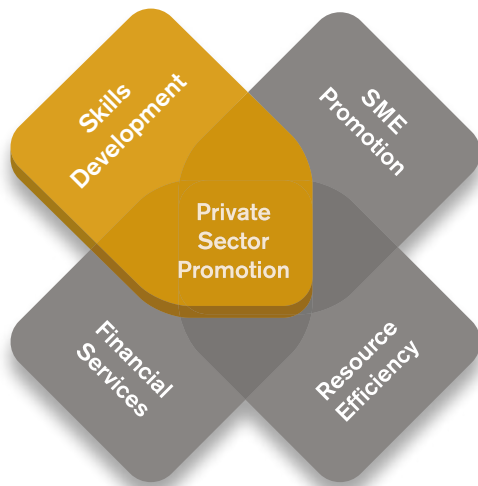




swisscontact

Skills Development

Vocational Education & Training and Labour Market Insertion



Swisscontact promotes economic, social and environmental development by successfully integrating people into local commercial life. Swisscontact creates opportunities for people to improve their living conditions as a result of their own efforts.

The presence of a developmentally capable private sector is central to sustainable economic development. Through its projects, Swisscontact promotes the creation of functional market structures and the establishment of appropriate framework conditions, thereby improving the competitiveness of local businesses. In this way, disadvantaged populations can be integrated productively into the economy and household incomes increased through employment and small business formation.

Swisscontact concentrates on four core areas of private sector development:

- **Skills Development:** enabling access to the labour market and creating the conditions for gaining an occupation and earning an income.
- **SME Promotion:** promoting local entrepreneurship with the goal of strengthening its competitiveness.
- **Financial Services:** achieving financial inclusion by creating access to local financial service providers who offer credit, savings, leasing and insurance products.

- **Resource Efficiency:** promoting the efficient use of resources through production methods that are efficient in their use of energy and materials, and through measures that promote clean air and sustainable waste management practices.

As an expert organisation, Swisscontact carries out high-quality project work. The cost-effectiveness and efficiency of its services is proven by well-documented, transparent monitoring and quantification procedures. Recurring internal and external checks provide proof of continued, sustainable development of expertise, skills and practical know-how.

Swisscontact was established in 1959 as an independent organisation by prominent individuals from the worlds of commerce and science in Switzerland. It is exclusively involved in international cooperation and since 1961 has carried out its own and mandated projects. Since it was founded, Swisscontact has maintained close ties with the private sector. Swisscontact is active in 27 countries with a workforce of over 800 people. The organisation is based in Zurich.

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Skills Development

Our understanding



Welder in training, Albania

Worldwide there are 200 million unemployed people and the number continues to grow. Youth unemployment is of particular concern and a lack of training is a frequent cause. Various skills and proficiencies are necessary to gain a foothold in the labour market and find success later on as a thriving member of society.

Skills development relevant to the labour market supports people securing their basic material needs, thereby reducing poverty and facilitating the economic and social development of a region or country. In this sense, skills development represents all activities and systems that prepare people for the labour market and support them to thrive therein. This includes initial and continuing vocational education and training (VET) as well as labour market insertion.

If educational offers are combined with individual needs, as well as economic and social interests, then optimal conditions for high employment rates are in place. Swisscontact's overarching goal is to support people in their efforts to create the conditions for a secure livelihood and actively participate in society. As VET is often not sufficient, interventions in labour market insertion have become increasingly important in recent years. Therefore, Swisscontact is committed to sustainably improve the effectiveness and demand orientation of skills development programmes.

Swisscontact

50 years' experience in skills development



Metal workers in training, Niger

In the last 50 years Swisscontact has acquired extensive experience in the development and implementation of skills development programmes around the world. They range from training for young people with no basic education to professional training of technical specialists.

The type of projects have changed and developed since the early 1960s, but the belief in the potential of skills development to facilitate social integration and economic development has endured.

1960–1980: training technical professionals

At the heart of these efforts was the creation of and support to training centres based on the Swiss apprentice model (Meisterlehre). Due to the lack of facilities at local SMEs, the practical part was not carried out in companies but in well-equipped workshops at the training centres themselves. Training of trainers as well as school management was an important factor in the subsequent handover of previously Swiss-managed centres to local actors. Many of these training centres still exist today and continue to train mid-level technical professionals.

1980–2000: promotion of vocational education and training systems

Starting in the 1980s, increased emphasis was placed on supporting and promoting selected components of local skills development such as teacher training, teaching curricula, school and quality management, and certifications. At the institutional level, more investments were made in the legal framework for vocational training.

2000 to present: concentrating on increased income and employment

Poverty reduction as the highest ideal defines the current generation of skills development projects. Short-term, on-the-job trainings combined with offers for labour market integration are shifting to the forefront. Training activities are increasingly being enhanced with services such as consulting and advising, information and access to financial services. In this way, skills development today is in the field of tension between poverty reduction and economic growth.

Swiss Roots

Multiplying success factors



Training Center, South Africa

Switzerland is justifiably proud of its unique vocational education and training system, which contributes to low rates of youth unemployment. The Swiss VET system is based on the dual apprenticeship after the completion of compulsory school and features today a fully permeable framework for higher professional training.

