

Via Program Outcome Harvest #3 and Summative Evaluation

Submitted by:

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FINAL

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Executive Summary

Overview

This document presents the summative evaluation (including three cycles of Outcome Harvesting) for Via: Pathways to Work. Via is implemented by the International Youth Foundation (IYF) in partnership with the Mastercard Foundation. It is a five-year program (October 2015 to March 2021) with the overall goal of improving economic opportunities for youth by influencing changes in the Technical Vocational Education and Training (TVET) systems—including government, employers, civil society, and youth—in Mozambique and Tanzania.

Via seeks to (a) integrate IYF’s evidence-based life skills program Passport to Success (PTS) into short courses of TVET centers and IYF’s career guidance/job placement package into TVET/employment centers without ongoing IYF financial and technical support; (b) strengthen partners’ capacity for implementing technical approaches to life skills training and career guidance, as well as improve organizational structures and processes for management and monitoring and evaluation; and (c) strengthen the network of relevant youth-serving stakeholders in each country. Via is currently implemented in four locations in Mozambique (Machava, Maputo Province; Maputo City; Tete; and Inhambane) and four in Tanzania (Dar es Salaam, Dodoma, Morogoro, and Mtwara) in partnership with government agencies and institutes responsible for providing TVET and employment services.

Methodology

The purpose of the Via evaluation is to analyze systems-change outcomes that the Via program contributed to, in order to contribute to the program’s learning agenda. The evaluation is expected to support IYF, partners, the Mastercard Foundation, and others in understanding and learning from changes to date in order to improve future programming.

The first Outcome Harvest sought to capture changes in the behavior of learners, teachers, and others that resulted from life skills training provided in TVET centers affiliated with the Via program. This second and third Harvest aimed to capture changes in the policies, practices, and behaviors of TVET/employment centers involved in the Via program, as well as changes at the systems level in relation to (1) integration of life skills, career guidance, and job placement without ongoing IYF support; (2) increased collaboration among key TVET and youth employment sector stakeholders, including youth themselves; and (3) strengthened implementation and management capacity of TVET and employment sector actors. In addition, in the third Harvest, we asked participants to reflect on the need the program was addressing, as well as the likelihood that changes will be sustained after the end of the program.

In all three harvests, DevLearn supported IYF to draft and refine outcomes, and then substantiated those outcomes (although substantiation during Harvest 2 was limited due to the COVID-19 pandemic). Then, DevLearn, with substantial support of the IYF team, analyzed the outcomes. Since the goal of the program is systems-level change to the TVET sector, this summative evaluation report focuses more heavily on those outcomes

documented in Harvest 2 and 3, when systems change outcomes began to emerge. Those are analyzed according to the Adopt-Adapt-Expand-Respond (AAER) framework.

Findings

Evidence about the need for the program

Finding 1: In Mozambique, life skills and career guidance were needed but rarely provided in IFPELAC centers prior to Via. Most youth do not have the knowledge and competencies taught in a life skills curriculum but required for success in the job market. Prior to the Via program, life skills were not taught in IFPELAC centers, nor was there a life skills curriculum being implemented in IFPELAC, although some relevant courses were provided by churches, businesses, and schools. Life skills concepts were not completely new in Mozambique, but IYF's PTS curriculum adds value to the content and pedagogy of life skills training. Moreover, prior to Via, there were no career guidance group sessions to support youth in developing and planning their career path. Thus, the program was filling an important gap.

Finding 2: In Tanzania, life skills, career guidance, and job placement were not well addressed in the VET system prior to Via. Participants agreed that this gap needed to be filled to meet the needs of learners, improve the offerings of VETA centers themselves, and to meet the demands of the labor market. In Tanzania, prior to the Via program, life skills and career guidance/job placement were provided to students attending long courses (courses offered by VETA lasting one to three years), but not short courses (those lasting less than one year). Moreover, those services were reported by many participants to be insufficient in terms of content and pedagogy. This meant that students were frequently changing courses due to ineffective selection of courses, and they were graduating training programs without the necessary soft skills for success in the labor market.

Impact for youth of life skills, career guidance, and job placement

Finding 3: In Mozambique, nearly all participants emphasized that life skills helps youth “learn how to be [ser e estar]”. Life skills and career guidance help youth develop positive attitudes and behaviors, improve their employability, and help teachers improve their skills. Participants recognized both the permanent personality/attitudinal changes that life skills brings, as well as the moment-to-moment behavior and actions that have improved. Other skills that were improved by life skills and career guidance included: knowing how to apply for jobs, how to write a cover letter and CV, how to tailor a CV to a specific job, how to present themselves in interviews, and how to get a letter of recommendation. Finally, life skills helped trainers to have more discipline, have a good attitude, and to meet high expectations.

Finding 4: In Tanzania, participants reported that life skills, career guidance, and job placement provides students with a range of knowledge, skills, attitudes, and opportunities to improve their employability. These include positive attitude, adaptability, and ability to cope with their environment. Students developed self-awareness, decision-making and critical thinking skills, communication skills, and stress management skills. In addition, students also learn employability skills, such as how to apply for jobs, how to dress

properly for interviews, and how to effectively participate in an interview. The services raise students' awareness of different career paths to be able to make informed decisions, and it gives them exposure to the industry and connections to future employers.

Sustainable integration of approaches

In both Mozambique and Tanzania, life skills and career guidance/job placement content and pedagogies have been successfully implemented by local partners with support from IYF, although the countries were impacted extremely differently by the COVID-19 pandemic which impacted implementation differently. Moreover, in both countries, life skills and career guidance/job placement services have been transitioned to oversight by partner institutions, but again, the ongoing implementation following this transition differs between countries.

Mozambique

Overall, there has been significant progress towards integrating life skills and career guidance within IFPELAC and INEP centers in Mozambique, as well as planning and beginning to scale up life skills nationwide. Still, some challenges exist for sustainability and scale up of life skills and career guidance, especially due to the COVID-19 pandemic, which closed education institutions in Mozambique for approximately a year, and which had major financial implications for centers.

ADAPT

Finding 5: Integration of services in the Via centers was facilitated by the development of capacity of teachers, focal points, and other center staff. For both life skills and career guidance, the program model was a train-the-trainer model. Several outcomes suggested the sustainability of life skills and the career guidance beyond the end of the program as a result of capacity building, including the identification of focal points in each of the centers and at the national level.

Finding 6: COVID-19 had a tremendous impact on IFPELAC in Mozambique, but TVET stakeholders are committed to restarting life skills in Via IFPELAC Centers. As was documented in the previous harvest, after initial skepticism of PTS programming, IFPELAC became fully committed to integrating life skills. However, in March 2020, when the COVID-19 pandemic swept the world, IFPELAC centers were closed down. At the time of interviews in April/May 2021, only one center of four (Tete) have begun offering life skills again. Still, despite the impacts of COVID-19 on the services, most participants expressed a desire to see life skills continue in the centers.

Finding 7: Prior to the pandemic, the *Percursos de Orientação Profissional (POP)* career guidance/job placement services had just begun implementation in the four INEP centers. COVID-19 caused the services to stop and are only beginning to return. In 2018, IYF and INEP co-designed the POP package based on the My Career My Future curriculum, PTS, and the International Labour Organisation's small business management curriculum. POP was first rolled out in Maputo City and Machava INEP Employment Centers in September 2019, and then revised and rolled out in Inhambane and Tete in February 2020. However, when

public institutions closed in March 2020 due to the COVID-19 pandemic, INEP also stopped being able to provide career guidance/job placement. At the time of the interviews in April/May 2021, POP had been restarted after COVID-19 in Maputo City and Inhambane only.

Finding 8: Stakeholders have a strong desire to have life skills and career guidance resumed in the Centers, although there are some notable challenges. While life skills and career guidance were not offered during Cycle 1 of 2021 in three of the four centers (and one center only resumed in May 2021), the vast majority of stakeholders indicated a desire to resume the services in Cycle 2. Still, they have noted several challenges that need to be addressed in order to ensure sustainable integration in the four centers—namely financial challenges to continue the services and lack of clarity around the mandate to continue the services from the Central level.

EXPAND

Finding 9: Stakeholders at the national level expressed continued interest in expanding life skills training to all IFPELAC centers and career guidance in INEP centers. They continue to put in place measures to scale up and sustain life skills and career guidance to all youth in IFPELAC/INEP centers. The National Authority for Professional Education (ANEP) continue engagement with the life skills consortium and have drafted an MOU for official partnership. This consortium has developed the new life skills curriculum and is in the process of approving the new teachers' manual. IFPELAC continue to show support through their signing of the Mahotas Declaration and approval of centers' action plans, which provides guidance for transitioning life skills to full IFPELAC implementation. Moreover, the National Institute for Employment (INEP) has officially launched the improved career guidance/job placement manual (POP), suggesting it will be sustained beyond the life of the program.

Finding 10: Capacity and partnerships have been built at the national level to be able to take forward integration of life skills, especially. By 2021, a national focal point for IFPELAC had taken over full responsibility for overseeing life skills at the national level. The focal point was appointed at the beginning of the Via program, and she has worked in partnership with IYF focal person to coordinate all Via IFPELAC centers. In addition, capacity and partnerships have also been built in relation to the life skills consortium.

Finding 11: Expansion of life skills to other IFPELAC centers nationwide—both from the top-down (for new staff) and horizontally (for existing staff)—is underway. However, there is no clear mechanism for orienting employment technicians on POP. There are two primary modalities planned for expanding PTS via training trainers in IFPELAC centers throughout the country—to reach existing IFPELAC trainers by conducting training of master trainers (TOMT) in each of the four Via centers, who will then conduct training of trainers in nearby IFPELAC centers in their respective delegations, and to reach new IFPELAC trainers through their annual hiring and training processes. Training of master trainers has already been conducted, and training of trainers has already begun in several of the centers. Moreover, IFPELAC are in the process of hiring 150 new trainers, who will be trained on life

skills and will teach in 24 IFPELAC centers and 29 mobile units nationwide. In contrast to life skills, it is not clear how the Employment Technicians in INEP centers will be trained to implement POP.

Finding 12: Despite positive feelings about sustainability and plans for capacity building of staff, most participants felt concerned about the financial sustainability of life skills. While there is some concern about financing for POP, they note that financing required is relatively less to sustain POP. How life skills and career guidance will be financially sustained is not clear at this point. It was a concern noted by the vast majority of participants, including at the national level. In subsequent years, conducting life skills classes will be a mandatory part of IFPELAC trainers' jobs, and will be part of their contract. However, life skills (and even POP) generate additional costs, such as materials required to implement the sessions. IFPELAC is moving towards a model where the centers are able to sustain themselves financially through partnerships with local companies, though no centers said that these partnerships were covering these costs as of yet.

Tanzania

Overall, there has been significant progress towards adapting and expanding life skills and career guidance/job placement within the Via VETA centers in Tanzania, as well as changes that suggest it is going to be effectively rolled out nationwide.

ADAPT

Finding 13: At the national level, life skills, and particularly VETA's adapted KTS curriculum, continues to be integrated into the VET system. After implementing IYF's PTS curriculum, in mid-2019 VETA identified the need to modify the curriculum to align with their long-course life skills curriculum. With support from IYF, they developed the Key to Success (KTS) curriculum and formally adopted it. In late 2020, with support from partners, VETA also revised the life skills teachers' manual, although it has yet to be approved.

Finding 14: At the national level, modifications to career guidelines and teacher training have been made, but have yet to be approved. VETA reviewed the 2014 career guidance guidelines and revised them to include guidelines on how to provide job placement services. VETA also developed a career guidance manual for teachers, which they previously did not have. Finally, MVTTTC developed a career guidance/job placement training module for teaching student-teachers and other VETA staff. All of these documents have yet to be approved, but are expected to contribute to sustainability of life skills, career guidance, and job placement.

Finding 15: At the center level, career guidance has also been more fully adapted/integrated for sustainable change. In Dar es Salaam, which already had mandatory requirements of field practical training for some of the short courses, this center extended that mandatory requirement to a greater number of short courses (exact figures not available). In Dodoma, the VETA center decided to make field practical training mandatory for all three-month short courses, while this was not previously a requirement. In Mtwara,

VETA identified a need to send students of short courses for field placements, although it was not made a mandatory requirement.

Finding 16: Life skills and career guidance are likely to be sustained in the three Via VETA centers. Most participants claimed that life skills and career guidance/job placement were likely to be sustained in those centers due to adaptations to course timetables, assessments, costs, application fees, and student certificates.

Finding 17: Building capacity of partner institutions has contributed to sustainable integration of life skills and career guidance in VETA centers and at the national level. Teachers, focal points, VETA center principals, and VETA and MVTTC staff at the national level, have enhanced their knowledge and skills to carry forward the life skills and career guidance services. In addition, the establishment and capacity building of center-based focal points also contributes to the sustained implementation, as well as the quality assurance, of life skills, career guidance, and job placement. Finally, At the national level, IYF supported VETA headquarters' capacity to adapt IYF's PTS curriculum and tools to better suit their needs.

Finding 18: Improved collaboration between VETA centers and employers can strengthen the services provided and enhance sustainability. Via contributed to the development of partnerships between VETA centers and potential employers to benefit youth through apprenticeships and internships, by drafting (and in some cases signing) MOUs with employers, as well as convening stakeholder meetings and workshops.

EXPAND

Finding 19: At the center level, life skills have been expanded to reach more youth across Tanzania. For example, TECC have continued delivering life skills to youth, scaling up to learners who were not enrolled at the time of the Via project. VETA Mtwara expanded the reach of the life skills training by training 472 youth in a hospitality industry course on life skills with funding from the government of Tanzania through the Tanzania Education Authority, and they have integrated select KTS elements into training for students in the Recognition of Prior Learning (RPL) course. Moreover, within the three Via VETA centers in Dar es Salaam, Dodoma, and Mtwara, some teachers are also using KTS pedagogy and materials in long courses. Finally, regarding career guidance, VETA integrated career awareness days into the VETA annual training calendar for the entire country, which will eventually allow all youth within VETA centers to benefit from career guidance services.

Finding 20: VETA has continued their commitment to rolling out life skills and career guidance nationwide. To do so, VETA has developed a sustainability strategy, with the support of partners including IYF, which is yet to be finalized and approved. In mid-2020, VETA identified a need to develop a sustainability strategy and requested IYF's support. Then, MVTTC organized and hosted a VET stakeholders workshop involving all VETA directors (Zonal and HQ) to discuss scale up and sustainability of life skills and career guidance. At this stakeholder meeting, held on October 15-16, 2020, meeting participants committed to including scale up of life skills, career guidance, and job placement in the sustainability strategy. By the end of 2020, VETA had developed a draft strategy for

sustaining and scaling up life skills and career guidance, which requires some modifications and has yet to be approved. However, the drafting of the sustainability strategy is a critical milestone because it provides a road map for sustaining and scaling up life skills and career guidance beyond the Via project. The sustainability strategy is expected to be approved by the end of June 2021.

Finding 21: Morogoro Vocational and Technical Teachers College (MVTTC) will play a key role in sustainability and scale up. Via has worked with the Morogoro Vocational and Technical Teacher’s College (MVTTC) throughout the life of the program, and it is the primary means by which VETA teachers are trained on the life skills curriculum. All VETA teachers nationwide are trained at MVTTC, and this approach—of training master trainers at MVTTC (MVTTC teachers) who subsequently train student-teachers who will then teach in VETA centers—suggests that there will now be a pipeline of new trainers trained at MVTTC who will be able to teach life skills in VETA centers.

Finding 22: Financial viability of scale up to other VETA and non-VETA centers is pending the approval of the sustainability strategy. While financial viability in the three Via VETA centers has been achieved by a modest increase in student fees, the financial sustainability for scaling up to new VETA centers will only be possible with the approval of the sustainability strategy. As soon as the sustainability strategy is approved, budget allocations will be allowed from VETA headquarters. As such, different VETA levels including the Zonal levels can provide for budgets for adapting and upscaling life skills to other non-Via and Non-VETA centers. Despite the lack of finalized sustainability strategy, participants in Harvest 3 were largely confident that life skills and career guidance will be sustained beyond the end of the Via program. It is essential to note, however, that the VETA faces additional financial and capacity pressures currently, with their plan to approximately double the number of VETA centers in coming years. Thus, ensuring follow through on the finalization of the sustainability strategy, and actions elaborated therein, will be essential if life skills and career guidance are to be rolled out nationwide.

RESPOND

Finding 23: Employers, other youth-serving organizations, and local governments are looking towards VETA as a leader in youth vocational education and training due to KTS. Demonstrated positive responses by employers and other youth serving organizations suggest that the sector is recognizing the value of life skills and career guidance services for youth in VETA centers.

Lessons Learned & Recommendations

Lesson 1: Sustainable integration requires building buy-in for life skills and career guidance services, as well as to support stakeholders to adapt the services to their specific contexts.

Recommendations/Considerations:

- **Continue to ensure that sensitization/awareness building of the services is initiated at the start of the program.** Systems change requires programs to heavily invest in building buy-in for its innovations, and this was effectively done by Via. In fact, Via built buy-in of key stakeholders alongside implementation in the pilot centers, likely because the pilot was demonstrating positive results.
- **Consider adapting the services to the context, at least in a preliminary way, at the start of implementation, rather than implementing a standardized version.** Important adaptations include to the content, resources/materials, and processes. In relation to content, ensure that the competencies, material covered, and examples used are relevant to and reflective of the context. Regarding resources/materials, consider using low-cost materials easily obtainable or readily available in the low-resource contexts of the TVET centers, so there is not a later challenge of financing expensive or unavailable materials. Finally, consider the appropriateness of processes to the local contexts. For example, consider whether the paying of subsidies is an appropriate and feasible approach.

Lesson 2: Several of the approaches taken by the program were particularly effective and should be used in the future, namely the top-down/bottom-up approach, working within and building capacity of the national system, and using a consortium/collaborative approach.

Recommendations/Considerations:

- **Include a stronger focus on horizontal (center-to-center) and bottom-up awareness raising** throughout the project to improve demand for expansion after the project. Consider working with more center-based staff and exploring other outlets (e.g., media) to build buy-in at the local, district, zonal, and provincial levels.
- **Explore options for expanding implementation at the center level during piloting/implementation.** This can contribute to more involvement and buy-in at the center level, which may create upward pressure for continued systems change.
- **Explore alternative options for budgeting, such as giving the budget straight to the centers** rather than paying through IYF while still giving technical support, to stretch how far resources can go. This seems to be more in line with the way the centers, especially in Mozambique, operate with their other partners. This may contribute to the point above about contextualizing the innovations to the local context, e.g., using low-cost materials/supports, not providing subsidies.
- **Consider a phased approach of implementing in a small number of centers, then supporting expansion to additional centers.** This could complement a multi-phased funding approach with different objectives for each phase (e.g., piloting/sensitization; implementation; transition/systems support) as described further below.

