

Teacher Without Borders Finland and Finn Church Aid
Uganda:

Bridging Global and Local Expertise in TVET: Co-Creating Sustainable Skills Pathways in Refugee Contexts

30.10.2025 GEP Forum, Helsinki.

Salla Ruh, Joseph Odumna, Pauliina Holm

1. Warm-up question

What Saves Lives in Kampala Rush Hour?

- A) Ambulance
- B) Police pickup
- C) Boda Boda
- D) Private vehicle

💡 *Hint: Thousands of youth ride these daily—what if they were trained as first responders?*



1. Welcome and Introduction

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2. Bridging Global and Local Expertise in TVET in Refugee Context: Finn Church Aid and Teachers Without Borders in nutshell.
3. Co-creating Sustainable Skills Pathways: Together towards positive change – Green TVET and project learning
4. Group work – Participatory brainstorming and sharing the ideas
5. Q&A, conclusion



PHOTO: ANTTI YRJÖNEN / FCA

1.1 Salla Ruh

Salla Ruh, TWB network coordinator at Finn Church Aid

International Development Professional - UNICEF, IOM, FCA & other NGOs in Eritrea, Kenya, Uganda, Cambodia, the Philippines

-> What I most enjoy about coordination work



Crossing the Nile river in NW-Uganda

Linking learning to earning-approach
“Together towards positive change – Green TVET project learning”
Collaborative learning process



1.2 Joseph Odumna

Livelihoods Technical Advisor, Finn Church Aid – Uganda

12+ years leading youth employment, livelihoods, and market systems projects across humanitarian and development settings.

Passionate about policy engagement, green economy, and transforming TVET through private sector and government partnerships.

Key architect of the *Linking Learning to Earning (LL2E)* model—connecting training to real jobs for young people.

Champion of digital financial inclusion and entrepreneurship for refugee and host communities.

- ◆ MSc. in Entrepreneurship



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1.3 Pauliina Holm (Akiiki)

Global Partnerships manager (Jyväskylä Educational Consortium Gradia)

Vice Chair of Committee for quality control of Finnish VET (Edufi) 2022-2024, 2025-2027. Married and mother of two grown- up children.

Passion for lifelong learning, competence-based VET and co-development since 1999.

→ “long-standing interest volunteering, supportive life and work situation, opportunity for professional growth, learning and sharing knowledge”

<https://www.linkedin.com/in/pauliina-holm/>



Kyaka II TVET center 7/2025

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Finn Church Aid

Finn Church Aid

Because every person is valuable.

We act every day for positive change in the most fragile places.

We provide humanitarian aid and work together with communities to bring quality education, sustainable livelihoods and peace.

FCA is Finland's largest international aid organisation.

FCA Country Offices

staff: 3,000, annual budget: 75 M€

Africa

1. Central African Republic
2. South Sudan
3. Uganda
4. Ethiopia
5. Kenya
6. Somalia

Middle East

7. Jordan
8. Syria
9. Israel and the Palestinian territories

Asia

10. Myanmar
11. Nepal

Europe

12. Ukraine
13. Finland

Other offices

14. Thailand
15. Americas (Washington DC/USA)



Right to quality education



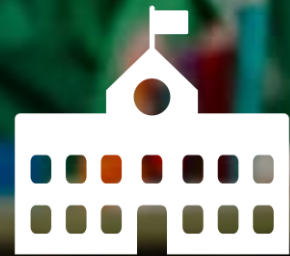
579,814

students at different levels
have access to quality education.



19,783

persons with
disabilities supported.



840

school-related structures
constructed and rehabilitated.

Right to livelihood



18,757

individuals and enterprises
had access to business
development services.



5,716

youth benefited from Linking
Learning to Earning services
aiming towards employment.



2,377

jobs created and maintained in the agriculture
and food processing sector through our
investment company FCA Investments.

Right to peace



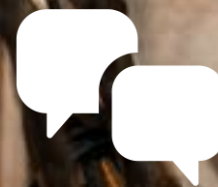
31,600

officials and local leaders trained to strengthen institutions and shape inclusive policies.



1,174

civil society organisations in 10 countries supported to drive social change, especially led by women and youth.



13,696

civil society members trained in dialogue and engagement to amplify community voices for peace.

