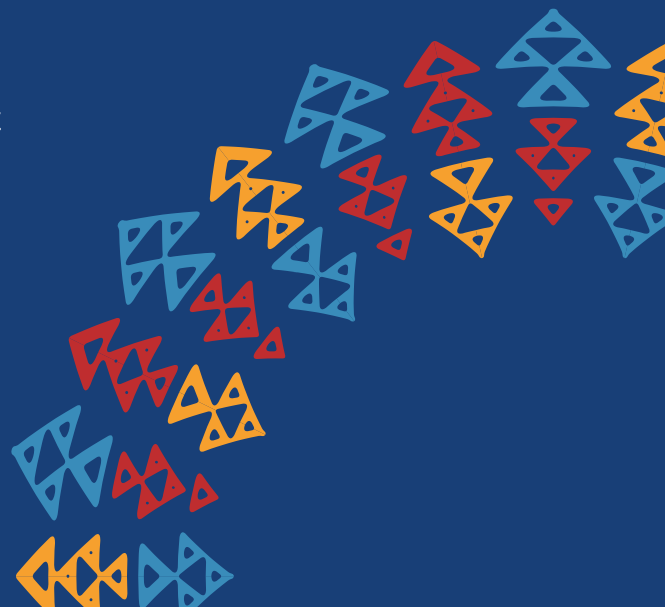


UNLOCKING THE YOUTH POTENTIAL

Catalysing transitions of youth into employment
& entrepreneurial market systems.



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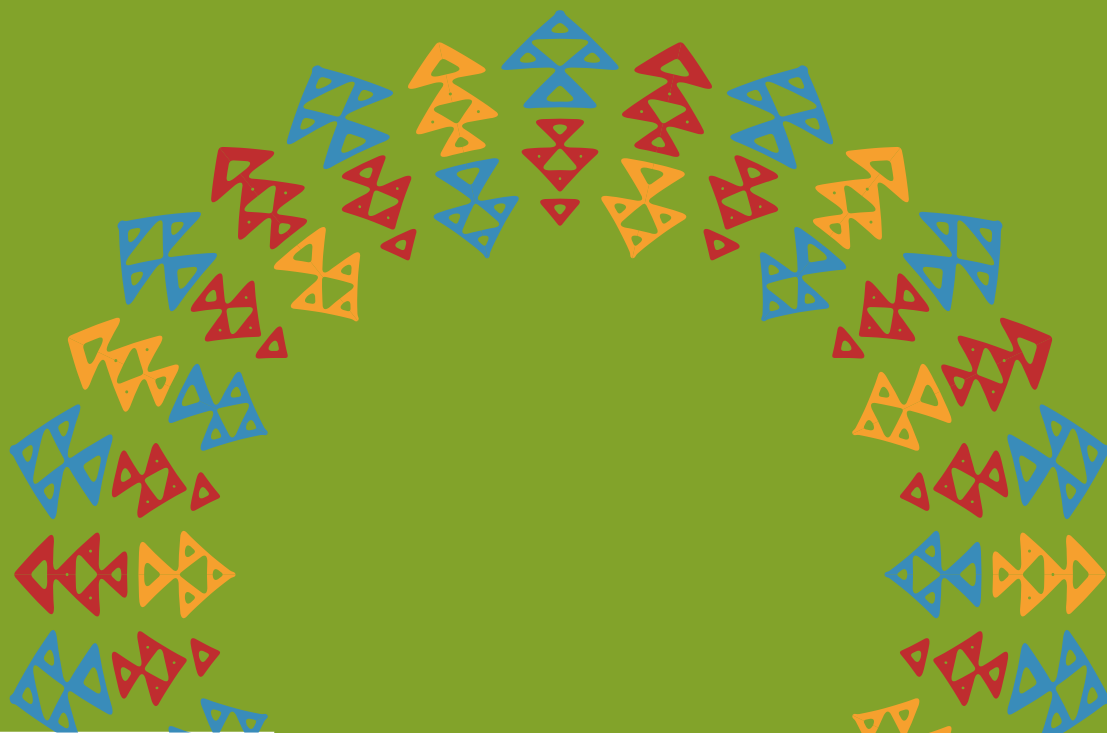
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YOUTH ACCESS TO EMPLOYMENT AND ECONOMIC OPPORTUNITIES IN TANZANIA

Increasing access to economic opportunities and services for the youth of Tanzania is one of the priorities stipulated within Tanzania's Development Vision (TDV 2025).