The dual apprenticeship training system serves as a model of success. Key to this is the connection between basic theory taught in the classroom and practical experience gained in businesses. Thanks to the company-based training, the model not only promotes technical expertise, but also social and personal skills. It has never been Swisscontact's objective to export the dual apprenticeship training model to other countries. However, Swisscontact bases its approach on the success factors found in the Swiss system.

These are:

- including the private sector in programme development, learning processes, performance evaluation and guidance;
- balanced financing between the state and the private sector;
- multifaceted, practice-based learning focusing on daily work;
- permeability between initial and continuing vocational education and training (VET) (horizontal and vertical, i.e. no graduation without a further education connection);
- VET as an attractive alternative to academic education, which often enjoys more social recognition.

Besides supporting the fight against youth unemployment and skills shortages, a strong VET- system contributes significantly to the structural and socio-economic development of a country or region. In addition, promotion of skills development together with measures to promote employment is an important factor in stabilising fragile contexts.

Quality and Relevance

The challenges



Vocational Training Center, Rwanda

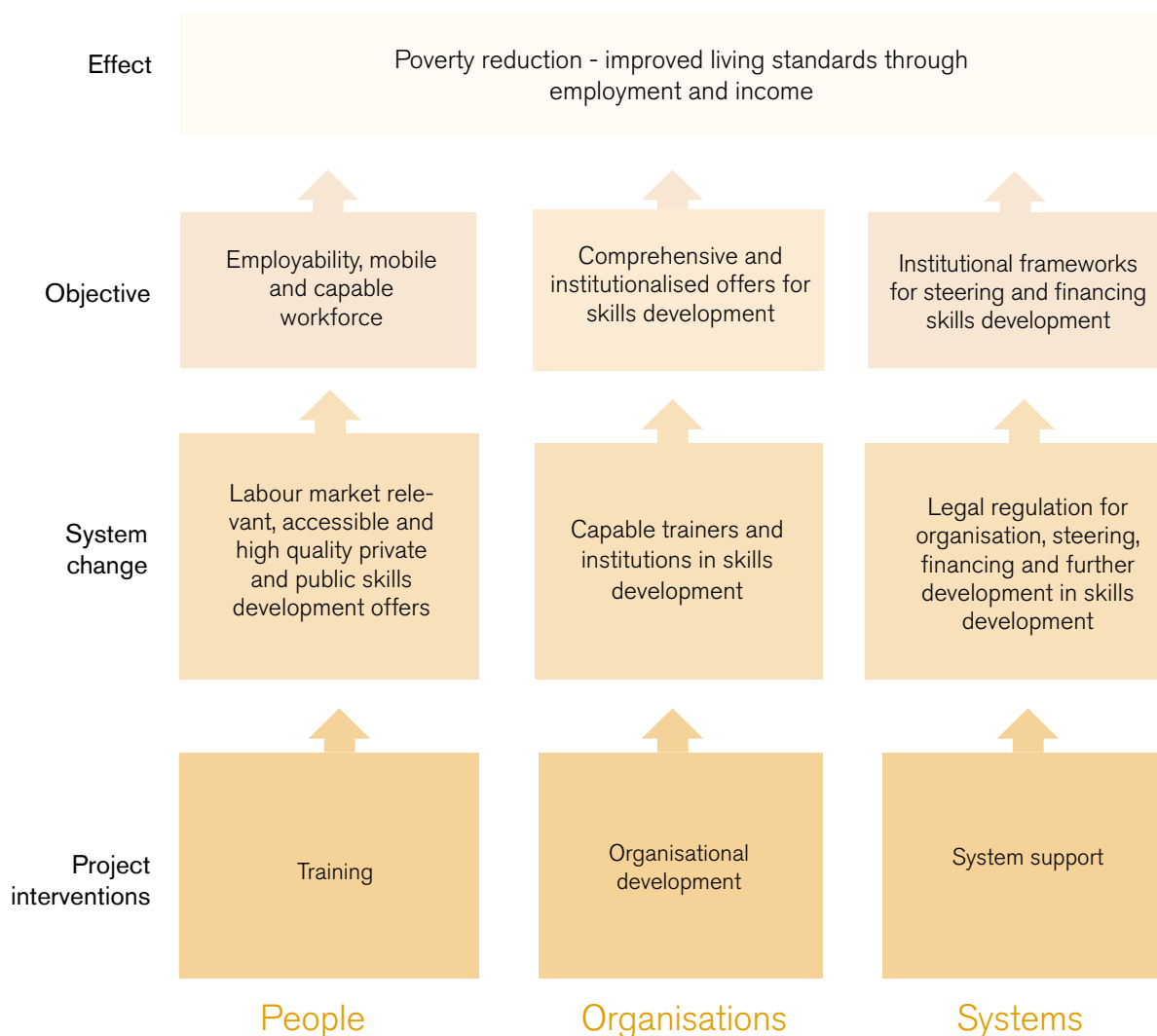
In developing countries the value and social acceptance of VET are often low and the quality insufficient.

This becomes evident in the following aspects:

- training and teaching curricula are often outdated and not tailored to the needs of the labour market;
- training is mostly theoretical and takes place in classrooms;
- well-trained teachers are lacking;
- adequate infrastructure is lacking, especially in teaching workshops;
- existing training opportunities are limited to urban areas and mostly geared to the formal economy;
- compared to general education, VET does not enjoy recognition in society;
- financing is not secured.

