

Education, Skilling and Employment in fragile and crisis-affected contexts

JOINT ENABEL & ETF WORKSHOP
20.11.2025

AGENDA

- 09:00 Welcome & Opening Remarks
- 09:15 Overview of cases studies and main common features
- 10:15 The EU Trust Fund Regional Education study: ten years of EU Madad support to education in Jordan, Lebanon and Türkiye
- 10:45 Break
- 11:15 Panel discussion: fragility and human capital – approaches and policy implications
- 12:30 Lunch Break

AGENDA

AFTERNOON SESSION – ON-SITE ONLY

- 13:30 Breakout groups: cross-cutting themes
- 14:30 Plenary discussion – feedback from group discussions
- 15:00 The upcoming ETF Analytical Tool for Human Capital Development in fragile settings
- 15:45 Next steps and concluding remarks

Welcome

Jean Van Wetter (CEO of Enabel)

Georgios Zisimos (Head of Unit of Policy Advice of ETF)

Overview of cases studies and main common features

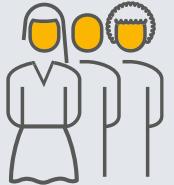
Luc Meissner, Enabel and Sabina Nari, ETF

Enabel in figures



25

years of
experience



2500

employees



200

projects



+357

million euros



21

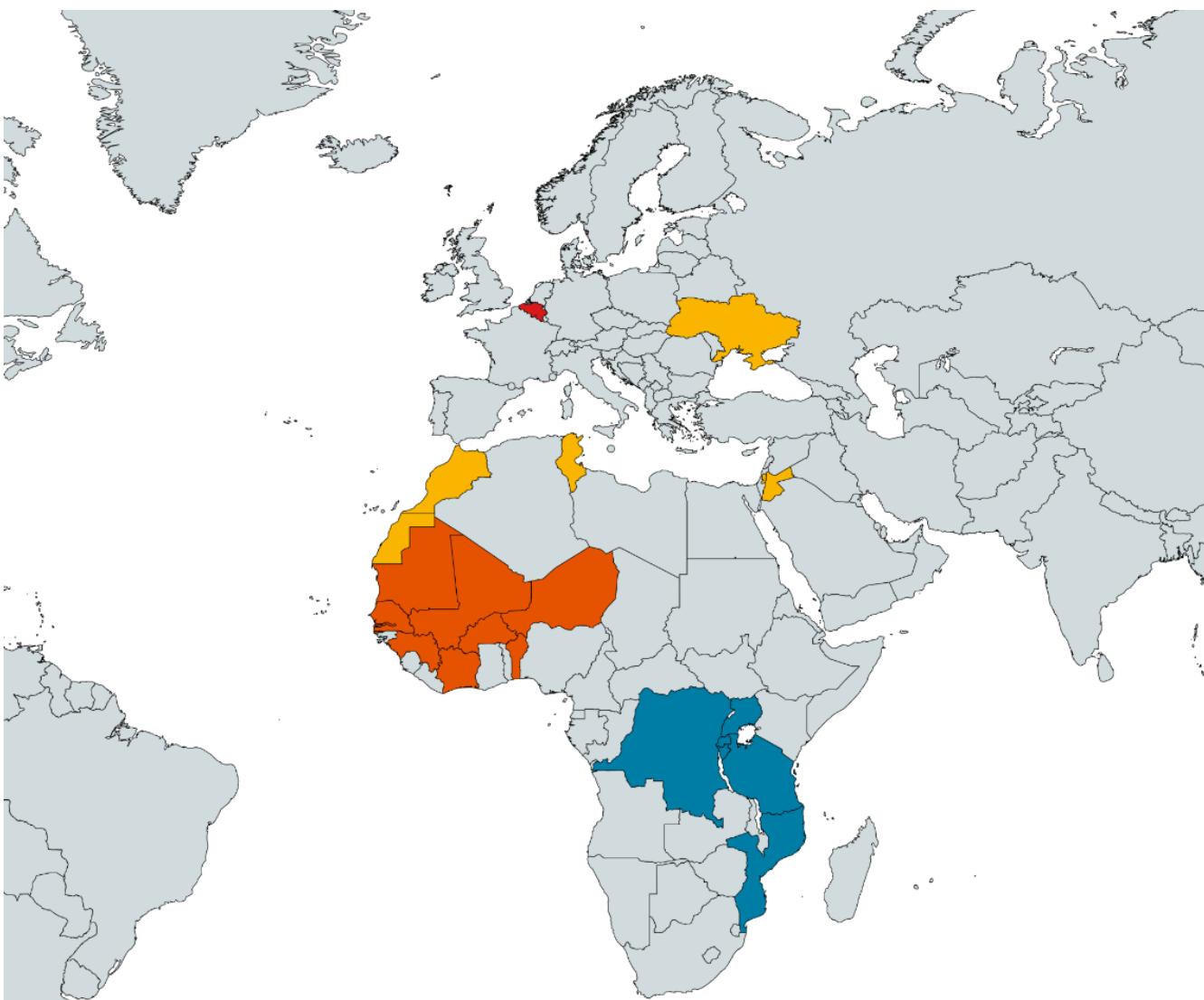
countries



72%

in 'fragile'
contexts

Enabel operates in 3 regions



Belgium

Middle East, North Africa + Ukraine

• **Morocco - Tunisia - Palestine - Jordan - Ukraine**

West Africa

- Mauritania - Senegal - Gambia - Guinea – Côte d'Ivoire - Mali - Burkina Faso - Niger - Benin

Great Lakes

- DR Congo - Burundi - Rwanda - Uganda - Tanzania - + Mozambique

Global challenges

Global challenges require an international and multidisciplinary approach. Together with partners at home and abroad, our experts come up with creative and innovative ideas to bring about positive change.



Climate - Environment



Social and economic
empowerment



Demographic transitions



Peace - Stability -
Democracy

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Climate - Environment



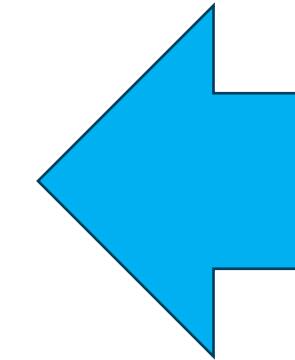
Demographic transitions



Social and economic
empowerment



Peace - Stability -
Democracy



Resilient and
inclusive
Education,
Skills and Decent
Work are at the
heart of our work,
leaving no one
behind

Education, Skills & Decent Work: Driving Social & Economic Empowerment

Why We Act?

- Education and decent work are fundamental human rights that empower individuals, strengthen families, and transform societies
- Inclusive, quality education and skills training unlock opportunities and create pathways to dignified livelihoods.



Human Rights based approach

Universal rights to education, skills, and decent work build better futures for youth and communities



Economic Growth Driver

Skilled workforce aligned with market needs fuels sustainable economic development



Global Integration

Connecting education & training to 21st century, skills employment opportunities and global value chains

What & Where?



- ***Improving access, quality and management of general education:*** Uganda, DR Congo, Burundi, Burkina Faso, Niger, Palestine, Tanzania.
- ***Boosting the skills and competencies of youth & women; and facilitating access for women to training in non-traditional fields:*** Morocco, DR Congo, Burundi, Uganda, Palestine, Jordan, Guinea, Tanzania, Ukraine, Burkina Faso, Niger, and Central African Republic.
- ***Team Europe Initiative:*** support opportunity-driven skills and VET in Sub-Saharan Africa, Regional Teacher Initiative for Africa (RTIA) & Teach2Empower.
- ***Partners***
 - FPS Employment, Labour and Social Dialogue (FPS WASO)
 - Belgian Public Employment Services (VDAB, Actiris & Forem)
 - AP Hogeschool, VIVES, HELMo, KU-Leuven (HIVA & CIDTS)
 - UNESCO-IICBA, International Labour Organisation (ILO), European Training Foundation (ETF), UNGEI, UNESCO
 - Private sector (umbrella organisations, sectoral associations, trade unions, companies, etc.)

KDIs of Education, Skills & Decent Work



88,677

S&EEmp1

People supported and/or accompanied by Enabel as part of education and training programmes

4,045

S&EEmp2

People supported by Enabel whose digital competences are enhanced and/or whose access to ICT is improved