- **Continue working within national systems.** This includes working side by side with appointed focal points within the centers, training the systems own master trainers, building capacity of their own focal points, implementing within their own classrooms.
- **Continue to strengthen collaboration among the development sector and national stakeholders.** This can help to avoid parallel structures and systems, prevent competition, and increase efficiency and coordination.
- **More intentionally engage with youth.** Some youth-focused development projects use youth advisory boards to guide project design, implementation, and oversight, and this may be an appropriate approach. Especially in the centers where the program will be initially piloted, youth can be engaged in designing the program. They should also be engaged in the adaptation of the curricula/services to ensure their relevance to their lives. Youth are also powerful advocates for their own needs, and their voices can be elevated and leveraged to support systems change efforts (e.g., as invited guests in stakeholder meetings, producing testimonials, etc. to advocate for the change they desire to see). IYF, as an NGO with power in the sector, has the potential to amplify the voices of youth amongst government and other youth-serving organizations.

Lesson 3: The integration of technical/vocational education and training alongside employment services—as is done in IFPELAC centers in the provinces as well as in VETA centers—may benefit more youth and may make the services more sustainable. This is especially the case for career guidance, which was introduced later.

Recommendations/Considerations:

- **Consider further integrating life skills and career guidance so that youth can benefit from both innovations and for sustainability of both innovations.** Youth coming for education/training and those coming for employment services may have somewhat different backgrounds, objectives, availability to participate in services, etc; however, they may have similar needs which could benefit from a more integrated package.
- **Ensure that career guidance is also integrated at the beginning of the program.** Developing buy-in and sustainably integrating services requires substantial time, so innovations should be introduced since the beginning.

Lesson 4: Systems change takes time, and sustainable systems change needs to start from the beginning.

Recommendations/considerations:

- **Begin sustainability planning as early as the design of the program.** Ensure that sustainability considers continuation of the services at the center level, inclusion of center-level staff in national-level sustainability and scale up, and integration and systems change at the national level.

- **Build multi-phased funding cycles with different objectives for each phase.** This could begin with piloting/generating buy-in, moving towards implementation and scale up, and concluding with transition and systems support.
- **Consider better building in contingency/emergency planning into design and funding.** Although the COVID-19 pandemic was an unprecedented emergency, disruptions to programming are common. It may be for a range of reasons, from the most catastrophic (conflict/crisis, natural disaster, health emergencies) to the most basic (delays in acquiring materials). If possible, project cycles and emergency funding should be able to be flexible to unexpected disruptions, especially to maximize their overall impact.

Table of Contents

<i>Acknowledgements</i>	<i>i</i>
<i>Executive Summary</i>	<i>ii</i>
<i>Acronyms</i>	<i>xiii</i>
1 Introduction	1
2 Background	1
2.1 Via: Pathways to Work	1
2.1.1 Partners	3
3 Evaluation Methodology	5
3.1 Evaluation Design	5
3.1.1 Purpose of Evaluation	5
3.1.2 Evaluation Users and Uses	5
3.1.3 Evaluation Questions	5
3.1.4 Scope of the Outcomes	6
3.1.5 Indicators	7
3.2 Analytical Framework: Measuring Systemic Change	7
3.3 Evaluation Methods	8
3.3.1 Harvest 1 and 2 Methods	9
3.3.2 Outcome Harvest #3 Methods	9
3.4 Limitations	10
4 Findings	11
4.1 Evidence about the need for the program	11
4.2 Impact for youth of life skills, career guidance, and job placement	14
4.3 Sustainable Integration of Approaches	19
4.3.1 Mozambique	19
4.3.2 Tanzania	36
5 Lessons Learned & Recommendations	i
6 Attachments	viii
6.1 Attachment 1: Via Theories of Change	viii
6.1.1 Via Mozambique Theory of Change	ix
6.1.2 Via Tanzania Theory of Change	xi
6.2 Attachment 2: Via Program Indicators	xiii
6.3 Attachment 3: General Substantiation Protocol	xiv
6.5 Attachment 4: Participant List	xv
6.6 Attachment 5: Outcomes Databases	xvii

Acronyms

ANEP	Autoridade Nacional de Educação Profissional (Mozambique)
CG/JP	Career Guidance/Job Placement
IFPELAC	Instituto de Formação Profissional e de Estudos Laborais Alberto Cassimo (Mozambique)
INEP	Instituto Nacional de Emprego (Mozambique)
IYF	International Youth Foundation
KTS	Key to Success
MERL	Monitoring, Evaluation, Research and Learning
MOU	Memorandum of Understanding
MVTTC	Morogoro Vocational Teacher’s Training College (Tanzania)
NACTE	National Council for Technical Education (Tanzania)
POP	Percursos de Orientação Profissional
PTS	Passport to Success
TECC	Tanzania Entrepreneurship and Competitiveness Center
TOC	Theory of Change
TVET	Technical and Vocational Education and Training
VETA	Vocational Educational and Training Authority (Tanzania)

1 Introduction

This report presents summative findings from three Outcome Harvests for Via: Pathways to Work, a program implemented by the International Youth Foundation (IYF) in partnership with the Mastercard Foundation. Via is a five-year program (October 2015 to March 2021), with the overall goal of improving economic opportunities for youth by influencing changes in the Technical Vocational Education and Training (TVET) systems—including government, employers, civil society, and youth—in Mozambique and Tanzania.

The Via program approach involved piloting life skills education and career guidance in four TVET center locations in Mozambique (Maputo City; Machava, Maputo Province; Tete; and Inhambane) and three in Tanzania (Dar es Salaam, Dodoma, Mtwara), while simultaneously working to sustainably integrate these services at the national level via regulation, implementation, and training institutions (see section 2.1.1 for a list of national partners). The Via program is implemented through partnerships established with key actors in the TVET system. The primary partners are government agencies responsible for implementing TVET programming. Via also supports improved employability and entrepreneurship through partnerships with local NGOs and societies.

This Outcome Harvesting study represents an ongoing, learning-oriented evaluation of the work of the Via Program. Outcome Harvesting is a participatory approach that focuses on identifying outcomes, defined as changes in the behavior, practices, policies, and relationships of key social actors with whom the program directly works and whose behavior the program is trying to influence. Once outcomes are identified, this study aims to understand their importance, and assess if and how a program has contributed to them. By identifying and interpreting changes in light of what was planned, Via will be able to draw conclusions and recommendations to inform program development.

Accompanying this report are the Outcome Harvesting databases for Mozambique and Tanzania (Attachment 5). These databases provide additional detail, which help to fully understand the changes identified in each of the locations/countries.

This report is structured in five main sections. Sections one and two provide an introduction and background to the Via program. Section three, on evaluation methodology, explains the evaluation design, methods, and analysis process. The key findings related to the outcomes harvested and Via's approach, as well as from qualitative interviews, are presented in section four. The final section presents lessons learned and recommendations from this harvest.

2 Background

2.1 Via: Pathways to Work

In both Mozambique and Tanzania, IYF and local partners identified a common challenge—that the TVET systems (including government, employers, civil society, and youth's themselves) do not effectively enable young people to catalyze economic growth and benefit from economic opportunities. IYF identified several areas of need, including life skills training and career guidance/job placement for youth, capacity development of system

actors, and enhanced coordination among system actors. To address these areas of need, the Via program adopted three main approaches.

First, the Via program integrated IYF's evidence-based life skills program Passport to Success (PTS) into short courses of TVET centers, and IYF's career guidance/job placement (CG/JP) package into TVET/employment centers. To integrate PTS and career guidance/job placement into the TVET/employment systems, the Via program piloted the program components in seven locations (four in Mozambique and three in Tanzania). The aim was to demonstrate its effectiveness and generate demand from relevant stakeholders for the services, assuming that this would sustain life skills and career guidance beyond the end of the project. In close collaboration with TVET/employment partners, IYF:

- Funded training and trained/certified TVET staff to implement the life skills curriculum. In Tanzania, IYF trained teachers in the three pilot centers and master trainers at teacher training college who subsequently trained student teachers. In Mozambique, IYF conducted a training of trainers and training of master trainers;
- Funded training and trained TVET staff to implement the career guidance package;
- Provided and adapted program materials such as training manuals, assessments, and monitoring tools in both countries for both life skills and career guidance;
- Provided financial incentives for life skills trainers (and, in Tanzania, provided incentives for management);
- Appointed and funded one project manager and focal points embedded in TVET centers.

Over time, IYF encouraged integration of life skills and career guidance into TVET and employment centers by helping centers to build programming into their timetables/calendars, fee structures, management, and monitoring; helping TVET/employment actors develop mechanisms for teacher training in life skills and career guidance; and helping TVET/employment stakeholders at the national level to officially approve and scale up life skills training and career guidance services.

Working with national regulatory, funding, and implementation bodies, Via supported the development and approval of life skills modules integrated into national curricula, teacher training modules, and career guidance guidelines. Via worked with partners to develop plans for sustainability and scale up, including considerations for continuously building capacity of trainers and financial sustainability. This included:

- Funding and leading adaptation of a life skills curriculum and career guidance and job placement package in Mozambique and Tanzania;
- Supporting training of master trainers;
- Supporting adaptation of teacher training modules and adapted guidelines;

- Supporting policy adaptation (e.g., approval into national curriculum frameworks), development, and roll out of sustainability and scale up plans

Second, in both Mozambique and Tanzania, Via aimed to strengthen partners' capacity for implementing life skills training and career guidance, as well as to improve organizational structures and processes for management and monitoring and evaluation. This was largely done through developing the capacity of national level actors, focal points at the national and center level, and trainers/technicians at the center level to implement and monitor the program.

Finally, in both countries, the Via program sought to strengthen the network of relevant youth-serving stakeholders (VET institutions for Tanzania, and VET institutions and employment service institutions for Mozambique) in each country, including government partners. They did this by increasing collaboration among stakeholders, as well as ensuring decision-making processes are inclusive of relevant partners, including of youth themselves. Increasing collaboration among relevant stakeholders was intended to improve efficiency and effectiveness of youth-serving programming, to increase the capacity of the sector as a whole to meet the needs of youth, and to build demand and capacity for life skills and career guidance services at the system level.

Together, this approach intended to successfully integrate life skills and career guidance into the TVET and employment systems in both countries. See Via Mozambique's and Via Tanzania's theory of change with accompanying visuals in Attachment 1.

2.1.1 Partners

The Via program in both Mozambique and Tanzania worked with a number of partners. In Mozambique, short course technical and vocational training is primarily delivered by a government agency called the Instituto de Formação Profissional e de Estudos Laborais Alberto Cassimo (IFPELAC), under the Ministry of Labor and Social Services. IFPELAC manages 24 IFPELAC Centers and 29 mobile units throughout the country. A separate agency called the Instituto Nacional de Emprego (INEP) is responsible for job placement and other support services for the labor market. An additional entity, the Autoridade Nacional Educação Profissional (ANEP), is responsible for TVET regulation, including developing and approving curricula for institutions seeking accreditation.

In Tanzania, for more than 20 years, the Vocational Educational and Training Authority (VETA) has delivered and regulated vocational training. VETA runs 33 vocational training centers and institutes, provides training to vocational teachers through the Morogoro Vocational Teacher's Training Centre (MVTTC), and coordinates more than 700 institutions owned by other VET providers in the country (www.veta.go.tz).

The primary partners and the activities the Via program implemented with those partners are described in Table 1.

Partner	Description	Location(s)	Via Activities
Mozambique			
Instituto de Formação Profissional e de Estudos Laborais Alberto Cassimo (IFPELAC)	National TVET institute and local TVET centers	National level/headquarters (Maputo City), Maputo City, Machava, Tete, Inhambane	Integrate life skills curriculum at national level and into short courses at four centers; capacity building; network strengthening
Autoridade Nacional de Educação Profissional (ANEP)	National TVET authority	National level/headquarters (Maputo City)	Integrate life skills curriculum at national level; capacity building; network strengthening
Instituto Nacional de Emprego (INEP)	National employment institute and local employment centers	National level/headquarters (Maputo City), Maputo City, Machava, Tete, Inhambane	Integrate career guidance services at national level and at four centers; capacity building; network strengthening
Tanzania			
Vocational Educational and Training Authority (VETA)	National TVET authority and local TVET centers	National level/headquarters (Dar es Salaam), Dar es Salaam, Mtwara, Dodoma	Integrate life skills curriculum at national level and into short courses at three centers; integrate career guidance services at national level and at three centers; capacity building; network strengthening
Morogoro Vocational Teacher's Training College (MVTTC)	Training college for TVET teachers	Morogoro	Integrate life skills curriculum; Train educators to deliver life skills and career guidance services; capacity building; network strengthening
Tanzania Entrepreneurship and Competitiveness Center (TECC)	Public, private, academia partnership trust that promotes entrepreneurship/competitiveness	Dar es Salaam, Mtwara, Dodoma, Coastal (Pwani)	Provide life skills training and entrepreneurship to young entrepreneurs; capacity building; network strengthening

Table 1. Via Partner Descriptions and Program Activities

3 Evaluation Methodology

3.1 Evaluation Design

3.1.1 Purpose of Evaluation

The purpose of the Via Outcome Harvest is **to analyze systems-change outcomes that the Via program facilitated, in order to contribute to the program’s learning agenda.**

Outcome Harvesting is an evaluation methodology in which the evaluation team and program staff identify the positive and negative, intended and unintended outcomes that the program has influenced. “Outcomes” are defined as “change[s] in the behavior, relationships, actions, activities, policies, or practices of an individual, group, community, organization, or institution,”¹ particularly those stakeholders who the program is working with directly and whose behavior the program seeks to influence. Outcome Harvesting is intended to be used when programs cannot predict with certainty the exact nature of the changes that will occur as a result of their program, nor the exact activities that will lead to desired change. Consequently, it is a valuable methodology to measure systems change initiatives.

3.1.2 Evaluation Users and Uses

The core evaluation team—led by the DevLearn Outcome Harvesting consultant and comprising DevLearn’s country researchers and manager, the MERL technical manager, Via program manager, MERL director in Baltimore and the MERL technical advisors in Mozambique and Tanzania—began the third harvest and summative evaluation by validating the users and uses of this harvest. The following are the primary and secondary users and uses, which guided further design decisions:

- **IYF** to learn how to achieve systems change, to inform and adapt technical approaches, to inform proposal development, and to disseminate impact and learnings
- **Partners** (e.g., TVET / VET / career guidance centers, government, youth organizations, etc.) to understand what has changed and what has worked to allow for future improvements, and to inform policy
- **Mastercard Foundation** to understand results of their funding
- **Other funders and implementers** to understand best practices and identify funding opportunities to shape and sustain programming

3.1.3 Evaluation Questions

Table 2 lists the evaluation questions of the summative evaluation, inclusive of the three outcome harvests.

¹ Wilson-Grau, R., & Britt, H. (2012). *Outcome Harvesting*.

Institution Level: What institutional capacities, arrangements, policies, and business models have been developed so that young people can be sustainably reached at the scale needed?

1. To what extent has the program strengthened the capacity of the national TVET (TZ) / VET (MZ) institutions?
2. To what extent has the program contributed to collaboration between youth serving stakeholders?
3. To what extent, how, and why have the program’s approaches to working with TVET / VET institutions to achieve systemic change (i.e., the adoption of new curricula and pedagogies and the facilitation of direct engagement between stakeholders) been effective?
4. To what extent and how have the pedagogies introduced through the program spread through the partner institutions?
5. What are the outcomes of the program’s efforts to introduce new products and methodologies into the TVET / VET institutions for sustainable integration?

Ecosystem Level: What economic factors, market conditions, and policies have contributed to improved opportunities for young people?

6. (How) has the program affected systemic change on the institutional levels?
7. To what extent and how did the strategies employed facilitate change? How could they have been more effective?

Table 2. Via programme evaluation questions

3.1.4 Scope of the Outcomes

Outcome Harvest 1, for which findings are also summarized in this report, focused on changes in the lives of youths, teachers, and others, particularly of life skills programming—in other words, the early impact of the program. This was because at the time of the first evaluation, systemic changes were not yet expected, but more immediate changes for individuals were being observed.

For Outcome Harvests 2 and 3, the three primary outcomes the team expected to observe were: (1) integration of IYF approaches (specifically PTS and career guidance/job placement) without ongoing IYF support; (2) increased collaboration among key TVET and youth employment sector stakeholders, including youth themselves; and (3) strengthened implementation and management capacity of TVET and employment sector actors. We prioritized changes that occurred at the level of TVET centers and the TVET system. However, we remained open to changes in the behavior of other actors, such as employers

and community-based organizations, as well as changes in domains that were unanticipated or negative.

The three harvests have documented outcomes since the beginning of the program (October 2015) through May 2021, the time at which the outcomes were finalized for analysis.

3.1.5 Indicators

IYF expects that some outcomes identified will provide data on indicators in the program's Logical Framework (logframe). Those indicators are listed in Attachment 2. However, IYF recognizes that the strength of the Outcome Harvesting methodology is that it identifies both positive and negative, intended and unintended outcomes. Therefore, this evaluation intentionally sought out, documented, and analyzed outcomes that were not included in the program's logical framework. The choice to use Outcome Harvesting represents IYF's recognition that systems change outcomes are often difficult to predict, plan for, and measure.

3.2 Analytical Framework: Measuring Systemic Change

Traditionally, evaluations have focused on measuring direct effects for program beneficiaries—in the case of the Via program, youth who participated in life skills training or the career guidance/job placement package. These evaluations may capture increases in improvements to knowledge and skills (e.g., improved awareness of job seeking practices), behavioral change that results from these new knowledge and skills (e.g., improved behaviors related to developing a resume, writing a cover letter, or applying for positions), or longer-term results (e.g., acquiring an internship or job).

While information about the direct effects of a program on its beneficiaries is important, it does not demonstrate the full impact of programs that seek to make changes to systems, such as the Via program, which have the potential to ultimately reach far beyond the initial beneficiary group. For this, we need an evaluation framework that helps us look beyond direct effects for program beneficiaries to sustainable, resilient changes at the level of the entire system.

To explore this type of change, we used a modified version of a framework developed by the Springfield Centre, the Adopt-Adapt-Expand-Respond (AAER) framework. This framework helps us assess the spread of innovation—a new practice, way of working, or relationship that improves the way a system operates. As shown in Figure 1, the framework articulates four nonlinear stages through which new change progresses.

