



Knowledge hub
-
Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

Empowering Marginalized Youth Through Skills Development: Global Impact Challenge

2. Country or countries where the practice is implemented *

The project is focused on the member states of the African Union with a pilot programme taking place in Uganda in 2022. The other targeted countries are Tanzania, Ethiopia in the second phase.

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

•Lead partner: WorldSkills International, 85 Members connecting two-thirds of the world's population and supporting 100 million young people to get ahead with skills by 2030 (worldskills.org)

•Implementation partner: Don Bosco Tech Africa, 102 Technical and Vocational Education and Training Centres in 34 African countries that support marginalized youth (dbtechafrica.org)

•Sponsor: Stanley Black & Decker, the world's largest tool company with a mission to close the skills gap in the manufacturing and construction industry with its "Empower Makers Global Impact Challenge initiative to fund vocational skills training and reskilling programmes (stanleyblackanddecker.com)

•Strategic partner: the African Union, working with WorldSkills to establish WorldSkills Africa, which will manage, support, and promote skills development in the region. (au.int)

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

- African Union
- TVET
- WorldSkills Occupational Standards
- Trainers
- Capacity building
- Upskilling
- Mentoring
- Youth
- Skills
- Construction
- Manufacturing
- Marginalized
- Empower
- Inspire
- WorldSkills Africa

6. What makes it a best practice? *

1. The technical qualifications undertaken in Uganda are referenced to the WorldSkills Occupational Standards (WSOS) which are global standards (<https://worldskills.org/what/projects/wsos/>). 2. Industry is consulted to identify their role and needs in the development of skills for the young people. 3. The capacity building programme for the trainers is designed and delivered by experienced WorldSkills technical experts and the project is quality assured by the WorldSkills Standards and Assessment Adviser and the WorldSkills Assessment Consultant. 4. The Project is a collaboration between a global skills organization and a TVET national delivery partner with support from industry. 5. This will become an important case study for using global occupational standards as benchmarking tool to create a progressive plan for upskilling trainers in the developing countries

Description of the best practice

7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? *

Focus:

Skills Development in Africa is one of the strategic priorities at WorldSkills to empower and inspire African youth to pursue personal and economic fulfilment through skills. By working with the African Union, WorldSkills is upskilling trainers and young people from Africa through a capacity building programme. The programme includes a regional skills competition that inspires youth to strive for excellence and brings together the key stakeholders of technical and vocational education and training in Africa. The project is part of WorldSkills Africa 2020 - 2022. The goal is to promote social inclusion through skills development, by supporting youth, from a disadvantaged or vulnerable background, in the manufacturing and construction sectors.

Approach:

- Human-centred and collaborative mentorship with close connection to the local occupational standards and labour market demand

Human-centred design is a collaborative process that starts from the user/human perspective for driving tangible solutions. It is the key element for establishing effective mentorship for training the trainers in Uganda. The process entails a needs analysis to understand the challenges, requirements, and possible solutions in the local context through knowledge sharing of occupational standards, labour market demands, and current conditions/materials of skills training at the Don Bosco TVET Centres.

- WorldSkills experience and resources

The WorldSkills Competition is the only and largest global platform for showcasing skills excellence at the highest level based on global WorldSkills Occupational Standards (WSOS). WorldSkills enhances the quality of TVET through stronger connections to labour markets, employers, and economies. The WSOS reflect global occupations or work roles and serve as valuable reference points to benchmark and develop the delivery of TVET. The WSOS are updated biennially through review and recommendations from industry, business, and connecting with global databases. As the WSOS set out what a capable practitioner must know, understand, and do to demonstrate excellence, the trainers benefit from using the WSOS as an aspiration to co-create a progressive plan with standards that are useful for developing skills training which nurtures authentic occupational performance.

- WorldSkills Experts

WorldSkills Experts represent TVET teaching excellence, developed through personal expertise, developmental support from WorldSkills, and best practice from industry. WorldSkills Experts are the mentors for the selected trainers from Uganda. The mentorship focuses on close collaboration and mutual learning to ensure the training experience is centred in the needs of the beneficiaries.

The Project was launched in Spring 2022 with desk, and field-based research which comprised an on-line survey of the Ugandan trainers selected to take part in the Project. During the desk research phase an analysis was undertaken of course syllabus documentation and a mapping to

the WSOS was completed. The next phase starts with an introductory session with the trainers, for the construction industry, and representation from industry. During summer 2022 a series of on-line mentoring sessions will be delivered.

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

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The first phase of the wider project is focused on Uganda, and includes a needs analysis, on-line workshops in summer 2022, plus a face-to-face experience/workshop at the WorldSkills Shanghai Competition in autumn 2022. The report on the pilot project with Uganda will be submitted at the end of 2022. The aim is to expand the project to Nairobi in 2023 in the second phase. The third phase will be involvement of the trainers, from phases one and two, and selected young learners in the WorldSkills Africa regional skills competition in autumn 2023.

The funding for the project has been provided to WorldSkills by Stanley, Black & Decker. In March 2022 Stanley, Black & Decker announced the recipients of its inaugural 'Empower Makers Global Impact Challenge' grant programme. The programme, launched in 2021, awards up to \$25 million in grant funding over five years to non-profit organizations that are supporting trade workforce development initiatives with the goal of skilling and re-skilling up to three million makers. Stanley Black & Decker has made technical and vocational skills training a priority through its corporate social responsibility (CSR) mission. A major component of the company's CSR strategy includes a goal to empower 10 million makers by the year 2030.

Due to COVID it has not been possible to undertake the delivery of training and mentorship through visits to Uganda thus innovative ways of working on-line have been developed. In the future a hybrid delivery model would be implemented to gain the combined benefits of on-line and face-to-face sessions.

The management of the pilot project has been a collaboration between WorldSkills and Don Bosco. WorldSkills has funded specialist support via the Stanley, Black & Decker grant. (<https://www.stanleyblackanddecker.com/social-responsibility/people/impact-challenge>)

9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? *

Work in progress

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? *

Work in progress

11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”. What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? *

Work in progress

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. *

Work in progress