42,491

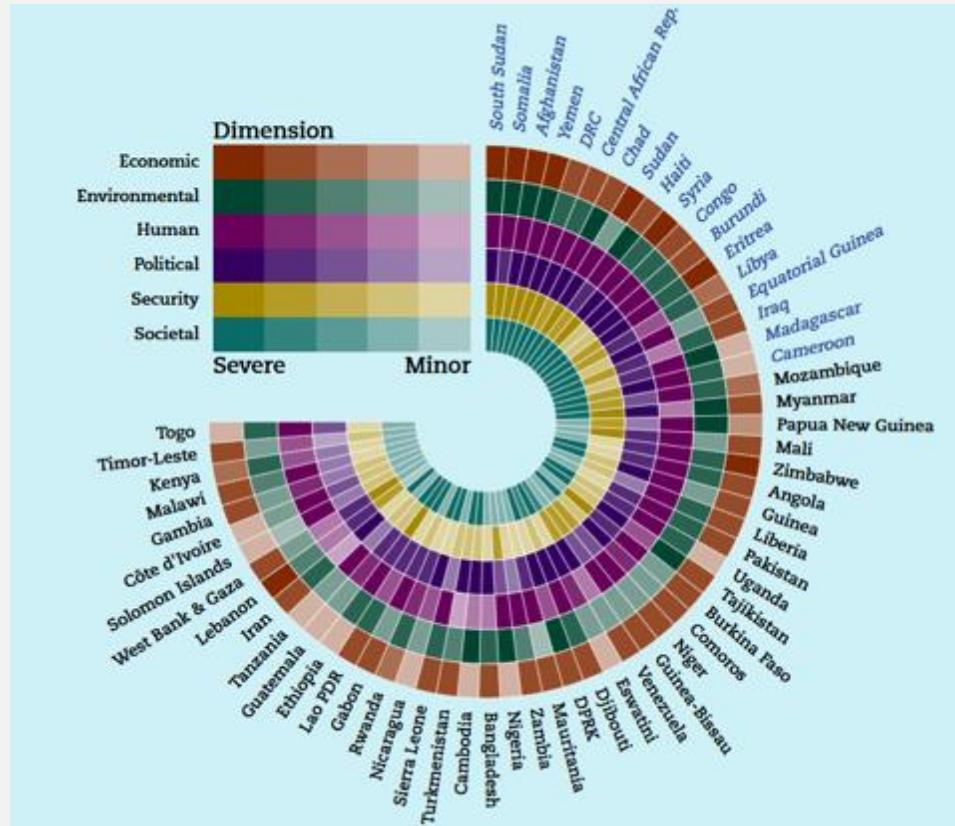
S&EEmp3

Jobs created and/or supported that have improved on one or more key dimensions of decent work



Fragility approach

Fragility is the *combination of exposure to risks and insufficient capacity of the state, system or community to manage, absorb or mitigate these risks.* (OECD)



OECD (2025), *States of Fragility 2025*, OECD Publishing, Paris

Importance & Impact

- Fragility can have **harmful consequences** such as violence, poverty, inequality, displacement, environmental degradation or deteriorating political conditions
- Addressing fragility fosters **social cohesion**, reduces conflicts, and promotes **inclusive development** and **sustainable peace**.

Fragility approach

1. International / national commitments and principles

Enabel draws on international commitments (OECD principles for engagement, EU principles in politically constraints environment, Belgian MFA strategy...)

2. Flexibility and adaptation

The implementation of specific policies, processes and practices (use of tools, analyses, and programming and adapted implementation methods)

3. Collaboration and partnerships

Partnerships based with public institutions, as well as humanitarian, security, stakeholders, and customary actors to ensure complementarity following a Nexus HDP approach;

Fragility approach

1. International / national commitments and principles

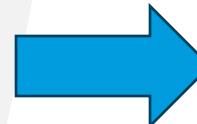
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Conflict sensitive approach

Context and risk analyses through fragility lense (FRAME, Political Economy Analyses...)

Territorial approach

Monitoring of Fragility

Team BE and Team Europe initiative support

Working on a system of adapted procedures in the context of fragility

Supporting Human Capital Development (HCD) in fragile and crisis-affected contexts is essential

60%

By 2030, 60% of the global extreme poor will live in fragile and conflict-affected situations (2024: 50%)



Severe conflicts reduce GDP per capita by 20% within 5 years compared to pre-conflict forecasts



Investing in HCD boost productivity and resilience, thereby reducing the significant risks linked to fragility, reducing long-term reliance on aid.



Each \$1 spent on prevention saves \$4 in crisis response, showing its cost-effectiveness



Increased access to education and healthcare reduces the likelihood of conflict by 20%

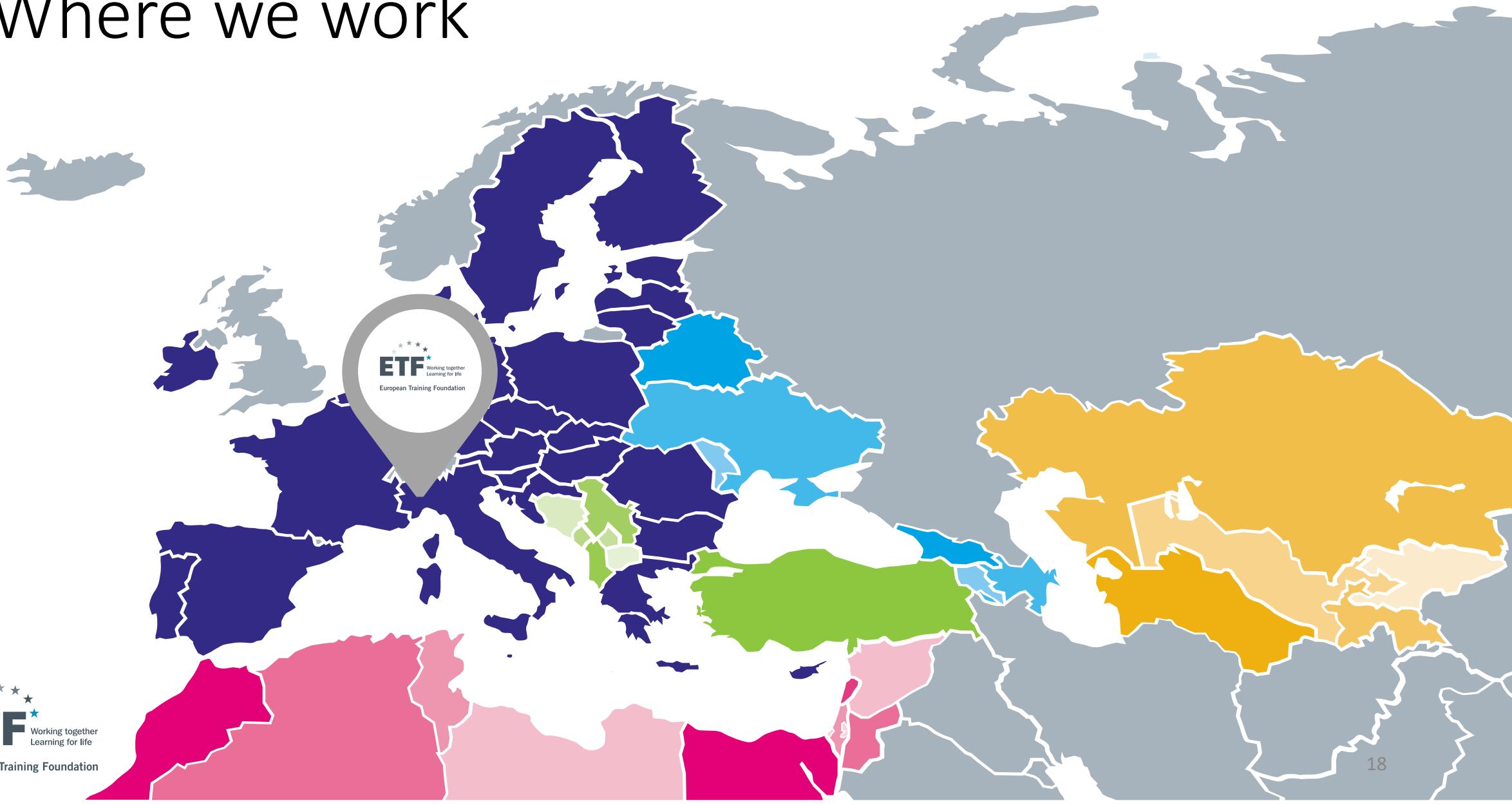
Who we are

The ETF is the European Union agency that works with countries neighbouring the EU to make the most of their human capital through the reform of their education, training and employment systems.



The only EU agency supporting the EU in its external relations policies

Where we work



Supporting partner countries

The EU created us to advance human capital development in countries outside the EU



We support the skills dimension of the EU's external action policy.

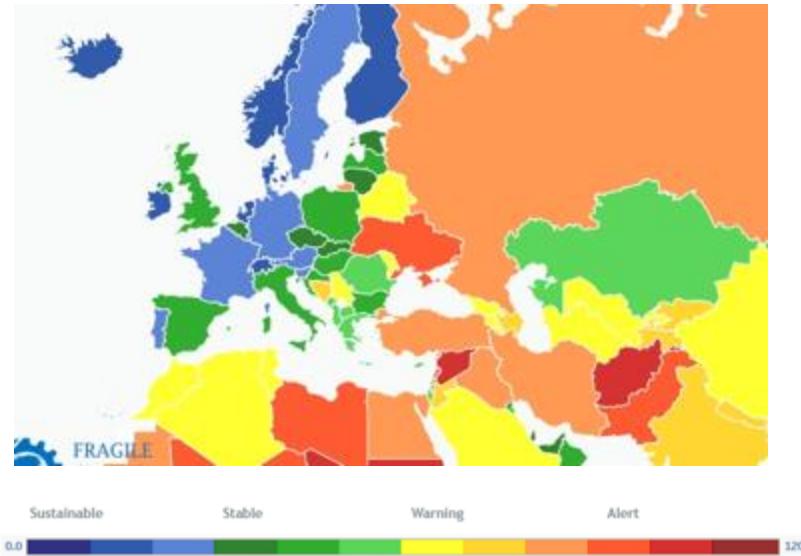


ETF Council Regulation



‘Human capital development’ shall be defined as work which contributes to the lifelong development of individuals’ skills and competences, through the improvement of vocational education and training systems.