In this situation, it is the disadvantaged populations who are barred from access to formal qualifications. Often they have no or at most insufficient basic education, are unemployed or take temporary stints to stay afloat. Their particular living situation requires adjustments to the training courses to their needs. Along with facilitating access to technical skills, Swisscontact provides support to the development of personal and social skills, entrepreneurship, access to information and networks, as well as labour market integration overall. The available skills development programmes are adapted to the realities of these target groups.

The goal - improved living conditions



Skills Development

Much more than initial and continuing vocational education and training

Social harmony, wealth, competitiveness and high employment rates are all factors that determine the prosperity of a given economy, skills development is the key factor among these. Swisscontact's skills development programmes include VET as well as labour market insertion.

Improved employability of people contributes to poverty reduction if the economy is growing, the placement of skilled personnel into the labour market is functioning and men and women can find decent work.



Information event, Uganda

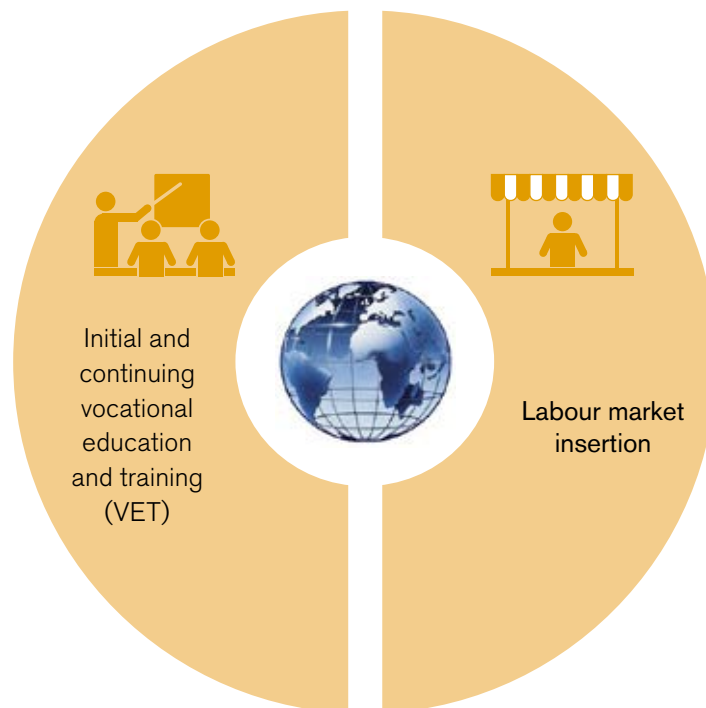
Initial and continuing vocational education and training are the processes to equip people with employable skills for work and life and can be provided by schools, training centres, higher education institutions or VET providers in formal and non formal settings. At the same time VET is the system to organise the skills acquisition processes for employability.

Labour market insertion comprises a bunch of different instruments and services, like counseling, placement services, work programmes, employment incentives, internships, occupational and life skills training, start-up incentives.

For Swisscontact the following factors have positive effects on employment and therefore form the basis of successful programmes:

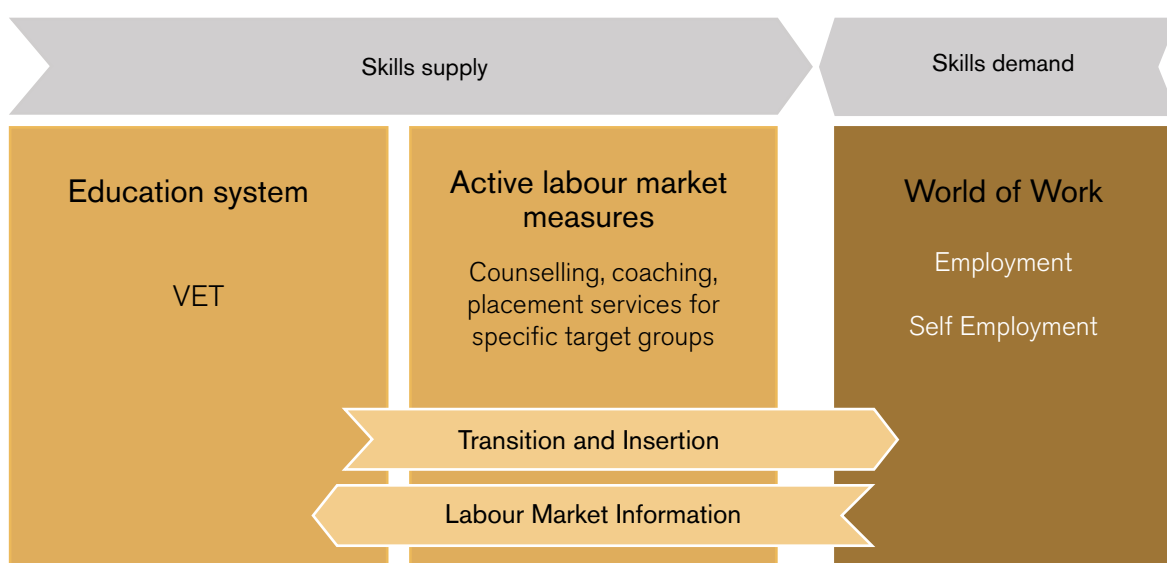
- suitable political and legal frameworks as well as the political will to modernise and reform;
- the readiness of state actors to involve societal partners, especially business organisations;
- focusing the training courses on offer on current and future demands of the professional world;
- economic potential;
- qualified actors offering and financing vocational trainings, as well as institutions and structures that ensure vocational training standards.

