijk op met investeringen in het bekwaam van de benodigde docenten. Zo kunnen 250 miljoen kinderen niet goed lezen, schrijven of rekenen, ondanks dat zij naar school gaan. Edukans pleit daarom voor grootschalige landelijke onderwijsverbeteringen, waarin kwaliteitsonderwijs een centrale rol inneemt. Met de unieke expertise van Nederland op het gebied van kwaliteitsonderwijs en de ervaring met het bewerkstelligen van verbeteringen van onderwijs op systeemniveau zou Nederland weer een actieve speler kunnen en moeten worden voor onderwijshulp in de wereld. Nederland is geschikt om op nationaal niveau waarde toe te voegen middels bijvoorbeeld het opzetten van een nieuw landelijk onderwijsresultaten model en begeleidingsmodel.

Nederland heeft ervaring met een model dat de eigen verantwoordelijkheid van scholen en besturen stimuleert, namelijk het kwaliteitssysteem Werken met Kwaliteit (WMK), dat op veel Nederlandse scholen zorgt voor goede kwaliteitszorg en integraal personeelsbeleid. Edukans heeft een samenwerkingsverband met het WMK. Wij hebben een model ontwikkeld dat scholen er toe in staat stelt om eigen ambities en doelen te realiseren op weg naar onderwijsverbetering in de vorm van een kwaliteitsbeoordelingsmodel, de ‘EDU-Q-card’. Daarmee hebben we de benadering toepasbaar gemaakt voor de internationale context. Op dit moment hebben we succesvolle ervaringen met het implementeren van dit model in Peru, Suriname en Uganda en zijn we het model aan het toepassen in diverse contexten. Dit model heeft een grote mate van *accountability* in zich omdat het zich baseert op multi-stakeholder beoordeling en monitoring. *Accountability* is bovendien een cruciale en erkende rol van ngo's. Daarnaast heeft Nederland zelf ervaring en expertise met het opzetten van een nieuw onderwijsresultatenmodel (inspectie) en een nieuwe wijze waarop de inspectie de onderwijsresultaten in het primair onderwijs beoordeelt. Met name deze ervaring op het versterken van onderwijs op systemisch niveau maakt Nederland geschikt om de ‘*quality of learning*’ te verbeteren. Het ministerie zou daarom moeten inzetten op een verbetering van het onderwijssysteem door meer gestructureerde aandacht voor

kwaliteitsverbetering en/of een kwaliteitsbeleid. Dat vraagt om een geïntegreerde positie van kwaliteitsonderwijs in de bestaande beleidsprioriteiten.

Ten eerste zou in de beleidsnota aandacht moeten zijn voor beroepsonderwijs, wat kan leiden tot een bevordering van ondernemerschap en de werkgelegenheid. Daarvoor is kwalitatief hoogwaardig beroepsonderwijs nodig dat goed aangesloten is op het zich ontwikkelende bedrijfsleven. Om dit te bereiken zal de minister moeten inzetten op een systemische benadering, waarin docentprofessionalisering de nadruk heeft en bedrijven actief worden betrokken binnen het beroepsonderwijs. Een concrete invulling zou dit tweede punt kunnen krijgen binnen een te vormen Youth Employability Alliance, waar wij voor pleitten in onze brief van 12 januari jl. met PerspActive, een netwerk van negen ontwikkelingsorganisaties. Dit voorstel voor een Youth Employability Alliance kan als suggestie worden gezien voor de invulling van de [motie](#) Voordewind (ChristenUnie) en Kuik (CDA) die vraagt om een opschaling van het Addressing Root Causes Fund (ARC-fonds) (motie 34 775 XVII nr. 37).

Ten tweede zou het ministerie het vergroten van kennis en bewustwording op het thema SRGR prioriteit moeten geven door te investeren in kwaliteitsonderwijs en voorlichting in landen waar dit het hardst nodig is. Essentieel hiervoor is dat gedegen professionele leerkrachten de juiste kennis en onderwijsvaardigheden en een open houding bezitten om jongeren te leren over hun rechten en (gezondheids-)risico's. Daarom pleit Edukans ervoor om in het beleid op SRGR een plaats te geven aan kwaliteitsonderwijs, om zo toekomstige generaties goed voor te bereiden op hun seksuele vorming en (gezondheids-)risico's.

Ten derde zou het Nederlandse beleid voor Buitenlandse Handel en Ontwikkelingssamenwerking zich moeten richten op het bieden van kwaliteitsonderwijs aan vluchtelingenkinderen bij de opvang in de regio. Daarbij verwijzen wij ook graag naar onze gezamenlijke brief van zes organisaties die werkzaam zijn op het gebied van 'onderwijs en vluchtelingen' van 20 februari jl. Wereldwijd zijn miljoenen kinderen op de vlucht en slechts een klein deel van hen geniet onderwijs op het juiste niveau. De leraar leerling-ratio is vaak zeer hoog, en veel leraren die zelf vluchteling zijn, zijn niet goed opgeleid. Om de opvang in de regio te versterken en verduurzamen zal het ministerie moeten investeren in professionele ontwikkeling van leraren en het opzetten van betrouwbare onderwijsbeoordelingssystemen.

