

Learning Brief

Tanzania

March 2021



This report presents a set of strategic opportunities for continued investment in supporting the development of the Technical and Vocational Education and Training (TVET) ecosystem in Tanzania. These recommendations have been identified through a strategic review of the *Via: Pathways to Work program* (hereafter 'Via'), a five-year initiative (2015 - 2020) implemented by the International Youth Foundation (IYF), in partnership with Mastercard Foundation.

Via followed a 'systems change' approach, supporting the national TVET and entrepreneurship systems in Tanzania to be more responsive to the needs of young people, with the ultimate aim of improving economic opportunities for underserved youth. The strategic review assessed the program using the **Adopt-Adapt-Expand-Respond (AAER)** framework¹ for understanding systemic change, to determine the extent to which the program has contributed to changes within and across the TVET system, and to identify areas of opportunity for continued investment for further systemic change.

¹ Nippard, D; Hitchins, R & Elliott, D. (2014). *Adopt-Adapt-Expand-Respond: a framework for managing and measuring systemic change processes*. The Springfield Centre.

THE VIA PROGRAM

The *Via* program (2015 - 2020) set out to improve economic opportunities for underserved youth in Tanzania, by supporting the TVET and entrepreneurship support ecosystems to be more responsive to the needs of young people.

Following a systems change approach, the program worked with actors across the system, including TVET centers, entrepreneurship support partners, government ministries, private sector, and the youth themselves, to make sustainable changes in the way the system works to support the transition of youth from school to employment or self-employment / entrepreneurship.

The *Via* program introduced the following innovations to the Tanzanian TVET system:



Integration of life skills, career guidance and job placement services

Integrating IYF's flagship life skills, personal mastery and work readiness program, *Passport to Success*® (PTS), as well as career guidance and job placement services, into institutional partners' existing curricular and wraparound support services.



Institutional capacity strengthening

Providing training to institutional partners to help improve their internal capacity to deliver the above-mentioned services in addition to the technical training they already provide, applying student-centered pedagogy, and implementing the Quality Standards Tool (QST) to improve institutional capacity.



Ecosystem change

Convening stakeholders so that governments, TVET actors, youth, and the private sector can engage one another and commit to creating a mutually beneficial environment for strengthening the TVET system, and influencing the incorporation of PTS curriculum at a national level, so that other TVET institutions actively participate in improving youth work readiness.

In Tanzania, **the employability component of the *Via* program was implemented by the Vocational Education and Training Authority (VETA)** and was implemented in three centers across the country: Dar es Salam, Mtwara, and Dodoma.

As part of **the entrepreneurship component, the *Via* program worked with the Tanzania Entrepreneurship and Competitiveness Center (TECC)**, which aims to promote entrepreneurship and competitiveness in Small and Medium Enterprises (SMEs) in Tanzania.

Finally, the program also worked with **the Morogoro Vocational Teachers Training College (MVTTC)** to facilitate the **incorporation of the VETA-owned 'Keys to Success' (KTS)** - which was developed as part of the program by VETA HQ to be integrated into existing VETA wraparound support services - **as well as career guidance and job placement in TVET teacher training.**