Tanzania's youth have the potential to pursue their destiny and dignify their existence through decent employment and entrepreneurship for their economic empowerment. In the period between 2016 – 2019, the Government, in collaboration with stakeholders has implemented employment creation policies, programmes and projects to empower youth for wage employment and self-employment. During the 2016 - 2019 period 1,167,988 new jobs were created in various sectors such as agriculture, mining and services.¹

THE CHALLENGE

In Tanzania, 500,000 to 900,000 youth enter the labor market annually and their access to formal employment is minimal. Employers in the formal and informal markets of Tanzania emphasize that the education systems are not adequately preparing graduates for work. This was further extrapolated within the 2014 Integrated Labour Force Survey which asserted that, "Tanzania employees generally have appropriate education qualifications but have, either low levels or lack of soft or behavioural skills, which affect labour productivity negatively."

1. Administrative Data, PMO-Labour, Youth, Employment and Persons with Disabilities

2016 – 2019

1,167,988
JOBS CREATED



IN TANZANIA

500,000 – 900,000

YOUTH ENTER THE LABOR MARKET ANNUALLY

SOLUTION: TRANSITIONING YOUTH FROM VOCATIONAL TO WORK

Unlocking youth potential is largely determined first by the ability of young people to attain relevant socio-economic skills and education, then second, by a successful transition from learning systems to work. In order for youth to transition successfully, key system actors i.e. government institutions, employers, civil society, community groups and individuals need to facilitate youth with labor market responsive skills that enable young people to realise their aspirations, assuming their economic independence and finding their place in society.

The Third National Five-Year Development Plan 2021/22 - 2025/26, features a skills development policy thrust, through interventions that address the problem of low “soft skills” (knowledge, creativity, persistence, self-drive, attitude, among other attributes) and mismatch between the skills demanded by employers and those imparted by the education and training institutions on job seekers.²

This has been reiterated by the 6th President of Tanzania, Her Honorable Samia Hassan Suluhu. During her inaugural address to the parliament, she mentioned that, “The education system should be designed to impart enhanced skills to learners”.

In Tanzania, a critical mass of youth go through Vocational Education and Training (VET) institutions and entrepreneurship support systems to acquire relevant market skills. According to the VETA Annual Report 2020, a total number of 320,143 students are enrolled in both long and short courses.

Equipping students who undergo training in VET institutions and entrepreneurship support systems with soft skills and career services catalyses learners ability to transition to the world of work. It also ensures competitive candidates within the labor market that can secure high-quality jobs or start entrepreneurial ventures to improve their standard of living.

THE VIA JIANDALIE AJIRA RESPONSE

With regards to the challenging need for employable skills, IYF in partnership with the Mastercard Foundation, launched Via: Pathways to Work or Via: Jiandalie Ajira in October 2015. The Via: Jiandalie Ajira initiative employed a systems approach to support the national technical and vocational education and training (TVET) and entrepreneurship systems to be more responsive to the needs of youth and the labour market.

Via was composed of two components: Entrepreneurship and Employability.

Employability Component

The employability component of the Via program was implemented by the Vocational Education and Training Authority (VETA) in three centers across the country: Dar es Salaam, Mtwara, and Dodoma. The program embedded enhanced life skills, career guidance, and job placement services into VETA centers to improve the employability and work-readiness of young people coming through the TVET system. The program also built the capacity of trainers at the Morogoro Vocational Teachers Training College (MVTTC) to deliver the integrated life skills curriculum.

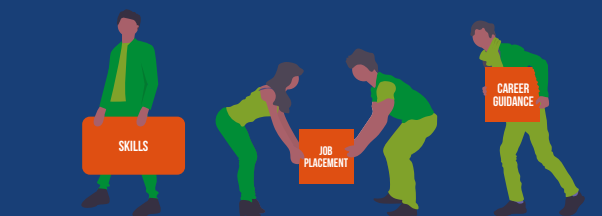
Entrepreneurship Component

The entrepreneurship component, the Via program worked on the Tanzania Entrepreneurship and Competitiveness Center (TECC), which aimed to promote entrepreneurship and competitiveness in Small and Medium Enterprises (SMEs) in Tanzania. IYF sought to improve entrepreneurship programming in Tanzania by supporting the integration of specific life skills through the Passport to Success® (PTS) curriculum, business development support and mentorship to support youth interested in entering into self-employment.



VIA JIANDALIE AJIRA PROGRAM APPROACH:

Integration of enhanced life skills, career guidance and job placement services - IYF supported integration of IYF's flagship curriculum, Passport to Success® (PTS) - adopted to Key to Success (KTS) manual, and IYF's career guidance/job placement (CG/JP) package within institutional partners existing curricular and support services.