Op de drie genoemde terreinen, onderwijs aan vluchtelingenkinderen, beroepsonderwijs en onderwijs omtrent SRGR, zou het ministerie dus moeten overwegen om in te zetten op een duurzaam en schaalbaar beleid waarin de '*quality of learning*' ofwel kwaliteitsonderwijs een belangrijke component is. Een geïntegreerd ontwikkelingsbeleid waarin kwaliteitsonderwijs een centrale rol inneemt in de bestaande prioriteitsgebieden kan van Nederland weer de koploper van voorheen maken. Een ander verzoek van de minister was om aan te geven waar, in onze optiek, minder focus op gelegd zou moeten worden. Edukans heeft hierboven gepleit voor het inzetten op kwaliteitsverbetering van onderwijs en verbetering van het onderwijssysteem door meer gestructureerde aandacht voor kwaliteitsverbetering en/of een kwaliteitsbeleid. Dit is volgens Edukans de efficiëntste en effectiefste manier van onderwijshulp die ook het beste te integreren valt in de bestaande beleidsprioriteiten. Daarmee stellen wij dat deze aanpak beter werkt dan het stimuleren en verbeteren van onderwijs op *grassroots* niveau. Om de impact te maximaliseren en langdurige verbeteringen te realiseren, is namelijk een inzet op kwaliteitsverhoging en systeemverbetering cruciaal. Op deze manier draagt een zelfverzekerd Nederlands ontwikkelingsbeleid daadwerkelijk bij aan de duurzame ontwikkeling van landen en het behalen van alle SDG's.

REFUGEE EDUCATION



Edukans aims to ensure that all displaced children and youth enjoy full access to quality education that is relevant to their psychosocial, emotional and cognitive development. Our schools provide safe spaces for children to build friendships, play and learn.

WHY INVEST IN REFUGEE EDUCATION

Sustainable Development Goal 4 aims to *'ensure inclusive and equitable quality education and promote lifelong learning for all'*. Emphasizing the term: *'for all'* means that no one cannot and must not be excluded.

- Education is a fundamental human right and cannot wait.
- Education build knowledge and skills for self-reliance and resilience
- Education can contribute to peace and security
- Being in school protects children and youth from trafficking, early marriage and forced labour



WHICH PROBLEM DO WE TACKLE

Currently, the world is witnessing the highest levels of displacement and persecution: 65.6 million people around the world have been forced from home. Among them are nearly 22.5 million refugees, over half of whom are under the age of 18. On average, a refugee spends 17 years of his or her life in exile, unable to go home or move on with life.

EDUCATION & DISPLACEMENT

Lack of access

There are 34 million children out-of-school children and adolescents living in conflict affected countries. Worldwide 50% of primary school age refugee children and 75% of adolescent refugees at secondary education level are out of school. Refugee children and adolescents are five times more likely to be out of school.

Low quality

Refugee education is generally of very low quality. Teacher-pupil ratios average as high as 1:70 and, in many situations, refugee teachers do not have even the ten days of training that would categorize them as “trained”.

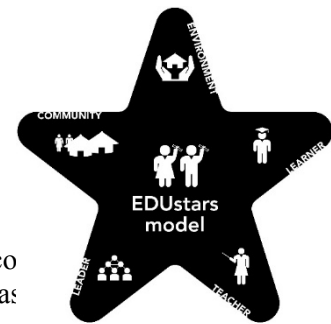
WHAT DO WE DO TO SOLVE THE PROBLEM

Edukans developed the STAR-school model which defines and measures a **quality school**.

A good school has five dimensions:

- It offers a safe learning environment
- Learning is pleasant and relevant
- Teachers are qualified and motivated
- School leaders are capable and supportive
- Parents and communities are involved in school governance

Among these 5 elements Edukans has a long standing and successful track record in many countries. Teachers learn how to apply Active Learning in their daily classroom to improve student learning outcomes and to encourage critical thinking.



Our education method is grounded in the rights of the child, which are most at risk during war and conflict. Therefore we apply and adapt our training expertise to new (education-in-) emergency situations.

THE EDUKANS APPROACH

Regarding Refugee Education, Edukans contributes to needs assessment, programme development, research, and teacher training.

- We set up temporary structures for schools to provide safe spaces to learn
- We work closely with parents and communities to help them understand the value of education for their children, even during crisis
- We offer teacher training in areas like child centered pedagogy, active learning, managing large class sizes and use of local materials
- We coordinate with governments to offer certification for refugee teachers and students
- We promote life skills, including sexual and reproductive health and social-emotional learning

PRACTISING ACTIVE LEARNING

Edukans and the University of Amsterdam developed a teacher training programme, which has been successfully implemented in 8 countries, including a Refugee Education programme in Ethiopia (Eritrean

refugees) and in Lebanon (Syrian refugees). Staff from national and international NGOs, Teacher Trainers and Government Supervisors are trained to guide and support teachers on how to apply Active Teaching and Learning Methods in their daily classroom practice in order to enhance students' learning outcomes and to encourage critical thinking for lifelong learning.

The starting point for changing the existing educational practice in the different countries is the teachers' daily practice. By using different forms of capacity building, such as digital video recording, analysing observation methods, development of education materials, and peer to peer support, the project supports teachers to move to a learner-centred approach; allowing the learner to actively participate in learning processes.

TRAINING PROGRAMME

The training programme starts with capacity building of teacher trainers on Active Teaching and Learning Methods. (using a Training of Trainers (ToT) method) Thereafter, the new trainers train school teachers, (national teachers as well as refugee teachers) on how to apply the method in their daily classroom practice. The training course provides teacher trainers with knowledge, skills, tools and practice to enhance the quality of teaching and learning at classroom level, and gives them the opportunity to develop a training component for their own education projects. Teacher trainers learn to design their own training, making use of our Interactive Training modules: Practising Active Learning The training method based on real life classroom situations and contains 10 modules:

Lesson Plan	Use of textbooks
Concept Building	Worksheets
Teaching Strategies	Group Work
Learning Styles	Assessment
Questioning & Answering	Time-on-Task

MEASURING QUALITY EDUCATION

We designed an observation instrument to monitor and evaluate teacher and student behaviour. The matrix includes 16 observable indicators to measure quality education in the classroom. The quality of student learning is directly related to the quality of teaching. Therefore, one of the most promising ways to improve student engagement in learning is to improve teaching strategies. The observation tool is measuring the relationship between the strategies used by the teacher and the active involvement of students in a learning task. Behaviour of both teachers and students is measured on a scale of 1 to 4.