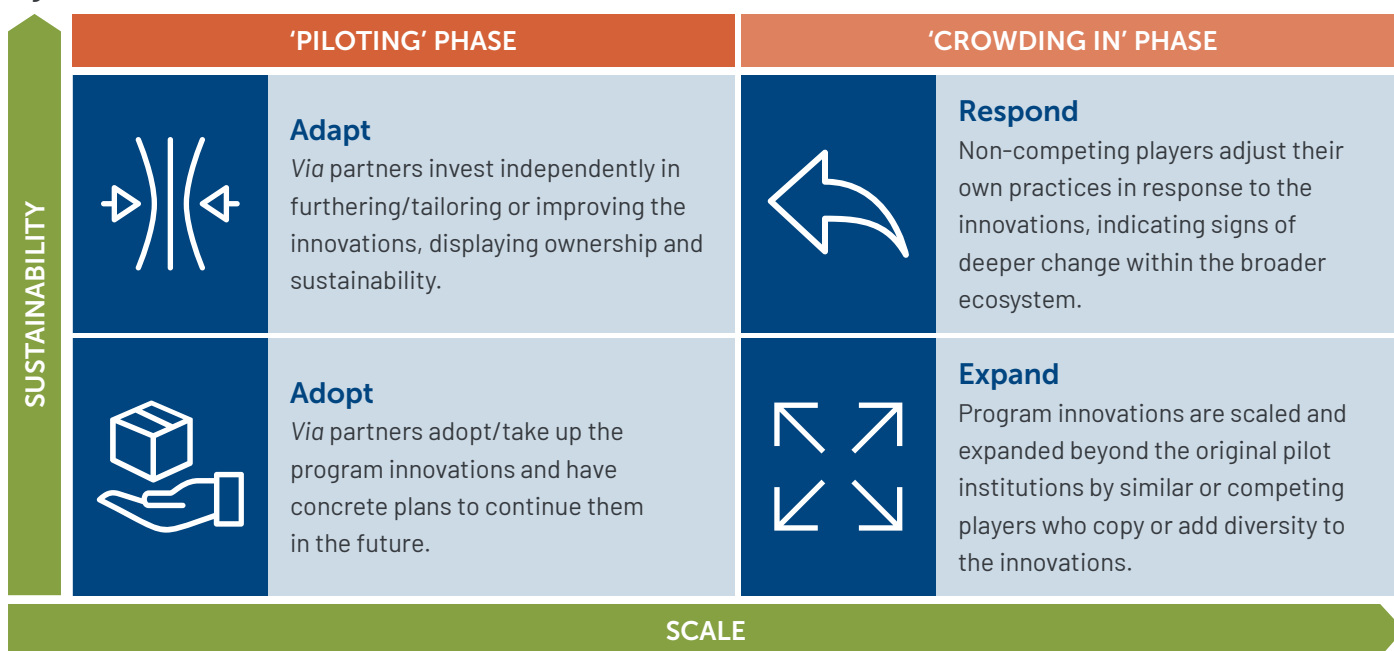
APPROACH

Given that the *Via* program sought to employ a systems change approach, this review has assessed the program using the **AAER framework** (Figure 1 below) for understanding systemic change.

The AAER framework was used to determine the extent to which the program has contributed to changes within and across the TVET system, and to identify areas of opportunity for continued investment for further systemic change.

The AAER framework, developed originally by The Springfield Centre, considers evidence of systemic change across two dimensions – sustainability and scale – where pilot partners first exhibit ownership of the innovations introduced and then, following this demonstration effect, the rest of the system responds by either replicating these innovations or adjusting their own behaviors to accommodate them.

Figure 1: AAER Framework



Source: Nippard, D; Hitchins, R & Elliott, D. (2014). Adopt-Adapt-Expand-Respond: a framework for managing and measuring systemic change processes. The Springfield Centre.

Preliminary AAER analysis was undertaken by IYF during implementation to assess their progress against this systemic change objective. This review thus expands upon IYF's work and assesses the *Via* program along continuum of the AAER framework. This will showcase where the program has affected systems change, to what extent, and what is required to continue its progression along the AAER continuum for further systemic change.

CONCLUSIONS AND OPPORTUNITIES

In this section we present the conclusions on the progress of the *Via* program at each level of the AAER framework presented above, as well as the opportunities that exist for stakeholders to progress further along the AAER continuum in order to achieve long-term systemic change.



Adopt

Via has proved quite successful in its employability component, implementing and integrating PTS and improved career guidance and job placement in the pilot partner institutions. Furthermore, evidence suggests that youth are better equipped for the workplace, which has piqued employer interest in locations close to the *Via* pilot centers. The program has also supported VETA to develop a trainers' manual that will direct teachers in providing students with career guidance and job placement services, which, prior to the program, was a largely informal process. Teachers have also been trained in and have adopted improved pedagogical approaches, and the program training manuals have been translated into Kiswahili to promote understanding and adoption of the program components. Finally, the partner VETA centers have also seen improvements in their M&E processes through *Via*, adopting improved data collection and utilization procedures.

The entrepreneurship component experienced some level of success through TECC; however, it also experienced some challenges, particularly around the mentorship element which experienced low commitment from mentors and misaligned expectations around the mentor-mentee relationship. The challenges associated with the entrepreneurship component of the program have been documented in a separate report focusing specifically on this component of *Via* as a whole.



Adapt

There is evidence that partner institutions have adapted the *Via* innovations to suit their needs and have, or are planning to, dedicate investments to allow them to continue with the implementation of the program components without IYF's support. The PTS curriculum has been adapted as 'KTS', which captures the learnings from VETA's experience using PTS and addresses the needs of learners in the Tanzanian context. Furthermore, with the integration of KTS into the short courses timetable and fee structure, there are signs of institutional commitment to ongoing implementation of the KTS curriculum. IYF also worked with MVTTC to support PTS integration work and created a training curriculum for student teachers to become trainers, thereby improving the sustainability of the *Via* program components and promoting the expansion potential to other ecosystem actors. Groundwork has also been conducted to promote stakeholder buy-in of MVTTC as the scaling lead for the life skills, career guidance, and job placement.

STRATEGIC OPPORTUNITIES

Provision of technical support to strengthen wraparound services: MVTTC intends to implement career guidance and job placement training in March 2021. This presents an opportunity for IYF to provide technical support for the initial stages of training, to ensure that any initial challenges in implementation are addressed adequately. This will also build a foundation for the sustainability of the training and expansion across the VETA centers.