Why fragility matters for ETF's work



Source: The Fund for Peace, [Fragile States Index Heat Map | Fragile States Index 2024](#)

ETF's Partner Countries (PCs) experience varying levels and dimensions of fragility

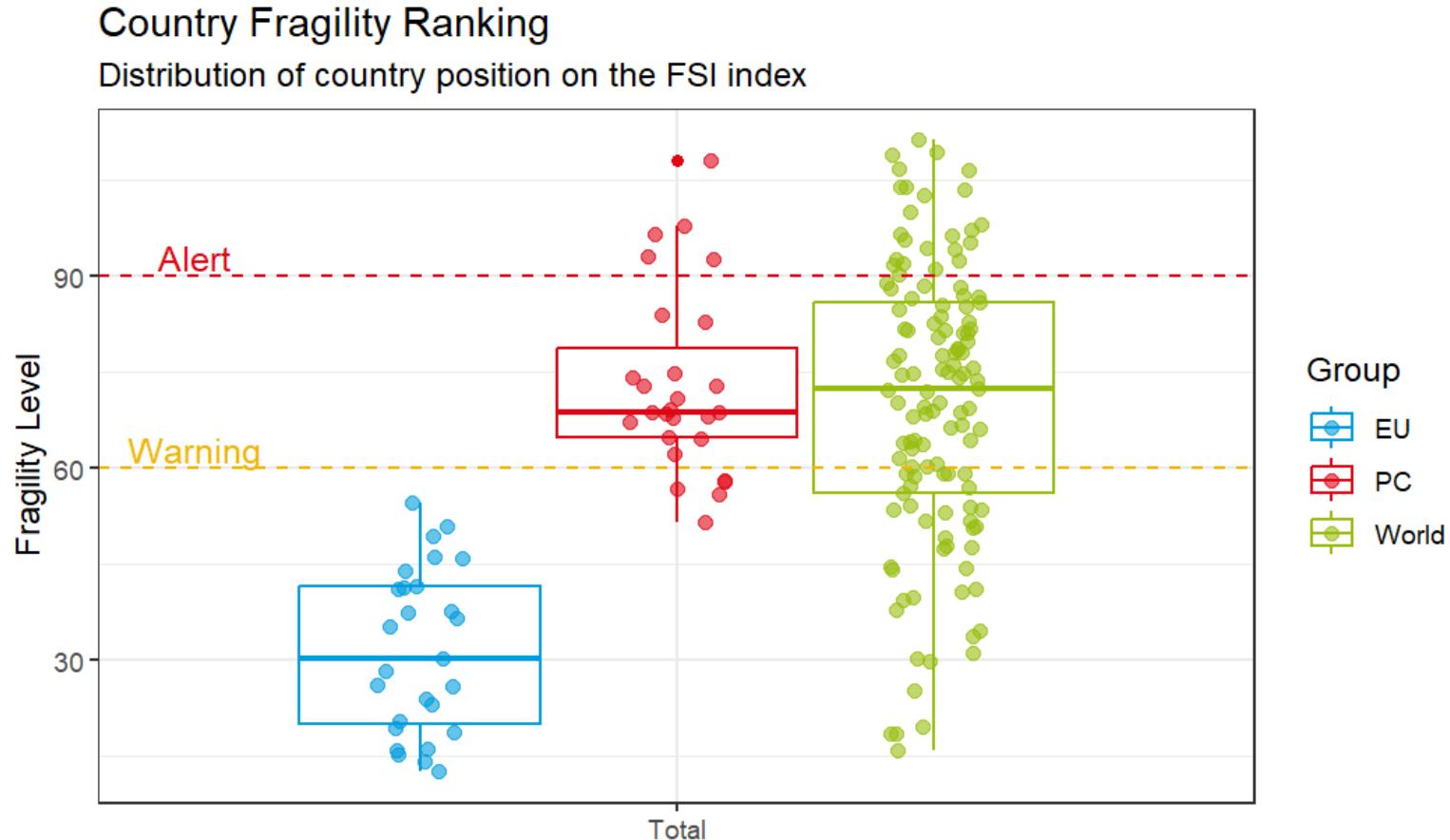
The overall fragility levels of PCs remain significantly higher than EU countries and exceed the global median. This highlights a persistent stability gap between PCs and the EU

We witness increasing instability and crisis (open conflicts, post conflict, social unrests, etc) in the Partner countries.

Impact areas:

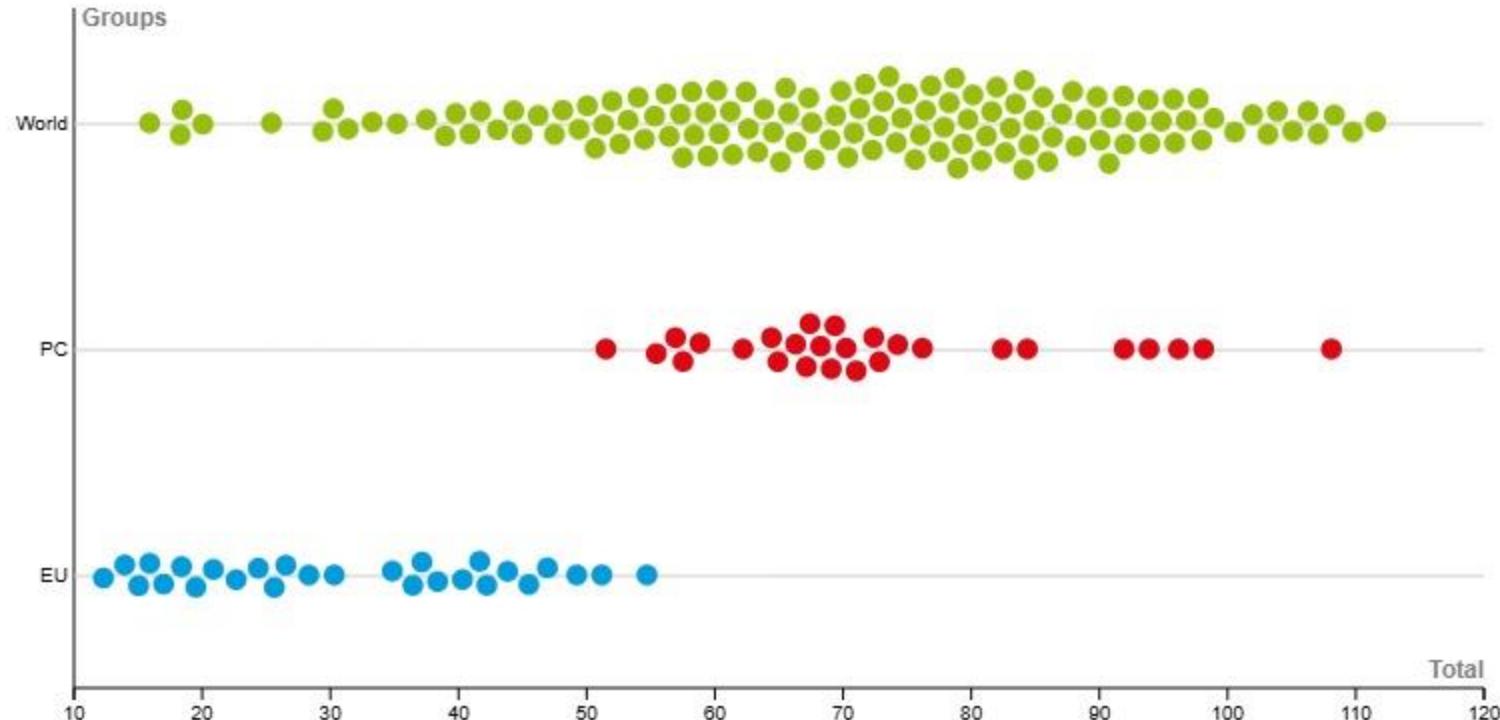
- Policy reform processes
- Education & skills provision
- Labour markets & employability

PCs are in a warning/alert state of fragility



Source: Box plot graph designed using FSI, 2024 [dataset](#)

PCs are in a warning/alert state of fragility



Advancing ETF's fragility analysis: next steps

Use global indices to **identify key fragility dimensions** (analysis of fragility datasets
e.g., FSI, OECD)

Cross-analysis of fragility data with ETF's data on HCD (Key Indicators on
Education, Skills and Employment)

Triangulation of quantitative data analysis with **qualitative insights** from selected
PCs and **ETF document analysis** (country fiches, policy briefs, etc)

Turn findings into actionable **policy recommendations**

ETF's mandate and role of fragility analysis

ETF's core **mission remains unchanged**: supporting PCs in education, training, and labour market reforms. Integrating fragility analysis enhances our understanding of country contexts, ensuring more relevant, contextualised, and adaptive policy advice ensuring that human capital strategies remain effective even in crisis-affected environments.

WHY: About this joint activity

Advance the reflection on how policy advice and development and cooperation should be shaped to be contextualised to fragile and crisis effected countries.

The case studies



Number of case studies received: 10 (collected by the ETF) + 10 (collected by Enabel)

Countries covered: Palestine – Lebanon – Burundi – Burkina Faso – RD Congo – Guinea – Tanzania – Ukraine

Target groups: vocational education students, university students, entrepreneurs and SMEs, tech companies, youth, vulnerable groups, women.

Cases cover **different levels of education**, from general education, to vocational training (initial and continuing) to short term training and complementary training for employability and reintegration.