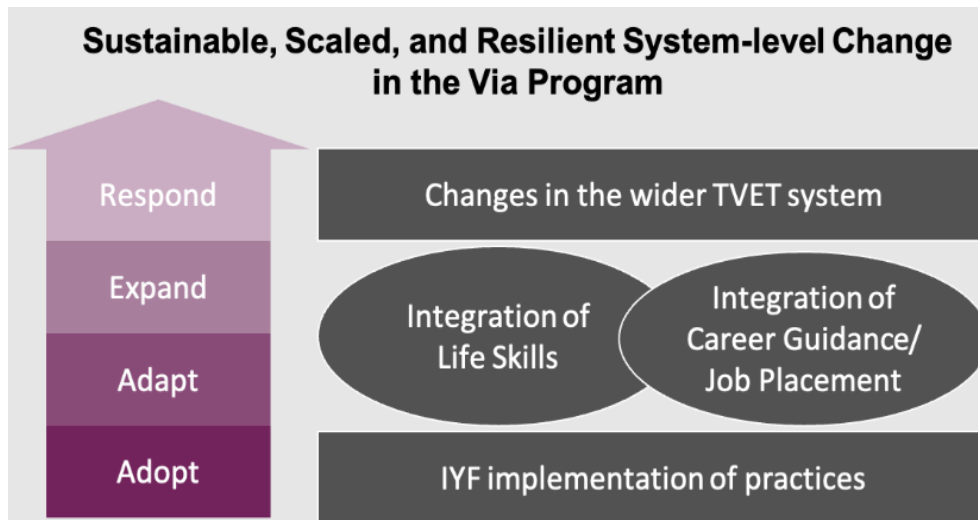


Figure 1. Visual of AAER analytical framework

1. The **adopt** stage: Innovation is introduced and ownership over it is gradually institutionalized by relevant actors in the system (e.g., the life skills curriculum is implemented in TVET centers)
2. The **adapt** stage: Behavioral change is sustained by relevant actors, having accepted the changes as necessary and having incorporated them into their standard operations (e.g., implementation of the life skills curriculum is sustained by actors outside of the project beyond the life of the project)
3. The **expand** stage: Pushing the boundaries of the innovation, reaching new geographies or new segments of the target group (e.g., system actors bring the life skills curriculum to new TVET centers or target new and hard-to-reach populations)
4. The **respond** stage: Changes in the system are reaching and influencing other changes within the system and/or in peripheral systems (e.g., employers actively seek out graduates with life skills certifications)

While IYF is not explicitly using the AAER framework, it a useful analytical tool to understand the extent to which the program has successfully made lasting change to the TVET systems in Mozambique and Tanzania through their four main outcome areas:

- Integration of Life Skills
- Integration of Career Guidance/Job Placement
- Strengthened Capacity of Partner Institutions
- Increased Collaboration among Partners

3.3 Evaluation Methods

The original inception report proposed a multi-phased process that included three discrete Outcome Harvests. The first harvest was conducted in July-August 2019, and the second and third harvests were planned for February-April 2020 and August-September 2020, respectively. Between the first and second harvests, DevLearn's original Outcome

Harvesting consultant left the project for personal reasons, and DevLearn contracted a new Outcome Harvesting consultant in May 2020.

Due to the rapid turnaround time between contracting the new consultant and the original planned second harvest date, as well as the onset of the COVID-19 pandemic which effectively stopped program and research activities and international and domestic travel, the second harvest was delayed and activities were revised. The second Harvest was conducted between August-October 2020, and largely lacked substantiation due to the COVID-19 pandemic.

Thus, the third Harvest built on the second harvest, with the objectives of: (1) substantiating, refining, and updating outcomes elaborated in the second Harvest; and (2) uncovering new outcomes that had occurred since finalization of Harvest 2 to bring together the final picture of the program. Data collection for the third Harvest was conducted during April-May 2021.

3.3.1 Harvest 1 and 2 Methods²

In the first Outcome Harvest, DevLearn and IYF drafted outcomes particularly related to PTS programming. DevLearn conducted focus groups and interviews with key stakeholders at the national level and at the centers, including with youth and trainers themselves, to further refine and substantiate outcomes. DevLearn then facilitated a validation workshop with IYF and developed the report.

During the second Outcome Harvest, the team updated the program Theory of Change of change in both countries. The DevLearn consultant then facilitated workshops with country teams to draft outcomes. Following the workshop, the Mozambique and Tanzania teams, with support from Baltimore staff and the DevLearn consultant, finalized the outcomes. Due to the COVID-19 pandemic, it was not feasible to hold in-person substantiation interviews; thus substantiation was extremely limited. Preliminary analysis was done with the IYF team, then finalized by DevLearn.

3.3.2 Outcome Harvest #3 Methods

DevLearn (through country research leads in both countries, with backstopping from the DevLearn evaluation lead) first reviewed documentation from Harvests 1 and 2 and additional documentation provided since the previous Harvest. After identifying outcome leads and gaps, DevLearn conducted a series of interviews with IYF staff in both countries. This allowed for the initial drafting of outcomes. Follow-up interviews were conducted with IYF country staff to continue to refine the outcomes.

Then, DevLearn conducted a series of substantiation interviews. Substantiation refers to validating with stakeholders external to the program that the outcome occurred and that the program did in fact contribute to it. Interviews with partners at the national level and in centers allowed the DevLearn team to gather additional information, to refine, and to

² For a more in-depth overview of the methods for Harvests 1 and 2, see the respective Harvest reports.

validate the outcomes, significance, and contribution, and to finalize the outcomes database. During substantiation interviews with partners, we asked additional questions regarding the perceived needs/benefits of the program, perceptions of sustainability, and recommendations.

After substantiation and finalization of the outcomes, a preliminary analysis workshop was held with the Mozambique and Tanzania country teams separately. In this workshop, teams reflected on and asked questions about preliminary findings, and shared lessons learned and recommendations. These reflections were incorporated into a final analysis by DevLearn, outlined in section 4.

3.4 Limitations

The full summative evaluation (Harvests 1-3) has some limitations:

Limited review of impact for beneficiaries. This evaluation was not intended to assess effects for the beneficiary group—the youth who participate in life skills courses or career guidance/job placement events and trainings. The primary focus, apart from in Outcome Harvest 1, is on systemic changes—whether the TVET sectors in Mozambique and Tanzania have taken up and are scaling out life skills and career guidance in a sustainable way. There is substantial evidence (from IYF program research and evaluations) that demonstrate positive effects of IYF’s PTS and career guidance/job placement programming. Still, data from Harvest 1, as well as perceptions of interviewees from Harvest 3, touch upon impact for beneficiaries in this project.

Not exploring process or long-term impact. This methodology is particularly useful in identifying changes in the behavior of TVET/employment system actors and how the Via program contributed to those changes. It effectively helps us answer the question, “What changed, and how did Via contribute to that change?” (evaluation questions 1, 2, 4, and 5). It alone is not, however, sufficient to assess the activities, outputs, or general effectiveness of a programmatic approach (i.e., evaluation questions 3, 6, and 7).

4 Findings

This section describes the key findings of the three harvests, with a particular focus on Harvest 3.³ Outcomes from Harvests 2 and 3 are referred to by their codes, which include an abbreviation of the country where the outcome occurred (MZ or TZ) and a number. These codes correspond to the databases in Attachment 5. This section is divided into three sub-sections:

1. Evidence about the need for the program
2. Impact for youth of life skills, career guidance, and job placement
3. Sustainable integration of approaches

4.1 Evidence about the need for the program

All participants/interviewees in the third outcome harvest were asked to explain what barrier(s) they thought life skills and career guidance were addressing, and how they were helping youth in Mozambique and Tanzania.

Finding 1: In Mozambique, life skills and career guidance were needed but rarely provided in IFPELAC centers prior to Via.

In Mozambique, as articulated in the Via program theory of change (Attachment 1) and confirmed in Harvests 2 and 3, most youth do not have the knowledge and competencies taught in a life skills curriculum but required for success in the job market. Prior to the Via program, life skills were not taught in IFPELAC centers, nor was there a life skills curriculum being implemented in IFPELAC, although some relevant courses were provided by churches, businesses, and schools. Life skills concepts were not completely new in Mozambique, but IYF's PTS curriculum adds value to the content and pedagogy of life skills training. Moreover, prior to Via, there were no career guidance group sessions to support youth in developing and planning their career path. Thus, the program was filling an important gap, as described by several participants:

Before when a young person was being trained, it was like being in a box: he just came to learn how to do [a vocation]. He had never had an opportunity before this to know how to present himself at work—to improve his personal or individual competencies. To know how to be [ser e estar]. [Via] gave young people the opportunity to be able to position themselves in the job market. In the job market, it is a different environment than a training environment. Other types of mentalities and other types of people will be in that environment. So, it is necessary to have “soft skills” to be able to complement the work process in his new job. So for us, this was something very big.—Staff, IFPELAC HQ

[Before the Via program, the youth] could apply for a job, even get a job, but then they couldn't keep a job and they wondered why... We are leaving the stage in which

³ For a more in-depth exploration of the outcomes of Harvest 1 and 2, see the respective reports.

training is to give people knowledge and moving to a stage in which people gain competency. Competency-based training is connected to the skills of the young person. Knowledge, behavior, and attitudes—the Via Project complemented these things.—Director and Focal Point, Center-based

Moreover, the approaches brought by the Via program were considered to enhance the offerings of TVET providers in Mozambique, as described below:

What product does IFPELAC provide to the market when there are other training providers? What is attractive about IFPELAC? If IFPELAC trains mechanics, bricklayers, locksmiths, etc., other providers already do that. What is the difference? In this moment one of the big differences is PTS. There is a component that is not technical that complements the technical part of their training. Today, I would prefer to have a person with a “correct attitude”, and [provide] technical training in-house. This attitude can be even more important than the technical part. PTS brought us this. On the other hand, PTS helps us to have discipline. A trainer of PTS should be an example. If he isn’t an example, then the question is ‘what are you teaching?’. A trainer could have great technical skills, but if he has a bad attitude, then we are training [youth to be] a professional and a citizen who will transfer those poor attitudes to the industry and the market. So PTS helps us with that exactly: questions of communication, knowing how to respect people, how to structure things.—Staff, IFPELAC HQ

We now have [Percurso de Orientação Profissional] POP in the job center. I have My Career, My Future. This is all the result of our partnership with IYF. We also have the personality test... we are already applying it to our beneficiaries at the job center. It is a real asset because we as INEP should have psychometric tests but haven’t until today due to financial reasons. However, the personality test designed by IYF leveraged our activities... at least we have some test to apply to our candidates.—Focal Point, Center-based

Finding 2: In Tanzania, life skills, career guidance, and job placement were not well addressed in the VET system prior to Via. Participants agreed that this gap needed to be filled to meet the needs of learners, improve the offerings of VETA centers themselves, and to meet the demands of the labor market.

In Tanzania, prior to the Via program, life skills and career guidance/job placement were provided to students attending long courses (courses offered by VETA lasting one to three years), but not short courses (those lasting less than one year). Moreover, those services were reported by many participants to be insufficient in terms of content and pedagogy. This is illustrated by two focal points:

VETA’s previous life skills course was so theoretical that a student would just come and do an annual life skills exam but graduate with limited skills on practical aspects of life skills like cleanness, self-awareness, and problem-solving skills. Likewise, for career guidance/job placement, a student would graduate with limited skills such as

difficulties in responding to different interview questions, preparing a CV, how to do a job application, or missing a basic communication aid like having an email, how to do a job application online, amongst other basic things.—Focal Point, Center-based

We used to provide life skills services, but the methodology was not effective. Teaching methodology mainly focused on lecturing/teacher-centered pedagogy, as opposed to PTS which is more of action learning and participatory methodology. For job placement, we did not have a proper/standard guideline for undertaking job placement. Through this program we have revised the VETA 2014 Career Guidance Manual to include specific guidelines on how to undertake job placement better.— Focal Point, Center-based

In addition, these services, according to one participant, were not done systematically across VETA centers prior to the Via program:

Different tasks related to career guidance were done differently by VETA centers across Tanzania, but there was no guideline to undertake the same. With support from Via, we have managed to revise the career guidance manual to include some specific elements like those related to how to effectively do job placement, and we further developed a manual that will be used to provide different career guidance/job placement services to the students.—Coordinator, Zonal level

This was verified by a teacher and focal person in Dodoma VETA center:

Even though the career guidance manual and services [existed], the same was not very effectively done. For example, the 2014 guideline copies were hardly available at our center. For example, prior to 2019, some teachers were yet to see the [guidelines]. The [Via] program has made it visible and amplified the career guidance/job placement services provision... They trained [teachers], and as such, most of the teachers are aware of the career guidance/job placement .—Teacher and Focal Person, Center-based

One effect of lack of suitable career guidance was that there was anecdotally a high number of students changing courses. This incurred high costs for VETA centers, and it affected students' satisfaction with their training, increasing the time needed to complete the program. This indicated a need to help students better understand and select their career paths, as explained by a center-based registrar in Harvest 3:

The program has contributed to the reduced number of persons changing the courses. For example, before the provision of career guidance/job placement, in 2019, as a registrar, I was receiving about 30 letters from students requesting for changing of the courses. However, following the career guidance/job placement in the long courses, now I receive at most ten letters, but those are unique circumstances. For instance, a student who has previously undertaken an electrical course in the short course/foundation and has applied for a long course and perhaps selected to study plumbing, that student is considered for changing because s/he will

be building on the foundation received in the former course.—Registrar, Center-based

Another effect was that students graduated training programs without the necessary soft skills. In the labor market, there is an identified need for students to have soft skills, as explained below:

Students were graduating, and while they were very competent at their respective technical courses, they missed life skills. It is clear that whatever you might technically become, if your behavior is not as pleasant as what the employers and customers would expect, then growth of a student is very limited. Even students who had negative attitudes [before participating in the services], and got exposed to life skills, career guidance, and job placement, have improved their attitudes. These are the testimonies we get from the industry.—Director, Zonal level

After researching, we discovered that our youth acquire good technical skills but lack soft skills. Thus, we decided to provide life skills to youth to improve the way they can work, be it in formal employment or self-employment.—Coordinator, Center-based

Finally, life skills, career guidance, and job placement services were perceived to have improved the offerings of the TVET centers:

After a lengthy evaluation of ourselves, we discovered that we lack career guidance and job placement best practices. Previously, we had many youths who used to search places for fieldwork for themselves, and there was limited follow up of the students for the assessment during fieldwork.—Coordinator, Center-based

Overall, life skills, career guidance, and job placement were perceived in both Mozambique and Tanzania as filling an important gap in the TVET sector and improving the offerings of TVET centers.

4.2 Impact for youth of life skills, career guidance, and job placement

In both countries, life skills, career guidance, and job placement services were perceived as being highly beneficial to individual youth, teachers, and the labor market. This was illustrated in Harvests 1 and 3 most prominently. The first harvest documented the following changes:

- **Changes to pedagogical practice.** Teachers are voluntarily using the PTS pedagogy in a diverse range of training courses. They have incorporated lesson preparation before class for their regular disciplines, are collaborating more, and taking more feedback from colleagues.
- **Changes to teacher behavior.** Teachers' behaviors have changed due to the influence of PTS. They are arriving on time, avoiding skipping working days and arranging to cover others' classes when they need to be absent. They report listening more, and mediating conflict between students in the classroom. Their compliance with administrative tasks has improved.

- **Changes to student behavior.** Bullying of peers, conflict, and other type of disruptive behavior within the class were reported as diminished or eliminated. Students are collaborating better with one another and demonstrating better behavior in the classroom.
- **Changes at home and in the community.** Students and teachers interviewed reported changes in their relationships with parents and spouses, and better communication skills. They also reported increased participation in community activities, such as in savings groups or in the Church.
- **Changes to entrepreneurship and labor market.** These changes were primarily reported in Tanzania, where students are applying the skills that they acquired to improve their CV writing, better prepare for interviews, and secure jobs. Employers report improved discipline and performance from employees. A number of other TVET graduates have started or are growing their own businesses.

Many of these impacts for learners, teachers, and the labor market were also documented in Harvest 3, suggesting these impacts have continued to develop over the course of the Via program.

Finding 3: In Mozambique, nearly all participants emphasized that life skills helps youth “learn how to be [ser e estar]”. Life skills and career guidance help youth develop positive attitudes and behaviors, improve their employability, and help teachers improve their skills.

Nearly all participants used the same words to describe how the Via approaches, particularly life skills, helped students: that it helped them learn how to be [ser e estar]. These responses, as indicated below, suggest that participants recognized both the permanent personality/attitudinal changes that life skills brings, as well as the moment-to-moment behavior and actions that have improved:

We feel that those who managed to complete the course exhibit a change in their ‘maneira de ser e estar’ [way of being], which can be clearly noted. We are talking about young people who, for example, started the training with juvenile societal characteristics and tendencies... But after having received PTS, they had a different ‘postura’ [attitude/way of presenting themselves]... For us, this is very gratifying. Because for us, we are molding and modifying men. We gave them professional and technical training. But we have now also given them life skills, which is a determinant in one’s life. Because they know how to be now... We know that they will not only be employed... that in addition to the technical skills we have taught them, we have also transformed the lives of these people. They know how to be better citizens.—Delegate, Provincial Level

Another Delegate⁴ elaborated that youth had reported this, too:

I spoke with two young people who left a session and they spoke about how they changed a lot and wanted to encourage other young people in their neighborhoods with what they learned. They said “My way of thinking changed a lot and I want to share this with my neighbors and my friends from my neighborhood”... People learn about their strong and weak points. They have a better idea about the world, especially about working. They understand that there are a lot of difficult things in life, but you need to be creative.—Delegate, Provincial Level

A PTS coordinator and trainer elaborated on exactly what this meant:

To speak about PTS and the Via Project, we are talking about everyday issues that young people live with. PTS deals with real life matters that affect young people’s beliefs and thoughts in diverse moments. PTS brings a stimulus—another way to understand these dynamics about how to be. PTS boosts young people regarding how they should react to the different situations they face on a daily basis, both at home and in the social settings they are part of.—PTS Coordinator, Center-based

For me, the life skills that were chosen for PTS address young people’s behaviors. Those who didn’t behave well started to behave well. They learned a lot of things about problem/conflict resolution. How to have a successful interview. They didn’t know how to do these things. And many other life skills.—Trainer, Center-based

Some participants mentioned the benefits of career awareness and employment prospects that life skills, as well as career guidance, brought to youth:

In relation to young people, PTS helped a lot. Especially in the component of entrepreneurship. [Before Via], our young people came here, got trained, and left. And they continued the same. Some managed to develop a business [for themselves]. But many of them just started and didn’t get close... But for those who had the opportunity to have PTS, they changed their mentality. With what the program offered, they had the opportunity to develop their business. They have sufficient tools for how to plan their business AND an idea of what to do if that business did not go well. And how to look at the barriers they will face.—Trainer, Center-based

After the end of the training, three young people [who took part in our first class] managed to find a job, and this was a gain for us because the end of these training courses is to get the candidate into the job market.—Employment Technician, Center-based

It is true that in the beginning the candidates applied only because they wanted to get a job, but after the tests they discovered that their domain was in another area contrary to what they thought. The tests really opened people’s minds. It is a pity

⁴ In Mozambique, there are 11 Delegacoes Provinciais (Provincial Delegations) corresponding to each of the 11 provinces. The “Delegate” is responsible for overseeing services in IFPELAC/INEP centers in their province.

that the COVID-19 pandemic makes it impossible for us to continue with the training. Candidates leave here happy.—Employment Technician, Center-based

Other skills that were improved by life skills and career guidance included: knowing how to apply for jobs, how to write a cover letter and CV, how to tailor a CV to a specific job, how to present themselves in interviews, and how to get a letter of recommendation.

Finally, life skills was said by several participants to help trainers to have more discipline, have a good attitude, and to meet high expectations due to the training they received.