FCA Uganda



PHOTO: ERIK NYSTRÖM / FCA

FCA UGANDA – Bridging Humanitarian Response and Skills for the Future

- **FCA UGANDA Established** in 2014, FCA Uganda operates across refugee-hosting and urban areas.
- In **TVET**, FCA is a national leader, having trained **8,000+ youth** in green and demand-driven trades.
- Developed the **Linking Learning to Earning (LL2E)** model to support youth transition through:
 - Work-Based Learning
 - Business incubation & hubs
 - Financial inclusion (e.g., MyYSLA platform)



Teachers Without Borders (TWB) Finland

- *Established in 2013 under FCA*
- A volunteer community for professionals from the Finnish education sector
- TWB coordinates International volunteering to tackle the global learning crisis – support the quality of the FCA's work for quality education
- Platform and community for educators in Finland to share and learn how to build a more just future within classrooms and beyond



PHOTO: VILLE LINTUSAARI/ FCA

2. Bridging Global and Local expertise in TVET refugee context: Finn Church Aid and Teachers Without Borders

Partnership Overview

FCA delivers hands-on TVET implementation in refugee-hosting areas across Uganda.

TWB brings global expertise in education policy, teacher training, and systems strengthening.

Linking Learning to Earning (LL2E) model via TWB platforms.



PHOTO: PAULIINA HOLM- KYAKA II TVET CENTER, UGANDA

Key Collaboration Areas

Policy Engagement: Joint support to Uganda's DIT and Ministry of Education to apply the 2019 TVET Act; emphasizing instructor competencies and pedagogy.

Capacity Strengthening: Aligning FCA's training with CBET, green and digital skills, and inclusive TVET practices.

Knowledge Exchange: South–North peer learning among Ugandan instructors and European experts to adapt TVET to low-resource settings.

Scaling Innovations: Global sharing of FCA's



PHOTO: PAULIINA HOLM– KYAKA II TVET CENTER, UGANDA

3. Bridging Global and Local Expertise in TVET



PHOTO: ERIK NYSTRÖM / FCA

3. Co-creating Sustainable skills pathways:

**“Together towards
positive change –
Green TVET and
project learning”**



PHOTO: PAULIINA HOLM– KYAKA II TVET CENTER, UGANDA

3.1 WHY the TVET-TWB Collaboration?

- Need to strengthen TVET pedagogy and co-teaching in refugee contexts (Within the government perspective)
- Desire to improve trainer capacity & shift to learner-centred approaches
- UGACO brought on TWB to support teacher upskilling and coaching
- Pauliina joined to help us reimagine how we teach and learn – together

3.1 WHY TVET is important? The needs and possibilities?

- TVET and its important role globally and locally
- SDG goals, skills and competences needed in changing working life, better earning, livelihood and community well-being, stability, continuous learning
- Linking learning to earning approach
- Legislation and curriculum changes
- Local needs and possibilities in short-term, impacts in long-term?

Enablers for good collaboration?

- "It is all about trust"
- "Respect"
- "Flexibility"
- "Cultural understanding"
- "Code of conduct – same rules"
- "Willingness to learn and share"



PHOTO: ERIK NYSTRÖM / FCA

Motivation, Self-Reflection, Enablers for collaboration?

- Interest
- Professional growth
- Personal qualities (health & stress management, resilience, and self-reflection)



Sharing jackfruit in Kyaka 6/2025

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3.2 How did we start our collaboration?

- Building good working relationship online
- From day one, getting to know the team and current issues
- Practical things, travel arrangements, safety



First days in Kampala 5/2025

3.3 WHAT did we do?

Learning and development process

Online: Feb–May 2025

- Internet connection?
- Ideation & planning, timeline, survey, documentation, desk review
- Framework “Together towards positive change – Quality TVET”
- Online workshops for instructors

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Needs and strengths (Preconditions/key results from the survey 3/2025, 42)

What kind of support, mentoring or training do you wish to get to succeed and cope better in your work and to help students to achieve...



How would you describe our first face to face meetings in Kampala?