Swisscontact Activities in Skills Development



Skills

Supply, demand and transition



Areas	Activities
Skills supply and demand	By developing skills development programmes, Swisscontact supports the labour market to meet its demand for qualified personnel. People must be trained so that they can find a place in the world of work. Labour market information is the key to match supply and demand.
Education system	The objective is to strengthen the availability of VET offers, so that they are demanded by the world of work. To this end, Swisscontact focuses on specific professions, regions and schools, working together with local institutions and the responsible authorities.
Active labour market measures	VET alone is often not sufficient to integrate people into the labour market. Therefore, Swisscontact promotes programmes and services to support the transition and integration into the labour market. These include information, counselling, coaching, placement services, support for start-ups etc. Depending on the country's level of development, the interventions concentrate on individual training offers or the development of independent systems with their own rules and budgets.
World of work	Involving the private sector with its specific requirements is a key component of all Swisscontact's skills development projects. Direct strengthening of the private sector or individual sectors is done through projects in Swisscontact's area of SME-promotion.



Information event in Kakuma, Kenya



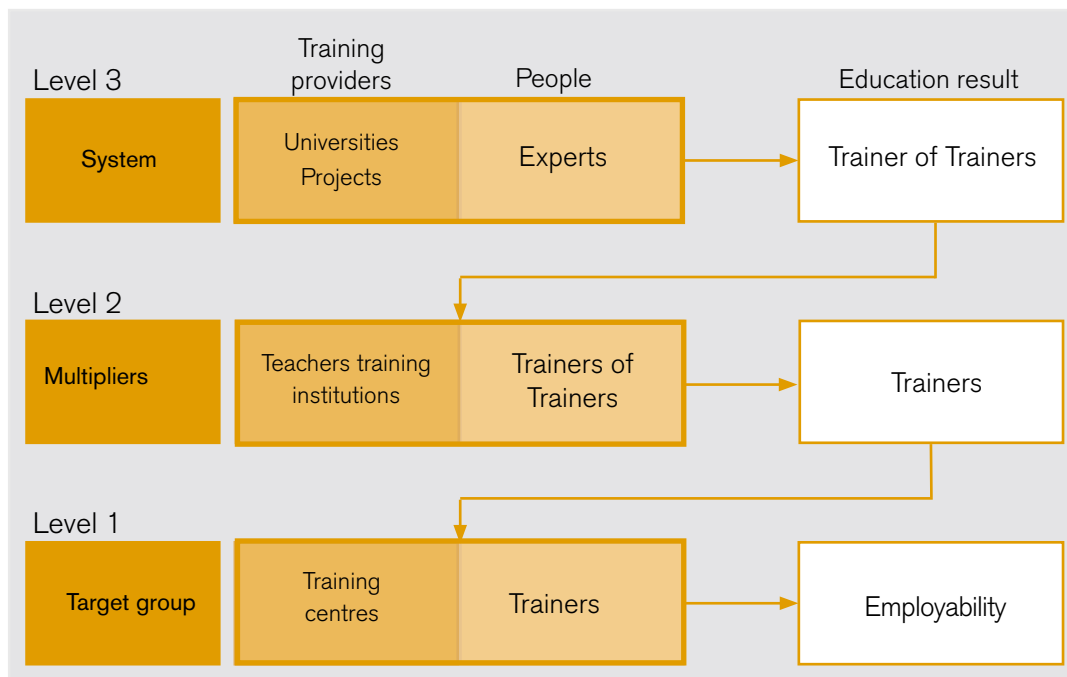
Initial and Continuing Vocational Education and Training (VET)

Collaboration with local partners

The objective of VET is to train and prepare specific target groups, be they youth or unemployed adults, for the labour market.

Swisscontact does not directly train these target groups, but works locally through existing institutions and training centres.

Education cascade



Swisscontact projects usually start with the training of teachers and instructors (level 2) or with the establishment of teacher training institutes (level 3). This approach helps to ensure sustainability of

programme interventions in that knowledge is imparted to “multipliers” (trainers of trainers, i.e. teachers and instructors).



Workshop instructions, Honduras

Honduras

Labour market training to create opportunities for youth

Rising crime and poor security endanger economic development and the social stability in Honduras. Reducing youth unemployment and underemployment is of primary concern to the government. At the same time, businesses face difficulties in finding qualified employees with the required skills.

Swisscontact is committed to economic development and violence prevention in Honduras. The objective is to open up future opportunities for young men and women growing up in high-crime areas through skills development. Through self-employment and inclusion in the labour market, beneficiaries' livelihoods are secured. Swisscontact's programme consists of two main components:

- 1) In practical training modules, so-called "talleres populares", young people gain easier access to the labour market.
- 2) In addition, companies of selected sectors (including tourism and construction, for example) are engaged for collaboration and later employment of graduates.

Through certified trainings fitting the needs of the labour market, young people become more employable and businesses more competitive. Programme interventions aim to achieve a functional VET system that meets the requirements of the labour market. It is only in this way that sustainable market integration can be achieved. For young people, this means the promise of healthy and productive livelihoods.



