

LISEC - Learning brief on Cooperative training

JOB CREATION AND MARKET DRIVEN SKILLS DEVELOPMENT

October, 2024



LISEC: Green Jobs in the Leather Sector

The Leather Initiative for Sustainable Employment Creation (LISEC) was a four-year EU-funded program under the Emergency Trust Fund for Africa, running from 2021 to 2024. It was implemented by a consortium led by People in Need (PIN), in partnership with the International Rescue Committee (IRC) and Solidaridad.

LISEC's primary focus was on creating green jobs in Ethiopia's leather sector. The program aimed to strengthen social cohesion by supporting local economic and social development initiatives, particularly for women and youth, while also improving industrial and labor relations in Modjo and the surrounding areas.

A key component of LISEC was to improve skills and increase access to decent, green employment opportunities, including self-employment. This learning brief highlights the achievements, challenges, and key lessons learned specifically from this aspect of the project focused on skills development and cooperative training.



Achievements within skills development and cooperative training in NUMBERS

80 sewing machines
provided to TVET colleges.

1 new leather processing
training programme for TVET
colleges was launched at
Modjo
TVET College.

605 (208 M, 397 F)
young people attended
improved TVET short courses
and apprenticeships in leather
production.

23 youth graduated in
tannery solid waste
management from
Modjo TVET.

3 short-term
training manuals
(Curriculum and Training,
Teaching and Learning
Materials) were developed
for leather processing,
footwear, and leather goods
technology.

1 short-term training
manual (Curriculum and
Training, Teaching and
Learning Materials) for
tannery solid waste
management was
developed, validated, and
disseminated by the
Federal TVET Bureau
in Addis Ababa.

5 leather production
departments of polytechnic
colleges in Modjo, Adama,
Bishoftu, Dukem and Sebeta
were supported in leather
skills and knowledge
development.

2,876
(1,889 F/987 M) young
people developed their
business development
capacities in a Youth
Leadership Programme.

Key insights

- **What role did TVET play in addressing labor shortages and improving environmental practices?** The LISEC Green Jobs project in Modjo, Ethiopia, played a key role in addressing labor shortages and promoting sustainable practices in the leather sector through Technical and Vocational Education and Training (TVET). By equipping students with industry-relevant skills, the project supported five polytechnic colleges in developing leather-related expertise. Over 600 young people enrolled in specialized courses, and new training programs focused on sustainability, including tannery waste management. The project not only filled skill gaps in the industry but also empowered youth to embrace environmentally responsible practices, preparing them for employment and entrepreneurship in a more sustainable leather sector.
- **How did public-private partnerships strengthen sustainable industrial practices?**

Public-private partnerships (PPPs) were vital in promoting sustainable industrial practices through the LISEC project in Ethiopia. By fostering collaboration between public TVET colleges and private enterprises, the project created an environment conducive to developing sustainable practices in the leather industry. Stakeholders, including educational institutions, government bodies, and businesses, worked together to create training curricula tailored to the leather sector's needs, ensuring the programs were relevant and aligned with industry requirements. While initial private company engagement was limited, the project established a foundation for ongoing dialogue and future cooperation, paving the way for sustainable growth in the sector.
- **What was the major impact of the project in relationship to skills development?**

The LISEC project significantly impacted skills development by enhancing the abilities and knowledge of young people in leather production. Through targeted training and resources, it aimed to equip graduates with the skills needed to enter the workforce, addressing labor shortages in the sector. Despite challenges like low salary offers that deterred some graduates, the project also promoted the establishment of micro, small, and medium enterprises (MSMEs) as a viable pathway for sustainable employment. Additionally, LISEC focused on creating a more inclusive economic environment by engaging women and youth in vocational training and entrepreneurship programs. This empowerment fosters individual growth and contributes to a sustainable industrial landscape by promoting diversity and equity. By encouraging collaboration among stakeholders and emphasizing sustainable practices, LISEC demonstrated how public-private partnerships can drive positive change in Ethiopia's industrial sectors, ultimately supporting a greener economy.

Challenges

Employment Challenges: Graduates face difficulties in securing jobs due to unappealing low salary structures, further exacerbated by the absence of a minimum wage, which undermines the attractiveness of available positions. To address this, the project has shifted its focus toward establishing and supporting Micro, Small, and Medium Enterprises (MSMEs) as alternative pathways for employment, offering more sustainable income opportunities.

Private Sector Engagement: Private sector engagement was limited, as local businesses showed minimal participation in the curriculum development workshops, with only one company fully engaging in the process. The absence of businesses from the leather goods and footwear sectors in the targeted areas further hindered effective collaboration. Additionally, a lack of resources and disinterest from the business community contributed to a low sense of ownership in the training initiative.

Apprenticeship and Cooperative Training: Most tanneries in Modjo were only able to host students from leather processing courses, while work-based learning opportunities in other areas were limited to companies located in Addis. Students expressed dissatisfaction with their apprenticeships, citing a lack of support and limited involvement in production processes. Companies, on the other hand, reported that many trainees arrived unprepared, with poor work ethic and punctuality, which discouraged them from offering meaningful training experiences.



Learnings

Enhanced involvement of businesses in developing learning plans is crucial for achieving favorable outcomes and building strong partnerships. By integrating business insights into training programs, students are able to acquire relevant skills that align with market needs, ultimately improving both the quality of training and stakeholder involvement.

Empowering businesses through collaborative feedback and formal agreements can significantly encourage them to host apprentices. Providing businesses with visibility into educational processes motivates them to engage, while formal cooperative training agreements between TVET colleges and companies help clarify roles and expectations, fostering collaboration toward achieving desired learning outcomes.

TVET colleges can play a vital role in organizing work-based learning opportunities, particularly when companies are unable to participate.

By creating these opportunities within educational institutions, student engagement in practical activities increases, improving their readiness for employment. Conducting comprehensive assessments of employability opportunities is also essential for making informed decisions regarding students' post-graduation pathways.

LEARNINGS

Providing targeted training for companies on how to implement cooperative training programs effectively is critical.

Identifying and training mentors within these organizations enhances the overall quality of apprenticeships, ensuring students receive the guidance needed to better prepare them for the workforce.

Engaging Micro, Small, and Medium Enterprises (MSMEs) as key partners in training initiatives is essential for expanding apprenticeship opportunities.

Implementing clear Standard Operating Procedures (SOPs) that outline roles, responsibilities, and communication channels during apprenticeships ensures consistency and strong support from TVET management.

Negative experiences in cooperative training should serve as a catalyst for constructive dialogue among stakeholders, including government representatives.

Establishing a multi-stakeholder platform can facilitate ongoing collaboration and knowledge sharing, ensuring that all voices are heard and contribute to improving the cooperative training process.

People in Need is a Czech nongovernmental organisation (NGO) that has been providing aid in troubled regions and supporting human rights since 1992. Since then, People in Need has grown into one of the largest NGOs in Central Europe. Today, its work focuses on humanitarian and development aid, advocacy for human rights and democratic freedom, field social work, and education, awareness and information.

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Stakeholders list

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Leather and Leather Products Research and Development Center
Women and Children Affairs office