Initiatives to guarantee learning continuity

Gaza Virtual Vocational School, by Nablus Industrial School

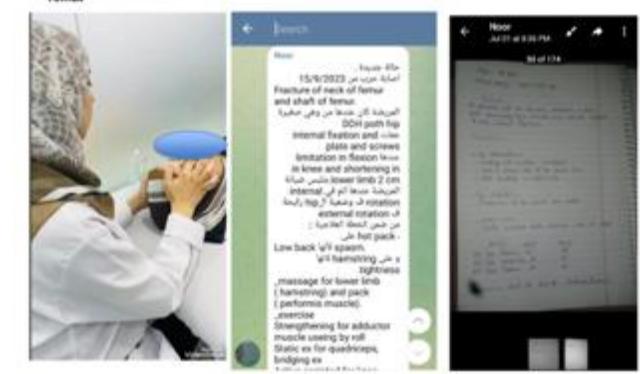
Empowering Girls through Non-Traditional TVET, by Hisham Hijawi College

Hybrid Innovation Hub, by Al-Quds Open University

A Gaza Physiotherapy Student's Journey, by UNRWA Palestine

Mise en oeuvre de l'Education en Situation d'Urgence à travers le projet «Fragilités» dans la region du Centre-Est au Burkina Faso,
par Enabel Burkina Faso et ses partenaires

From Dreamers to Doers: a STE(A)M Journey of Hope and Resilience in Palestine,
by Enabel Palestine and its partners



Initiatives designed for fragility and conflict-affected contexts

Gaza Sky Geeks

Horizons Academy, by Al-Nayzak Organisation

Online offline Trauma informed Pedagogy capacity building, by An-Najah University

Livehood and employability support measures for refugees, by UNRWA Lebanon

Dispositif de parrainage d'apprenants de Centres d'Enseignement des Métiers au Burundi,
par la Chambre Sectorielle des Artistes et Artisans et Enabel Burundi



Entrepreneuriat et emploi salarié en contexte fragile : leçons du Programme Nexus au Kasaï Oriental, par Fanak & Co et Enabel RD Congo

Appui à l'éducation de base dans le contexte de pauvreté multidimensionnelle de la province du Sud-Ubangi, par Enabel RD Congo et ses partenaires

Les crèches mobiles en appui aux formations et activités professionnelles en Guinée: levier d'autonomisation des femmes et du développement socio-économique local, par Enabel Guinée et ses partenaires

Labour market resilience in Gaza, by Enabel Palestine and its partners

PPP in Action: How private sector, education and local authorities overcome staff shortages, by Enabel Ukraine and its partners



Grassroots international initiatives

Technical Education Support for Higher Education Students Initiative (TESI),
by UNIMED, An-Najah University and several partners

EPISODE Erasmus+ project, by UNIMED, Birzeit University, An-Najah University,
Build Palestine, ALL DIGITAL

Résilience et renaissance de la coopérative Wendif Manegdé à Kaya,
par Wendif Manegdé et Enabel Burkina Faso

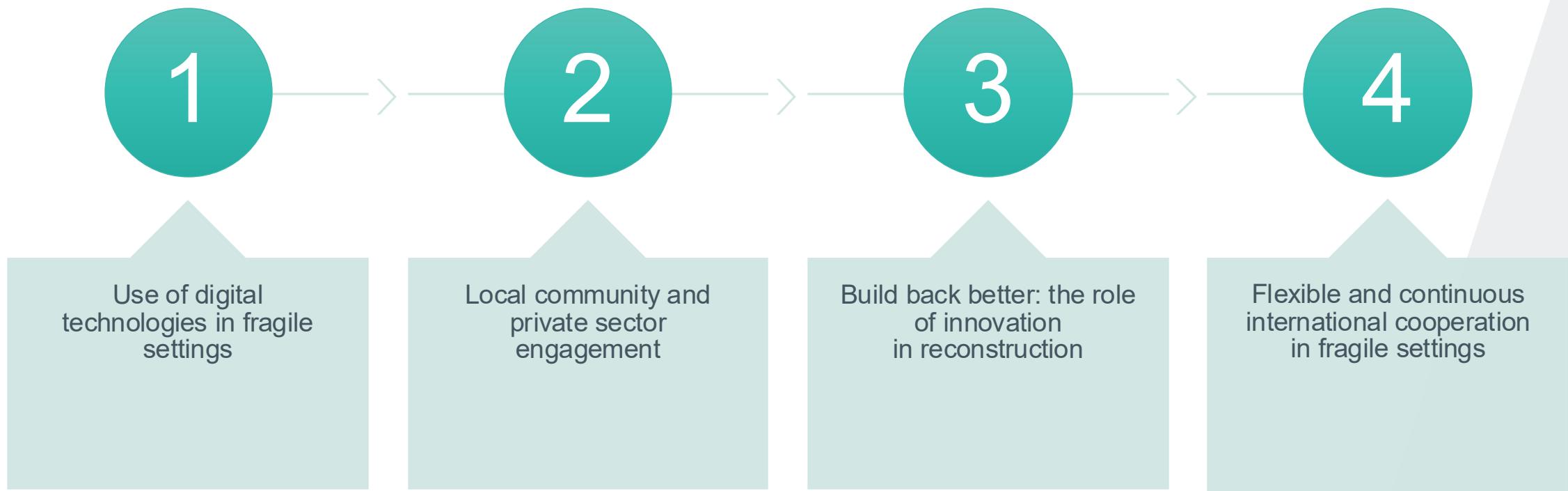
**Empowering Volunteer Community Activists to prevent Gender-Based
Violence in Kigoma**, by Kivulini Women's Rights Organization and Enabel
Tanzania



Some recommendations emerging across the cases

- **Make education continuity a humanitarian priority** by protecting and funding TVET during crises
- **Strengthen rehabilitation capacity for recovery** by aligning education with urgent health needs (trauma, amputee, respiratory, psychosocial)
- **Create flexible accreditation pathways** so students are not blocked from graduation or licensing
- **Invest in resilient, low-tech platforms** that function without stable electricity or internet.
- **Support educators wellbeing and capacity** through training, institutional backing, and psychosocial care
- **Apply gender-sensitive measures** to ensure that girls and displaced students can access education safely and equitably

Areas of work emerging from the cases



Francesca Renzi

**European Commission, Directorate General for
North Africa, Middle East and the Gulf countries**

-

Marko Gashi

Independent expert

20 November 2025

**European Union
Regional Trust Fund
in Response to the
Syrian Crisis**

EUTF Regional Education Study

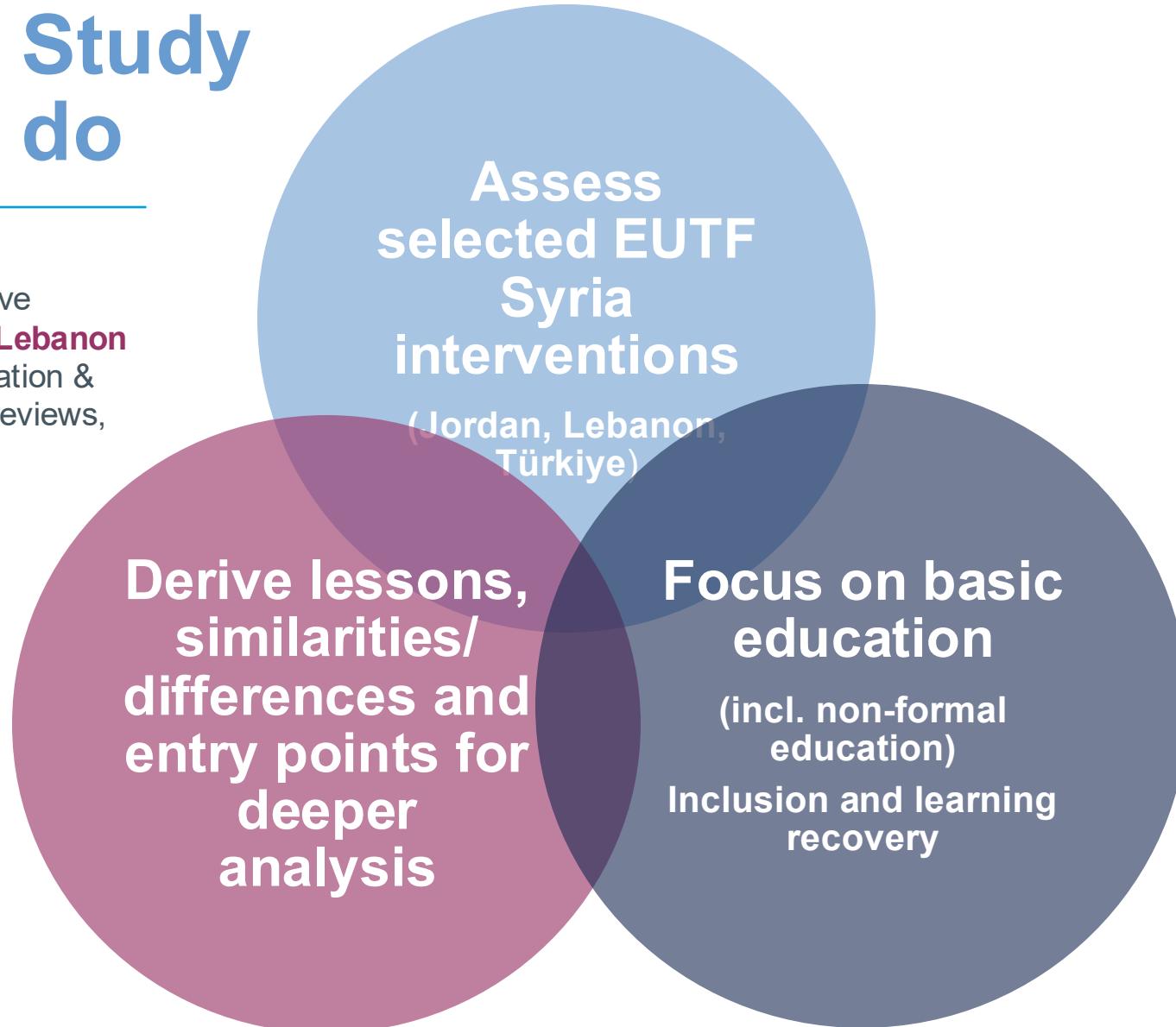


EUTF basic education portfolio

- **Overall, 20 basic education projects** (3 of them being resilience support actions with large education components).
- **3 main areas of intervention:**
 - 1) Access to quality basic education;
 - 2) Improved teaching capacities, and
 - 3) Improved schools' infrastructure mainly in Jordan, Lebanon, Türkiye.
- **Main lead implementing partners:** UNICEF, UNRWA, Jordanian Ministry of Education, KFW, AVSI, UNHCR, Save the Children, Concern, World Vision.
- **Project durations:** 45%: 12-24 months; 40%: 26-36 months, 15%: >36 months.
- **Overall total budget more than 600 M€:** Project budgets, 45% less than 20M€ 30%: 23-50 M€ 25%: 57-

What this Study set out to do

12 projects (representative sample) across **Jordan, Lebanon and Türkiye**; basic education & inclusion focus, through reviews, interviews, visits.