This was reported by several employment technicians and life skills trainers across the IFPELAC/INEP centers, for example:

This training brought [me] more knowledge. I particularly now can better serve the candidates, I can better meet the needs of the candidates when it comes to looking for our services.—Employment Technician, Center-based

For me, the great barrier that PTS is resolving is [lesson] planning. We have this thing here of “hey, I am already a mastermind!” But PTS comes and teaches us good techniques for how to plan a session. We have improved a lot in planning, and we feel PTS is really worthwhile. Each day that passes we found a difficulty and a way to overcome it.—Trainer, Center-based

The beneficiaries of PTS aren’t just the trainees. It benefited us as trainers, too. We benefited more than just having another certificate on our CV... [PTS has helped me] to have more knowledge. You could know some things, but not explicitly. With more learning and training, we can transmit this learning to our trainees.—Trainer, Center-based

Participants in INEP Maputo also reported improvements in employment technicians’ capacity (although notably, in the provinces, participants spoke markedly less about POP than about PTS):

I personally see that it did contribute to the quality of intervention. The quality of interaction we have with young job seekers is different compared to the one we had before. Before it was only young people who applied and we only did regular interviews of a job seeker and we ended there... we did not question or we did not seek to know how young people do their CVs, how they look for a job, how they present themselves in job interviews, so these questions were left out . Sometimes it could happen sporadically, for example if the young man came in poorly dressed, and we asked ourselves, “you came to apply here in this poorly dressed way, imagine if it was a job interview, you could present yourself this way?” But it happened only in a sporadic way, which is different now, in which we ask these questions in a systematic way—INEP Director, Center-based

For me the knowledge is continuous, I am still learning and I was already in a rhythm and we had to stop. Now, having to start again, it would be good if the training were continuous because learning is lifelong would be good for us, because we are also using a database where we launch our candidates, but we have a little difficulty

because of the software, our software is not compatible for that database, sometimes we have difficulty for example when we type and what we type does not appear we end up getting nervous, then we stop, this ends up slowing down our work. If we can have support in this regard, it would be a lot.—Employment technician, Center-based

Finding 4: In Tanzania, participants reported that life skills, career guidance, and job placement provides students with a range of knowledge, skills, attitudes, and opportunities to improve their employability.

Some of the stated knowledge, skills, and attitudes include **positive attitude, adaptability, and ability to cope with their environment**, as illustrated by several participants:

Via was introduced to address the labor market demand. The labor market indicated that even though the students graduate with specific technical skills, they however, lack soft skills. This results in their limited growth in employment/self-employment activities. Therefore, the project sought to improve employability skills both for self-employment and wage/formal employment. This was important as it shaped the behavior/attitude that is necessary for helping them in their employment (self/formal employment) by having appropriate skills such as conflict resolution and problem solving skills. For you to grow in a certain industry, you need behavioral aspects.—Principal, Center-based

Life skills is key because it contributes to positive attitude and behavior of the student, thus contributes to improved employability, adaptability, and ability to cope with the environment. Life skills also provides some important skills to the student teachers to teach students on the same.—Staff, MV TTC

Students also were said to develop **self-awareness, decision-making and critical thinking skills, communication skills, and stress management skills**, which helps them in their employability:

[Life skills] are critical for the student's self-awareness in entrepreneurship, decision making, critical thinking, and overall a grasp of the four century skills, which include communication and stress management, amongst others... Also, it helps them on how to prepare CVs, how to dress properly...—Staff, MV TTC

In addition, students also learn employability skills, such as how to apply for jobs, how to dress properly for interviews, and how to effectively participate in an interview:

Life skills, career guidance, and job placement was important because it contributes to improved employability because of improved self-awareness, job searching skills and how to behave in the field training attachments/employment.—Multiple staff, Center-based

Career guidance/job placement are very critical to students because the same raises the level of awareness of different career paths among students as such guides their choices.—Staff, MV TTC

Moreover, the services raise students' awareness of different career paths and make informed decisions. Specifically, it helps them know their potential, make informed choices of what courses to take at VETA and what career path to pursue, and gives them exposure to the industry and connections to future employers. This was illustrated by two center-based coordinators:

JP is key because it complements to the theory obtained by students from the college. Also, enhances linkage between employees and the college while exposing the students to the potential employers.—Coordinator, Center-based

Technically the graduates were OK but when you look at the issues related to attitude, guidance on course selection, etc., something needed to be further improved in terms of service delivery to the students.—Coordinator and Zonal Director, Center-based

4.3 Sustainable integration of approaches

In both Mozambique and Tanzania, life skills and career guidance/job placement content and pedagogies have been successfully implemented by local partners with support from IYF. In Mozambique, local partners included IFPELAC and INEP centers at headquarters and in four locations (Maputo City, Machava/Maputo Province, Tete, and Inhambane). In Tanzania, partners included VETA headquarters, three VETA centers (Dar es Salaam, Dodoma, and Mtwara), one teacher training college (MVTTC), and one entrepreneurship organization (TECC).

The countries were impacted extremely differently by the COVID-19 pandemic, which has consequently affected implementation differently. Moreover, in both countries, life skills and career guidance/job placement services have been transitioned to oversight by partner institutions, but again, the ongoing implementation following this transition differs between countries.

4.3.1 Mozambique

Summary of Progress through the AAER Stages

Figure 2 shows our analysis of the stages of sustainable, scaled systemic change in the TVET system regarding integration of life skills and career guidance in Mozambique, according to the following color-coding:

- **Green:** Substantial evidence towards this stage
- **Yellow:** Moderate evidence towards this stage
- **Red:** Little to no evidence towards this stage

Adopt	Adapt	Expand	Respond ⁵
IYF financially and technically supported the implementation of life skills in IFPELAC centers and career guidance/job placement in INEP centers	As of early 2021, IFPELAC has taken over implementation, management, and monitoring of life skills Via Centers; INEP has taken over implementation, management, and monitoring of career guidance in Via centers; however, few centers have restarted after COVID-19 closures	Life skills curriculum and teachers' manual has been developed; As of early 2021, life skills is being expanded beyond the original targeted groups and locations (e.g., expanding to other centers); however, there are major concerns about financially sustainable scale up	No evidence was found of response from the TVET sector (but this was not a focus of the evaluation)
		POP Manual was approved	

Figure 2. Assessment of the Via program objectives against the AAER framework in Mozambique

This third harvest built on the findings of the second harvest to capture final changes in the sustainable integration of life skills and career guidance into the TVET system, as well as improved capacity and collaboration among VET system actors. In the second harvest, 16 outcomes were identified; for this third harvest, several of those outcomes were revised/substantiated and an additional 14 outcomes were identified (a total of 30 outcomes cumulatively). These outcomes help us to better understand the extent to which systems-level change to the VET system were achieved by the Via program, with substantial contribution and efforts of IYF's partners.

Overall, there has been significant progress towards integrating life skills and career guidance within IFPELAC and INEP centers in Mozambique, as well as planning and beginning to scale up life skills nationwide. Still some challenges exist for sustainability and scale up of life skills and career guidance, especially due to the COVID-19 pandemic, which closed education institutions in Mozambique for approximately a year, and which had major financial implications for centers.

Table 3 (below) shows the timeline for integration of life skills (shown by light purple boxes), career guidance/job placement (grey boxes), and sustainability actions taken (dark purple boxes), as well as the progression through the stages of the AAER framework.

⁵ Since no outcomes were identified in the respond category, but since this was not a focus of the harvest, analysis using the color coding was not possible.

Stage		Intervention	2017	2018	2019	2020	2021
Adopt	IYF Activities	Beginning in 2017, IYF implemented (funded, trained and provided incentives for trainers, provided a focal person, monitored, etc.) life skills programming (PTS) in four IFPELAC centers.					
		IYF advocated to and supported four IFPELAC centers to take over implementation, management, and financing of life skills.					
		Since March 2019, IYF convened the life skills consortium and led the development of the life skills curriculum.					
		In 2018, IYF mapped services available at INEP and identified areas for improvement.					
		IYF and INEP co-designed the Percursos de Orientação Profissional (POP) package based on IYF's My Career My Future curriculum, PTS curriculum, and the International Labour Organisation's small business management curriculum.					
		IYF advocated to and supported INEP to take over implementation, management, and financing of POP.					
Adapt	Life Skills	As of 2017, the PTS curriculum was integrated into IFPELAC Maputo City, Machava, Inhambane, and Tete [MZ19].					
		Since 2018, the Director of IFPELAC headquarters Mozambique has been requesting that IYF gives a special right of use of the IYF PTS curriculum in Mozambique [MZ8].					
		From mid-2018, IFPELAC have been applying a joint planning approach with partners [MZ1].					
		Between August 2019 and September 2020, IFPELAC has conducted and led three bi-annual partners meetings [MZ2].					
		On October 31, 2019, IFPELAC Headquarters and IYF jointly signed the Mahotas Declaration, declaring that life skills would be transitioned to IFPELAC operations [MZ10].					

Stage	Intervention	2017	2018	2019	2020	2021	
	In May 2020, IFPELAC rapidly responded to COVID-19 challenges by organizing a meeting with their partners to discuss the way forward [MZ3].						
	In September 2020, IFPELAC headquarters approved all IFPELAC Via delegations' action plans for the Mahotas Declaration [MZ11].						
	At the time of the interviews in May 2021, PTS had been restarted (after COVID-19 closures) in one of the four Via delegate centers—Tete [MZ20].						
	Career Guidance	In September 2019, INEP Employment Centers in Maputo City and Machava designed a formal calendar and provided a youth-friendly and well-equipped space to cater for the pilot of the career guidance group sessions [MZ13-14].					
		In February 2020, INEP Employment Centers in Tete and Inhambane adopted (are fully implementing) the strengthened Career Guidance package POP [MZ15-16]					
		At the time of the interviews in May 2021, POP had been restarted after COVID-19 in Maputo City and Inhambane [MZ21].					
		As of May 2021, IFPELAC Center in Maputo City has prepared a room for the implementation of POP services for IFPELAC students [MZ22].					
	Sustainability	In 2020, the IFPELAC Center in Maputo City appointed a focal point to oversee life skills in Maputo City [MZ23].					
		In 2020, the INEP Center in Maputo City appointed a focal point to oversee POP in Maputo City [MZ24].					
In 2020, IFPELAC centers (which are connected to the INEP employment centers) in Machava, Inhambane, and Tete each identified a focal person to oversee life skills and career guidance [MZ25].							

Stage	Intervention	2017	2018	2019	2020	2021
Expand (Life Skills)	Associação Unidos Para Ajudar (UPA) incorporated PTS techniques on a training (and corresponding manual) to women over 40 years old on the north zone of Mozambique [MZ7].					
	Beginning in 2018 and expanding through 2020, IFPELAC at the national level piloted a campaign initiative nationwide to attract more young women to IFPELAC courses [MZ9]					
	The Mahotas Declaration declared that the life skills training would be part of a mandatory induction for new IFPELAC trainees nationwide [MZ10].					
	In early 2019, ANEP invited IYF, UPA (MUVA), ESSOR and TECHNOSERVE to develop a proposal of a life skills curriculum to be integrated in the professional education curriculum [MZ4].					
	In August 2020, ANEP indicated willingness to sign a memorandum of understanding with IYF and the life skills consortium [MZ5].					
	In September 2020, ANEP approved the new life skills curriculum to the National Qualifications Framework [MZ6].					
	After the life skills consortium developed a draft of a new life skills teachers' manual, ANEP provided positive feedback to the consortium for revision and finalization [MZ17].					
	As of the time of interview in May 2021, IFPELAC HQ had conducted a training of master trainers (TOMT) in the 4 Via delegations who will in turn begin a phased roll out of training in select centers in their region [MZ26].					
	As of May 2021, IFPELAC Inhassoro are implementing life skills training to trainees at the center after being trained by IFPELAC Inhambane master trainers [MZ27].					
	As of May 2021, trainers in Zobue, Angónia and Chiuta had been trained in providing life skills by master trainers in Tete [MZ28].					

Stage	Intervention	2017	2018	2019	2020	2021
	Reported in May 2021, IFPELAC Maputo City have trained IFPELAC trainers Malhazine, Beira, and Pemba [MZ29].					
	At the time of the interview in May 2021, IFPELAC are in the process of hiring 150 new trainers who will receive training to teach life skills [MZ30].					
	Career Guidance On November 2, 2018, in Maputo City, INEP launched the information and vocational guidance manual (POP) at a public event at the Technical University of Mozambique [MZ12].					
	Sustainability By 2021, Dr. Gloria Banze, IFPELAC focal point, had taken over full responsibility for overseeing life skills at the national level [MZ18].					

Table 3. Timeline for integration of life skills and career guidance/job placement and progression through the AAER stages in Mozambique

ADAPT

In this harvest, we documented evidence that both life skills and career guidance were integrated into the four centers; however, the centers are currently facing significant challenges because of the COVID-19 pandemic.

Finding 5: Integration of services in the Via centers was facilitated by the development of capacity of teachers, focal points, and other center staff.

The PTS curriculum has been integrated into IFPELAC centers in Maputo City, Machava/Maputo Province, Tete, and Inhambane since 2017, when IYF began funding, training trainers, and providing management and monitoring and evaluation for the program. At the beginning, the program model was a train-the-trainer model, in which the program was implemented through partners, and IYF funded implementation by supplementing teachers' income, co-training facilitators, and supporting mentoring of new trainers. However, the intention from the beginning of the program was that the integration of life skills into the IFPELAC centers be sustainable after the conclusion of the program, so IYF staff advocated to and supported IFPELAC center staff to plan for the transition, including by training focal points and master trainers. Likewise, the *Percursos de Orientacao Profissional* (POP) career guidance services had been co-developed, approved, and rolled out to INEP centers in the same location by 2019/2020.

As described above, the capacity of teachers and center-based staff was enhanced as a result of the trainings of trainers and master trainers (TOTs and TOMTs). Moreover, during Harvest 3, **several outcomes suggested the sustainability of life skills and the career guidance beyond the end of the program as a result of capacity building** (noting that they have not resumed in all of the centers, as discussed below). In 2020, IFPELAC and INEP centers in Maputo City, and IFPELAC Centers (which are annexed with INEP Centers in the provinces) in Machava, Inhambane, and Tete each identified a focal person to oversee life skills and career guidance [MZ23-25]. These focal points coordinate, monitor, and ensure all aspects of life skills and career guidance programming, including monitoring of the Mahotas action plan. The focal point will continue these activities beyond the life of the Via program, and their position is financed through the state budget. The identification of these center-based focal points, which were trained and supported by IYF throughout the duration of the program, suggests the sustainability of the services after the Via program ends.

Finding 6: COVID-19 had a tremendous impact on IFPELAC in Mozambique, but TVET stakeholders are committed to restarting life skills in Via IFPELAC Centers.

As was documented in the previous harvest, after initial skepticism of PTS programming, IFPELAC became fully committed to integrating life skills, as shown by the Director General's request to give special right of use of PTS curriculum to IFPELAC [MZ8]. Continued commitment to life skills was demonstrated by the signing of the Mahotas Declaration in October 2019 [MZ10], a transition plan to support the migration of management of life skills from IYF to IFPELAC, followed by the development and approval of Action Plans for sustainability in each of the four centers in September 2020 [MZ11].

However, in March 2020, when the COVID-19 pandemic swept the world, IFPELAC centers were closed down. At the time of interviews in April/May 2021, only one center of four (Tete) have begun offering life skills again [MZ20]. Resumption of life skills occurred in early

May. In Maputo City, Machava, and Inhambane, life skills has yet to be restarted after the COVID-19 school closures despite centers being reopened (although notably some are operating at a reduced capacity still).

One participant articulated the grave effects of the pandemic, but also noted optimism for restarting:

We were already giving PTS sessions with all of our courses. We have already laid the groundwork for making our trainers aware that this work will happen. What complicated things was COVID. This threw everything off at the Center and everything was paralyzed. But we are making an effort and things are getting back on track with the courses and this [PTS] tool. Last year was worse. But we will get PTS going normally again. —Delegate, Provincial level

Despite the impacts of COVID-19 on the services, most participants expressed a desire to see life skills continue in the centers. As described in the findings below, there is reason to believe that this can happen (e.g., integration into the national framework, plans for rolling out training of trainers, approval of the curriculum and near approval of the teachers' manual). However, there are also major concerns around financing, as described below, which may impact the ability of centers to restart life skills.

Finding 7: Prior to the pandemic, the *Percursos de Orientação Profissional (POP)* career guidance/job placement services had just begun implementation in the four INEP centers. COVID-19 caused the services to stop and are only beginning to return.

After IYF helped INEP map available career guidance and job placement services and identify areas for improvement in 2018, IYF and INEP co-designed the POP package based on the My Career My Future curriculum, PTS, and the International Labour Organisation's small business management curriculum. POP was first rolled out in Maputo City and Machava INEP Employment Centers in September 2019 [MZ13-14], and then revised and rolled out in Inhambane and Tete in February 2020 [MZ15-16]. However, when public institutions closed in March 2020 due to the COVID-19 pandemic, INEP also stopped being able to provide career guidance/job placement.

At the time of the interviews in April/May 2021, POP had been restarted after COVID-19 in Maputo City and Inhambane [MZ21]. In Maputo City, POP is being offered on an individual basis, and in Inhambane, some POP supports are being provided virtually. **However, Machava and Tete have not been able to implement POP services since the pandemic.** As with life skills, participants seemed interested in resuming POP services, although they notably spoke less about POP than about PTS.

Finally, as of May 2021, the IFPELAC Center in Maputo City has prepared a room for the implementation of POP services for IFPELAC students [MZ22]. In Maputo City (unlike the provinces), IFPELAC and INEP centers are separate. Thus, only the INEP center was implementing POP services. As of the time of the interviews, preparations for implementing POP services were also being made for IFPELAC centers so IFPELAC students, not just youth

going to the INEP Center, could benefit. Notably, however, due to the pandemic, they are not offering group sessions, but rather individual sessions.

Finding 8: Stakeholders have a strong desire to have life skills and career guidance resumed in the Centers, although there are some notable challenges.

While life skills and career guidance were not offered during Cycle 1 of 2021 in three of the four centers (and one center only resumed in May 2021), the vast majority of stakeholders indicated a desire to resume the services in Cycle 2, as highlighted below:

We would like to give [life skills training] forever. We have had enough time to engage with PTS and to continue it. It is not in an experimental phase. So we can keep doing it.—IFPELAC Director, Center-based

For us the [POP career guidance services] must continue to move forward, we can no longer stop. [IYF] have already given us the bases and we have to continue. We want to continue. I believe, we have learned many things. This knowledge cannot just stay with us with technicians, we have to make it reach our candidates.—Employment Technician, Center-based

Still, they have noted several challenges that need to be addressed in order to ensure sustainable integration in the four centers. In addition to the COVID-19 crisis, financial challenges to obtain materials, lack of clarity around the mandate to continue, and training on the new curriculum were barriers for some participants.

In Maputo City, **the financial** challenges caused by COVID-19 is having a major impact, as well as difficulty paying for materials to continue which is not provided in the state budget for 2021, nor is it covered by partners yet in the centers. Also in Maputo, one participant noted that not all of the trainers had received training on the new *Habilidades para a Vida* curriculum, so therefore could not yet implement it.