Institutional capacity strengthening - IYF improved the capacity of institutional partners to deliver the aforementioned life skills and wraparound support services, apply a student centric pedagogy and implement the Quality Standards Toolkit (QST) in their organisations.



Ecosystem change: Via facilitated opportunities for youth-serving stakeholders to convene and collaborate with each other so as to increase capacity, improve efficiency and effectiveness of youth-serving programming to meet the needs of young people.



RESULTS

IYF together with VETA and TECC have collaborated to drive systemic change within the TVET system by integrating market-responsive skills and services into respective curriculums and improving pedagogy through the Via program. To date, the program has served 16,453 youth ensuring their access to better economic opportunities.

The Via program's legacy will be in the systemic changes made at the institutional level and across an array of stakeholders that lead to mutual benefit for young people who secure work, and national economic growth over time.



THE PROGRAM HAS SERVED

16,453
YOUTH



THE PROGRAM HAS TRAINED

392

Partners' staff to deliver enhanced life skills at the Vocational Training Centers.

VIA JIANDALIE AJIRA LEGACY

VETA adopted PTS content and pedagogy into their existing life skills curriculum to create Key to Success (KTS). KTS is now the standard life skills curriculum taught in all short courses in the three VETA centers with which Via has collaborated: Dar es Salaam, Mtwara, and Dodoma.

Via influenced an increase in signing of MOUs. In other words, more employers signed MOUs with VETA as a result of the work of IYF staff. To support this process, IYF brought together VETA centers and potential employers to benefit youth through apprenticeships and internships, by developing (and in some cases signing) MOUs with employers in Dodoma (50 of 70 employers in the area) and Mtwara (26 employers signed MOUs).

National Council for Technical Education (NACTE) approved the KTS life skills content to be included in the Morogoro Vocational Teachers Training College's (MVTTC) curriculum. This content trains life skills to student-teachers as well as trains them on content and methodology to train the students.

KTS was integrated into ongoing course offering and included into short-course master timetables in VETA center administrations in Dodoma, Mtwara and Dar es Salaam shows that KTS will be sustained without Via support.

KTS course is now requirement for students seeking VETA certification. Students who complete 80% of the KTS curriculum receive a certificate of skills competences (demonstrating their skills acquisition)

Life skills competencies details have been included on graduate certificates.

VETA HQ is in the process of approving a career guidance and job placement strategy, manuals and tools. Educators have been trained to deliver career guidance and job placement. Training of career guidance facilitators will be overseen by the Morogoro Vocational Teachers Training College, which will also monitor program quality.

VETA Dodoma, Mtwara, Dar es Salaam, and MVTTC had developed an assessment tool adapted from IYF's Attitude Retrospective (ARS) tool to measure students' learning in KTS. After receiving training from IYF, they are now independently implementing the tool.

Dedicated job placement staff at each of the three centers will continue to strengthen relationships with local employers and support youth as they position themselves for the job market.

8 VETA and 8 MVTCC staff certified to deliver KTS



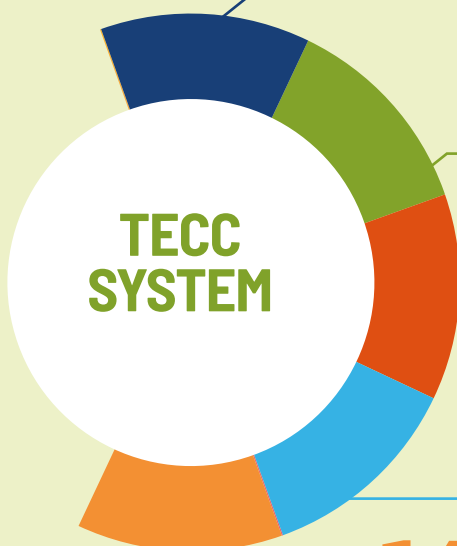
TECC SYSTEM

The organizational capacity of the Tanzania Entrepreneurship and Competitiveness Center (TECC) was strengthened. TECC have improved their management and M&E processes, and they have strengthened their partnerships with public and private stakeholders.

577 Youth formalised businesses and were supported to grow their existing business.

1346 Young have been served with the entrepreneurship intervention.

147 Mentors recruited and trained to train mentees



BEST PRACTICES

Taking a systemic approach to programming ensures that young people have holistic support to transition from education to work.