Partner countries at a glance

1/2

| JORDAN | LEBANON | TÜRKİYE |
|--|--|--|
| <ul style="list-style-type: none">• Integration in public schools.• Pathways: camps, double-shift and single-shift mixed.• System-wide investments in infrastructure.• Fiscal strain persists (shifts from private to public - COVID-19 era). | <ul style="list-style-type: none">• Double-shift, public schools stretching staff.• Weak transition routes from non-formal to formal education.• Strengthening Ministry leadership in non-formal education.• Economic collapse (currency loss), extreme poverty/ food insecurity; legal status. | <ul style="list-style-type: none">• Shifted from Temporary Education Centres to full inclusion in Turkish Public Schools.• Language support, psycho-social support (PSS).• Economic downturn, inflation, child labour.• Post-earthquake damage. |

Partner countries at a glance

2/2

General factors

1. **Sector constrained, donor-dependent systems.**
2. **Access/ retention barriers:** transport, documents, language, child labour.
3. **Quality gaps:** short shifts, overloaded teachers; limited remedial support/ mental health and psycho-social support.
4. **Fragmented data/ coordination;** weak non-formal → formal education transitions.



- **New and rehabilitated school buildings;** classroom expansions in high-pressure areas.
- Inclusive, safe, **energy-aware designs.**
- Financial barriers reduced through **subsidies.**
- Support to the Ministries of Education in **Public Works**
- **Budget support** to grow national ownership of recurrent budget lines.
- **School operations** and out of school education centres.
- **Pooled modality** for teacher/ operational costs (e.g. Accelerating Access Initiative).



- Remedial, foundational skills, life skills and PSS, **accelerated/catch-up learning**.
- Linking basic education to TVET is promising.
- Remaining **barriers** for some learners (child labour, early marriage, waiting list).

- Inclusive education policy, Standard Operating Procedures; expansion of **inclusive schools**.
- Extracurricular activities (ECA) foster **motivation & cohesion**; language integration.

Key Findings

3/4



- Identifying and addressing learning gaps and dropouts.
- Dropout pressures rise in lower-secondary schools (especially in camps).
- Education Management Information Systems (EMIS) are improving; but gaps remain on out-of-school children and transitions.
- Teacher support and embedded ECA and PSS reinforced attendance and retention.



Double-shifts are cheaper per seat but reduce learning time and increase strain on teachers.

Heavy reliance on external funding; inflation and volatility complicate budgeting.

Short-term grants provide flexibility, fix symptoms, but impede value-for-money gains from system integration.

Longer, well-coordinated programmes perform better; evidence-based systems must evolve

Key Findings



- **Türkiye:** heavy focus on infrastructure and language integration; TECs straightforward link to public schools
- **Lebanon:** focus on second shifts and NFE; fee support (enrolment, salaries); high system fragility; school rehab. improved attendance; inclusive-education package; ECA and PSS improved engagement, behaviour and retention.
- **Jordan:** earlier integration into public system; facility-management training → quicker small fixes; camp upgrades (classrooms, toilets, shading) → better learning environment, less dropouts; Syrian Assistant Teachers

Lessons learned

1/2

Registration, transport, and learning materials support are determinants of retention - affordability. (LB)

NFE coordination: When learning channels close or stall, re-entry collapses—keep bridges open and credentialed. (LB)

Recognised remedial offers: Institutionalised catch-up for Grades 1–3 is key to later success. (JO)

Quality assurance: National standards + routine monitoring keep delivery predictable across locations. (JO)

Lessons learned

2/2

- **TVET relevance:** Aligning VET curricula to local labour demand; mapping employers and update modules annually; municipal/ CSO active in job search support and internships. (TR)
- **Recognition of competences. Micro-credentials and Recognition of Prior Learning (RPL)** validate learning acquired in displacement and informal work. (TR)
- **Crisis continuity.** After the earthquakes: **rapid facility repair + PSS** proved decisive for quick return to learning, replicable for other shocks. (TR)

Risks & mitigation 2025 and beyond

Fiscal pressure & donor fatigue → Consolidate into multi-year pooled mechanisms; reduce parallel, exclusive projects.

Donor isolated department (silo) inside ministries, “focal points by donor” → avoid fragmented policy execution and diluted accountability.

Teacher overload in double-shifts → Protect prep time, rotation/ relief, and coaching cycles.

Transport costs → Targeted subsidies tied to attendance; route optimisation at district level.

Data gaps → Define a minimum dropout-prevention dataset, publish transition metrics, develop early-warning triggers.

Recommendations 1/4

Back multi-year pooled funds tied to ministry standards and unified M&E; reduce time-boxed grants.

System-embedded by design: Work through national policies, budgets, and data systems; avoid stand-alone “projects.”

Invest in one EMIS for all learners. Refugee/ host integration; publish attendance/ transition indicators

Dual-benefit principle: Design for refugees and hosts (classes, facilities, teacher support, transport) to stabilise systems and reduce tension.

Recommendations 2/4

Foundational learning underpins later skills acquisition and employability; if lower-primary literacy/ numeracy are weak, later TVET or work-based learning does not make a lasting impact.

Non-formal education (NFE) should be a time-bound bridge back to formal schooling or into certified VET, not parallel track.

Fund credentialing for NFE. Recognise learning and competences (NFE/micro-credentials) so people can use them whether they return, integrate locally, or move on. “Skills that travel” and translate into employability.

Finance the classroom where learning actually happens. Inclusive package: teacher coaching, paraprofessionals, aides, PSS, school budgets for school-level maintenance embedded in school financing; assistive tech and transport subsidies.

Recommendations 3/4

Design features

Service linkages: Strong referral loops to protection and social assistance mitigate dropout drivers.

Language vs. literacy. Where a new language is required, fund language bridging; otherwise prioritise foundational literacy/numeracy.

Family engagement. Regular parent contact and simple learning updates reduce absenteeism.

Local employment links. Engage municipalities and CSOs early to count internships and job-search support; track transitions.

Pitfalls to avoid: Open-ended NFE with no certification; remedial classes that operate outside national standards; short-cycle projects without transition plans.

Recommendations 4/4

Framing principles

No parallel systems. Fund through ministries, align with national standards, and publish through official data channels (no parallel hierarchy, invest in the given system, together with host community).

Link recognised assessments/ certification; define placement rules for re-entry to basic education or TVET.

Diverse actions, not agency branding. Draw from multiple contexts and providers; the logic is systemic, not agency-specific (e.g. TREF as a multi-donor mechanism).

EUTF Regional Education Study:

<https://trustfund-syria-region.ec.europa.eu/monitoring-evaluation>

Panel discussion: fragility and human capital – approaches and policy implications

Valeria Moro

Program Support Officer UNRWA - Lebanon



united nations relief and works agency
for palestine refugees in the near east

وكالة الأمم المتحدة لاغاثة وتشغيل
اللاجئين الفلسطينيين في الشرق الأدنى

Creating training and employment opportunities for Palestine refugee youths in Lebanon