In Inhambane, in addition to financial challenges for materials, at least one trainer and a management staff in the center felt that they were **not moving forward because they were waiting for approval and mandate from the central level**, as illustrated:

For me, the intentions [of PTS] are in IFPELAC’s interest. But at this moment, we don’t have information if we will continue to host PTS. After that [Workshop], either at the Central or Provincial level, a certain communication should have taken place. And this still hasn’t happened. I will give an example. ‘Okay, it is necessary for us to sustain PTS. This is the cost. PTS should continue. In order for us to bring a certain sustainability to PTS, we should do what happens in other courses. Like in some of the other courses, we pay an additional rate for the course to be able to buy the flip chart, the markers, etc.’ And so even though the courses are supposed to start, we don’t have information. And now we don’t have PTS this month. We are waiting for IYF Central or the Delegation or IFPELAC to say something.—Trainer, Center-based

Finally, several participants noted tensions and potential difficulties restarting life skills because of trainers not receiving the subsidy they were receiving through the Via program

to be implementing life skills on top of their regular jobs. This is illustrated by a Focal Point and a trainer:

Do we have capable facilitators with the capacity to give quality [PTS] classes? Yes, easily we have that. I will say that the quality could be linked with the financial incentive that facilitators currently have. So without that, will the motivation level or the quality be the same? It is difficult to say.—Focal point, Center-based

We really have this difficulty [financial sustainability] when it comes to offering PTS in this first cycle. Because it still needs to be decided how will PTS be done? How will material be acquired? We cannot go from having a subsidy one week to starting the same activities without that subsidy the next week. If there is no subsidy, we could try to reach a consensus with the trainers where we could tell trainers, ‘we are going to give PTS without the subsidy’.—Trainer, Center-based

It is hoped that once life skills is integrated into the national framework the issue of subsidies will be resolved:

Once ANEP integrates [life skills], I think this will all be resolved. It will no longer be necessary to pay an incentive for the trainers. They will give this module as part of their contract with IFPELAC. And this is how PTS will be given - as a discipline like any other.—Staff, IFPELAC HQ

It is intended that life skills will be implemented as part of teachers’ contract with IFPELAC, so subsidies will not be required moving forward. In the meantime, the four Via centers will need to cope with some tensions with trainers. Notably, in Inhassoro, where the Via program did not operate, life skills is currently being implemented without subsidies, suggesting this model will be feasible (discussed below). Moreover, in Tete, where life skills has resumed, a trainer explained that they are implementing it not for the subsidies but because it is important to them as trainers and they see the value in it:

We are giving it normally just like our other subjects. What is happening now is that we are doing it because we care about it. We always knew that the day would come that the VIA Project would be left in IFPELAC’s hands... PTS came to teach us. It also came to stay. The beneficiaries of PTS aren’t just the trainees. It benefited us as trainers, too. We benefited more than just having another certificate on our CV. And now we are giving it as another specialty that IFPELAC has.—Trainer, Center-based

EXPAND

Some early signs of expansion have also been observed, despite some of the challenges due to the pandemic. **There are two primary components of scaling up that are being considered—training new trainers and financing.** For both, there are plans in place, which have made varying levels of progress.

Finding 9: Stakeholders at the national level expressed continued interest in expanding life skills training to all IFPELAC centers and career guidance in INEP centers. They

continue to put in place measures to scale up and sustain life skills and career guidance to all youth in IFPELAC/INEP centers.

IFPELAC recognizes PTS as a service that gives IFPELAC a greater competitiveness in the TVET sector and gives IFPELAC the capacity to better respond to the demands of youth and the labor market. Likewise, ANEP intends to support scale up beyond the initial four Via centers. IYF's intention has been for IFPELAC to own and integrate life skills training throughout the national TVET system. According to two stakeholders at the national level:

The plan is that PTS will be rolled out to all IFPELAC Centers... and it will be signature part of [IFPELAC's] curriculum.—Staff, IFPELAC HQ

While concurring with this intention, ANEP are waiting for the COVID-19 disruptions to calm down before imposing the mandate to implement life skills:

At this moment, we are waiting for the situation of Covid 19 to calm down and for the institutes and centers to recover last year, which was somewhat hampered by Covid 19, and as soon as the situation is stabilized, minimally stabilized, we will impose ourselves the life skill modules, ANEP does that and we don't need anyone else.—Staff, ANEP

These intentions were documented in Harvest 2, so it is positive to see that national stakeholders plan to continue moving towards scale up. In early 2019, ANEP had invited IYF and several partners to develop a proposal of a life skills curriculum [MZ4]. To respond to this request, partners formed a new life skills consortium (led by IYF) to draft the curriculum. This curriculum was developed, revised, and approved for inclusion in the National Qualifications Framework in September 2020 [MZ6]. Approval to the framework suggests, as per an ANEP participant in the third harvest, that life skills is:

...sustainable in their own right, because [it] is part of the national curriculum and everyone who does professional education is obliged to these modules, as well as is required to have mathematics, Portuguese, English, etc. So, this is where the sustainability of the program is. Now it is part of the catalog, and it is a very formal thing in the country, in the national catalog of professional education training it exists by law.—Staff, ANEP

Also documented in Harvest 2 and validated in Harvest 3, ANEP continues to work with the consortium that drafted the life skills curriculum, and a memorandum of understanding (MOU) has been drafted [MZ5] to make the relationship official and to ensure the continuation of work towards integrating life skills. While the MOU has still not been signed due to bureaucratic reasons, ANEP continues working with this life skills consortium. The consortium developed and submitted to ANEP a draft of the teachers' manual, and ANEP then provided feedback for some minor revisions to content and language [MZ17], providing positive feedback. The consortium is overseeing a pilot which was to be finalized by April 2021, after which it is expected to resubmit the revised teachers' manual to ANEP for approval by May 2021. **ANEP also hopes that the consortium will**

support the roll out of teacher training for life skills nationwide, although no concrete plans for roll out were identified in this Harvest to date.

Concurrently, IFPELAC, which had been implementing life skills through PTS in the four centers, has continued to demonstrate support for sustainability and scale up of life skills. As documented in Harvest 2, IFPELAC signed the Mahotas Declaration in 2019 [MZ10], which **in addition to sustaining life skills in the four centers also declared their intention that all IFPELAC students would take life skills.** The Action Plans which followed the Declaration elaborated plans for the IFPELAC Via centers to contribute to scale up of life skills by conducting training of trainers in their respective delegations [MZ11]. (This is discussed further below).

Likewise, early in the program, in November 2018, **INEP officially launched the POP manual at a public event at the Technical University of Mozambique** [MZ12], suggesting the intention to integrate and sustain the services beyond the Via program itself, although no additional indications of the intent to expand were observed. However, since career guidance/job placement in INEP, unlike life skills in IFPELAC, already existed (even if not well implemented), a full sustainability and scale up plan may not be necessary. It is feasible that INEP centers could incorporate the new manual into their existing training of technicians.

Finding 10: Capacity and partnerships have been built at the national level to be able to take forward integration of life skills, especially.

We learned in this third harvest that, by 2021, **a national focal point for IFPELAC had taken over full responsibility for overseeing life skills at the national level** [MZ18]. The focal point was appointed at the beginning of the Via program, and she has worked in partnership with IYF focal person to coordinate all Via IFPELAC centers. After the end of the Via program, the focal point will continue coordinating and overseeing the PTS program, suggesting its continuation and expansion beyond the Via program's reach and duration.

Capacity and partnerships have also been built in relation to the life skills consortium. In response to ANEP's request for support developing a life skills curriculum, IYF convened the life skills consortium made up of JICA, UPA, EFFOR, and Technoserve to collaboratively develop a life skills curriculum [MZ4]. Continuing to work with ANEP, the consortium and ANEP later reached an agreement to sign an MOU to continue their work on life skills in TVET together in the coming years [MZ5]. ANEP continues to work with this life skills consortium to elaborate, revise, and (in the near future) approve a teachers' manual. The existence of this consortium, if leadership is taken over by another organization, should lead to the finalization of essential deliverables to ensure the continuity of life skills in IFPELAC centers in Mozambique. Noteworthy, it was not yet clear at the time of the third harvest (April/May 2021), who would take on this responsibility, although it was surmised that Technoserve would.

In addition to building the capacity to implement the program, IYF Mozambique also built the capacity of IFPELAC to coordinate and collaborate with partners. As documented in the second harvest, beginning in mid-2018, IFPELAC have been applying a joint planning

approach with partners (e.g., JICA, GIZ, MUVA, CICAN, ILO and SWISSCONTACT) [MZ1]. This is in contrast to a more one-sided, “shopping list” approach, and allows partners to more truly collaborate rather than primarily respond to the needs of IFPELAC. Initially, these meetings were spearheaded by IYF. But between August 2019 and September 2020, IFPELAC has conducted and led three quarterly partners meetings [MZ2], and during the COVID-19 pandemic in May 2020, IFPELAC rapidly responded to COVID-19 challenges by organizing a meeting with their partners to discuss the way forward for activities and identify how each partner could support IFPELAC during this period [MZ3]. This outcome is one example that demonstrates that IFPELAC is regularly coordinating partners. In other words, IFPELAC has integrated a systemic approach to partner engagement and coordination in its common practices.

Finding 11: Expansion of life skills to other IFPELAC centers nationwide—both from the top-down (for new staff) and horizontally (for existing staff)—is underway. However, there is no clear mechanism for orienting employment technicians on POP.

There are two primary modalities planned for expanding PTS via training trainers in IFPELAC centers throughout the country—to reach existing IFPELAC trainers by conducting training of master trainers (TOMT) in each of the four Via centers, who will then conduct training of trainers in nearby IFPELAC centers in their respective delegations, and to reach new IFPELAC trainers through their annual hiring and training processes.

To reach existing IFPELAC trainers, the four Via centers will train trainers in other IFPELAC centers in their respective regions. In their action plans for the Mahotas Declaration, each Via IFPELAC center has identified other IFPELAC centers in their respective delegations to incrementally conduct training of trainers. As of Harvest 3, IFPELAC HQ had already conducted a training of master trainers (TOMT) in the 4 Via delegations who will in turn begin a phased roll out of training in select centers in their region [MZ26]. These master trainers will then, according to their action plans, roll out training to other centers in their delegations in a phased way. One staff member at IFPELAC headquarters explained:

We have trainers of trainers who are trained. As a team, they will need to expand the materials to other Centers. The trainers will need to go and transform these Centers.—Staff, IFPELAC HQ

These trainings of trainers have already begun in several of the centers. For example, trainers in Zobue, Angónia and Chiuta have been trained in providing life skills by master trainers in Tete, as per the Tete action plan for the Mahotas declaration. In Chiuta and Zobue, they have not yet begun implementing life skills. In Angonia, they have begun training life skills with a group of girls in the sewing course, in partnership with Save the Children [MZ28]. IFPELAC Maputo City have also trained trainers in IFPELAC Malhazine, Beira, and Pemba to expand implementation of life skills training to an inclusive education project for students with disabilities. The project looked at the PTS curriculum, selected components of the curriculum, and integrated these components into the packet/project for persons with disabilities [MZ29]. Further, IFPELAC Inhassoro are implementing life skills training to trainees at the center as a result of training from IFPELAC Inhambane. In fact,

after trainers in Inhassoro were trained by IFPELAC Inhambane Master Trainers, IFPELAC Inhassoro trainers called back recent graduates of the program and administered an additional 10-day life skills training after they had completed their coursework to ensure they received the benefits of life skills training. Now, IFPELAC Inhassoro is implementing life skills training for all trainees in the center moving forward [MZ27]. These trainings of trainers are expected to be funded by partnerships with local employers. This is exemplified in Inhassoro, where IFPELAC Inhambane have entered into partnership with GIZ to enable them to train and implement POP.

The second mechanism, to reach new IFPELAC trainers, is that IFPELAC will roll out training of trainers for life skills in their annual hiring and training efforts. At present, they are in the process of hiring 150 new IFPELAC trainers (of which they have already identified 106). These new trainers will be trained in life skills and will teach in 24 IFPELAC Centers and 29 mobile units throughout the country. These trainings are financed through the regular state budget and implemented through regular IFPELAC new trainer trainings.

Between the horizontal and the top-down training approaches, this represents a significant expansion of life skills programming in Mozambique, since, as a pilot, the Via program only reached four centers.

In contrast to life skills, it is not clear how the Employment Technicians in INEP centers will be trained to implement POP. At INEP headquarters level, it was explained that:

Well, one can for example organize a regional training, or a national training where all the technicians from the delegations of the employment centers not covered by the project will join, and maybe even include those that were covered... and this training can be given in a single province but it must involve all the technicians of the employment centers...—Focal point, Center-based

However, it was explained that in INEP Maputo, they use a coaching model:

What we have been doing is, while those who participated in the training are leading a [POP] session, the other facilitators stay in the room to follow the session. It can be one, two or as many sessions as necessary. After that, the new facilitators will guide the sessions with the help of the facilitators who are already in the program and who participated in the training. Over time, [the new facilitator] gains practice and presents the sessions on his own, but always with our observation. We have been doing a kind of coaching. When we feel that the person is ready, we leave it with him to conduct the sessions alone, more after an intense training.—Director, Center-based

Finding 12: Despite positive feelings about sustainability and plans for capacity building of staff, most participants felt concerned about the financial sustainability of life skills. While there is some concern about financing for POP, they note that financing required is relatively less to sustain POP.

How life skills and career guidance will be financially sustained is not clear at this point. It was a concern noted by the vast majority of participants, including at the national level, when asked about sustainability of the services in IFPELAC and INEP centers, as illustrated below:

Well, I think that sustainability depends a lot on what I said, financial factors, because we have to continue, now with financial availability, we are trained, INEP has technicians sufficiently prepared to continue with this activity, the question is really budgetary.—Focal Point, Center-based

This is another dilemma that we have discussed in the transition. The incentives for trainers. The costs that PTS lessons bring to the Centers. We have looked at this a lot to see how we can respond to all of this. Trainers have also asked how things will go now that IYF is leaving. We didn't find a response yet. This is all new material that will have to continue being discussed in new forums. As you know, we are under the mandate of ANEP. We thought they would give us an idea. But in this transition moment, the difficulties are this. The Center always has to think about costs and to find ways of providing materials to be able to continue this training.—Staff, IFPELAC HQ

Again, these financial challenges were made worse by the COVID-19 pandemic:

Overall, my observation is that it won't be easy to integrate PTS because costs haven't been anticipated. We are in the middle of the year and we have already done the transition. We don't have revenue because of COVID and new enrollment was stopped. The enrolled classes are still waiting for their training. But since 2019 until now, we already had costs: for example, we had to pay trainers, water, electricity, etc. The money was already used. So this is creating limitations for us. If it weren't for COVID, we would be able to begin everything as planned.—Focal Point, Center-based

While the costs were noted as less for POP than for PTS by some participants, still some INEP staff are concerned about the financial sustainability of career guidance:

...all the activities of the Employment Centers depend on the budget that is allocated to the Delegation, so it is a little difficult to say how the financing will be. Most certainly it will be included in the delegation's operating package, and through this channel it can be channeled to the Employment Centers. At this point, what the Employment Center does is to draw up a list of expenses at all the beginning of the year and send the list to the delegation, and depending on the availability of resources, we request the materials. I believe that the financing of POP services may depend on this process.—Director, Center-based

In subsequent years, conducting life skills classes will be a mandatory part of IFPELAC trainers' jobs, and will be part of their contract. Public employees have their salaries guaranteed through the state budget. However, as noted above, this has not come without challenges:

The greatest challenge is that IYF supported our trainers with a subsidy. We are working on explaining to our trainers that that [subsidy] was a project and the project is over now. The [PTS] tool is necessary and it should continue to be part of our courses.—Delegate, Provincial level

However, as many participants noted, life skills (and even POP) generate additional costs, such as materials required to implement the sessions. Participants at the headquarters level have noted these challenges, but they have explained that centers are expected to become financially self-sustaining, and that these costs should be covered through partnership:

However, there are an HR challenge and a financial resource challenge. In terms of HR... the capacity of teachers to implement PTS, which will be addressed in 2-3 months time with the inclusion of new PTS trainers. On the financial side is the establishment of partnerships, because we don't have a lot of room in the budget... Our goal is for our Training Centers to produce revenue which will help with the way things run [including implementation of life skills training] at the center and to have production capacity.—Staff, IFPELAC HQ

In Maputo City, for example, IFPELAC have several partners, including GIZ, Swiss Contact, Mozal, STV and TVM (television stations), Italian Aid Cooperation, etc. While they have begun discussions about financial sustainability of life skills, no specific plan has been made. They have no partner that is specifically focusing on life skills to replace IYF. Another example is in Tete, where they have MOUs with several partners, including TATA Mocambique, Vale Mocambique, Itax, Iscos, World Vision, Save the Children, EPC, Ajuda a Africa, ITASH, etc. Partners pay for the courses, and their payments are not specific to life skills; instead, the idea is that life skills would be integrated.

This does, of course, raise the question of equity across the centers. This was raised by one participant in Inhambane:

We managed to make a partnership with GIZ now, which will enable us to do POP in Inhassoro. But there are Centers that don't have that option. Looking at 4 centers—two in Maputo, one in Tete and one in Inhambane, you can see that the centers that have partnerships manage to do certain things. But in the moment of expansion for other Delegations, there are many centers that don't have these options. So there must be a moment when IFPELAC Central sits down and defines how PTS should function in a standardized way.—Focal Point, Center-based

The question, then, becomes: is the model of financing through partnerships allowing IFPELAC candidates across Mozambique, regardless of geography, to have equal access to the benefits of life skills and career guidance?

RESPOND

In the Respond stage, we expect to see that other functions of the TVET system have changed as a result of the intervention. An example of this might be if employers, being impressed with the knowledge and skills youth gain in the life skills training, begin paying for

their young employees to attend the course or actively recruiting IFPELAC graduates due to their having developed essential competencies in the life skills training, suggesting the competitive edge that PTS has given to graduates. Such outcomes were not documented in Mozambique, since this was not a main focus of this evaluation. **However, two anecdotes suggest recognition of the value of life skills and career guidance is being noticed beyond the reach of the program**, including in the communities, as reported by two anecdotes told by a staff at IFPELAC HQ:

[A colleague] came to meet with me, and he said that he picked up a bus at the bus stop, and he said that as he entered the bus, the fee collector was so good. [My colleague] said that he asked the collector, “why do you have that way of treating people so well, different from that of other ordinary collectors?” The collector replied to [my colleague]: “I did PTS.” And my colleague asked, “what is this PTS?”, and the collector replied, “I was trained at IFPELAC, for a course, and in my course they taught me PTS”. That [colleague], when he came here, told me this story, and it made me think and believe that the question of attitude should be contributed by the PTS.