Labour Market Insertion

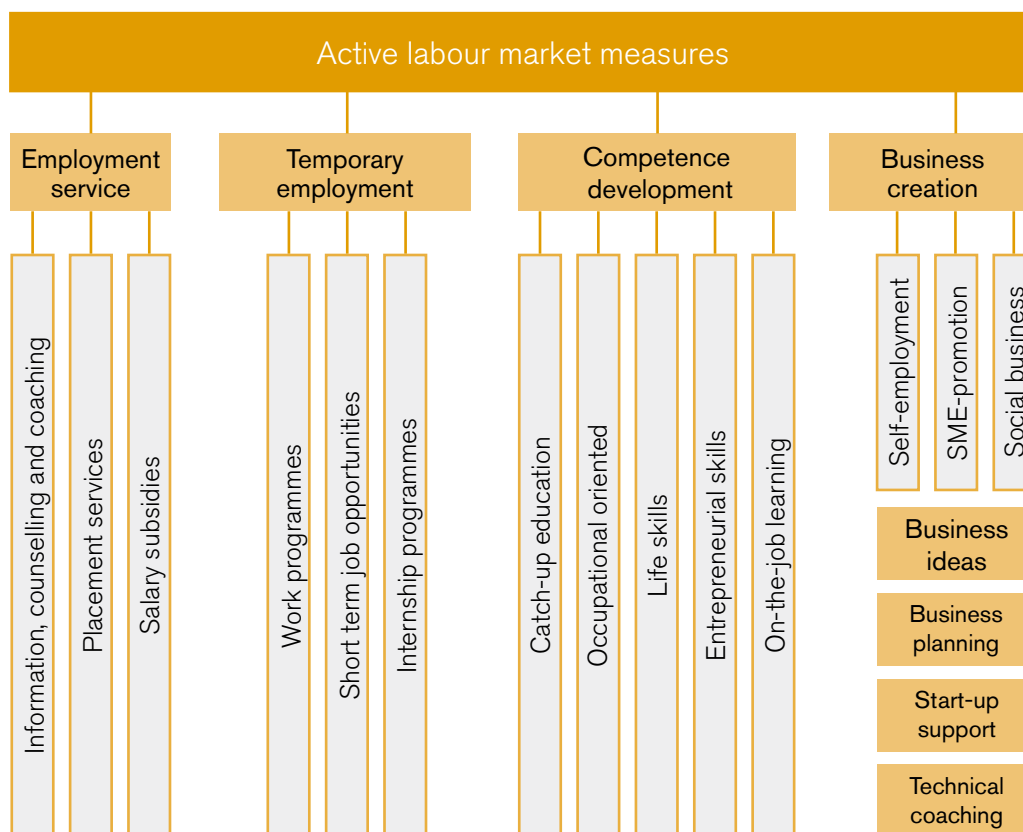
Battling youth unemployment

In order to counter the youth unemployment that is particularly severe in many partner countries, Swiss-contact is also supporting approaches that facilitate the transition for young people from training to the labour market.

Active labour market measures typically include a bundle of different instruments in the four areas of employment service, temporary employment, skills development and business creation.

Through optimisation and incorporation of new processes, as well as more effective use of available resources, the available services become more broad-based and individual training programmes develop into self-sufficient systems.

The organisation and content of services consider in particular the living situation of socially disadvantaged populations. When entering the labour market, these people especially face numerous obstacles.





Information and coaching platforms, Niger

Niger

Professional orientation and inclusion of youth

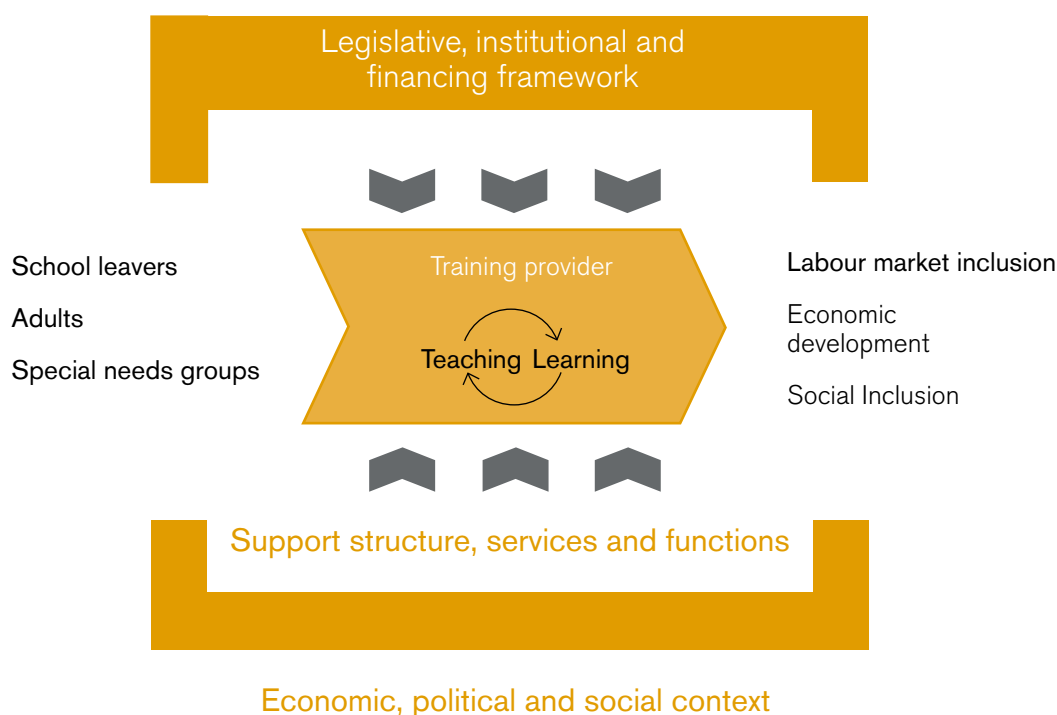
Niger, one of the world's poorest countries, suffers quite severely from youth unemployment and a poor employment outlook. Furthermore, youth in rural areas have almost no access to information that would be useful for employment and labour market integration services (including opportunities to enter the labour market, available support services, job offers, VET offers, access to microfinance for start-ups etc.). On the other hand, there is the informal private sector, which consists mostly of small family or one-person businesses that cannot find enough qualified employees. Under-served youth on the one hand and private sector demand on the other make it apparent that in Niger a decentralised professional advisory system and job placement services is needed.

