



Toolkit Informal Economy Newsletter

News on "Learning and working in the informal economy"

A service of the Toolkit-Team, provided by the TVET Sectoral Program

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Dear reader,



Currently, the migrant and refugee crisis is a major topic in German development cooperation. Skills development can contribute to creating chances for the population in developing countries as well as for refugees. Technical and vocational education and training (TVET) can promote economic integration of refugees in host countries or in countries of origin. This of course depends on the legal situation in each country.

TVET generally contributes to enhancing enterprises' productivity and to improve employment and income. Skills development can foster economic development as well as social stability in a given country. Thus, TVET helps to remove structural causes of migration and flight. In addition, skills development prepares refugees for the return to their home country, and for contributing to rebuilding their home country. An article on "Supporting returnees – capitalising on the opportunities afforded by migration" can be found [here](#).

The current main host countries for refugees – most of them developing countries – were already experiencing difficult economic conditions before the crisis. The dramatic increase of labour supply due to the mass refugee influx led to considerable pressure on their fragile labour markets. Consequences are higher unemployment rates and increased competition among job seekers. As wages drop lower and working conditions deteriorate, informal employment increases. Therefore, a large amount of skills development takes place in the informal economy. However, skills development that occurs outside the formal TVET system is neither made visible nor appropriately valued. The recognition of prior learning is an important means for the economic integration of refugees in host countries or in their countries of origin, as well as for the native population. Additionally, special approaches for skills development such as mobile vocational training measures need to be implemented in order to reach the migrant and refugee population.

This fourth edition of the Toolkit Informal Economy Newsletter focuses on migrants and refugees. In particular, it illustrates how learning and working in the informal economy can contribute to combatting reasons for migration and flight, and to supporting refugees both in receiving countries and upon their return home.

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Call for contributions

If you would like to contribute to the Toolkit, please contact us at toolkit@giz.de.

Relevant publications

ILO (2016), *ILO Response to the Syrian Refugee Crisis (Update: February 2016)*, ILO: Geneva. [Link](#)

IOM (2015), *World Migration Report 2015 – Migrants and Cities: New Partnerships to Manage Mobility*, IOM: Geneva. [Link](#)

Stave, S. E. and Hillesund, S., (2015), *Impact of Syrian refugees on the Jordanian labour market*, ILO/Fafo: Geneva. [Link](#)

Del Carpio, X. V. and Wagner, M., (2015), *The Impact of Syrian Refugees on the Turkish Labor Market*, World Bank: Washington. [Link](#)

Previous issues

[Browse](#) previous issues of the Toolkit Informal Economy Newsletter.

Next issue

The next issue will focus on the theme of youth in the informal economy. If you or anyone you know are interested in contributing to this edition of the Toolkit Informal Economy Newsletter, please do not hesitate to contact us at toolkit@giz.de.

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In Focus: Employment Campaign Middle East „Cash for Work“



Millions of Syrians have fled to the neighbouring countries since the outbreak of the Syrian civil war. Currently, there are about 2.7 million Syrian refugees in Turkey, 1.1 million in Lebanon and 0.6 million in Jordan as well as 4 million internally displaced persons in Iraq. Both refugees and the population of the hosting communities need quickly disposable

income in order to guarantee their being able to access basic supplies and services. Therefore, the BMZ provides a start-up financing of 200 million € for the Employment campaign Middle East “Cash for work”.

Its aim is to create prospects for Syrian refugees and the population of hosting communities in Jordan, Iraq, Lebanon, and Turkey through work. In existing projects, weekly wage payment for simple activities such as waste disposal as well as repairing wastewater pipelines and roads are provided. Infrastructure projects for housing, schools, and health stations are to be implemented shortly. Furthermore, projects which finance wages for additional teachers, medical doctors, and childcare workers are planned.

One project of the “Cash for work” campaign is the “Support to solid waste management in refugee hosting communities” in Jordan. A high percentage of the Syrian refugees registered in Jordan live in towns, cities, and communities outside the refugee camps. Both the rising amounts of waste and the preservation of waste management systems and public hygiene pose a major difficulty for refugee hosting communities. The project’s aim is to foster improvements to the management of waste in the governorates of Irbid, Mafraq, and Karak. Municipal depots are supported and an operational and ready-to-use vehicle fleet are provided. A mobile repair service with fully equipped workshop services was set up. Technicians undergo on-the-job training in order to strengthen their skills. The aim is to improve route planning for the vehicle fleet and optimise the location and design of collection points. In addition, the project helps to launch more profitable maintenance and repair models in partnership with private workshops and training institutes. In Mafraq, trainings are expanded to include community councils and local governments in order to ensure better planning of waste management in the future. Clean-up measures for landfills are planned. As landfills are reconditioned and processes adjusted, the compliance with safety standards and environmental regulations is guaranteed. Staff responsible for operating the landfill will undergo training on technical issues related to waste treatment and landfilling.

