



# Mid-Term Evaluation of VIA Programme

Objectives and methodology



- Understand IYF processes, strategies and operations.
- Understand systemic changes to date.
- Inform programme implementation.



Key  
Question  
One: What  
change  
has IYF  
created?

Change 1:  
TVET system takes up  
PTS curriculum and  
pedagogy

Change 2:  
Improved market system  
for youth entrepreneurs  
and work opportunities

Key  
Question  
Two: How  
did this  
change  
happen?

Implementation  
approach:

- Educate
- Engage
- Evolve
- Establish

Internal systems:

- Strategy
- Knowledge
- Human  
resources
- Processes



- Literature review, including:
  - IYF internal documentation
  - Secondary literature

- Interviews, including:
  - Two weeks field research
  - Individual interviews
  - Focus group discussions
  - 136 respondents in total





### **Timing of evaluation**

Systemic changes can take a long time to be observable



### **Limits to time and sample size**

Two weeks of fieldwork is not enough to cover all aspects of a programme



### **Not reviewing outcomes**

This evaluation is not intended to assess the outcomes of this programme



# Mid-Term Evaluation

## Key Findings



**ADAPT**

- A partner commits to and invests in the new innovation.

**RESPOND**

- Changes to rules, norms or other support functions that enable the spread of this innovation.

**ADOPT**

- A new change is piloted by a partner.

**EXPAND**

- Other actors – such as different training providers or TVET institutions – copy the innovation, or aspects of it.

## ADAPT (Yellow)

- Strong stated commitment to PTS.
- Despite good intentions and ideas, no concrete financial commitment.
- Resource constraints and unclear responsibilities may limit adaption.
- Some stakeholders treat PTS as an add-on rather than core work.
- Businesses were not aware of PTS.

## RESPOND (Yellow)

- ANEP in Mozambique is likely to adjust curriculum to incorporate PTS.
- MVTTC in Tanzania is currently conducting TOT of PTS.

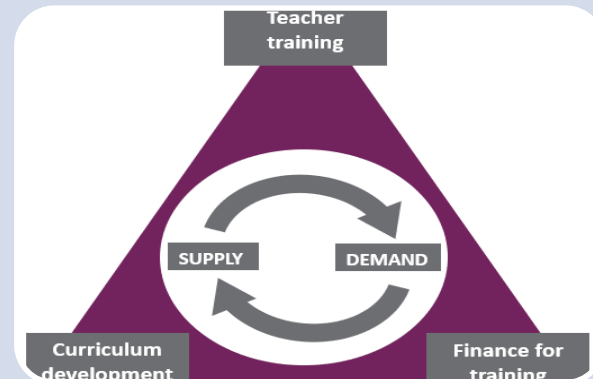
## ADOPT (Green)

- All pilot TVET centres implementing PTS, (with one exception).
- Life skills are not new, but PTS adds value.
- PTS meets a market demand
- PTS is a strong product.

## EXPAND (Red)

- There is interest in expanding PTS.
- No concrete examples as yet.





### IYF is experimenting with new approaches

- Placing PTS within the TVET systems.
- Exploring new partners and modalities

### IYF is focusing too heavily on PTS implementation

- Implementation consumes large amounts of staff time and attention

### Via Programme misses important potential partners

- Induce demand
- Supply beyond pilot TVET centres
- Teacher training in Mozambique.
- Advocacy with higher level government

The work with TECC in Tanzania appears to be of a high standard and meeting a need.