Another story is, a month and a half ago, I was with the Director of Engineering of SIR Motors, who was director of the Ronil workshops, and he told me a very interesting story about a youth who is today the workshop assistant, promoted for having good behavior... [the youth] did a mechanics course at IFPELAC Maputo City. [The Director] said that among many youth he had [as employees], he preferred [to promote] this one for the way that he works with his teachers, his colleagues, clients... and finally [the Director] asked the youth if he had studied at the Industrial Institute, and he replied that he studied at IFPELAC.—Staff, IFPELAC HQ

4.3.2 Tanzania

Summary of Progress through the AAER Stages

Figure 3 shows our analysis of the stages of sustainable, scaled systemic change in the VET system regarding integration of life skills and career guidance in Tanzania, according to the following color-coding:

- **Green:** Substantial evidence towards this stage
- **Yellow:** Moderate evidence towards this stage
- **Red:** Little to no evidence towards this stage

Adopt	Adapt	Expand	Respond
IYF financially and technically supported the implementation of life skills and career guidance in Via VETA Centers from 2017-2020	As of early 2021, VETA has taken over implementation, management, and monitoring of life skills and career guidance in Via Centers; VETA HQ has developed and approved the KTS curriculum, and developed and are revising for approval the teachers' manual; VETA HQ has developed guidelines, teachers' manual, and training modules for teachers at MVTTTC, which are yet to be approved	As of early 2021, life skills and career guidance/job placement are being expanded beyond the original targeted groups and locations (e.g., expanding to other centers)	Some employers are responding to the changes that resulted from the Via program by seeking to hire VETA graduates who took life skills

Figure 3. Assessment of the Via program objectives against the AAER framework in Tanzania

This third harvest built on the findings of the second harvest to capture any final changes in the sustainable integration of life skills and career guidance into the VET system, as well as improved capacity and collaboration among VET system actors. In the second harvest, 37 outcomes were identified; for this third harvest, several of those outcomes were substantiated and an additional 23 outcomes were identified (a total of 60 outcomes cumulatively). These outcomes help us to better understand the extent to which systems-level change to the VET system were achieved by the Via program, with substantial contribution and efforts of all of IYF's partners.

Overall, there has been significant progress towards adapting and expanding life skills and career guidance/job placement within the Via VETA centers in Tanzania, as well as changes that suggest it is going to be effectively rolled out nationwide.

Table 4 (below) shows the timeline for integration of life skills (shown by light purple boxes), career guidance/job placement (grey boxes), and sustainability actions taken (dark purple boxes), as well as the progression through the stages of the AAER framework.

Stage		Intervention	2017	2018	2019	2020	2021
Adopt	IYF Activities	Beginning in June 2017, IYF implemented (funded, trained and provided incentives for trainers, paid an incentive for management, provided a project manager, monitored, etc.) life skills programming (PTS) in three VETA Centers.					
		Beginning in December 2017, IYF trained master-trainers at MV TTC who then train MV TTC student-teachers who will implement life skills training to youth in VETA centers nationwide.					
		IYF advocated to and supported VETA centers to take over implementation, management, financing, etc. of life skills.					
		In July 2019, IYF introduced the new Career Guidance approach to VETA and taught staff in three centers how to implement the approach.					
		IYF advocated to and supported three VETA centers to take over implementation, management, financing, etc. of career guidance.					
Adapt	Life Skills at National Level	In mid-2019, VETA headquarters identified the need to modify the PTS curriculum and invited IYF to play a key role in facilitating these sessions [TZ4].					
		In the end of 2019, VETA formally adopted the Key to Success (KTS) life skills curriculum [TZ5].					
		Between October and November 2020, VETA HQ, with inputs from the VETA Zonal offices, Via centers, and MV TTC, revised the KTS teacher trainer's manual [TZ40]. (It is yet to be approved.)					
	Life Skills at Center Level	In December 2019, VETA center administrations in Mtwara and Dodoma and VETA teachers in Dar es Salaam amended their short-course timetables to include the life skills course [TZ6-8].					
		By the end of 2019, VETA Dodoma, Mtwara, Dar es Salaam, and MV TTC had developed an assessment tool to measure students' learning in KTS [TZ9].					
		In January 2020, VETA centers in Dodoma, Mtwara, and Dar es Salaam integrated KTS costs into center fee structures for short courses [TZ10-12].					

Stage		Intervention	2017	2018	2019	2020	2021
		In March 2020, VETA centers in Dodoma, Mtwara, and Dar es Salaam added KTS course costs into the student's application form [TZ13-15].					
		From July 2020, life skills competencies details have been included on graduate certificates for VETA short courses within the three VETA centers [TZ16-18].					
	Career Guidance at National Level	Between September and November 2020, VETA reviewed the 2014 career guidance guidelines to include guidelines on how to provide job placement services [TZ48].					
		Between September and November 2020, VETA HQ, with the inputs from VETA Mtwara, Dodoma, Dar es Salaam, and MVTTTC, developed a teacher career guidance manual [TZ49].					
		In late Sept through December 2020, MVTCC developed a career guidance/job placement manual/model for teaching the student teachers, other VETA teachers with no prior experience in career guidance/job placement, as well as other VETA staff like training coordinators, registrars, head of department/sections, Human Resource Officers (HRs) [TZ50]. (It has yet to be approved)					
	Career guidance at Center Level	After initial implementation in July 2019, VETA Dodoma, Dar es Salaam, and Mtwara integrated career awareness days into their annual calendar to ensure sustainability [TZ24-26].					
		In 2020, VETA Dodoma decided to make field practical training mandatory for all three months short courses [TZ44].					
		In 2020, VETA Dar es Salaam extended the mandatory requirement of the field practical training to a greater number of short courses [TZ45].					
		In 2020, VETA Mtwara established a need (but did not make it a requirement) to send students of the short course for field placements [TZ47].					

Stage		Intervention	2017	2018	2019	2020	2021
		By December 2020, the VETA Via Centers in Dodoma and Mtwara and MVTTTC adapted the Instructors Field Attachment Form (IFA) for assessing the short courses students in the field practical placements [TZ46].					
	Sustainability	In July 2020, three VETA centers identified and dedicated one focal person to support the sustainability of life skills, job placement, career guidance, and MEL activities after program ends [TZ30-32].					
		In 2020, select trainers trained through the Via programme participated in blending/developing the KTS and career guidance/job placement manuals and tools [TZ52].					
Expand	Life Skills at National Level	In January and February 2019, VETA Director of Vocational Education and Training assigned all VETA centers to integrate entrepreneurship and life skills into short courses [TZ2].					
		In February 2019, the Morogoro Vocational Teacher's Training College (MVTTTC) revised its curriculum to include a section on how to teach life skills [TZ19].					
		On 20 August 2020, the National Council for Technical Education (NACTE) approved the MVTTTC curriculum which included a Fundamentals of Life Skills component [TZ21 revised].					
		In October 2020, Morogoro Vocational Teachers Training College (MVTTTC) began teaching KTS to all MVTTTC students [TZ36].					
	In March 2021, MVTTTC included the life skills course into the master timetable for the same to be trained to the student teachers [TZ42].						
LS at Center level		In mid-2020, VETA Mtwara trained 472 youth in the hospitality industry course in VETA Mtwara and Kitangali Center on life skills with funding from the government of Tanzania through the Tanzania Education Authority (TEA) [TZ22 revised].					

Stage		Intervention	2017	2018	2019	2020	2021
		In 2020, some facilitators equipped with KTS from VETA Dodoma, Mtwara and Dar es Salaam have been using the KTS materials and pedagogy in delivering life skills to long courses [TZ38].					
		Between July and December 2020, VETA Mtwara integrated select KTS elements in training some students (youth inclusive) who participated in “Recognition of Prior Learning (RPL)”, the Prime Minister’s Office (PMO) supported a programme [TZ39].					
		Between September and December 2020, TECC has been engaged in delivering life skills to youth [TZ41].					
	CG at National Level	In October 2020, VETA Director of Vocation and Education trainings declared in a meeting all VETA centers nationwide must offer career guidance services [TZ35].					
		In 2020, VETA integrated career awareness days into the VETA annual training calendar for the entire country to ensure sustainability TZ51].					
	Sustainability	Between June and July 2020, VETA identified a need to develop a sustainability strategy and approached IYF to support the development of the same [TZ53].					
		On October 15-16, 2020, MVTTTC organized and hosted a VETA stakeholders workshop involving all VETA Directors (Zonal+HQ) to discuss the scaling up and sustainability of life skills and career guidance [TZ54].					
		At the VETA stakeholders workshop (October 15-16, 2020), participants committed to including scale up of life skills, career guidance, and job placement in the sustainability strategy [TZ55].					
		At the VETA stakeholders workshop (October 15-16, 2020), participants established a consensus for MVTTTC to play a key scaling up role for the life skills and career guidance/job placement services to other VETA centers and TVET providers in Tanzania [TZ56].					

Stage	Intervention	2017	2018	2019	2020	2021
	Between November and December 2020, VETA developed a draft strategy for sustaining and scaling up the life skills and career guidance/job placement innovations brought by the Via programme to other VETA centers [TZ57].					
	Between November and December 2020, MVTTTC developed the National Technical Awards (NTA) Level IV Curriculum for Assistant Teachers with the Educational Counselling in TVET, which include both life skills, career guidance/job placement, and gender issues [TZ58].					
	In January 2021, VET board approved MVTTTC developed the NTA Level IV Curriculum for Assistant Teachers, which include both Life Skills, career guidance/job placement , and gender issues [TZ59].					
	In March 2021 cohort, all MVTTTC student teachers are trained on KTS. Nevertheless, training of career guidance/job placement is scheduled for Semester II which starts in September 2021 [TZ60].					
Respond	Since 2017, at least two hotels (employers) requested VETA Mtwara to appoint candidates with life skills training [TZ1].					
	In early 2019, Helvetas directed students who they sponsor to study at VETA Dodoma to take life skills training [TZ3*].					
	In April 2019, VETA's public relations department cross-linked IYF Tanzania's youth engagement website on the national VETA website [TZ20].					
	In early September 2020, 50 employers in Dodoma (of 70) had verbally stated their agreement to finalize and sign Memorandums of Understanding (MOU) [TZ33*].					
	Throughout 2020, VETA Mtwara has signed 26 Memorandums of Understanding (MOU) with employers [TZ34].					

Stage	Intervention	2017	2018	2019	2020	2021
	Since 2020, some hotels in Dodoma, such as St.Gasper, Nashera, and Dodoma Hotel, are employing candidates and provide practical training attachment (i.e., internship) for students from VETA Dodoma [TZ43].					

Table 4. Timeline for integration of life skills and career guidance/job placement and progression through the AAER stages in Tanzania

ADAPT

At the time of the final evaluation (April-May 2021), at both the national level and in the three Via VETA centers, life skills and the new Key to Success (KTS) curriculum are well integrated into the VET system. Moreover, major strides have been made since the last harvest in the integration of the career guidance component.

Finding 13: At the national level, life skills, and particularly VETA's adapted KTS curriculum, continues to be integrated into the VET system.

In mid-2019, VETA staff identified the need to modify the PTS curriculum to align with their current formatting and long-course life skills curriculum [TZ4]. They then approached IYF staff and asked them to help adapt the PTS curriculum to their context. At the end of 2019, VETA formally adopted the KTS life skills curriculum [TZ5]. KTS combines features from VETA's own life skills curriculum with IYF's PTS into a new hybrid product. KTS is now the standard life skills curriculum in the short courses and allows the VETA life skills curriculum to have richer teaching approaches, increases VETA ownership of the improved curriculum, and ensure sustainability and scalability of the training after Via ends.

Between October and November 2020, VETA, with support from partners, also revised the KTS teacher's manual [TZ40], although it is yet to be approved. The revised KTS teachers' manual ensures that teachers are trained on the new KTS curriculum, which contributes to the development of essential competencies for VETA students, as well as to training delivery clarity and experience for VETA trainers. After facilitating the pilot of KTS in three VETA centers, IYF played a facilitation role (both technical and financial) in the revision of the KTS manual.

Finding 14: At the national level, modifications to career guidelines and teacher training have been made, but have yet to be approved.

Career guidance and job placement were integrated into VETA centers and VETA headquarters later in the project than life skills, thus we did not see changes as of Harvest #2. However, between September and November 2020, several major changes were observed regarding integration of career guidance/job placement at the national level—the development of guidelines for delivering career guidance/job placement, a teachers' manual for VETA trainers to use, and training modules for student-teachers at MVTTTC—which represent fuller integration of the services into the VETA program.

First, VETA reviewed the 2014 career guidance guidelines to include guidelines on how to provide job placement services [TZ48]. The previous guidelines were used to provide an overall framework for career guidance and job placement delivery by VETA, but it had some gaps, including how to undertake job placement. Due to these gaps, students did not receive high-quality career guidance before selecting their courses and as they entered the labor market. This left them without the tools to make the best choices that fit their own skills and aspirations, and opportunities in the job market. Still, the revised guidelines are yet to be approved by the VETA Advisory Board.

Second, with input from VETA Mtwara, Dodoma, Dar es Salaam, and MVTTTC, VETA developed a career guidance manual for teachers [TZ49]. Previously, VETA centers that provided career guidance/job placement services did not have a teachers' manual to

support delivery of services. The developed manual will improve how the career guidance/job placement services are delivered by VETA trainers. As with the above guidelines, the teachers' manual is yet to be approved by the VETA Advisory Board.

Last, MVTTC developed a career guidance/job placement training module for teaching student-teachers and other VETA staff with no prior experience in career guidance/job placement, as well as other VETA staff like training coordinators, registrars, head of department/sections, Human Resource Officers (HRs), at MVTTC [TZ50]. The module will systematically improve how MVTTC delivers the career guidance/job placement training to student-teachers and VETA trainers. However, this too is yet to be approved, although MVTTC is still allowed to use it in training student-teachers.

VETA have indicated that they hope to finalize the career guidance guidelines, teachers' manual, and MVTTC's career guidance training module, as well as the life skills teachers' manual (see above) by June/July 2021. However, they also note that there are several competing priorities at present, including expansion to an additional 30 VETA centers (approximately doubling the number of VETA centers) throughout the country. However, this expansion of VETA centers, even if it holds up the final approvals, will ultimately lead to the opportunity to expand life skills and career guidance/job placement to more youth throughout the country.

Finding 15: At the center level, career guidance has also been more fully adapted/integrated for sustainable change.

Beyond integration at the national level, in Harvest #3, we also observed additional changes suggesting greater integration into the three VETA centers. In the previous harvest, we documented that career awareness days were integrated into annual calendars. In this harvest, we observed each of the centers had made varying commitments to requiring field practical training/attachment (i.e., internships/apprenticeships).

In Dar es Salaam, which already had mandatory requirements of field practical training for some of the short courses (i.e., some of the three-month short courses), this center extended that mandatory requirement to a greater number of short courses [TZ45] (exact figures not available). In Dodoma, the VETA center decided to make field practical training mandatory for all three-month short courses [TZ44], while this was not previously a requirement. In Mtwara, VETA identified a need to send students of short courses for field placements [TZ47], although it was not made a mandatory requirement. Moreover, in all three centers, VETA adapted the Instructors Field Attachment Form to improve assessment of short course students in these practical placements [TZ46]. The strengthening of field placement in the centers is expected to benefit youth by building competency in technical skills, providing practical experience, exposing them to potential employers, and helping youth better understand the labor market. Job placement is also expected to benefit employers because they can receive trainees throughout the year while they are undergoing training.

Finding 16: Life skills and career guidance are likely to be sustained in the three Via VETA centers.

As of the previous harvest, we noted such changes as integration into course timetables, assessments, costs, application fees, and certificates. Most participants claimed that life skills and career guidance/job placement were likely to be sustained in those centers due to these changes. For example:

At the center level in our Zone, KTS, career guidance/job placement has been integrated into the short courses; for instance, the student is required to attend the KTS course for a week before embarking on the technical training. Also, costs have been integrated into short courses, and the students are paying for the same. This is a good indicator of sustainability at the center level at least.”—Coordinator, Center-based

Through the Via programme, teachers received several pieces of training on life skills, career guidance/job placement. As such, our teachers in the three Via centers are now well equipped with the life skills, career guidance/job placement methodologies introduced by the programme. Also, teachers are more conversant with the subject matter of the life skills, career guidance/job placement. Similarly, management at the centres and HQ has been involved in the programme. Thus, staff involved are informed on how to deliver these life skills, career guidance/job placement better. This provides a reasonable assurance on sustaining the skills and new knowledge obtained from the programme.—Zonal Director

Finding 17: Building capacity of partner institutions has contributed to sustainable integration of life skills and career guidance in VETA centers and at the national level.

Capacity building within the Via program was largely related to building the capacity of partner institutions to implement the Via program without IYF support. While there are few outcomes that demonstrate the enhancement of capacity (namely because the Outcome Harvesting methodology focuses on behavioural and policy changes rather than changes in knowledge and skills), evidence from interviews and the first harvest demonstrate that teachers, focal points, VETA center principals, and VETA and MVTTC staff at the national level, **have enhanced their knowledge and skills to carry forward the life skills and career guidance services** (see above).

This was further validated in interviews in the third Harvest. In Via VETA centers, several participants pointed to the improved teaching skills of trainers and coaching support of focal points to implement life skills, career guidance, and job placement:

The programme has immensely helped us improve our staff's capacity in terms of life skills, career guidance/job placement aspects. For instance, we now have Master Trainers and Coaches. We have 28 trainers on life skills, career guidance/job placement. Some of the trainers graduated to become coaches. We have at least six coaches up until now.—Staff, MVTTC

The capacity of our staff has indeed improved, specifically, on how to deliver life skills by using action learning which is a key feature of (Key to Success) KTS, and the same has been integrated into the former VETA life skills curriculum. There have been several capacity building initiatives, for example, staff has been trained widely on KTS, career guidance/job placement through training and exposure visits, for example my predecessor travelled to Mozambique for the same and myself have attended several meetings on this. Teachers are pioneering the innovation.— Principal, Center-based

Also, the fact that the programme had designated job placement personnel working at the centres that as well acted as coaching/on job training to our staff to undertake better and deliver career guidance/job placement services.”—Zonal Director

Moreover, the organizational capacity of the Tanzania Entrepreneurship and Competitiveness Center (TECC) was also built. Beginning in 2017, TECC have displayed several improvements to their management and monitoring and evaluation processes, and they have strengthened their partnerships with public and private stakeholders [TZ37]. This was due, according to IYF, to their engagement with TECC in identifying their strengths and weaknesses and establishing an action plan to improve their processes.

The establishment and capacity building of center-based focal points also contributes to the sustained implementation, as well as the quality assurance, of life skills, career guidance, and job placement. As of Harvest 2, we established that all three VETA centers had identified and appointed a focal point who is dedicated to supporting the sustainability of KTS, career guidance, and related activities [TZ30-32]. These staff were then trained by IYF to oversee implementation, management, and monitoring of both life skills and career guidance in each of the VETA centers beyond the end of the Via program.