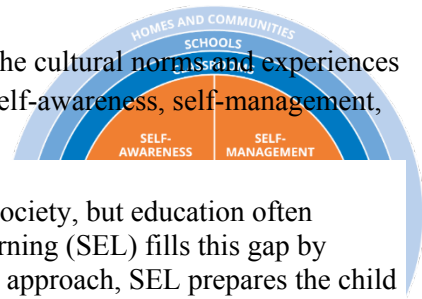
The graphic below is comparing the results of 6 schools, offering Refugee Education in Lebanon in 2-year programme.

After training teachers on Active Learning strategies like Concept Building, Working in Groups and Learning Styles, immediately the participation of students is increasing. Therefore we conclude that increasing teachers' positive interactions with students is demonstrating improvements in students' academic achievement and motivation.

SOCIAL AND EMOTIONAL LEARNING

Edukans is promoting Social and Emotional Learning, including peaceful mechanisms for dealing with conflict such as active listening, negotiation and meditation, as well as addressing issues specific to the context. Our implementing partners identify children in school with concentration and/or behaviour disorders and arrange referrals to other agencies offering psycho-social and mental services.

The SEL programme is based on the learners' needs, which fits within the cultural norms and experiences of the communities and covers five interrelated competencies of SEL: self-awareness, self-management, social-awareness, relationship skills and responsible decision-making.



Education is preparing children for life and has the power to influence society, but education often focusses purely on improving academic skills. Social and emotional learning (SEL) fills this gap by focussing on teaching the whole child. With this holistic and preventive approach, SEL prepares the child to succeed in school, work and life. If children develop social and emotional skills they acquire and know how to effectively apply the knowledge, skills and attitudes necessary to manage and understand emotions, to feel and show empathy for others, to maintain and establish positive relations, to set and achieve goals and to make responsible decisions. It is crucial for children to develop social and emotional competencies to thrive on an academic level, but SEL also plays a role in preventing bullying, aggression and even radicalisation.

Hence, social and emotional learning does not only impact individuals. Effectively teaching these essential skills impacts the community and the society. The proven effectivity of programs that promote social and emotional learning supports our motivation and dedication to develop an effective program of high quality for both development and emergency contexts.

TRACK RECORD

Edukans has a long track record of conducting refugee education needs assessments (Myanmar, Ethiopia) effective teacher training (DRC, Ethiopia, Lebanon) and providing access to vocational skills and income generating opportunities for vulnerable youth (South Sudan). Our approach to education is grounded in the rights of the child, which are most at risk during war and conflict. Our work is carried out in close cooperation with implementing partners, teacher training colleges, governments, donors and UN agencies.

GENDER and SRHR

The Edukans approach

Eastern and Southern Africa counts with 158 million young people between 10 and 24 years old; a number that is expected to rise to 281 million by 2050. Most adolescents and young people have a high capacity for enthusiasm, energy, discovery, and idealism. At the same time, they face many challenges related to their sexual reproductive health and rights (SRHR): early and unintended pregnancy, HIV and sexually transmitted infections (STIs), gender-based violence, and child marriage.

These challenges seriously undermine education opportunities, especially for girls, and affect future health and opportunities. Therefore, investing in education and health ensures that the youth can grow into healthy adults who can contribute productively to the economy.

OUR PROMISE

By 2020, our ambition is to have 400 schools with increased pass rates for girls and ensure better transition from primary to secondary education. We will reduce school-related gender-based violence at school, and aim to decrease harmful cultural practices in the surrounding communities. 75.000 students

enjoy gender-responsive education and receive comprehensive sexuality education which empowers them to make healthy, age-appropriate and informed decisions.

OUR SOLUTION

Edukans has developed specific curricula for comprehensive sexuality education (CSE) which addresses children, adolescents, and young people in primary school, secondary education, and vocational training. The curricula contain lessons on individual growth, relationships, children's rights, sexuality and love, prevention of HIV, STI's and unintended pregnancy, and harmful traditional practices like early marriage. The curricula always conclude with a lesson that invites for informed decision making: 'My future, dreams and plans'. To enhance the effect of CSE in schools, Edukans adds components of parenting and referral to youth friendly health services (YFHS), to increase the empowerment of young people to make healthy and informed decisions on their SRHR.

WHY EDUKANS?

Edukans has ample expertise in the development of gender-responsive CSE curricula to improve the SRHR of young people. We work together with Ministries, education partners, schools and learners in countries like Ethiopia, Ghana, India, Kenya and Malawi. Part of this work is capacity building, advice in implementation and fundraising for upscaling. Edukans, with its education expertise, can support organizations and individual teachers in getting confidence in addressing the sensitive topic of sexual reproductive health and rights.

OUR APPROACH

When introducing a CSE to a new country, Edukans adapts the content of the curriculum, based on the actual needs of the target group. It goes without saying that local partners, teachers and students play an important role in this adaptation process, like in the actual implementation of the curriculum.

