



EDUCATION, SKILLS & EMPLOYMENT

LIFELONG LEARNING
EDUCATION

TVET & SKILLS DEVELOPMENT

LABOR MARKET & EMPLOYMENT PROMOTION

TAILOR MADE LEARNING FORMATS

DIGITAL LEARNING



LIFELONG LEARNING



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CHALLENGES

The globalized world with its rapidly changing environments, economic conditions and technologies imposes new challenges on the education and qualification of youths and the required skills sets of the working population. The concept of Lifelong Learning acknowledges that learning is a continuous endeavour over every person's life span. It not only involves formal education at school but also non-formal and informal learning gained through further training, social commitments or at the workplace.

GFA CONCEPT AND SERVICES

GFA's work in the Education, Skills and Employment field is guided by the Sustainable Development Goals (SDGs), which postulate quality education and the promotion of Lifelong Learning as well as productive employment and decent work for all.

The concept of Lifelong Learning is the framework for our core competency areas: Education, TVET & Skills Development and Labor Market & Employment Promotion. Our company's expertise gained in over 30 years of project and advisory work ranges from education system reform, demand-oriented technical and vocational education and training, further training and adult education to career guidance, job placement and employment promotion measures.



Lifelong Learning – supporting continuous learning endeavors in school, at training providers and at the workplace.

EDUCATION

We strive to improve access to and quality of primary, secondary and higher education. Our advisory services address policy level reforms as well as institutional and individual organizational development and capacity building measures – ideally in an integrated multi-level approach. We support governments and clients in scoping their education sector priorities, formulating strategies and reforms as well as implementing and rolling out country-wide programs.

Our services in education include:

- National education reforms, including curriculum reforms and education sector strategy development and evaluation – such as for example an education sector review in Nepal and the formulation of an education support program in Liberia.
- Educational governance at national, regional and local level – including e.g. support to the educational decentralization process in Costa Rica.
- Quality management systems including legal provisions, standard development and accreditation of programs, institutions and personnel – for instance, GFA is supporting the design and implementation of an accreditation system for teachers in South Africa.
- Pre- and in-service teacher training schemes, including e- and blended learning concepts for national roll-out – for example through a CBT-oriented in-service teacher training program for secondary teachers in Belize.
- Modern school management and institutional development systems, including e.g. the formulation of individual school development plans – for this purpose, GFA can apply its own powerful training tool: C³ SCHOOL (see C³).



TVET & SKILLS DEVELOPMENT



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Our approach to technical and vocational education and training (TVET) is firmly rooted in the internationally recognized German dual apprenticeship system. We consider demand-orientation and employer's involvement to be key success factors for TVET development, irrespective of underlying system foundations. We support our partners in developing TVET concepts appropriate to their needs and local conditions, always building on internationally proven practices in competency-based training (CBT). Beyond formal TVET systems, we also support skills development in the informal sector as well as non-formal further and adult education systems.

Our services in the field of TVET & skills development include:

- Quality assurance systems and qualification frameworks, including modern assessment and certification systems – e.g. the introduction of a new assessment system in TVET schools in Afghanistan or “recognition of prior learning” (RPL) concepts in Ghana.
- Creation of structural linkages between the labor market and training systems – for instance, GFA supported the establishment of regional VET boards in Mongolia and sector-wide enterprise-training partnerships in Egypt.
- Development of demand-oriented occupational standards and curricula, using proven methods such as DACUM and functional analysis – we have developed and implemented competency-based standards and curricula for a variety of trades worldwide, most recently in Pakistan, Ghana, Mongolia, Afghanistan, Egypt and Nigeria.

- Promotion of modern instructional pedagogy and professional development programs for teachers, instructors and workplace trainers – including e.g. the development and piloting of a pre-service B.Ed. in Technical Education in Pakistan or the qualification of workplace instructors based on the German workplace trainer qualification.
- Support to traditional apprenticeships and training in the informal sector – comprising for example the introduction of a cooperative apprenticeship training for informal sector trainees in Ghana.
- Further professional training and adult education schemes – e.g. disseminating employment-oriented further training measures for rural target groups via mobile training units in Morocco.

GFA's track record covers all traditional TVET sectors from manufacturing, construction to service trades, as well as new trades such as in the media and IT sector. Building on GFA's expertise in agriculture, climate and natural resource management, agricultural and green skills development is a particular focus of our work. For example, in Timor Leste and Nigeria we have induced modern teaching methods and curricula combining both technical and entrepreneurial capacities for future farmers. Our expertise further includes curriculum development and training in the renewable energy field, e.g. for solar power, micro-hydro power or biogas technicians.