Participants in the third harvest also pointed to the capacity that partner staff have developed to be able to effectively adapt life skills, career guidance, and job placement, which can enhance sustainability of the changes:

Based on the capacity built by the Via programme to the tutors from both the MVTTC and other VETA, the same has helped us to participate in the preparation of different guidelines that came at the later stage of the programme. For example, select tutors representative who participated in the KTS interventions prior between 2017 and 2019. In 2020, some of the same tutors had participated in the preparation of the revised KTS manual, career guidance/job placement guidelines, career guidance/job placement manual, and the life skills, career guidance/job placement Services draft sustainability plan, a draft of which was produced in November 2020.”—Staff, MVTTC

The programme has improved the capacity of staff technically on life skills/KTS, career guidance/job placement. For example, some teachers who participated in the programme have also been part of the teams that have developed the life skills/KTS, career guidance, job placement. The building capacity is a good indication of sustainability because we have human resources capable of designing, implementing

and disseminating the critical learnings drawn from the Via programme. —Director, Zonal level

At the national level, IYF supported VETA headquarters' capacity to adapt IYF's PTS curriculum and tools to better suit their needs, aligning with their existing life skills curriculum, by developing and approving the new KTS curriculum and corresponding tools [TZ4-5]. IYF also built the capacity of MVTTC to train future KTS teachers using a train-the-trainer approach. Working with the national vocational teacher's training college allowed IYF to train master trainers, who would then teach the next generations of teachers, ensuring an ongoing pipeline of new KTS teachers.

Finding 18: Improved collaboration between VETA centers and employers can strengthen the services provided and enhance sustainability.

As documented in Harvest 2, **Via contributed to the development of partnerships between VETA centers and potential employers to benefit youth through apprenticeships and internships**, by developing (and in some cases signing) MOUs with employers, as well as convening stakeholder meetings and workshops. These partnerships can allow for youth to participate in job placement services.

Several stakeholder meetings/workshops that were convened during the programme helped to further our relationship with existing and new employers. For instance, over 220 employers were engaged in different platforms. The relationship created will continue to exist even beyond Via.”—Director, Zonal level

The programme has helped to further the relationship between VETA Mtwara and various employers. Unlike in the previous, we can now easily get slots for field placement. We can also get feedback from the employers on the quality of products we produce from our centre.—Focal Point, Center-based

One participant mentioned that the changes in collaboration differed across the centers depending on the quality of ties with employers prior to the entrance of the Via program:

Even before the Via programme, some urban VETA centers such as Dar es Salaam, Moshi and Mwanza had strong ties with the industry. For the Dar es Salaam, for example, there has been a job placement office and officer as such, job placement was very strong. However, other peripheral centers, including Dodoma and Mtwara, did not have strong relationships with the industry. For sure, in those centers the program has contributed towards improved collaboration. There was a big challenge of defining who are the key stakeholders and how to engage them. The programme has helped in building capacity on how to identify the key stakeholders, and defined communication and engagement strategies and how to make them closer to their centers.—Staff, VETA HQ

EXPAND

As of the final harvest, there is also substantial evidence of expansion happening beyond the three Via VETA centers. Expansion is happening both top down (e.g., expansion via training new teachers in MVTTTC and approving curricula/training materials), but also sharing from one center to another or to other programs within the center (e.g., to recognition of prior learning and to long courses).

Finding 19: At the center level, life skills have been expanded to reach more youth across Tanzania.

TECC have continued delivering life skills to youth, scaling up to learners who were not enrolled at the time the Via project engaged with TECC [TZ41]. The life skills training is being delivered to youth through short-term engagements for entrepreneurship training and mentorship programs with a duration of one to four weeks. In these programs, TECC has developed modules that have blended elements of the life skills curriculum.

In addition, VETA Mtwara expanded the reach of the life skills training by training 472 youth in a hospitality industry course on life skills with funding from the government of Tanzania through the Tanzania Education Authority [TZ22]. As well, VETA Mtwara has integrated select KTS elements into training for students in the Recognition of Prior Learning (RPL) course [TZ39]. RPL is a Prime Minister-supported program for working youth who obtained vocational skills without formal vocational training/certification. Through RPL, working youth are identified, their skills are appraised to establish what they are capable of doing and areas for improvement. Then, through the RPL program, youth obtain different skills based on their needs and receive certification. In this program. In this programme, VETA Mtwara integrated the KTS elements for some students in the RPL program who indicated specific gaps related to KTS, such as in customer service and problem-solving skills. Although it is not possible to know the number of students who benefited from which life skills modules, the course benefited about 400 students in total, many of whom took some components of the KTS curriculum.

Moreover, within the three Via VETA centers in Dar es Salaam, Dodoma, and Mtwara, some teachers are also using KTS pedagogy and materials in long courses [TZ38]. The Via program focused on delivering KTS in short courses only, however, the same trainers teach the short and long courses, so they brought some of the content and pedagogy into the long courses they teach as well, benefiting those learners. Notably, however, the full life skills program cannot be implemented at this point in long courses because long course candidates take the traditional life skills exam, which requires understanding the traditional life skills content. Teachers find they need to teach to the test.

Finally, regarding career guidance, VETA integrated career awareness days into the VETA annual training calendar for the entire country [TZ51], which will eventually allow all youth within VETA centers to benefit from career guidance services. However, at the time of the third Harvest, career awareness days are not being consistently rolled out nationwide since the guidelines are not yet approved. Moreover, it is possible that within short courses

specifically, there will be difficulties with consistently implementing career awareness days given the different start dates of the various short courses. VETA is in the process of exploring how best to integrate career awareness days into short courses.

Overall, these changes suggest emerging expansion of life skills and career guidance to VETA centers outside of the original three pilot centers.

Finding 20: VETA has continued their commitment to roll out life skills and career guidance nationwide. To do so, VETA has developed a sustainability strategy, with the support of partners including IYF, which is yet to be finalized and approved.

In the previous harvest, we observed that VETA intended to scale up life skills and career guidance to all VETA centers nationwide. In January 2019, the Director of Vocational Education and Training stated in a memorandum to all VETA Centers that all VETA Centers must integrate life skills in all short courses delivered by centers. Instruction was given orally in February at a short course coordinator meeting for all VETA Centers, as well [TZ2]. Nearly two years later, in October 2020, VETA Director of Vocation and Education and Training declared in a meeting all VETA centers nationwide must offer career guidance services and a scheduled time for career guidance and job placement services to both short courses and long course trainees [TZ35].

As of the third Harvest, we observed plans for rolling out and sustaining life skills, career guidance, and job placement. In mid-2020, VETA identified a need to develop a sustainability strategy and requested IYF's support [TZ53]. Subsequently, MVTTC organized and hosted a VET stakeholders workshop involving all VETA directors (Zonal and HQ) to discuss scale up and sustainability of life skills and career guidance [TZ54]. At this stakeholder meeting, held on October 15-16, 2020, meeting participants committed to including scale up of life skills, career guidance, and job placement in the sustainability strategy [TZ55]. By the end of 2020, VETA had developed a draft strategy for sustaining and scaling up life skills and career guidance [TZ57]. The draft sustainability strategy includes an appraisal of VETA's internal and external capacity and opportunities for integration of life skills and career guidance, identifies critical areas of focus, indicators, and key actions to sustain life skills and career guidance. It covers key areas including VETA capacity, partnerships and linkages, financing, and monitoring and evaluation.

The draft strategy requires some modifications and has yet to be approved. A sustainability strategy is a critical milestone because it provides a road map for sustaining and scaling up life skills and career guidance beyond the Via project. The sustainability strategy is expected to be approved by the end of June 2021.

Finding 21: Morogoro Vocational and Technical Teachers College (MVTTC) will play a key role in sustainability and scale up.

Via has worked with the Morogoro Vocational and Technical Teacher's College (MVTTC) throughout the life of the program, and it is the primary means by which VETA teachers are trained on the life skills curriculum. All VETA teachers nationwide are trained at MVTTC, and this approach—of training master trainers at MVTTC (MVTTC teachers) who subsequently

train student-teachers who will then teach in VETA centers—suggests that there will now be a pipeline of new trainers trained at MVTTTC who will be able to teach KTS in VETA centers.

As of the second harvest, several changes were observed demonstrating integration into MVTTTC, which will ultimately reach all VETA teachers nationwide. In February 2019, MVTTTC revised its curriculum to include a section on how to teach life skills integrated throughout its various disciplines [TZ19], and in July 2020, the National Council for Technical Education (NACTE) approved the KTS life skills content to be included in MVTTTC’s curriculum [TZ21]. MVTTTC started delivering life skills training to all MVTTTC student-teachers in October 2020 [TZ36]. This content trains life skills to student-teachers as well as content and methodology to train the students.

During the third harvest, we observed that **participants in the VETA stakeholder meeting on October 15-16, 2020, affirmed that MVTTTC will play a key role in scaling up to other VETA centers and other VET centers in Tanzania** [TZ56]. By the end of 2020, MVTTTC had developed the National Technical Awards Level IV Curriculum for Assistant Teachers with the Educational Counseling in TVET, which includes life skills, career guidance, and gender issues [TZ58]. This curriculum was approved by the VET board in January 2021 [TZ59], and will provide student teachers at MVTTTC, who will later teach at VETA and other VET centers nationwide, with the foundations to teach life skills and provide career guidance. In March 2021, MVTTTC had included life skills into the master timetable to be trained to all MVTTTC student teachers [TZ42]. Also as of March 2021, the current cohort of MVTTTC student teachers were all trained on KTS, and they are scheduled to receive career guidance/job placement training in Semester II, which begins in September 2021 [TZ60]. These teachers will serve as the next cohort of new teachers to be deployed to VETA centers nationwide, expanding the reach of life skills content and pedagogy.

The MVTTTC principal noted in the second harvest, however, that he identifies a gap in the sustainability strategy—namely that there is no plan for training master trainers in anticipation of staff turnover. It also appears that there is no plan for continuous professional development for master trainers to update and maintain their skills.

Finding 22: Financial viability of scale up to other VETA and non-VETA centers is pending the approval of the sustainability strategy.

While financial viability in the three Via VETA centers has been achieved by a modest increase in student fees [TZ10-12], the financial sustainability for scaling up to new VETA centers will only be possible with the approval of the sustainability strategy. As soon as the sustainability strategy is approved, budget allocations will be allowed from VETA headquarters. As such, different VETA levels including the Zonal levels can provide for budgets for adapting and upscaling life skills to other non-Via and Non-VETA centers.

Despite the lack of finalized sustainability strategy, participants in Harvest 3 were largely confident that life skills and career guidance will be sustained beyond the end of the Via program, noting that it does depend on finalization of the sustainability strategy:

Changes will be sustainable because a plan for upscaling and sustaining the life skills, career guidance/job placement has been prepared in a participatory manner. Besides, budget allocation by VETA to support these initiatives will be very key for sustaining the Via outcomes.—Former Staff, VETA HQ; Now Coordinator, Zonal level

For upscaling, the developed sustainability strategy will be very key as it provide a road map on how to take it beyond the three centres.—Principal, Center-based

Effective engagement of key decision makers is critical in programmes such as this. Because for a programme that is focusing at systemic change, changes can not happen if the higher level management is engaged—Director, Zonal level

It is essential to note again that the VETA faces additional financial and capacity pressures currently, with their plan to approximately double the number of VETA centers in coming years. Thus, ensuring follow through on the finalization of the sustainability strategy, and actions elaborated therein, will be essential if life skills and career guidance are to be rolled out nationwide.

RESPOND

Finally, while not the primary focus of the three Harvests, some outcomes were elaborated that demonstrate a response by the VET sector to the changes which the Via program contributed to. There have been early signs of response from other functions of the VET sector, as well.

Finding 23: Employers, other youth-serving organizations, and local governments are looking towards VETA as a leader in youth vocational education and training due to KTS.

As indicated in Harvest 2, since 2017, at least two hotels (at Mtwara and Zanzibar – Sunshine hotel) are requesting VETA Mtwara to appoint candidates with life skills training, after employing other VETA graduates with PTS training [TZ1]. Likewise, as observed in Harvest 3, since 2020, some hotels in Dodoma, such as St.Gasper, Nashera, and Dodoma Hotel, are employing candidates and providing practical training attachments (i.e., internship) for students from VETA Dodoma. Relatedly, both VETA Mtwara and VETA Dodoma had drafted and/or signed (MOU) with employers in their respective geographic areas [TZ34, TZ33]. Also in Dodoma, in early 2019, Helvetas (another NGO and VETA partner) directed students who they sponsored to study at VETA Dodoma to take KTS classes in their program [TZ3].

These demonstrated positive responses by employers and other youth serving organizations suggest that the sector is recognizing the value of life skills and career guidance services for youth in VETA centers. This is perhaps better illustrated, however, through anecdotes from participants:

We are receiving positive feedback from the employers on how a few students attached for practical training or employment and trained on life skills have changed significantly on their behavior and attitudes. Similarly, we have got several

*testimonies on how youth self-esteem and self-confidence have been improved.—
Director, Zonal level*

After training students [on life skills] we got feedback from our stakeholders, especially from companies and industries, that the attitude of our students in terms of general conduct, decision making, problem solving, and collaboration with colleagues has significantly improved. We even received feedback from students themselves about how valuable the course was.—Coordinator, Center-based

5 Lessons Learned & Recommendations

The results of the three Harvests lead us to identify several overarching lessons learned, as well as recommendations for future funding, implementation, and sustainability of life skills and career guidance.

Lesson 1: Sustainable integration requires building buy-in for life skills and career guidance services, as well as to support stakeholders to adapt the services to their specific contexts.

In both countries, prior to the Via program, life skills and career guidance services were inconsistently or ineffectively implemented. As reported by IYF, there was some resistance to introducing these services at the start of the program. It is tremendously apparent from participants across all harvests, though, that over time stakeholders came to value life skills in addition to technical skills training, as well as more systematic career guidance and job placement services for employment center candidates. At the end of the program, it was clear that life skills and career guidance/job placement are highly regarded for their ability to fill the gap in soft skills and access to opportunities for youth.

In addition to building buy-in, sustainable integration of the services is dependent on adaptation/contextualization. In the Via program, the approach was to conduct a pilot in the selected centers using IYF's evidence-based approaches. This seems to have been effective at generating interest in and valuation of the services. Later, in Tanzania, IYF's PTS curriculum was adapted and officially adopted as KTS. This adaptation/contextualization allowed the VETA life skills curriculum to have more relevant content and teaching approaches, increase VETA ownership of the improved curriculum, and ensure sustainability of the training after Via ends. It would also allow for the curriculum to be scaled to non-Via VETA centers later on. In Mozambique, adaptation and approval of life skills was done. However, because the approved adapted curriculum had not been rolled out to all IFPELAC trainers prior to the end of the project (because of the COVID-19 pandemic), there are some doubts on the trainers' ability to implement this adapted curriculum. The comparison, thus, suggests that adaptation is crucial for sustainable integration, but needs to be done early enough to be fully integrated before the end of the project. Still, it is possible that without first generating interest through piloting, there may not be enough buy-in to begin the adaptation process; a sort of catch-22.

Recommendations/Considerations:

- **Continue to ensure that sensitization/awareness building of the services is initiated at the start of the program.** Systems change requires programs to heavily invest in building buy-in for its innovations, and this was effectively done by Via. In fact, Via built buy-in of key stakeholders alongside implementation in the pilot centers, likely because the pilot was demonstrating positive results.
- **Consider adapting the services to the context, at least in a preliminary way, at the start of implementation, rather than implementing a standardized version.** Important adaptations include to the content, resources/materials, and processes. In relation to content, ensure that the competencies, material covered, and examples used are relevant to and reflective of the context. Regarding

resources/materials, consider using low-cost materials easily obtainable or readily available in the low-resource contexts of the TVET centers, so there is not a later challenge of financing expensive or unavailable materials. Finally, consider the appropriateness of processes to the local contexts. For example, consider whether the paying of subsidies is an appropriate and feasible approach.

Lesson 2: Several of the approaches taken by the program were particularly effective and should be used in the future, namely the top-down/bottom-up approach, working within and building capacity of the national system, and using a consortium/collaborative approach.

Combined top-down, bottom-up approach

Generally, the combined bottom-up and top-down approach (piloting at the center level, while also working for systems-level change at the national level) is effective. Piloting seems to have built buy-in (as discussed above), which then allowed for supporting systems-level change. The latter was only possible once stakeholders were committed to these changes.

However, as many participants in Harvest 3 noted, effectiveness of the strategy may be enhanced by involving a greater number of implementation sites. Especially in Tanzania, some VETA principals felt that not enough other VETA principals were aware of the life skills and career guidance services being integrated. This greater awareness could have enhanced uptake, scale up, and sustainability. Participants agreed with the approach that for sustainable integration, there needs to be work done from the “top down and the bottom up,” but that a wider base of support at the center level is needed. That way, those in the centers can continue to push for change at the systems level. Notably, a major challenge here is the cost of direct implementation in the selected sites, which likely prohibited the Via program from being implemented in additional locations.

Working Within the National System & Building Local Capacity

Working directly with national TVET authorities is an effective method for influencing change in the TVET system, as opposed to implementing outside of the system. From its start, the Via program intended to partner with TVET and employment authorities to catalyze systems change by integrating life skills and career guidance/job placement. This approach proved to be effective in getting the national actors to “buy-in” to the evidence-based approaches, and to take it up as their own, as evidenced by IFPELAC requesting exclusive rights to PTS and VETA adapting their own KTS. Working within IFPELAC and VETA centers, IYF were able to demonstrate the effectiveness of the approaches within their own centers, and they were already well positioned to support integration. In contrast, many NGOs in the youth education and training space in sub-Saharan Africa implement outside of the system (e.g., in non-formal education, or in NGO centers), leading to challenges with adoption and sustainability beyond the duration of the program. The Via program, on the other hand, started from the assumption that the program would be implemented within the TVET system/centers, despite the challenges that may have posed. In this way, the Via program planted the seed for life skills and career guidance securely within the soil, rather than on top of it.

Moreover, the Via program explicitly took an approach of building local capacity, even though they provided substantial technical assistance. The intention since the outset of the program was to build the capacity of master trainers to be able to train trainers (rather than IYF implementing all trainings) and to build the capacity of focal points at the center and national level who are state employees to be able to oversee implementation, monitoring, and quality assurance. Particularly effective is the partnership with MVTTC in Tanzania, the provider of training for all VETA teachers nationwide. In Mozambique, training of Master Trainers in IFPELAC delegations and at the headquarters level was also effective. Working within the existing teacher training systems will allow all future VETA and IFPELAC teachers to have the skills to be able to carry out life skills and career guidance/job placement services to learners nationwide beyond the duration of the program.

Consortium Approach & Increasing Collaboration

Providing opportunities for engagement and coordination among a wide range of TVET/employment sector actors was seen as a major component of the Via program approach, and was expected to contribute to a conducive environment to support youth to capitalize on training and market opportunities.

While some challenges were documented in Harvest 2 around engaging youth, employers, and other government stakeholders outside of the immediate partner institutions, it is clear that the approach of supporting partnerships is effective at working towards shared goals. This is especially evidenced by the success of supporting consortia of partners. In both countries, a consortium approach—in which a group of partners was convened for adapting the curricula, training materials, and guidelines—was used. In Tanzania, this was initiated by VETA, who convened partners, including IYF, to adapt PTS into the KTS curriculum. In Mozambique, IYF led a consortium with other partners who were working with ANEP to integrate life skills into the technical training. In both countries, the curricula were effectively developed and integrated, suggesting that the consortium approach led to the desired change.