Edukans and our master trainers in the South train teachers to become skilled CSE facilitators, not only by introducing the content knowledge on SRHR, but also through training on participatory teaching techniques, which invites students in discussion and the development of attitude and skills on SRHR. The teacher training encompasses modules on gender responsive pedagogy, as to create a lesson environment in which girls have the same opportunities as boys.

Our holistic STAR-school model assures a sustainable introduction and implementation of CSE in schools. This model guarantees a conducive environment where school management, parents and community are supportive and take responsibility for successful implementation of the programme, to obtain positive behaviour change among the youth.

RESULTS

As a result of our work on Gender and SRHR, introducing CSE programmes in various contexts, we see a significant positive change in the knowledge and attitude of young people with regards to their SRHR. Young people also demonstrate having acquired the skills to make healthy choices: for instance, we see decreasing numbers of early and unwanted pregnancies, young people questioning the practice of child marriage within their community, and knowing how to prevent themselves from getting STI's. Alongside, our partner organizations are becoming experts on the topic, and develop a SRHR strategy for a sustainable approach in their work.

OUR PARTNERS

We work with partners on different levels: INGO's, civil society organizations (NGO's and CBO's), government educational institutions, teacher training institutes, knowledge institutions and teachers. Most of our CSE curricula are developed in cooperation with Rutgers, Dutch IPPF member and expert in the development of CSE and SRHR programmes.

Emmanuel Teacher Training College, Malawi. Student teachers discuss a new CSE programme

ABOUT EDUKANS

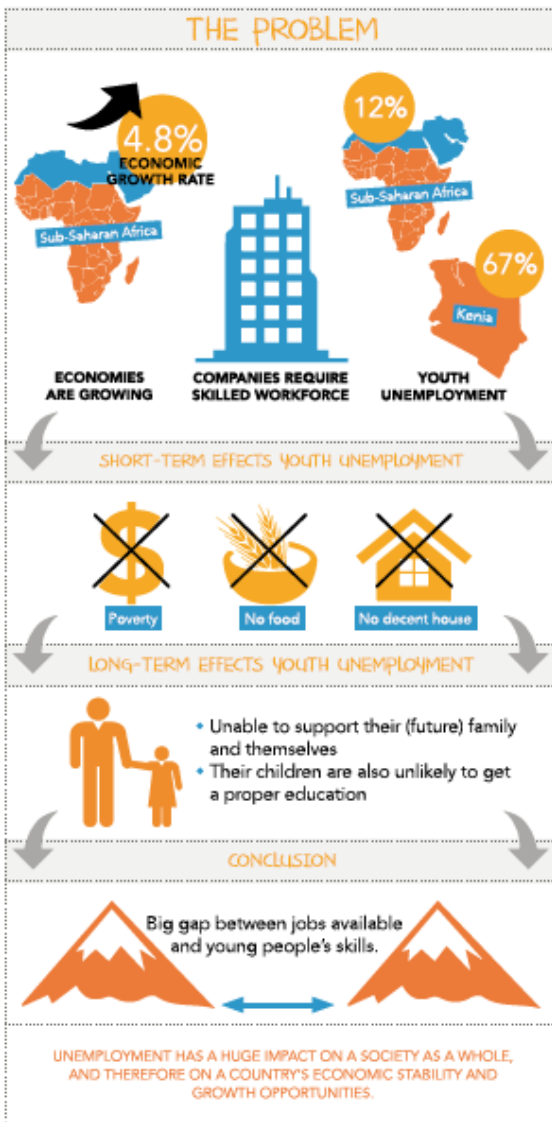
Edukans is an international NGO that is based in the Netherlands. We provide education and vocational training to marginalized children and youngsters around the world. We focus on four key themes: quality education, vocational training, education-in-emergencies and equal opportunities for boys and girls.

CONTACT US

Would you like to find out more about what we do, or how we could assist you? Please get in touch by sending an email to: starteam@edukans.nl



EDUworks: CLOSING THE GAP BETWEEN VOCATIONAL TRAINING AND LABOUR MARKET DEMANDS



OUR PROMISE

We provide market-oriented vocational training to empower young people: youngsters learn the social, business and technical skills they need to increase their employability and chances of making a living. Seventy-five per cent of the young people we train find employment within 6 months.

THE EDUKANS SOLUTION

Market-oriented skills training needs to be customised with input from the labour market, the trainee and the training provider. To achieve success, it is essential to link all three parties. Edukans developed the 7-STEPS tool to provide this link and enable the training provider to monitor and improve the quality of training on a continual basis.

- STEP 1: Define & Analyse the Labour Market
- STEP 2: Develop Job Profiles
- STEP 3: Develop Curriculum Framework
- STEP 4: Develop Training
- STEP 5: Teach the Teachers
- STEP 6: Keep Track of Success
- STEP 7: Innovate & Reach Out

WHY EDUKANS?

Edukans has the experience, the know-how, the expertise and the tools to develop relevant and high-quality training programmes that have a meaningful impact on young people's job prospects. We have been working on achieving youth employment with local strategic and implementing partners since 2005 – with success!

OUR APPROACH

We train young people using work-based training: the students learn on the job. The training is mainly practical, meaning that youngsters learn the skills

75%  **At least 75% of young people find jobs or become self-employed within 6 months. That's our promise!**

they need. We select companies for the scheme on the basis of their need for new staff and ability to provide trainees with a safe learning environment. We are a valuable partner in capacity-building: we equip companies, teacher training centres and governments with the tools they need to bridge the gap between labour market demand and unemployed youth. We have the expertise to help with local market assessments, developing relevant job profiles and curricula, training trainers and tracing alumni. We lobby employers and governments to maximize their involvement and to ensure our results are sustainable and scalable.