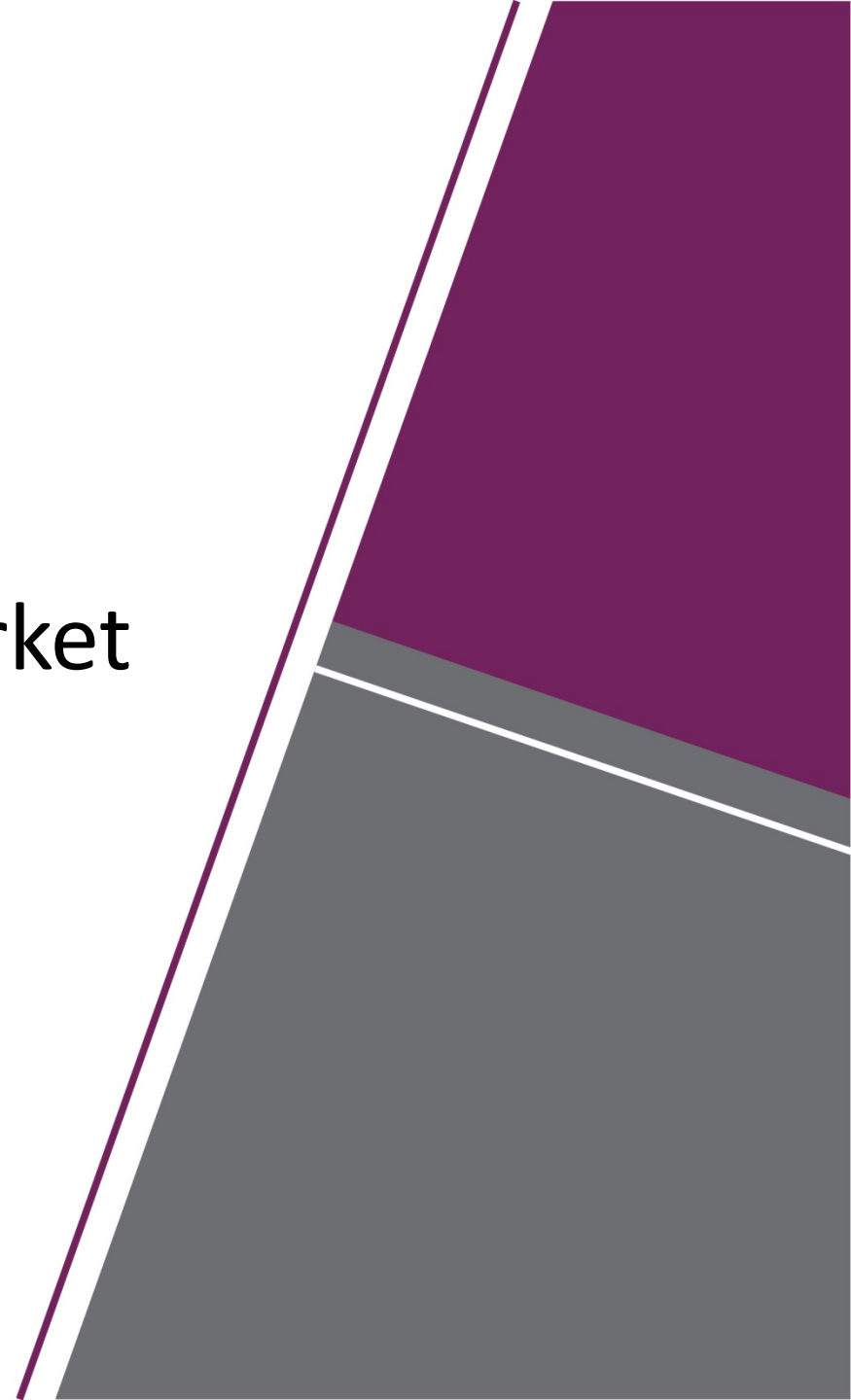
The work with Gapi in Mozambique is not based on a sustainable business model.

Gapi did not have the right incentives or capacity.