For this reason Swisscontact and local partners, including the Ministry of Vocational Education and Training, local governments (regional and municipal), professional associations and businesses have developed the concept of "Platforms for professional information, counselling and consulting of young people". The goal is to inform young people about where, with whom, and in which sectors there are job opportunities; who is offering the complete package of services for VET and how to access finance for starting up a business.

Institutionally, the platforms are rooted in the Ministry of Vocational Education and Training and coordinated by local employees. In addition, through their networks they gain access to information on the informal rural jobs market. The platforms' coordinators and consultants act as "mentors and tutors" and oversee other measures such as training, bank use and the young people's first professional steps.

Teaching and Learning Processes

Skills development as a system



Teaching and learning processes are at the heart of every education system. VET must be geared to the labour market and its needs considered. Thus, it is essential to involve the local economy in these development and design processes.

Training institutes need concrete implementation strategies, acceptable infrastructure, and facilities. Their teaching staff must be trained both as professionals and teachers.

Training providers are embedded within a larger framework that ensures centralised services: development of teaching curricula, accreditation of training institutes and courses, rules for exams and diplomas, as well as training of teaching and management cadres are important components thereof.

Finally, the state defines the overall framework conditions through legislation, financing mechanisms, overall system steering and international agreements. The inclusion of all stakeholders makes skills development a complex organisational undertaking.

Together with local and national partners, Swisscontact is implementing comprehensive skills development programmes that contain policy and systems guidance and support to selected training institutes in improving the quality and relevance of their training programmes. Concepts

for labour market oriented skills development are designed and implemented together with local authorities and involve the private sector. These include in particular sustainable financing of training courses.



Mobile Service Training Course, Bangladesh

Intervention levels

Areas	Activities
Framework conditions	<ul style="list-style-type: none"> ▪ supporting state offices in developing national- and local-level VET systems ▪ advising public institutions in reform processes ▪ generating labour market analyses and providing counselling for introducing labour market information systems ▪ contributing to the development of qualification and certification systems ▪ introduction of co-financing mechanisms between public institutions and the private sector, organisational development of scholarships, implementation of voucher systems, and counselling on financing models ▪ promoting dialogue and cooperation between various public and private stakeholders
Inter-organisational networks	<p>Strengthening and linking public and private organisations such as chambers of commerce and business associations:</p> <ul style="list-style-type: none"> ▪ concept development for aligning training courses with demand-oriented qualifications ▪ validation of qualification requirements ▪ professionalisation of existing structures ▪ capacity and competence development of public and private institutions and organisations ▪ promotion of broad-based cooperation ▪ creation of local networks
Training providers	<p>Design and implementation of VET and transition offers:</p> <ul style="list-style-type: none"> ▪ development of occupational profiles, establishment of standards and teaching curricula ▪ development and institutionalisation of various training approaches and methods (practical orientation) ▪ training of teachers, trainers and advisors ▪ reform of teaching curricula and innovative course and evaluation approaches ▪ development of training programmes and approaches for instructors and teachers ▪ development and expansion of infrastructure related to training equipment and facilities, workshops, and mobile training units ▪ development of and support to information and advisory centres, job fairs, and financial services offers



Tailor in training, Bangladesh

Formal versus non formal education

Formal and non formal education complement each other, mutually enhancing the life-long learning process.

The concept of **formal education** refers to the education offered by the state, from primary school through university. This also includes vocational education courses that result in accredited degrees.

Non formal education refers to any skills development programmes that are not rooted within formal

education curricula. It includes training that exists in parallel to formal training courses and usually does not lead to an official diploma. Swisscontact includes such courses as bridges. They offer the opportunity for youth and young adults without a school degree or those who have quit school early to gain skills and thus be prepared for entering the formal education system or the labour market.



Training centre for textile printing, Bangladesh



Post graduates, Uganda

National Qualifications Frameworks

National qualifications frameworks have developed into a global megatrend in the world of education. In many partner countries, they either have already been implemented or are being prepared for implementation. National qualifications frameworks are based on skills - regardless of where or how these were acquired. In this way, differentiating between formal and non formal skills acquisition will become obsolete over the long run. Qualifications frameworks also render skills internationally comparable.

Swisscontact is often faced with the development of national qualifications frameworks or their results. This either when advising on policy level during consultation processes or when developing new training courses based on current guidelines.