WITH WHOM DO WE WORK?
Implementing partners, donors, companies, teacher training centres and governments.





"I LEARNED HOW TO BE COURTEOUS AND CLEAR, AND TO FIND A JOB ON MY OWN. I DETERMINE MY OWN FUTURE NOW." MARIE ACHIENG (29) WORKS IN A HOTEL IN KENYA.

ABOUT EDUKANS
Edukans is an international NGO that is based in the Netherlands. We specialise in providing marginalised children and youngsters around the world with basic education and vocational training. We focus on four key themes: quality primary education, youth at work, education in emergencies, and equal opportunities for boys and girls.



TRACK RECORD

HOW ARE YOUNGSTERS TRAINED WITHIN EDUKANS LEARN4WORK DOING?


EMPLOYMENT BEFORE TRAINING

 
 Employed: 17%
 Unemployed: 83%

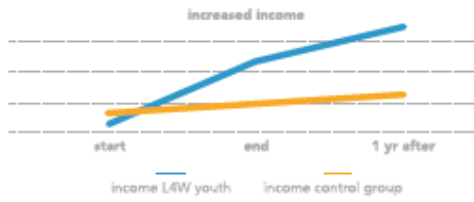
EMPLOYMENT 1 YEAR AFTER TRAINING


 
 Employed: 92%
 Unemployed: 8%


ENOUGH INCOME TO COVER BASIC NEEDS?
FOOD, HOUSE ETC.



 Start training: 8%
 1 year after training: 69%


AND HOW ARE THEY DOING COMPARED TO OTHERS?



 Increased income
 start end 1 yr after
 income L4W youth income control group


 **Youth trained by Edukans**

 **Control group**



 Start training **79%** very poor

 1 year after training **18%** very poor

 Start training **71%** very poor

 1 year after training **51%** very poor

TRAINING SATISFACTION RATE

 Graduates: 100%  Employers: 100%



Learn4Work 2017=2021

7-STEPS TO THRIVING, SUSTAINABLE AGRIBUSINESS IN AFRICA

Contact: Hester Pronk / hester@edukans.nl / 033-4606010



1. AFRICA'S GROWING POTENTIAL

The International Monetary Fund forecasts that Africa will be the world's second-fastest-growing economic region in the period up to 2020. A promising claim, but if Africa is to realise its potential, it will first have to address a structural problem in its labour market: the 'skills gap', an adverse combination of high demand for and a low supply of skilled labour, resulting in high (youth) unemployment. The economic potential of many businesses and sectors is currently thwarted by the lack of a skilled labour force. The agricultural sector, for instance, employs as much as 60% of Africa's labour force (Africa Economic Outlook Report 2013). The informal agricultural sector in particular is considered to be a driving force for economic growth (CPB). But owing to low productivity, the sector accounts for only 25% of the continent's gross domestic product.

There is a clear need for an innovative transformation of agribusiness. Small farmers, particularly female farmers (FAO, WB), have limited access to the skills and information they need to increase productivity, apply sustainable agricultural techniques and adapt to a changing environment (both climatologically and in terms of the market). Farmers need to be flexible and adaptable in order to become resilient to external shocks, thereby reducing the risk of large-scale food insecurity. Additionally, the sector is often dominated by elderly farmers, who are not usually open to innovation. Agriculture does not currently offer young people very enticing job prospects: it is seen as hard, low-paid, low-status work. A missed opportunity, because a 2013 report by the World

Bank emphasises that agriculture in Africa has the potential to absorb millions of new job-seekers.

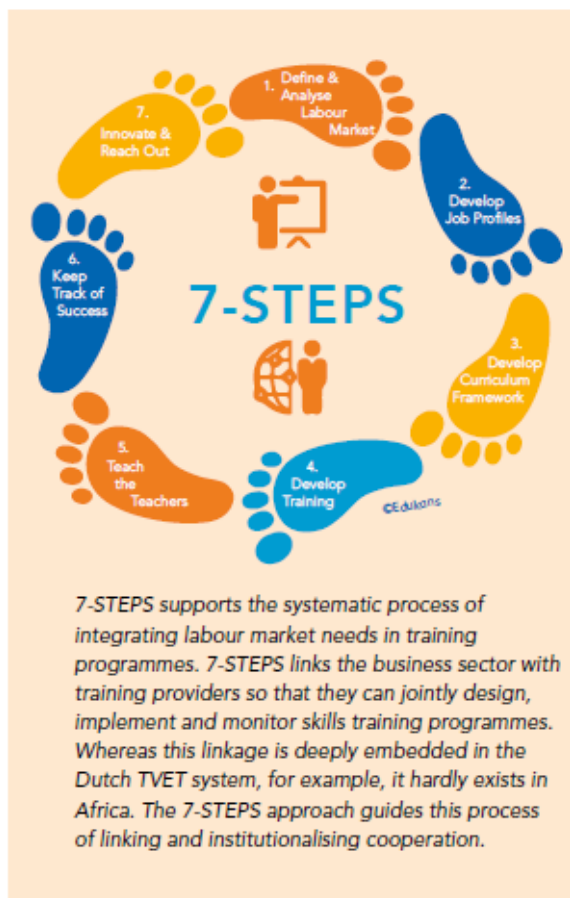
There is a great need for decent jobs for a fast-growing cohort of young people. More than 60% of sub-Saharan Africa is aged under 25, whilst young people make up about 60% of Africa's unemployed (African Development Bank, 2011). Young people are affected disproportionately by labour market trends. The International Labour Organisation (ILO) estimates that of the 73 million new jobs created in sub-Saharan Africa between 2000 and 2008, only one-fifth went to young people. Many young people therefore migrate to urban centres, only to find themselves unemployed or underemployed in informal low-wage jobs (African Economic Outlook, Promoting Youth Employment in Africa). A growing number of them respond by resorting to negative coping strategies such as migration (mostly to neighbouring countries), crime or prostitution, threatening political stability and social cohesion. Many experts have expressed alarm over Africa's growing youth unemployment: it is no less than a ticking 'time bomb', according to Ibrahim Mayaki, chief executive officer of the New Partnership for Africa's Development (NEPAD).