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LABOR MARKET & EMPLOYMENT PROMOTION



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Competitive skills and available jobs are crucial. Yet, they do not automatically lead to employment. Many labor markets feature a substantial mis-match between the skills demanded by employers and those possessed by job seekers. A lack of reliable labor market information, transparency and guidance on the job market further hinders accurate matching of graduates with industry demand.

Our services are geared towards improving labor market functioning by systematic information gathering and relevant service provision of the responsible institutions and authorities such as Ministries of Labor, employment agencies and career offices in educational institutions. Improved labor market information further enables more targeted training and retraining measures for job seekers.

Our key services in the field include:

- Structured labor market analysis and information systems (LMIS) – including e.g. sector-wide labor market surveys in Nigeria.
- Advisory on labor laws, standards and labor market policies – e.g. supporting the diffusion of social standards in the textile sector in Bangladesh.
- Career guidance, counselling and school-to-work transition – comprising for instance the organization of career fairs in Afghanistan and the qualification of job counsellors in Pakistani TVET schools.

- Job placement and matching services by public employment agencies and private providers or networks addressing specific target groups – e.g. model employment agencies for youths.
- Targeted qualification and (re)integration measures for disadvantaged groups (e.g. women, disabled persons, refugees) – such as for example active labor market insertion measures for women in Jordan.
- Entrepreneurship schemes – see C³ Unit For Better Learning.

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TAILOR MADE LEARNING FORMATS



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The C³ Unit for Better Learning of GFA supports clients in the selection and implementation of different learning modes best suited to learners' working environments. All formats rely on effective didactical procedures for instructional design, material development, and learner support. Key delivery modes include:

FACE-TO-FACE OR PRESENCE BASED LEARNING

Conventional classroom or face-to-face instruction implies teaching and learning taking place at the same time and the same place.

BLENDED LEARNING

Blended learning combines face-to-face training with e-learning formats. Autonomous practice or job-related activities can take place while providing support to and exchange among learners.

E-LEARNING

SELF-STUDY

Learners are offered e-learning courseware usually hosted on a web server that is accessible through an online learning platform. This is also called web-based training or WBT. Learners are free to define personal learning paths based on their individual needs and interests.

FACILITATED ONLINE COURSE

A linear curriculum is developed that integrates several content elements and activities into a chronological course or syllabus. The course is scheduled and led by a facilitator through an online learning platform. E-learning content for individual study, individual assignments and collaborative activities among learners can be integrated. Learners and facilitators can use communication tools such as e-mails, discussion forums, chats, whiteboards, application sharing as well as audio and video conferencing to communicate and work together.

M-LEARNING

M-Learning stands for access via mobile or tablet devices. This is particularly valuable for practice-based field work, e.g. in health and agriculture or when local infrastructure cannot support effective online study. Mobile devices can be used to record and share audio or visual data, access information to support diagnostic tasks, and maintain contact with learners.

DISTANCE LEARNING

COMPUTER BASED LEARNING

This type of learning is also called computer-based training or CBT as it is used offline without the need of an internet connection.

PRINT-BASED LEARNING

In settings with limited and costly access to information and communication technologies or ICTs, print-based study remains the best way of using the benefits of distance learning.

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DIGITAL LEARNING

What do webinars on new tools in the work space, home office meetings to discuss recent project developments, language courses on Babbel, a YouTube do-it-yourself tutorial on how to install new appliances, or school children connected to classmates and teachers on their laptops have in common? It's learning in front of a computer screen instead of in a classroom or training setting, behind a book or in-person instruction by a teacher or coach. Digital learning has become a common phenomenon, accelerated by the Covid-19 pandemic.

GFA is committed to the nine principles of digital development that include but are not limited to a user-centred approach, a thorough understanding of the existing ecosystem, and developing digital solutions for sustainability. In this context, GFA by default conducts digital feasibility studies at the beginning of a project. During the inception phase, localized solutions together with and for the target groups are identified. Digital tools are chosen to generate added value. During the Covid-19 pandemic, GFA and its partners went through a steep learning curve and leapfrogged into a new area. Due to the

crucial and irreplaceable experiences during this "digital by default" period, GFA is now at the forefront of closing the digital divide by applying the most appropriate mix of digital and analog methods. As a result, this digital by purpose approach inspires GFA teams planning and running their projects.

WHAT DOES DIGITAL AND E-LEARNING MEAN?

DIGITAL LEARNING

Digital learning is an umbrella term, i.e. any type of learning that includes the use of digital technology. This encompasses micro-learning units as well as massive open online courses, gamification, social networking, YouTube and Microsoft Teams.

E-LEARNING

E-learning, also called virtual learning, is more specific as it refers to a course taken entirely over the internet.





EDUCATION, SKILLS & EMPLOYMENT



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