A 'systemic approach' goes hand in hand with future-proofing the changes introduced into the TVET and entrepreneurship systems by guaranteeing their sustainability and ability to reach scale. A key systemic change was the integration of curriculum and pedagogy into VETA, TECC and also MVTTC. The trained MVTTC teachers will subsequently train student-teachers who will then teach in the centers. A holistic approach ensures quality and also ability to scale the interventions. TECC partnered with multiple organisations to administer program components: life skills training, access to finance and mentorship. This allowed the institution to reach youth in different locations, and to build the capacity of its partners, a move that was in alignment with IYF's systems change objective.

Youth that are empowered with market-responsive skills and agency need platforms where they can contribute their perspectives in a meaningful and open way. One key aspect of the Via programme was the youth engagement component that served to amplify youth voices. Young people that are empowered with life skills and agency need platforms where they can contribute their perspectives in a meaningful and open way. This was made possible through the Youth Speak programme that complimented *Via Jiandalie Ajira*. This youth engagement component utilised video diaries, youth-driven television programming, focus groups discussions (FGDs), surveys, and validation workshops and youth public dialogues that enabled youth to have influence and give inputs on interventions and share opinions, success aspiration with leaders and other ecosystem actors.

REFERENCES

1. Administrative Data, PMO-Labour, Youth, Employment and Persons with Disabilities, National Bureau of Statistics
2. <https://via.iyfglobal.org>
3. The Third National Five-Year Development Plan 2021/22-2025/26
4. Transforming lives together, IYF 2025 Strategy
5. www.veta.go.tz

LEARNINGS

Life skills and career guidance/job placement services are filling important gaps in youth education, training, and employment. Integrating life skills, career guidance and job placement within the VET system enhances the quality and relevance of the education provided to young people. These transferable life skills such as; self awareness, decision making and problem solving, enable youth to transition to productive and decent employment or self-employment. Access to support service i.e career guidance and job placement is also essential for youth to decide on an apt and fulfilling pathway. Actors involved have also seen the benefits of the services. A good evidence that showcases the value of the *Via Jiandalie Ajira* approach is the buy-in from key decision makers within the VET and TECC system .

Systemic change does not happen in silos. Partnership, top down and bottom up approaches are what enables success. The integration of new curricula and pedagogies was facilitated by direct engagement between implementing partners and also through the provision of capacity building to system players. Partnering and working as a team with system actors like funders, govt and financial institutions resulted into increased scale, holistic growth and the take up of *Via Jiandalie Ajira* interventions as their own. This is evidenced by VETA adapting PTS curriculum and pedagogy into KTS manual.

In Tanzania, mentorship is still a nascent idea within the operating environment. When designing a mentorship programme, it is important to involve the mentorship partners in the design of the required activities, and training. Access to mentorship supports young entrepreneurs' to overcome lack of experience. More sensitization needs to be done amongst professionals and potential mentors so as to create an overall ecosystem awareness of what mentorship looks like.

It is important to collect evidence and assess progress of the programs' systemic change objective. While a systems change approach makes it hard to know to what degree change has happened, and where you are in the process of change, Via program followed a common pathway on its five years journey to demonstrate progress through 1) Facilitation of the model, 2) Replication of the model at high quality 3) Setting a strategy for scaling to other VET centers. IYF utilised the AAER framework (Adopt-Adapt-Expand-Respond) to assess the program and understand systemic change. In that way, IYF was able to determine the extent to which the program contributed to changes within and across the VETA system and also to identify areas of opportunity for continued investment for further systemic change.

RECOMMENDATIONS

Higher level government buy in and support for Key to Success Curriculum (KTS), career guidance and job placement services scale up will ensure that deeper changes occur throughout the ecosystem and will also influence other actors in the TVET system to value and react positively to the services provided.

Scale up the integration of KTS by ensuring that all future VETA trainers have the necessary training skills and ability to deliver life skills and career guidance/job placement services to learners nationwide. The life skills curriculum and *Via Jiandalie Ajira* are extremely important for the TVET system in Tanzania. There is currently the will and action to scale up what IYF Tanzania has started. To deepen the systemic changes, masters trainers are important and key for the scaling up of the curriculum. Trainers—and their students— will stand to benefit if trainers will receive continual evaluation and support.

As an institution, TECC has the potential and network needed to champion the development of youth financial products and services. A concerted effort should be made to involve financial institutions in the design and development of youth empowerment programmes. This would require extensive investment and partnerships with financial institutions interested in developing products of this nature.