The solution would be to give agribusiness an innovative boost by attracting much-needed young, skilled farmers with the knowledge to help transform agriculture into a viable, sustainable sector, preferably by first addressing the skills gap. The private sector and (agricultural) training providers are currently unable to achieve a proper alignment of labour market needs with training provision. But this is where Edukans' expertise, experience and network come in.

2. 7-STEPS TO CLOSE THE GAP

In the process of ensuring relevant and practical training, Edukans involves the private sector from the outset. Naturally, we take labour market needs as our starting point. This has proved to be very effective: with our Learn4Work programme, we were able to build a bridge between the private sector and training providers, ensuring a **75% (self)employment rate for youth trained**. Having a strong partnership between the agribusiness sector, knowledge institutes, training providers and government is key to creating a productive, sustainable and competitive agricultural sector, in which young, skilled people become drivers of change.

Based on the success of the Learn4Work Programme, we developed the 7-STEPS approach as the jewel in our crown: an iterative, practical method to bring supply and demand for skilled labour together in a way that benefits both agribusiness and young people.



The 7-STEPS approach puts companies, agribusinesses, employers, farmers and entrepreneurs in the driving seat for skills development. Based on their needs, Edukans Learn4Work designs skills-development programmes in cooperation with a crucial diamond-shaped network of businesses, knowledge institutes, training providers, youth and government; a perfect example of the Dutch Diamond Approach, with the private sector playing a key role from the start. We involve employers and entrepreneurs at the curriculum design level, but we also make them part of the actual training delivery by guiding them to train youth in a structured way. This **work-based learning approach** is one of the success factors in the 7-STEPS approach. Furthermore, it is a proven low-cost and financially sustainable model that links directly to business interests, resulting in high rates of (self)employment and high employer satisfaction levels. Another crucial success factor is that 7-STEPS brings stakeholders' interests together and gives stakeholders a role that is linked to their core business.

Target groups

Learn4Work targets agribusiness and marginalised rural youth, focusing on the informal sector and low-level skills training. Employers benefit from having more highly skilled staff, allowing them to advance their business and fully utilise their growth potential. Unemployed and underemployed young people benefit from skills training and (self) employment opportunities. Other end-beneficiaries include African and Dutch training providers and their staff.

Steps forward

In the new Edukans Learn4Work phase (2017-2021), we want to make our proven 7-STEPS approach widely available to agribusinesses, training providers, knowledge institutes and governments in Ethiopia, Uganda and Ghana. Having piloted the concept in a number of smaller projects in recent years, we will now:

- Focus all our efforts on the **agricultural sector**.
- **Scale up** by linking skills-development programmes to existing **private sector network organisations**. These organisations have the scale to achieve a significant impact

and convince their members to work with our approach. In addition, in those contexts where dialogue with the government is challenging, the private sector can have the capacity to ensure systemic change and is an important player for influencing government.

- Apply our experiences in the context of **fragile states**, exploring **innovative** ways of using the 7-STEPS approach to solve complex problems relating to economic insecurity, youth unemployment and migration. Through our partner Stromme Foundation, we have access to a network of local offices and implementing partners in Mali, Niger and South Sudan. We will start work-based learning pilot projects and rigorously collect data to improve and adjust our models where necessary.
- Invest in girls' empowerment and informing young people about gender and sexuality. In order to **reduce gender inequality**, together with Butterfly Works and Rutgers, Edukans has developed a comprehensive sexuality programme.¹ This gives a new dimension to life skills, merging sexual and reproductive health with entrepreneurship and computer skills in a single curriculum, to be used in vocational training.

Results

Skilled young people will contribute to a more **sustainable agricultural sector** that is continuously able to adapt to changing market needs and environment. The impact will be **economically sustainable**, as farmers, entrepreneurs and agribusinesses will have the skills to build economically viable businesses and decent employment opportunities. It will be **environmentally sustainable**, as trainees will learn how to avoid depleting or degrading natural resources, making farming environmentally resilient. And it will be **socially sustainable**, because young people will be provided with the skills to access or create decent working and living conditions, through our focus on life skills and inclusiveness.

1 The Ready Steady programme was developed and tested in Ethiopia and Kenya. The training programme and [website](#) were launched in 2016 and are currently used by Learn4Work partners in Kenya and Ghana. Use username "student" and password "R3adysteady2016!" to sign in and have a look at the content.

Long-term outcomes

- **75% of trained youth (19,000 young people)** will be (self)employed in the agricultural sector within a year of their training, and will see at least a 25% increase in their income.
- **500 employers and entrepreneurs** in agribusiness will benefit from having more highly skilled staff and from being more innovative and competitive.
- **In Ethiopia, Ghana and Uganda, a systemic partnership** between agribusinesses, sector organisations, training providers and government will ensure the sustainability of our approach.
- **The 7-STEPS approach will be tested and adapted to fragile state contexts**, documenting lessons learned from creating employment opportunities for young people in the Sahel.