For more information on “Cash for work”, click [here](#) (in German). To read more about the project “Support to solid waste management in refugee hosting communities”, click [here](#).

Featured Article: Recognition of Informally Acquired Skills

Those working in the informal economy generally have no proof of the vocational skills they have acquired, for example, on the job. Recognition of informally and non-formally acquired skills may help ease a worker's entry into formal employment in the formal economy ('Visa for Work') and provide access to the formal (vocational) education and training system. The recognition process for non-formally and informally acquired skills consists of the following typical phases: (1) information, advice, and assistance; (2) selection of suitable candidates; (3) proof of acquired skills; (4) assessment of skills; (5) certification. The introduction of a recognition and certification system in a country is a highly complex process. Therefore, before implementing a new recognition and certification system, the following key questions should be answered:

- What knowledge and skills are to be validated and recognised?
- What is the optimum degree of formalisation of the recognition process?
- What is the objective of the approach and what type of certificate should be awarded to successful applicants?
- Will these certificates be recognised by society?

Read the **full Toolkit article** by Patrick Werquin [here](#).

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Featured Article: Mobile Vocational Education and Training

The mobile approach to vocational education and training makes vocational education and training available where the trainees work and live. Mobile vocational education and training is particularly suitable for target groups in remote, rural regions or in poor urban areas, since people there have little access to education and vocational training. The key advantage of mobile vocational education and training is that it takes place in people's immediate vicinity and therefore makes it easier for disadvantaged groups to take part. Mobile training usually takes place locally through trainers travelling in specially equipped vehicles, often referred to variously as mobile training units (MTUs), mobile training vans (India), school-on-wheels (Nigeria) or mobile schools. Both formal and non-formal initial and further training courses are offered. Training is usually provided by a team of trainers capable of covering several disciplines.

Read the **full Toolkit article** [here](#).

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Project Example: Vocational Training for Palestinian Refugees in Lebanon



Palestinians cannot access the public school system in Lebanon. The United Nations (UNRWA) run 74 grade schools in 12 refugee camps, but only two vocational education centers. These are not enough to teach the skills young Palestinians need to find more than

just a temporary job in construction or agriculture. Thus, the development organization American Near East Refugee Aid (ANERA) has been supporting vocational education in Lebanon's refugee camps and marginalized communities since 2006. After researching the needs of the marketplace, ANERA designed a vocational education program with classes in plumbing, sanitation, catering,

nursing, auto repair, hairdressing, etc.

For more information, click [here](#). To read one of ANERA's success stories, click [here](#).

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Project Example: IOM Builds Vocational Skills in North Darfur, Sudan



215 trainees, including 100 young men and 115 young women, have graduated from a 5-week IOM-sponsored program at Sudan's El Fasher Technical Schools for Boys and Girls in North Darfur. The young men graduated in plumbing,

welding, construction and auto-mechanics and the young women in tailoring, handicrafts, food processing and computer skills. Students were selected based on vulnerability criteria, and originated from internally displaced persons camps in North Darfur, host communities in El Fasher town and El Fasher rural areas. Local authorities support the program and have committed to support the new graduates with job placements and access to markets. Vocational trainings and income-generating activities are part of the IOM's strategy to increase the self-reliance and coping capacities of vulnerable communities.

For more information, click [here](#).

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Project Example: German Support for the Vocational Skills Development of Syrian Refugees in Turkey

The sequa-project TAMEB (German Turkish Partnership for Skills Development / Türk Alman İşbirliğinde Mesleki Beceri Geliştirme Projesi) aims at Vocational Skills Development for Syrian refugees as well as vulnerable Turkish groups in Turkey. Several vocational training measures including Turkish language trainings and a socio-cultural introduction are offered. The project is implemented in the Turkish provinces Hatay, Mersin and Şanlıurfa in the time period of January 2016 until April 2019. Implementing partners in Turkey are public training centres, vocational training centres, chambers of crafts, chambers of commerce and industry, municipalities, governorships, and NGOs.

For more information, click [here](#).

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