# The Role of IYF in the Market



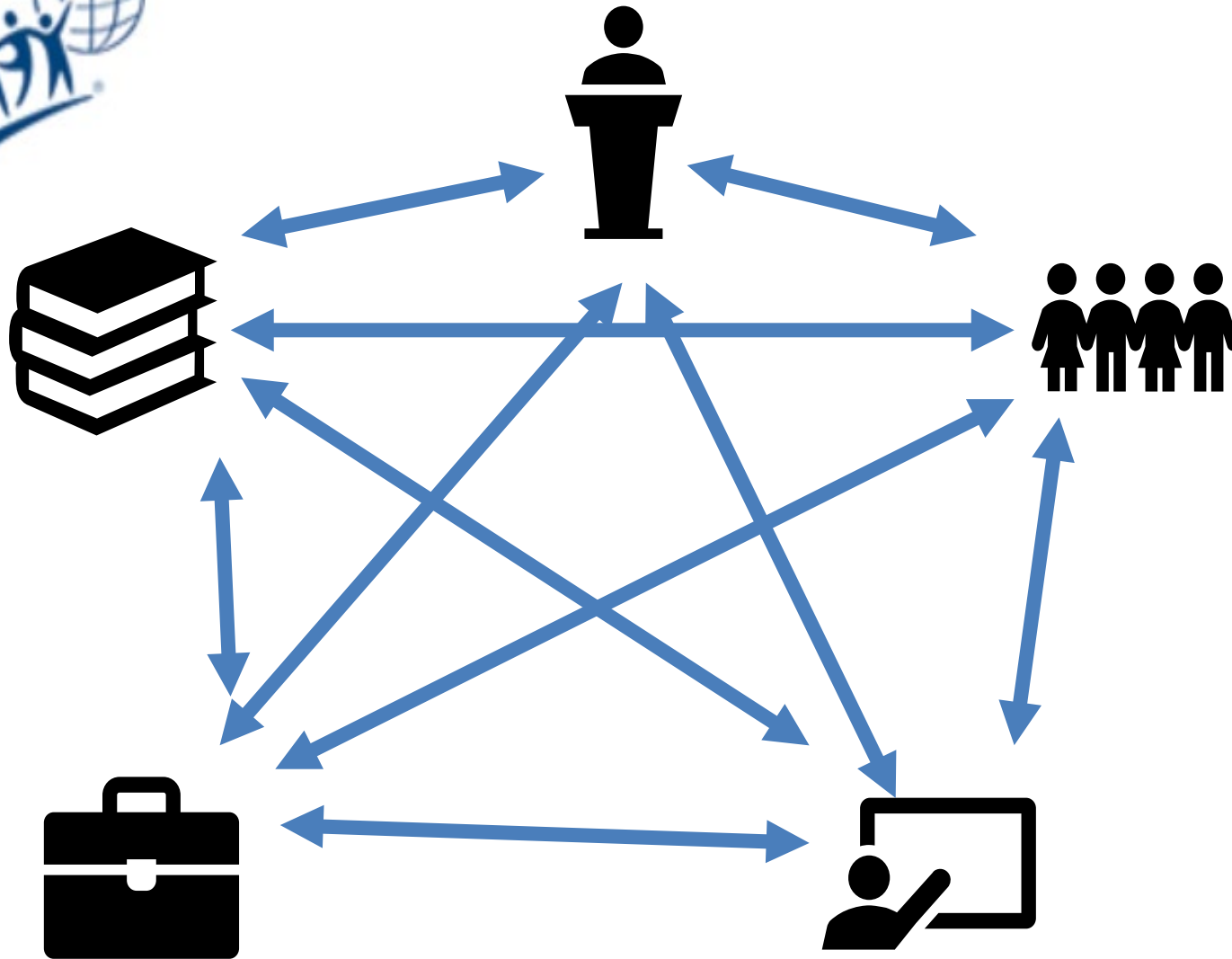
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**“I want you to find a bold and innovative way to do everything exactly the same way it’s been done for 25 years.”**