3. EDUKANS KNOWS HOW TO BUILD BRIDGES

Edukans has proved an effective partner in organising and implementing public-private partnerships. Owing to our extensive experience in involving the private sector in a range of projects and contexts, we have a wealth of information on how to link private sector needs with the education sector in a highly effective way. Employers involved in Learn4Work programmes report maximum satisfaction levels.² In two years time 6,500 young people found (self)employment. The fact that so many young people find employment and self-employment after Learn4Work training, 73%², has encouraged us and our partners to promote the approach.

Furthermore, Edukans has a strong track record in involving Dutch education and knowledge institutes in international development – an approach that is perfectly aligned with the Minister's aim of investing in knowledge programmes by internationalising agricultural education. By working actively with Dutch vocational training institutes and involving Dutch education experts, we are promoting the highly-valued knowledge of Dutch agricultural training colleges in an international context.³ Through Learn4Work to date, 6,800 young people have received agricultural training.

2 Measured over Learn4Work projects in the period 2013-2015.

3 For example: Dutch agri-TVET professionals in the Agri-Skills4You programme, through L4W (EKN Kampala).

Edukans' partners in the Netherlands

- The MBO Council: contributes to more sustainable business models of international exchange and promotes exchange opportunities in its network.
- EP-Nuffic: supports the overall objective and approach of Learn4Work and will contribute in the best possible way. EP-Nuffic has a different approach than Edukans. For capacity building, Edukans focuses on short, flexible, informal training at the lower and middle levels of education, allowing for maximum private sector involvement, whereas EP/Nuffic mainly focuses on the formal TVET sector in the middle to higher levels of education, with larger and more established programmes. Both programmes benefit from an ongoing exchange of tools. The Dutch Minister of Education is aiming to provide all Dutch students with opportunities for international experience by 2020. Through Learn4Work, 100 Dutch students and 100 professionals will be involved in an exchange experience.
- RVO: Edukans and the RVO are jointly designing a facility to strengthen the workforce capacities of

Dutch businesses in Learn4Work focus countries. Although having competent staff is seen as one of the crucial criteria for running a successful business in a developing country,⁴ Dutch businesses face challenges when trying to recruit skilled staff. Learn4Work creates a sustainable link to local training providers where possible.

- Agricultural knowledge centres (e.g. WUR, Aeres Group) and networks (e.g. Agri Pro Focus) provide access to local stakeholders and strengthen the agricultural approach of 7-STEPS.
- The University of Amsterdam has contributed to a high-quality 'train the trainer module' for skills trainers.
- HAN University of Applied Sciences: Edukans has a partnership MoU with their Research Centre on Quality of Learning, for the ongoing strengthening of the work-based learning approach.

⁴ <http://www.rvo.nl/actueel/nieuws/succesfactoren-bij-ondernemen-ontwikkelingslanden-personeel-en-training> (accessed 6 January 2017).

The systemic 7-STEPS approach ensures the active involvement of agribusinesses from the start, and draws on Dutch knowledge institutes for expertise in capacity-building. It is a proven approach to linking the world of work with the world of education: a crucial way forward to close the skills gap. Step by step, we are building a strong, sustainable future for Africa, in which both agribusiness and young people can flourish.

4. BUDGET

A total budget of EUR 7.5 million is needed to help African countries develop their agricultural sectors and involve youth in agribusiness. We will use the funding of EUR 5M, to which we will add own contribution of EUR 2.5M, to improve the skills of **over 25,000 young people** and make agribusiness more competitive and innovative. Edukans will achieve the outcome of job security with just **EUR 340 per trained youth**.

Activity	Budget
Workforce development, train youth and job/entrepreneurial support	€ 2.850.000
Institutional strengthening through 7-STEPS	€ 2.400.000
Exchange	€ 500.000
Monitoring, showcasing and lobbying	€ 700.000
SUBTOTAL programme activities	€ 6.450.000
Programme management	€ 675.000
Audits	€ 86.540
SUBTOTAL	€ 7.211.540
Contingencies	€ 288.460
Total	€ 7.500.000
Resources	
Requested from MoFA	€ 5.000.000
Own contribution	€ 2.500.000

The Sahel: testing and adjusting the 7-STEPS

Unemployment rates: Mali: 30% / Niger: 24% (indexmundi 2014)

% youth: Age structure of the ten Sahel countries is predominately young. Population < 20 yrs will double by 2050 (PRB 2016).

Agricultural employment: Mali: 66% / Niger: 57% / South Sudan: 78% (WB)

Specific problems: The Sahel faces complex and interrelated problems: recurring food insecurity, political instability and insecurity, high youth unemployment. Fragile states have twice as many young people as non-fragile states and the highest poverty rates (UN 2015). Hiroute Guebre Sellassie, UN Special Envoy for the Sahel (Nov 2015): 'If nothing is done to improve access to education, increase employment and integration opportunities for the youth, the Sahel will become a hub of mass migration, and of recruitment and training of terrorist groups and individuals...'

Our approach: There is an increasingly urgent need to promote employment opportunities and address youth unemployment as a structural underlying problem (AIV 2016). Dutch embassy in Mali: 'Capacity building of youth through education of quality and especially vocational training is a way of reinforcing the resilience of Malian girls' and boys', also in the agricultural sector. Our 7-STEPS approach will be adapted to the fragile-state context and will feature a conflict-sensitive approach. Pilots will deliver lessons learned in creating (self) employment opportunities for youth in Mali, Niger and South Sudan.