Local Implementation

Swisscontact sees itself as a facilitator and moderator. This means that the organisation assumes no core functions in skills development but instead supports and empowers local stakeholders to take over their own responsibilities and roles. Programme activities are based on analyses and are defined for implementation together with local stakeholders.

This involves local- and national-level authorities, the private sector (business associations, cooperatives, businesses etc.) as well as training institutes. It is important to involve regional and national authorities in order to develop, implement, and reinforce new strategies, for local training institutions and service-providers often have no decision-making powers or resources.

Measuring Impacts

Central to Swisscontact's programme work is to achieve the greatest possible impact while being highly efficient. Uniform and comparable monitoring and measurement of targeted results in various projects is a decisive instrument in quality assurance, the learning process and reporting. Sound monitoring allows Swisscontact to evaluate the effectiveness of strategies and assess programme interventions objectively.

The accompanying review is already embedded in programme design through a monitoring and result measurement system with corresponding indicators. In this way programmes can adapt the strategy and further development to the measured results as needed.



Training kitchen, Kosovo

Projects

Projects	Intervention levels
<p>Albania VET Delivery Support Program 2007–2014</p> <p>Coaching for Employment 2010–2014</p>	<p>Support given to state reform of the educational system through:</p> <ul style="list-style-type: none"> - comprehensive support to the vocational professions of plumbing and IT; - development of public-private partnerships for the hairdresser and baker professions; - Assistance in coordinating and consulting at the national level; - Assistance in the decentralisation process (until 2011). <p>Labour market integration of disadvantaged groups through:</p> <ul style="list-style-type: none"> - developing and implementing a training programme for people who help integrate youth from disadvantaged populations into the labour market; - trainings conducted by local non-governmental organisations.
<p>Bangladesh Skills Development Project 2008–2013</p> <p>Skills for Unemployed and Under-employed Labour in Bangladesh 2011–2014</p> <p>Quality Health Care Delivery at Grassroots Level 2011–2014</p> <p>Skills and Employment Programme 2013–2017</p>	<p>Capacity building in the national vocational training system by developing teaching materials, ensuring the availability of adequate training facilities, optimising coordination processes, and training project partners.</p> <p>Promoting better and new cooperation between stakeholders from business and vocational training institutions. Aligning training courses with market requirements.</p> <p>Implementing mobile health centres supervised by doctors in pharmacies, thereby facilitating improved access to healthcare services for disadvantaged populations.</p> <p>Establishing and conferring qualifications for the labour market. Supporting the private textile and construction sectors with high-quality, market-oriented training models.</p>
<p>Benin Supporting Professional Training and Employment in the Artisanal and Health Sectors 2002–2016</p> <p>Training and Job Insertion for Young Graduates 2009–2011</p>	<p>Introducing and formalising dual skills development in selected artisanal and health professions in close collaboration with vocational schools and SMEs.</p> <p>Developed training courses in the artisanal handicraft sector and supported young graduates in labour market integration, especially through the establishment of their own MSMEs.</p>



Teaching and production Centre, Niger

Projects	Intervention levels
Burkina Faso Apprenticeship Training and Local Economic Development in Gaoua 1999–2016	Supporting local artisanal handicraft associations and state offices in designing and implementing a national vocational training system based on the dual apprenticeship training system. Developing the local economy in selected districts through brief technical courses and promoting economic self-sufficiency.
Guatemala Training of Unemployed Youth 2011–2016	Designing and implementing market-oriented and high-quality training modules. Strengthening entrepreneurial skills and facilitating access to start-up credit for youth in rural and overcrowded urban areas.
Honduras Professional Training for Young People (Projovent) 2013–2017	Creation of sustainable professions and jobs in the tourism and construction sectors for youth in high-crime areas.
Indonesia The Aceh Polytechnic Program 2007–2012 Skills Training for Employment Promotion 2010–2011	Establishment of a new technical school with four training subjects: support to school administration, creation of suitable infrastructure, development of teaching curricula, and training teachers and instructors. Creation of mobile training centres, organisation of practical apprenticeships and continuing education courses, support to start-ups, and facilitating access to finance.
Kenya Promoting Life Skills and Livelihoods in Kakuma 2013–2015	Supporting refugees and other disadvantaged people from the Kakuma refugee camp through vocational training and continuing education. In addition to technical skills, these courses also facilitate basic writing, accounting, and life skills.
Kosovo Vocational Education Support 2001–2012	Support given to national vocational education reform through improving training courses on offer in selected professions. Introduction of innovative training methods such as e-learning. Piloting a decentralised management approach and financing system. Creation of new cooperation between training institutes and the private sector.