# Which model does IYF want?





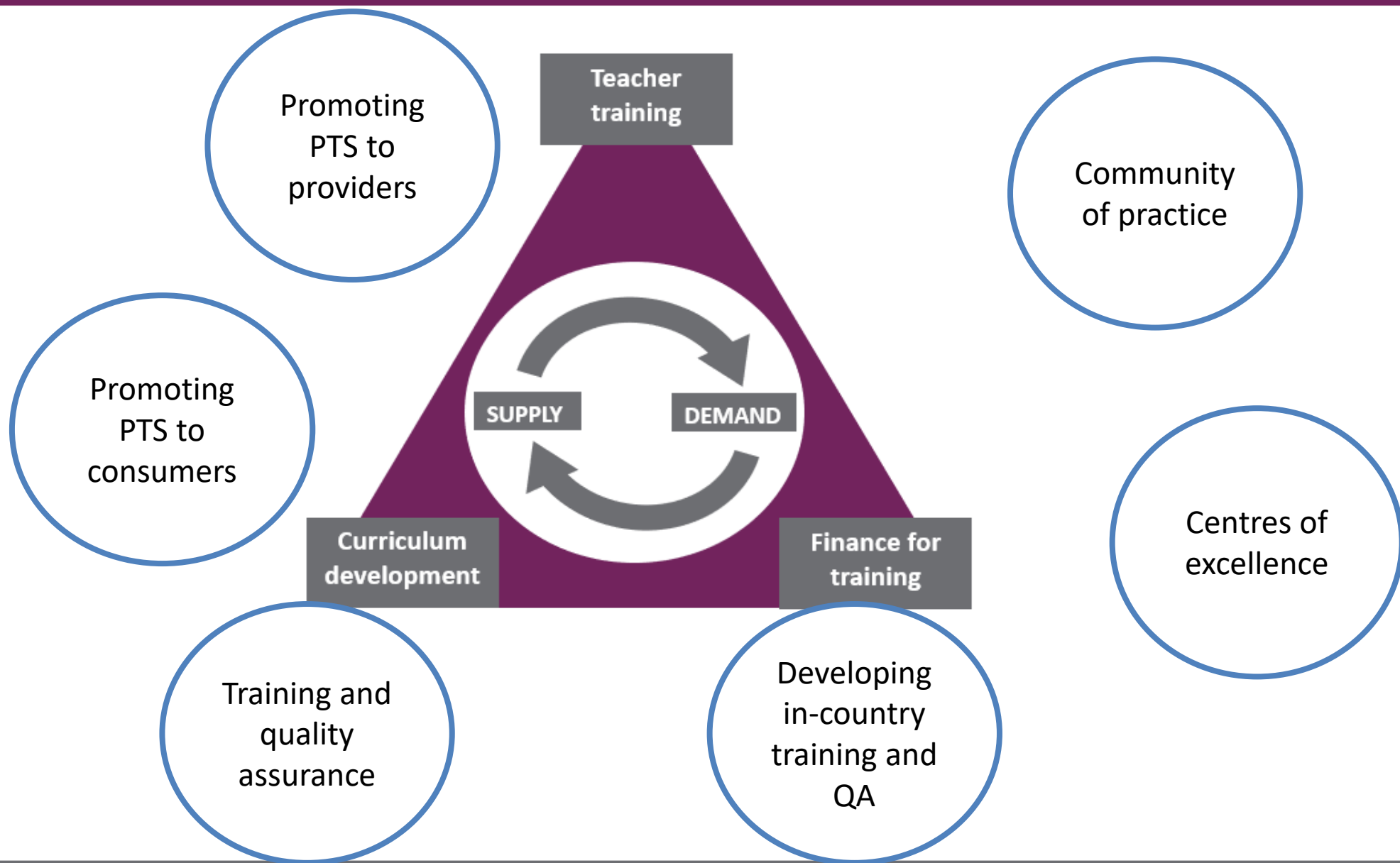
- a) Delegation of authority to each country
- b) IYF licensing of PTS
- c) Cost and flexibility of PTS
- d) Willingness of partners to take ownership
- e) Size of IYF in relation to others
- f) ...