Ethiopia: showcasing a systemic and sustainable approach

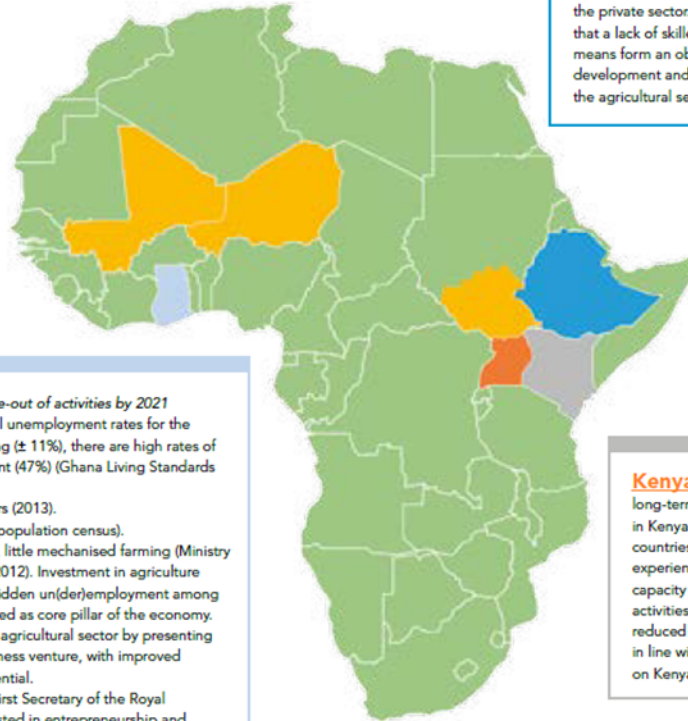
Unemployment rates: 7.1% youth unemployment (15-24 yrs), 25% youth underemployment (15-29 yrs) (PRB, 2014).

% youth: 45% < 15 yrs, 71% < 30 yrs (Ethiopia Central Statistical Agency, 2014).

Agricultural employment: 73% (WB 2013).

Specific problems: Impact of recent draught, resulting in famine. 10.2 million people food insecure, 500,000 children facing malnutrition. Need for skilled farmers to deal with climate change, ensure flexibility and spread risk.

Our approach: Contributing to increased agricultural productivity and market access in surplus-producing areas and organising sustainable scaling opportunities through the private sector. EKN Addis emphasises that a lack of skilled labour should be no means form an obstacle to agri-business development and welcomes our focus on the agricultural sector.



Ghana: ensuring a sustainable phase-out of activities by 2021

Unemployment rates: Although formal unemployment rates for the 15-24 age group may not seem alarming (\pm 11%), there are high rates of joblessness (14%) and underemployment (47%) (Ghana Living Standards Survey VI).

% youth: > 52% < 20 yrs, 19% 15-24 yrs (2013).

Agricultural employment: 42% (2010 population census).

Specific problems: Traditional farming, little mechanised farming (Ministry of Food and Agriculture (MFA) Ghana 2012). Investment in agriculture for more efficient practices, exposing hidden un(der)employment among youth in agriculture. Agriculture identified as core pillar of the economy. MFA encourages youth participation in agricultural sector by presenting farming as successful and modern business venture, with improved incomes. Skills training is therefore essential.

Our approach: The Ambassador and First Secretary of the Royal Netherlands Embassy in Accra is interested in entrepreneurship and workforce development linked to the Dutch private sector, supported by its network and UNBCCA. Project leads were scouted in thorough local assessment, each presenting relevant skills development opportunities for the (Dutch) private sector. We will focus on sustainably phasing out our activities by 2021, shifting the focus from aid to the private sector.

Kenya: We will secure the long-term success of Learn4Work in Kenya and ensure that other countries benefit from the experience and professional capacity available there. Our activities in Kenya will be reduced to a minimum, however, in line with the ministry's policy on Kenya as a partner country.

Uganda: intensifying our activities in the agricultural sector

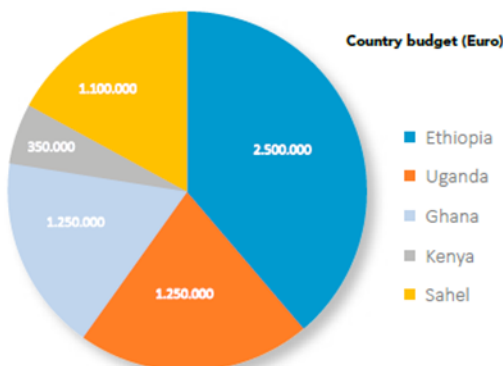
Unemployment rates: 83% amongst youth (WB2016).

% youth: 77%, median age of population 15 years (WB2016).

Agricultural employment: > 70% (WB 2016).

Specific problems: Despite good natural resources, there is pressure on land and population. 4 million people are food insecure, 80% of children suffer from nutrient-deficient diets (WB2016). More undernourishment in rural areas (North and East). Agro-processing and value addition are underdeveloped. Agro-production primarily based on low-wage labour, machinery/capital extensive. Sector does not appeal to youth. Need for innovative and well-trained labour force to ensure efficient and competitive production within agribusiness and among smallholder farmers.

Our approach: Build on current L4W activities in agricultural sector and contribute to Dutch embassy's goal of boosting farmers' incomes and agro-food production among market-oriented small farmers. Develop five strongest L4W partners in Northern Uganda and respond to local agri-sector's need for low-skilled labour with highly specialised skills. As an implementing partner in Dutch embassy's programme on 'Skilling Youth for Employment in Agribusiness (SKY)', ensure cross-learning between the two programmes.



Theory of Change