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3.3 WHAT did we do? Our learning and development process in nutshell

In person (May-July 2025): Co-creation, interactive development process, workshops, mentoring - Kampala, Kyaka II, Rwamwanja

- Workshops every second week in Kyaka II/Rwamwanja
- Small group coaching sessions and mentoring in both places
- Observing, participating, sessions with students, community-based learning
- Ideating together with all instructors and principals “Future employee, green job and entrepreneur competence” – module draft to be integrated to all programmes/real-life project

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Learning together



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3.3 WHAT did we do? Our learning and development process in nutshell

Online: (Aug-Sept 2025) Feedback/survey, webinar and sharing short-term impacts

- Survey
- Webinar: Sharing together
- Documentation

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3.4 Short-term results?

- Enhanced local ownership of TVET delivery through capacity sharing.
- Increased policy dialogue and uptake of inclusive and green TVET practices.
- Boosted confidence and skills of Ugandan instructors.
- Raised global visibility of Uganda's LL2E model and refugee education innovations.
- Improved alignment of training to labour market needs and Competency-Based Education and Training (CBET) Standards.

FCA BTVET TEAM RWAMWANJA



Learnings and short-term impact



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Learnings

- Improves confidence amongst trainees
- Helps slow learners to easily catch up
- Saves training materials and environment degradation
- Keeps environment clean
- Promotes proper hygiene for both instructors and trainees



Learnings

- Involves all senses
- Student centred.
- Makes the learner active (both the body and the mind, both individually and in groups)
- Giving positive continuous feedbacks
- Teamwork
- Problem solving
- Showcasing products – being customer centred



FCA BTVET KYAKA STAFF



Learnings

- Learning to learn
- How students are assessed
- How tools and materials are used sustainably



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Learnings

Student-Centred and Technology-Enhanced Learning

- Stimulate student engagement & active participation
- Support blended and distance learning

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Learnings

Greenovating TVET shows how institutions can:

- Embed sustainability into operations and curricula
- Pilot green initiatives (e.g., solar tech, waste management)
- Train youth in eco-friendly and entrepreneurial skills



Other important learnings

Work place skills

- Time management
- Job/work ethics such as
 - Responsibility
 - Accountability
 - Compliance



3.4 Changes & good practices (management)

- Positive shift in environmental attitudes & Adoption of eco-friendly workshop practices.
 - Provision of garbage collection bins in each class.
 - Reduction in the use of charcoal by catering and bakery.
 - Plastics and papers collected to be re used by hand craft.
 - Collection of offcuts in tailoring to be used for making pillows.
- Improved inter-departmental coordination
- Enhanced team spirit and collaboration
- Scheduling and monitoring of school activities to ensure proper time management.

3.4 Changes & good practices (management)

Pedagogy

- Child centred pedagogical skills highly appreciated
- Very inclusive delivery methods
- Timely and effective communication

Sustainability and Impact:

- Participants improved confidence, pedagogical skills, and a deeper understanding of learner-centered approaches

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Management feedback about the learning process and collaboration with FCA, TWB

- **Monitoring and Evaluation:** The structured feedback mechanisms and continuous monitoring provided with TWB helped track progress effectively and adapt strategies in real-time.
- **Capacity Building:** The training sessions facilitated by TWB empowered instructors with practical tools and methodologies, enhancing both teaching quality and learner engagement

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“Together towards positive change – Green TVET project learning”
Collaborative learning process with TWB TVET Advisor Pauliina Holm



12. During this learning process I did learn more/or the training strengthened my skills about (Select all that apply)



4. Groupwork

1) Go to the group based on your number

2) Discuss the topic – take notes

3) Prepare a summary and present in 1 minute



Group work topics:

- 1) TVET/VET's image and role
- 2) Entrepreneurial skills and path to self-employment
- 3) Impactful collaboration with local working life and TVET
- 4) UGAGO-TVET multistakeholder collaboration
- 5) Bridging local and international expertise in TVET
- 6) Green TVET and positive change



PHOTO: PAULIINA HOLM- KAMPALA, UGANDA

5. Comments, questions and answers



PHOTO: ERIK NYSTRÖM / FCA



PHOTO: PAULIINA HOLM- KYAKA II TVET CENTER, UGANDA

Successes and challenges

- Leadership/Management participation and support, which facilitated experimentation and increased collaboration.
- Learning from each other, commitment, good collaboration
- Ideating and linking process to ongoing issues and topics.
- Increase of mutual cultural understanding and respect.
- Changes in funding and its effects everywhere.



PHOTO: PAULIINA HOLM- RWAMWANJA CO., UMITY LEARNING CENTRE, UGANDA

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