# Future systemic change programmes





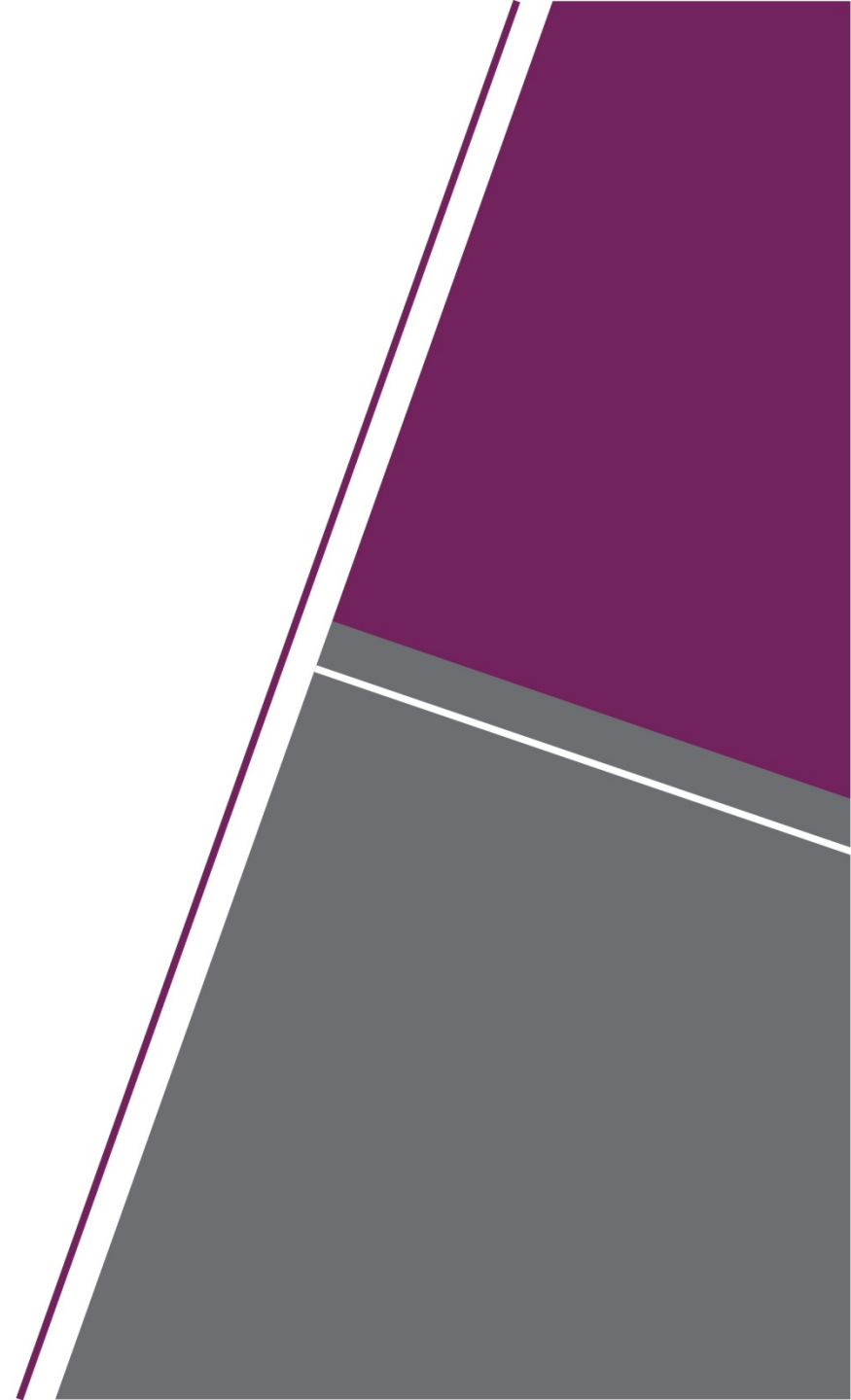


- Why PTS?
- Why IYF products?
- What other systemic solutions might there be?





# Exit strategies



- Discussion and awareness in both countries of the importance of a clear exit strategy.
- Written document in Tanzania setting out plan for sustainability of PTS funding.
- In neither country is a full exit strategy developed or documented.



"I refuse to commit all afternoon at your mother's without a viable exit strategy."

- Address three questions:
  - What are the key changes which are expected to be sustainable and scale up?
  - What needs to happen, from which actors, in order for this to happen?
  - How can IYF facilitate these changes in behaviour, in the remaining lifetime of the programme?
- Clear realistic workplan, taking into account likely delays from partners.



Function	Current situation		Future situation	
	Who does?	Who pays?	Who does?	Who pays?
<b>Delivering training</b>	TVET Facilitators	Via Programme		
<b>Purchasing materials</b>	Via Programme	Via Programme		
<b>Training of trainers</b>	Via Programme	Via Programme		
<b>Design of curriculum</b>	IYF Global	IYF Global		
<b>....</b>				