Projects	Intervention levels
<p>Mali Professional Training Support Project 2002–2017</p> <p>Agricultural Training in the Sahel (Mali and Niger) 2010–2012</p> <p>Out-of-School Youth 2010–2015</p> <p>Rural Skills Development and Employment Program in the Niger Basin 2012–2015</p>	<p>Supporting private and state partners in the development and consolidation of the national vocational training system and strengthening of local training institutions.</p> <p>Development of a network of resource centres for agricultural training financed by local public and private partners.</p> <p>Introduction of institutionalised training programmes, standards for service providers, and strengthening of existing training centres.</p> <p>Creation of a demand-oriented skills development system in the agricultural sector through the development of training centres, adapting training courses to agricultural realities, training of trainers, and updating state laws.</p>
<p>Myanmar Vocational Skills Development Project 2013–2017</p>	<p>Promotion of the national vocational training system through training initiatives in the hospitality industry, mobile training units in rural areas, and supporting the national vocational training system's efforts to develop training standards.</p>
<p>Nepal Youth Employment Project 2013–2016</p>	<p>Integration of young adults into the labour market and promotion of political participation. Access to market-oriented and high-quality training courses, development of information and advisory platforms specific to young people's needs.</p>
<p>Nicaragua Training of Unemployed Youth 2013–2016</p> <p>Supporting Don Bosco Training Centres 2005–2009</p>	<p>Development of demand-oriented, high-quality training programmes in collaboration with the National Vocational Training Institute.</p> <p>Support given to five Don Bosco training centres through modernisation of training programmes, infrastructure and equipment improvements, and upgrading school administration.</p>
<p>Niger Training and Employment of Young People 2005–2016</p> <p>Support Program for Rural Education in Niger 2011–2016</p> <p>Vocational Training and Education for Young People in Niger 2013–2017</p>	<p>Developing platforms for professional information, career advisory services, as well as counselling for youth to support labour market integration, including the creation of a network with various partners and service providers.</p> <p>Developing agricultural vocational training and continuing education in five professions, supporting centres for training and community development, facilitating labour market integration of youth.</p> <p>Supporting youth in the Agadez, Tahou, and Tillabery regions in their job searches through information, training, and coaching.</p>

Projects	Intervention levels
Rwanda Promoting Market Oriented Skills: Training in Great Lake Region 2012–2015	Establishing vocational training centres, courses for six professions, and supporting the creation of a national qualifications framework.
Tanzania Skills Development for the Agricultural Sector 2010–2016	Developing agricultural vocational training and facilitating the acquisition of life and financial skills, as well as easier access to finance.
Tanzania, Uganda U-LEARN Youth Learning Groups and Access to Finance Program 2011–2016	Development and implementation of continuing education institutions, facilitating acquisition of business and practical skills; support through internships and job insertion in collaboration with SMEs; help in starting independent businesses through business coaching, including access to finance.
Tunisia Vocational Training Support Program and Training Companies 2012–2015	Promoting skills development through practical brief trainings. Supporting reform of the national vocational training system.
Uganda Local Skills Development for Youth 2009–2016	Supporting the acquisition of technical qualifications through internships, facilitating the acquisition of life skills and counselling. Coaching in business development and starting independent businesses with facilitation of suitable market connections.
Skills Empowerment for Alternative Livelihoods SEAL Karamoja 2009–2012	Consulted in the selection of a suitable profession, qualification acquisition, business training and financial skills training.
WorkersPAS – Validation of Non-Formal and Informal Skills Training 2011–2013	Formalisation of qualifications in close collaboration with state offices and development partners to validate skills and proficiencies acquired in the informal sector.
Sri Lanka Development and Peace Sri Lanka 2000–2010	Helped promote the peace process in the Ampara and Batticaloa regions through inter-ethnic training and coaching programmes.
Vietnam Strengthening the Vocational Training Centers (SVTC) 1994–2008	Developed and supported 37 vocational training centres by training teachers and investing in infrastructure using innovative co-financing models through competitive tenders.



Entrepreneur, Albania



Doing the right thing together

Swisscontact is the ideal partner for companies seeking to invest in the productive capacity or access markets in developing countries. With a longstanding commitment to private sector and market-led development, Swisscontact's track record in the various target countries is based on a keen understanding of regional business interests, strong local networks and alignment with the development goals of international cooperation.

These synergies from business and international cooperation provide leveraging opportunities and create dynamic options for collaboration. Private sector partnership commitment concentrates on

"Doing the right thing together" joint projects, which serve entrepreneurial objectives related to development policy. Consequently there are benefits for all involved, with a positive spin-off in particular for local people – whether in vocational training, the efficient use of resources, the strengthening of local SMEs or in the financial services sector.

We invite you to join us in developing emerging markets. By working together we can achieve sustainable progress for local people, while simultaneously creating new opportunities for your company.



Field interview, Tanzania

Companies can trade and invest responsibly by developing and implementing production and value creation processes sustainably, fairly and in accordance with standards and general international conditions. Strategic partnerships between commercial enterprises and international cooperation and development agencies strengthen the private sector and support the growth of new markets globally.

Companies are offered opportunities not only to invest in the economic development of the global South, but also to promote broad-based growth over and above their primary business goals.

We create opportunities

Swisscontact

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Cover: Information and coaching platforms, Niger

Pictures: Swisscontact staff

Layout: Pierre Smith Creative, South Africa

Swiss NPO-Code: The structure and management of Swisscontact conforms to the Corporate Governance Regulations for Non-Profit Organisations in Switzerland (Swiss NPO-Code) issued by the presidents of large relief organisations. An audit conducted on behalf of this organisation showed that the principles of the Swiss NPO-Code are adhered to.

ZEWO-Gütesiegel: Swisscontact was awarded the Seal of Approval from ZEWO. It is awarded to non-profit organisations for the conscientious handling of money entrusted to them, proves appropriate, economical and effective allocation of donations and stands for transparent and trustworthy organisations with functioning control structures that uphold ethics in the procurement of funds and communication.

Société Générale de Surveillance (SGS): Swisscontact has been awarded the Certificate of the International Inspection Agency Société Générale de Surveillance (SGS) within the NGO Benchmarking Programme.

May 2014