December 2022 - August 2026



Funded by
the European Union



European Training Foundation



Context and Challenges

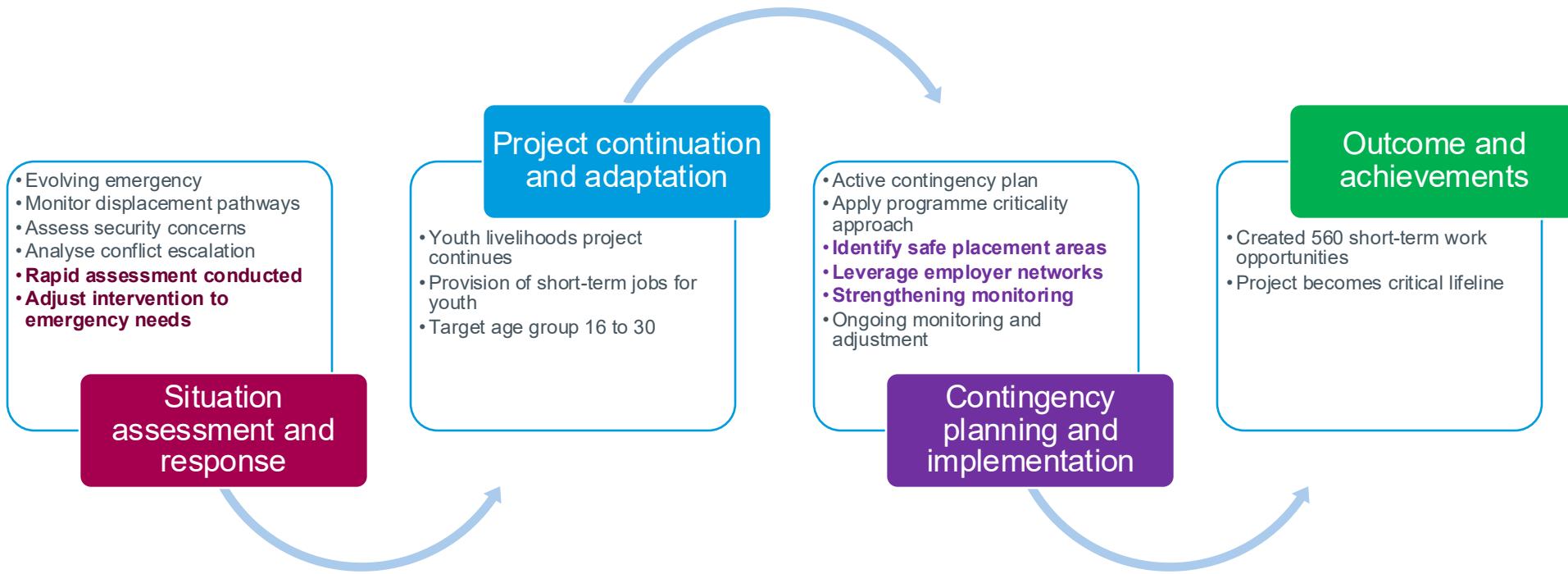
- UNRWA provides essential services: education, healthcare, social protection and livelihoods to PRL and PRS
- Operates amid legal, economic and socio-political constraints.
- Lebanon has faced compounded crises since 2019, around 40% GDP drop, over 60% poverty, mass displacement due to the 2024 conflict
- 1.5 million displaced Syrians who fled the Syria conflict in 2011
- 231,000 Palestine refugees in Lebanon including 27,000 Palestine refugees from Syria
- The economic collapse disproportionately impacted vulnerable communities, especially refugees.

- Cross-border clashes escalated into full-scale war by September 2025.
- 878,000 displaced persons; 190,500 IDPs in 1,027 shelters (IOM).
- UNRWA opened 11 Designated Emergency Shelters to all displaced populations regardless of nationalities.
- Operations in Tyre suspended; resumed after ceasefire on 27 Nov.
- Education disrupted: schools and Training Centers closed or used as shelters.
- Rising social tensions in host communities still impacted by 2011 Syrian refugee influx.

- Infrastructure damage and service disruptions worsen economic hardship.
- Youth employment barriers intensified.
- Palestine refugees further marginalized, deepening inequalities.
- Crisis underscores urgent need for targeted, adaptive interventions.



Rosa.
Nutritionist, at Youth as Leaders
Association
(YALA) - Tripoli



Skills Development & Employability

Focus: Build a skilled, adaptable, future-ready refugee youth workforce

Objective: Strengthen technical & transferable skills via TVET modernization, digital integration, and green skills development

- Expand market-relevant skilling & upskilling (digital economy)
- Mainstream green skills & sustainable livelihood pathways

Employment Linkages & Private Sector Engagement

Focus: Facilitate access to decent, meaningful work opportunities

Objective: Bridge the gap between trained youth and employers; promote decent work practices in local and remote labour markets

- Enhance labour market intermediation via digital employment platforms
- Build public–private–civil society partnerships for inclusive employment

Entrepreneurship & Innovation for Self-Reliance

Focus: Enable youth-led economic participation and sustainable livelihoods

Objective: Support self-employment, start-ups, and social enterprises in digital and green economy sectors

- Promote entrepreneurship, start-ups, and social enterprise development
- Provide access to finance, incubation, and mentorship

Alan El-Kadhi

Director, Gaza Sky Geeks, Palestine



Gaza Sky Geeks: Who are we?



Gaza: Before and After October 7th



Before October 7th



After October 7th

Before Oct 7th, 2023



After October 7th, 2023



The future

Tech sector

- more critical than ever
- Will be fastest sector to recover

Urgent need...

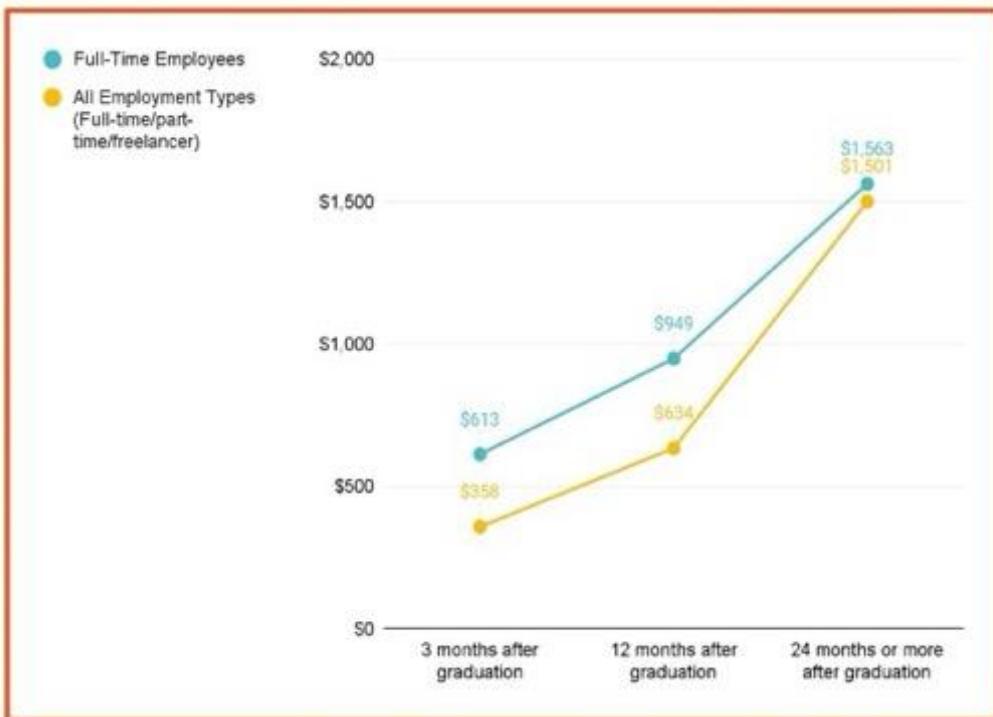
- laptops, internet & workspaces
- connections to overseas markets



Palestinian INDIVIDUALS



Gaza Sky Geeks



**Specialized Full-Time Tech
Training Code Academy**



Specialized Part-Time Tech Training
*ASP.net, Laravel, ERPNext, Digital
Illustration, ReactJs, etc..*



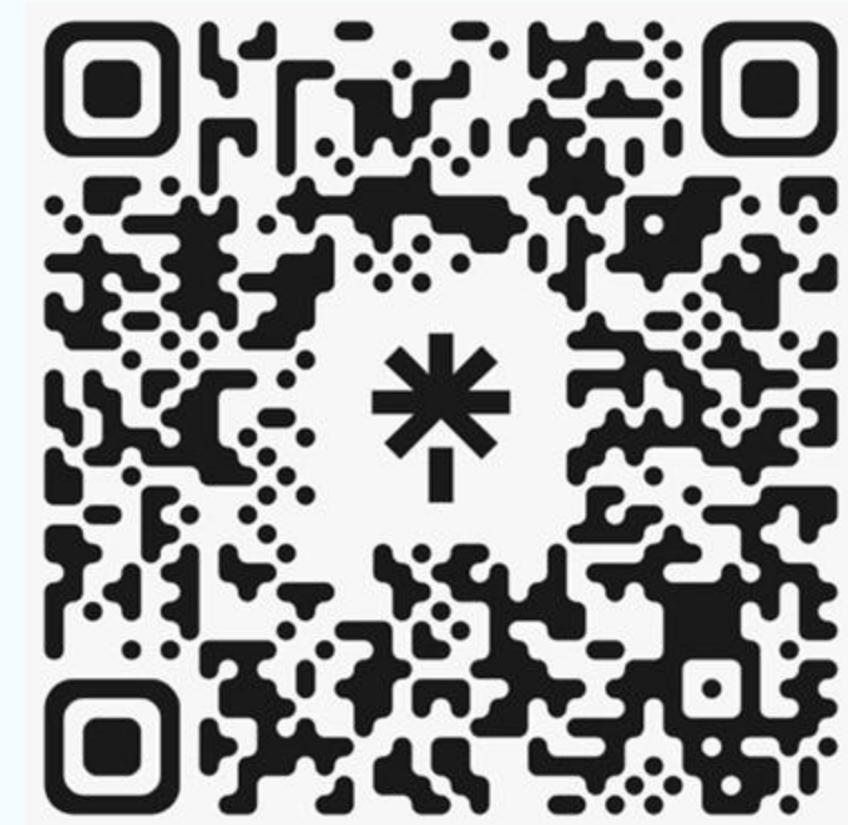
Gaza Sky Geeks

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Website: www.gazaskygeeks.com



Marie-Judith Somda

Thematic Sectoral Expert, Enabel – Burkina Faso



ÉTUDE DE CAS | Mise en œuvre de l'Éducation en Situation d'Urgence (ESU) à travers le Projet « Fragilités » dans la région du Centre-Est au Burkina Faso

Contexte projet « Fragilités » (2019-2023)

- **Crise multidimensionnelle au Burkina Faso** avec fort impact sur les services sociaux de base
- **Avril 2022:** 1.902.150 Personnes Déplacées Internes (PDI) dont 1.165.453 enfants > le Centre Est accueille alors **45.156 PDI** dont **19.994 enfants** de plus de 5 ans
- Les écoles sont parmi les **principales cibles d'attaques**
- **Défis structurels exacerbés par la crise :** effectifs pléthoriques, insuffisance d'infrastructures et d'équipements, impact sur la qualité des apprentissages, insécurité de l'environnement scolaire, etc.