Expand

The *Via* program innovations are likely to be scaled and expanded to other VETA centers through the appointment of MVTTC as a scaling and quality assurance agent. VETA has shown interest in expanding the KTS curriculum and is in the final stages of approving the strategy, which contains guidelines for training teachers at MVTTC and future allocation of funds towards training. The biggest factor that will determine expansion of the curriculum would be the financial resources allocated to VETA for training, since low financial capacity was cited as a key detractor to expansion. Sensitization of the availability of courses at MVTTC has commenced and will continue to be conducted to ensure stakeholders, such as private TVET centers and organizations that provide life skills and career wraparound services, are aware of the training options at MVTTC.

STRATEGIC OPPORTUNITIES

VETA engagement to drive expansion to other centers: Given that VETA HQ has approved the KTS curriculum, it is important to push the reach further by advocating for implementation in other VETA centers and seeking approval from zonal offices for further expansion. VETA HQ is in the final process of signing the curriculum through its board chair, which will make the curriculum mandatory at all centers. Notably, some zonal offices have already started the approval process, which presents a good opportunity to encourage their counterparts and support further expansion.

Provision of technical support to curriculum development and national educational decision making: There is opportunity for IYF to engage with VETA and its curriculum department during the next review of long course curricula, which occurs every five years. As a facilitator, IYF should consider leveraging existing relationships with each key institution to further build trust prior to and during the curriculum review process.

Awareness creation and engagement with youth, teachers, and TVET institutions: A key opportunity is leveraging existing program success at Don Bosco and in Youth Lead to ramp up on youth and community level engagement to increase awareness of life skills, career guidance, and job placement. Additionally, further engagement to create awareness for teachers and trainers will further market the benefits of pedagogical practices taught within the *Via* curriculum as part of IYF's bottom-up approach to systemic change. Involving teachers by building on their success will be salient in promoting demand for the programs and subsequent influence of the TVET ecosystem.



Respond

There is emerging evidence of broader ecosystem changes/interest, and that related system players have the intention to adjust their practices in reaction to the innovations introduced by the *Via* program in Tanzania. However, additional time is required to monitor and validate the full systemic response beyond the program's life cycle. There is anecdotal evidence that positive performance of KTS-trained graduates at the workplace has piqued interests with employers who intend to sign MOUs with VETA centers, and the *Via* program has also established 'ecosystem capital' through the relationships built with TVET ecosystem players. Key to promoting expansion and response by non-TVET and industry actors is awareness creation around the availability of KTS, career guidance, and job placement support training at MVTTC.

STRATEGIC OPPORTUNITIES

Explore expansion opportunities in other ecosystem actors: There exist opportunities to work with multiple actors within the TVET ecosystem and serve as a 'backbone' organization convening key players for common youth economic opportunity goals and holding all accountable to further promote adoption and expansion of KTS, career guidance, and job placement services. Although the program has been working within the TVET ecosystem, there exists demand within universities where students are still within developmental ages and can further benefit from life skills training. The Ministry of Education and Vocational Training (MoEVT) is a key stakeholder to engage with especially in expanding implementation beyond the TVET ecosystem.

Private sector engagement for systemic change: In Tanzania, IYF has a unique opportunity to facilitate conversations with the private sector around ways to include youth in growth industries that might require youth skills. Avenues through which this can be done are the Tanzania Private Sector Foundation (TPSF), the Association of Tanzania Employers, and other business groups. It is recommended that IYF leverage existing structures and processes such as working groups, learning events, and stakeholder forums, to facilitate further conversations on PTS within the TVET and education ecosystems, and to include the private sector voice in these discussions so that the TVET system can better meet these needs.

POTENTIAL THREATS TO CONTINUED SYSTEMIC CHANGE

Every system has a multitude of interconnected actors, behaviors, rules, and norms that determine how that system operates; hence, even with the greatest efforts, there exist threats that might hinder continued systemic change.

The potential threats that have been identified in the Tanzanian system include:



Competing institutional priorities may affect the provision of financial support for wraparound services. VETA centers have competing priorities in allocating funds towards institutional programs and projects, which is a threat to the availability of finances, especially for further adoption and adaptation of the career guidance and job placement components of the program.

VETA's five-year curricula review cycles can lead to outdated learning systems that do not cater to the needs of the students and employers. This presents a threat to the *Via* program since the sustainability of program components is also dependent on institutional ability to morph and transform as learner needs change over time.

Tanzania's shifting political economy landscape can result in changes in development priorities, which could pose a threat to further expansion of program innovations. It is important that IYF generates an understanding of the current political economy in order to develop risk mitigation strategies and minimize future threats to program expansion and eventual sustainability. A systems change approach in itself is potentially an effective way to address political economy threats to promote alignment of priorities and create buy-in for a shared vision.

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