Objectifs & résultats Projet « Fragilités »

- **Objectifs :**

Réintégrer les élèves déplacés internes dans le système éducatif et promouvoir l'éducation à la paix et à la citoyenneté

- **Résultats principaux :**

- **20 000 EDI et élèves hôtes vulnérables**
(y compris ceux vivant avec un handicap)
ont poursuivi leur scolarité
- **200 enseignant.e.s** (dont 60% de femmes)
et de nombreux organes de gestion scolaire
(COGES/AME/APE) ont été renforcés
- **46 comités de veille et d'alerte** ont été mis en place/redynamisés pour sécuriser les espaces d'apprentissage
- **46 plans scolaires de préparation et de réponse aux urgences** ont été mis en place
- **15 200 actes de naissance et cartes d'identité** ont été octroyés (droit à l'identité juridique = droit à l'éducation)



Facteurs de succès & leçons apprises



Facteurs de succès :

- **Concertation, coordination & proximité** avec les principales parties prenantes (Ministère au niveau central/déconcentré, acteurs éducatifs, parents, communautés) garantissant la qualité et la pérennisation des acquis
- **Flexibilité et capacité d'analyse proactive** d'Enabel
- **Partenariats gagnants**: partenaires de mise en œuvre qui connaissent le terrain et disposent d'outils adaptés au contexte de fragilité
- **Actions basées sur les besoins et alignées sur les orientations nationales** (Stratégie Nationale de l'Education en Situation d'Urgence avec ST-ESU)



Leçons apprises :

- Nécessité d'inclure un **budget de contingence** dans nos projets sur le Nexus HDP afin d'augmenter notre capacité à répondre à des besoins urgents
- **Prise en compte des fragilités dans le programme bilatéral Enabel** qui a suivi permettant de résorber un peu l'impact négatif de la crise sur les services sociaux de base
- Malgré la flexibilité et la réactivité d'Enabel pour répondre aux besoins locaux, les **modalités d'opérationnalisation (procédures)** dans un **contexte Nexus HDP** peuvent être améliorées

Perspectives

- Actions poursuivies à travers le **programme bilatéral 2024-2027** : transformation ETA (Espaces Temporaires d'Apprentissage) en classes normalisées, appui matériel aux élèves vulnérables, sensibilisation à l'importance de l'éducation, éducation à la paix et à la citoyenneté, etc.
- Situation pas encore stabilisée mais certains PDI retournent chez eux : important d'appuyer la **redynamisation des dispositifs scolaires** dans communes d'origine + dans communes hôtes.
- **Valorisation des alternatives éducatives** : permet aux enfants déscolarisés ou non-scolarisés de réinsérer le système éducatif en très peu de temps (trajectoire de 9 mois).
- **Dispositif d'apprentissage des métiers lancé par le Burkina Faso** dès les niveaux primaire et secondaire : permet d'orienter les jeunes vers des métiers porteurs dès leur plus jeune âge.





Merci! Thank you!

François Téa

Thematic Sectoral Expert, Enabel – Guinea



ÉTUDE DE CAS | Mise en place de crèches mobiles à travers le Programme d'appui à l'intégration socioprofessionnelle des migrants de retour et des potentiels migrants (Intégra) en Guinée

Contexte programme « Intégra » (2019 - 2023)

- **Intégra** : prévention et limitation de la migration irrégulière, réintégration des migrants de retour et insertion socio professionnelle durable des jeunes guinéens
- **Cible** : 8000 jeunes (18 à 25 ans) - 30% de femmes
- **Zone** : axe Conakry - Kindia - Mamou - Labé
- **Fragilité structurelle** : pauvreté, chômage des jeunes, inégalités de genre et effets du changement climatique
- **Absence de structures de garde d'enfant adaptées** : frein majeur à la participation des filles-mères aux programmes de formation technique et professionnelle
- **Volonté d'impliquer davantage de femmes et assurer un travail décent** : mise en place d'un système de garde d'enfants



Objectifs & résultats Programme « Intégra »

Objectifs :

Créer un environnement sain et sécurisé pour accueillir les enfants présents sur les sites de formation technique et professionnelle avec leurs mères, afin de leur permettre de participer pleinement aux activités de formation

Résultats principaux :

- **Augmentation du taux de participation des filles-mères aux formations**
- **Renforcement des compétences des animatrices** en matière de prise en charge de la petite enfance et de promotion de l'égalité de genre
- **Valorisation individuelle** des animatrices (renforcement de l'estime de soi)
- **Création d'emploi** pour les animatrices
- **Diminution des conflits familiaux et des VBG** au sein de la communauté
- **Création d'espaces sécurisés et stimulants** pour les enfants



Leçons apprises & recommandations

Leçons apprises :

- **Leviers efficaces pour favoriser l'inclusion des jeunes mères dans les dispositifs de formation**, en particulier dans des contextes fragilisés
- Contribution à la **promotion de l'égalité de genre**, à la **professionnalisation du secteur de la petite enfance** et au renforcement de la **cohésion sociale**
- Un certain **niveau de scolarisation** des femmes sélectionnées est nécessaire pour assumer pleinement leur rôle d'animatrices et développer les compétences nécessaires à leur métier
- Intensifier la **collaboration avec le ministère en charge de la petite enfance**
- Prévoir des **espaces d'accueil suffisamment appropriés** (espace, aération, aire de jeux, etc.)

Recommandations :

- **Institutionnaliser le dispositif** des crèches mobiles dans les politiques publiques (ministère de l'Action sociale > structures de protection de l'enfance, centre de formation)
- **Former davantage d'animatrices** (via des cours d'alphabétisation) **ou constituer des binômes** (une animatrice en situation d'analphabétisation travaille en duo avec une autre alphabétisée)
- **Favoriser une meilleure coordination** entre les acteurs locaux, les services de santé et les structures de formation via des échanges réguliers
- **Structurer le suivi des enfants via des outils** (carnet de suivi) **et organiser des temps d'échanges formels** (animatrices – mères – médecins - responsables étatiques de la petite enfance)



Merci! Thank you!

Working group arrangement

Group A - Use of digital technologies in fragile settings

Group B - Local community and private sector engagement

Group C - Build back better: the role of innovation in reconstruction

Group D - Flexible and continuous cooperation in fragile settings

THE UPCOMING ETF TOOL FOR HUMAN CAPITAL DEVELOPMENT IN FRAGILE SETTINGS

**Methodology, key findings and
open questions**

**Matthew Waterfield
ETF Consultant**

Fragility and Conflict are on the rise in ETF partner countries

Why does ETF need to adapt to Fragility and Conflict?

Fragility and Conflict are pervasive

90% of ETF partner countries are Fragile or Conflict Affected



Fragility and Conflict impede growth

Conflict and fragility causes over \$10 billion in annual GDP losses from interrupted schooling

Fragile states less able to support human development

Education spending efficiency declines by 40% in fragile states

Conflict directly impacts government service delivery

Ukraine - 684 education and training facilities targeted in Ukraine

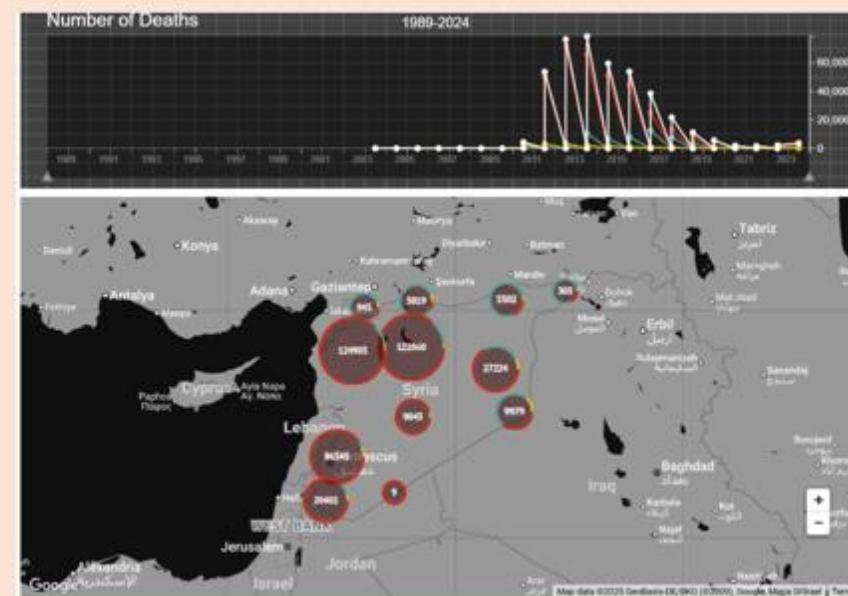


Conflict directly impacts human development

4 of 28 ETF partner countries at FSI Alert level – intense conflict
Syria – Palestine (West Bank and Gaza) – Libya - Ukraine

Direct death and injury from conflict

Syria - 413,334 conflict deaths (2011-24)



ETF Fragile and Conflict Affected Contexts (FCAC) Analysis Tool and Guidance

Purpose: Provide a modular and flexible approach using standardised indicators, when they are available for a given country, to screen and provide a preliminary analysis of the fragility, conflict and human capital development context, to then identify potential key inter-relationships between them to guide the work of ETF.

Phase One - Literature Review: Definitions, approaches of other agencies, understand how use tool and availability of evidence.

Phase Two – Development of FCAC Tool (ongoing): Semi-automated tool (Excel) with quantitative and qualitative data, with Guidance to conduct rapid annual assessments.

Definitions:

Why adopted 'Fragile and Conflict Affected Contexts (FCAC)'?

Definition of Fragility

Fragility is the combination of exposure to risk and insufficient coping capacity of the state, system and/or communities to manage, absorb or mitigate those risks. Fragility can lead to negative outcomes, including violence, the breakdown of institutions, displacement, humanitarian crises or other emergencies.

Source: OECD Definition – No. 4 Annex One

Definition of Conflict

"Conflict occurs when two or more parties believe that their interests are incompatible, express hostile attitudes or take action that damages other parties' ability to pursue their interests. It becomes violent when parties no longer seek to attain their goals peacefully, but resort instead to violence in one form or another."

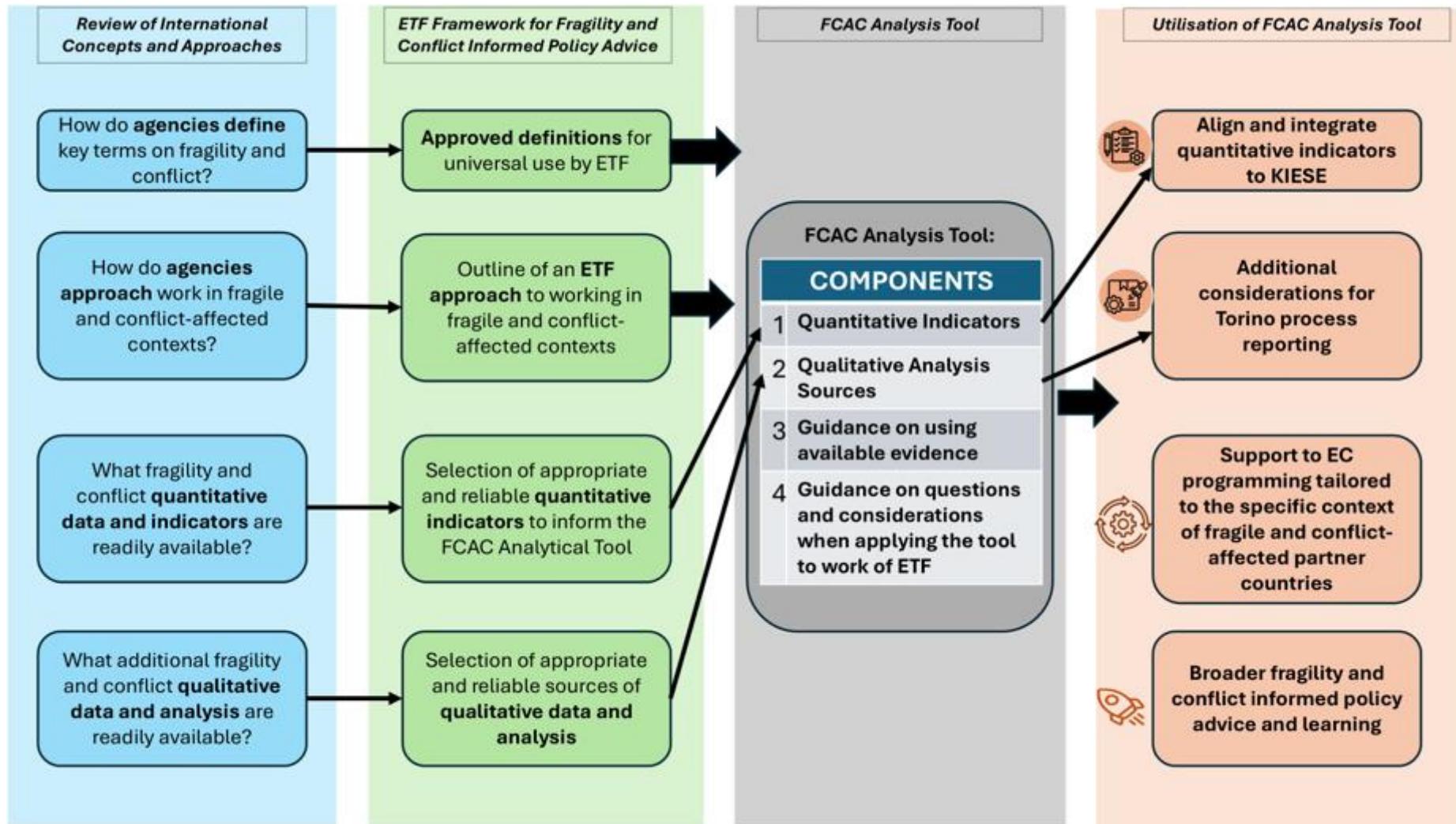
Source: UK Government Definition – reference No.7 in Annex 1

Definition of Conflict Sensitivity

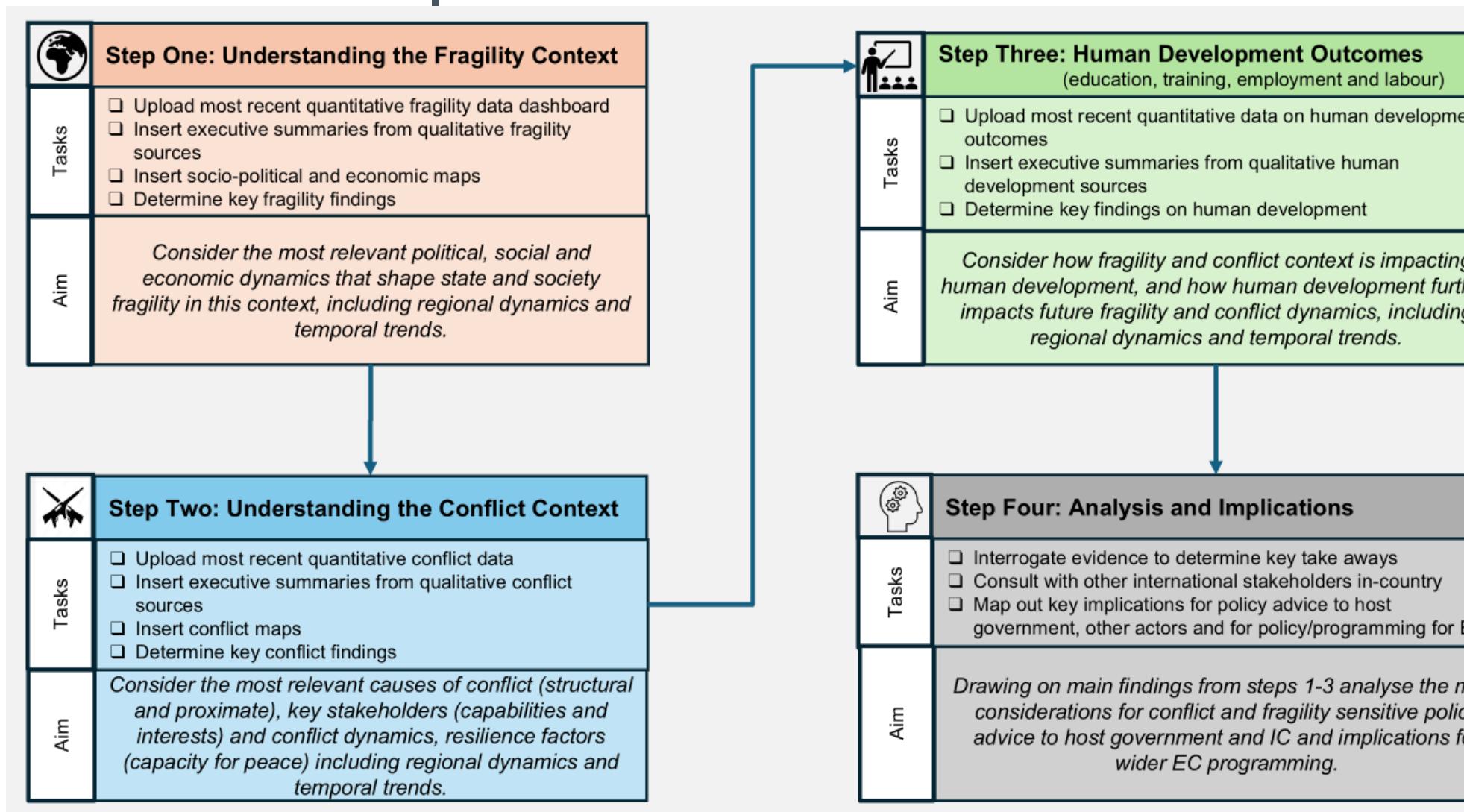
"Conflict sensitivity involves recognising that any intervention in a conflict-affected environment will interact with that conflict – producing positive or negative effects – and requires a deliberate, systemic approach to minimise harm and maximise benefits."

Source: Saferworld definition as detailed in the UK government guidance on conflict sensitivity, No.8 in Annex 1

Review of literature and other agency approaches shaped the FCAC Analysis Tool



FCAC Tool – Four Step Process



Discussion and next steps

- Applicability of the definitions and approach?
- FCAC – avoids challenges of defining ‘crisis’ share insights from experience.
- Implications from insights from the case studies for the FCAC Analysis Tool?
- Balancing strong quantitative data with more in-depth qualitative evidence, and challenges of lack of reliable evidence in most conflict-affected contexts.
- How integrate with other ETF processes – such as KIESE and wider Torino process?

Conclusions

Evelien Masschelein

Director of Expertise & Think, Enabel