Another area of partnership is with local employers. This was supported somewhat effectively in both Tanzania and Mozambique. Partnerships with local employers can contribute to increased youth opportunities for internships/apprenticeships (as in Tanzania) and for funding and support to the centers (as in Mozambique). Notably, however, when partnerships are used principally for funding in the centers, it seems that this may happen unequally across centers, causing challenges to sustainability.

Finally, revisiting the theory of change highlighted one area in which there was no evidence available. The Via program intended to engage youth in the reform to the TVET and employment sector, but there was no evidence to suggest that youth were effectively engaged. Indeed, increased involvement of youth would increase the likelihood that TVET and employment services would be most beneficial to them.

Recommendations/Considerations:

- **Include a stronger focus on horizontal (center-to-center) and bottom-up awareness raising** throughout the project to improve demand for expansion after the project. Consider working with more center-based staff and exploring other

outlets (e.g., media) to build buy-in at the local, district, zonal, and provincial levels.

- **Explore options for expanding implementation at the center level during piloting/implementation.** This can contribute to more involvement and buy-in at the center level, which may create upward pressure for continued systems change.
- **Explore alternative options for budgeting, such as giving the budget straight to the centers** rather than paying through IYF while still giving technical support, to stretch how far resources can go. This seems to be more in line with the way the centers, especially in Mozambique, operate with their other partners. This may contribute to the point above about contextualizing the innovations to the local context, e.g., using low-cost materials/supports, not providing subsidies.
- **Consider a phased approach of implementing in a small number of centers, then supporting expansion to additional centers.** This could complement a multi-phased funding approach with different objectives for each phase (e.g., piloting/sensitization; implementation; transition/systems support) as described further below.
- **Continue working within national systems.** This includes working side by side with appointed focal points within the centers, training the systems own master trainers, building capacity of their own focal points, implementing within their own classrooms.
- **Continue to strengthen collaboration among the development sector and national stakeholders.** This can help to avoid parallel structures and systems, prevent competition, and increase efficiency and coordination.
- **More intentionally engage with youth.** Some youth-focused development projects use youth advisory boards to guide project design, implementation, and oversight, and this may be an appropriate approach. Especially in the centers where the program will be initially piloted, youth can be engaged in designing the program. They should also be engaged in the adaptation of the curricula/services to ensure their relevance to their lives. Youth are also powerful advocates for their own needs, and their voices can be elevated and leveraged to support systems change efforts (e.g., as invited guests in stakeholder meetings, producing testimonials, etc. to advocate for the change they desire to see). IYF, as an NGO with power in the sector, has the potential to amplify the voices of youth amongst government and other youth-serving organizations.

Lesson 3: The integration of technical/vocational education and training alongside employment services—as is done in IFPELAC centers in the provinces as well as in VETA centers—may benefit more youth and may make the services more sustainable. This is especially the case for career guidance, which was introduced later.

In both countries, life skills are seen as equally as valuable for youth seeking employment services as it is for youth in technical/vocational training. Likewise, career guidance is seen

as equally as valuable for those in education/training as it is for those who come to the centers seeking jobs. Youth who are seeking additional training will eventually need support obtaining employment (career guidance), in addition to soft skills, and given the stated gap in soft skills nationwide, it is likely that youth seeking employment support will also require the development of life skills.

The coexistence of IFPELAC and INEP centers in Mozambique's provinces, as well as of vocational training and employment services within Tanzania's VETA centers, allowed for youth who came to the centers for either training or employment assistance to benefit from both life skills and career guidance.

In addition, the coexistence of the two centers/services within IFPELAC/INEP and VETA (education/training and employment services), and therefore of the innovations (life skills and career guidance), seemed to contribute to the sustainability of the approaches. This is particularly true given that career guidance was introduced much later in the project. In both Mozambique and Tanzania, center-based focal points were appointed to ensure the sustainability of both life skills and career guidance, rather than separate focal points for each of the services. Moreover, budget requests at the IFPELAC centers and the VETA centers go through the same processes to the Delegation/Zonal levels, respectively, which can also support sustainability of both innovations.

Noteworthy, however, in the Via program, career guidance services were only introduced in the final years of the program. Thus, career guidance is far less sustainably integrated than life skills, especially in Mozambique. The integration of the two innovations--life skills and career guidance--may contribute to the sustainability of especially career guidance, especially in Tanzania, given its late introduction, but ideally the services both should have been introduced early on.

Recommendations/Considerations:

- **Consider further integrating life skills and career guidance so that youth can benefit from both innovations and for sustainability of both innovations.** Youth coming for education/training and those coming for employment services may have somewhat different backgrounds, objectives, availability to participate in services, etc; however, they may have similar needs which could benefit from a more integrated package.
- **Ensure that career guidance is also integrated at the beginning of the program.** Developing buy-in and sustainably integrating services requires substantial time, so innovations should be introduced since the beginning.

Lesson 4: Systems change takes time, and sustainable systems change needs to start from the beginning.

While the program began in October 2015, and implementation of life skills services started in 2017, systems level changes only began to take hold in 2019 to 2020. By the time of this final harvest (April/May 2021) and as the program is approaching its end, several systems

change indicators have been achieved, but many are yet to be observed. This points to the fact that systems level change, while possible, takes a lot of time and effort.

To account for this, three considerations are as follows. First, substantial time, effort, and resources should be focused on working with center-level, district-level, and national-level staff for integration of the services beginning in the earliest stages of the program.

Sustainability planning should begin as early as design of the program. This would support transition of implementation of the innovation into the centers, uptake at the national level, and scale out nationwide. Second, life skills training is more integrated at the center- and national-level than career guidance/job placement. As mentioned above, this suggests that career guidance/job placement should have been introduced earlier in the process to ensure that it was taken up to the same extent that life skills was. Finally, funders may consider extending funding cycles for systems-change efforts or use multi-phase funding cycles with differing expectations for each phase (e.g., phase 1 focuses on implementation, phase 2 on systems support). Such extension or phased approach to funding would address a principal recommendation of many participants, who said that they require “moral support” or accompaniment by IYF as they continue to roll out the services. Participants felt that going from strong implementation support to ending the project was abrupt; perhaps, a phased close out would better allow stakeholders to fully take on the project themselves. It takes significant time and political will to see these changes through, and there are always competing priorities (e.g., in Tanzania, the scale up of VETA to 30 new centers).

Finally, at no fault of the program’s, a major disruption to implementation of the project both at the pilot/center level and to work at the national/systems level (i.e., COVID-19) corresponding with the end of the project, proved to have major consequences in Mozambique, where schools were closed for nearly a year. In addition to the multi-phased funding proposed above, emergency funding could be considered to allow for the project to have the systemic impact it set out to have. While extending grants/projects is always challenging, the unfortunate timing of COVID-19 corresponding with the end of the project has raised major questions of whether the innovations will be financially sustained, whether final approvals will eventually be made, and whether final trainings will occur. With emergency funding, the project may have been able to see this through.

Recommendations/considerations:

- **Begin sustainability planning as early as the design of the program.** Ensure that sustainability considers continuation of the services at the center level, inclusion of center-level staff in national-level sustainability and scale up, and integration and systems change at the national level.
- **Build multi-phased funding cycles with different objectives for each phase.** This could begin with piloting/generating buy-in, moving towards implementation and scale up, and concluding with transition and systems support.
- **Consider better building in contingency/emergency planning into design and funding.** Although the COVID-19 pandemic was an unprecedented emergency, disruptions to programming are common. It may be for a range of reasons, from the most catastrophic (conflict/crisis, natural disaster, health emergencies) to the most basic (delays in acquiring materials). If possible, project cycles and

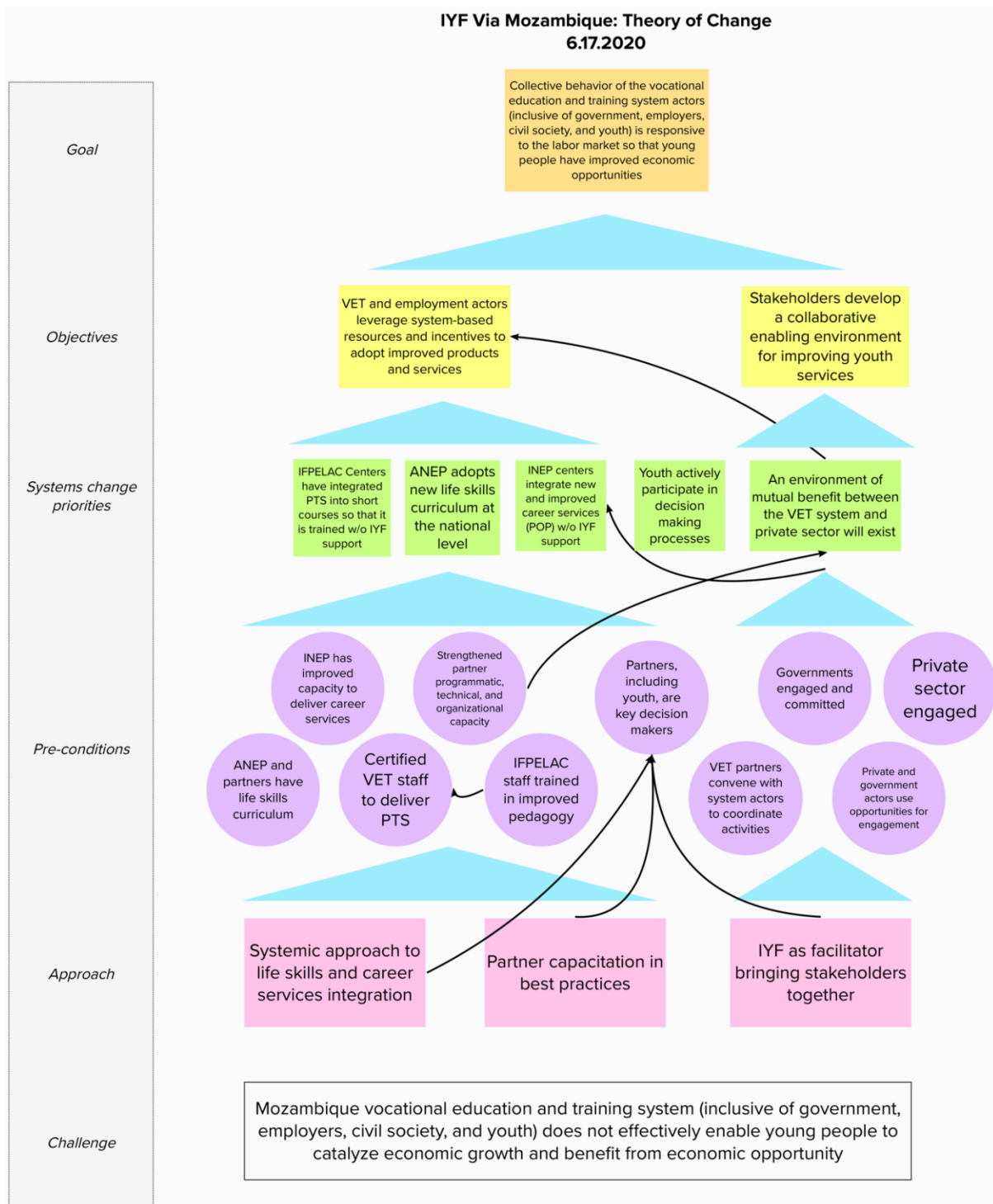
emergency funding should be able to be flexible to unexpected disruptions, especially to maximize their overall impact.

6 Attachments

6.1 Attachment 1: Via Theories of Change

Prior to engaging in the second outcome harvest, DevLearn and IYF collaborated to update Via's Theory of Change (TOC) in each country. IYF noted in early meetings for planning the second harvest that some of the program's activities and priorities in each of the countries had shifted. For example, in Tanzania the team made the decision to focus on PTS and career guidance integration rather than youth opportunities and entrepreneurship. Therefore, the purpose of updating the TOC was to specify which activities were being implemented in each country, and subsequently confirm which pathways of change were desired. Below are shortened versions of the theories of change for the Mozambique and Tanzania programs, respectively.

6.1.1 Via Mozambique Theory of Change



This program narrative accompanies a TOC visual, which can be accessed [here](#).

The International Youth Foundation’s (IYF) Via Program in Mozambique aims to address the challenge that the Mozambique vocational education and training (VET) system, which includes government, employers, civil society, and youth, does not effectively enable young people to catalyze economic growth and benefit from economic opportunities.

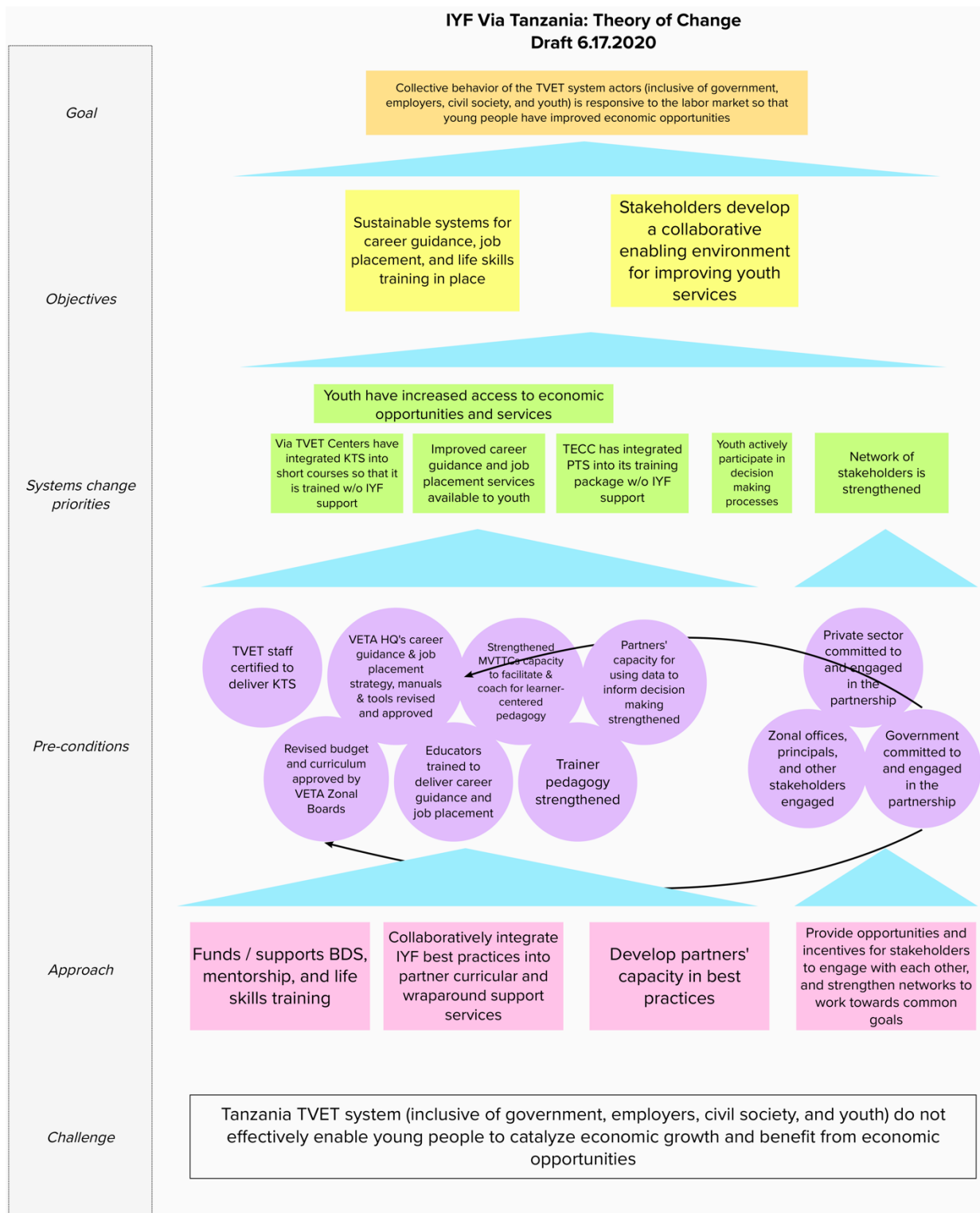
Therefore, the program strives to contribute to the overarching goal that the collective behavior of the VET system actors is responsive to the labor market so that young people have improved economic opportunity. To achieve this goal, the Via Program's Theory of Change (TOC) identifies two interrelated pathways of change.

First, if IYF takes a systemic approach to life skills and career services integration and capacitates partners in best practices, then ANEP and partners will develop a consolidated life skills curriculum, IFPELAC's capacity will be improved to deliver life skills training to youth and apply student-centered pedagogy, INEP's capacity will be improved to deliver career services to youth, all partners will have improved programmatic, technical, and organizational capacity, including in data collection and management, and partners, including youth, are key decision makers. If these preconditions exist, then IFPELAC Centers will have integrated PTS into courses so that it is trained without IYF support, ANEP will adopt new life skills curriculum at the national level, and INEP centers will have integrated new and improved career services because partners will have the skills and capacity to adopt these changes, and youth will actively participate in the decision making process. IYF theorizes that if these systems change priorities are attained, then VET and employment actors will have leveraged system-based resources and incentives to adopt improved products and services.

Second, if IYF serves as a facilitator to bring stakeholders together, then governments and private sectors will be engaged and committed to partnering, VET partners will convene with system actors to coordinate activities, private and government actors will use the opportunities for engagement, and partners, including youth, are key decision makers. If these preconditions are true, then an environment of mutual benefit between the VET system and the private sector will exist because they will be connected, committed, and have opportunities to partner, and youth will actively participate in the decision making process. IYF theorizes that if this environment of mutual benefit exists, then stakeholders will have developed a collaborative enabling environment for improving youth services.

Finally, IYF postulates that if VET and employment actors leverage system-based resources and incentives to adopt improved products and services and stakeholders have developed a collaborative enabling environment for improving youth services, this will contribute to the overall goal that the collective behavior of the VET system is responsive to the labor market so young people have improved economic outcomes.

6.1.2 Via Tanzania Theory of Change



The above TOC can also be accessed [here](#).

The International Youth Foundation’s (IYF) Via Program in Tanzania aims to address the challenge that the Tanzania technical and vocational education and training (TVET) system, which includes government, employers, civil society, and youth, does not effectively enable young people to catalyze economic growth and benefit from economic opportunities.

Therefore, the program strives to contribute to the overarching goal that the collective behavior of the TVET system actors is responsive to the labor market so that young people have improved economic opportunity. To achieve this goal, the Via Program's Theory of Change (TOC) identifies two interrelated pathways of change.

First, if IYF initially funds and supports business development services (BDS), mentorship, and life skills training, develops partners' capacity in best practices, and over time collaboratively integrates IYF best practices into partner curricular and wraparound support services (including training staff, supporting integration of curricula, etc.), then:

- TVET staff will be certified to deliver Key to Success (KTS);
- A revised budget and curriculum will be approved by the Vocational Education and Training Authority (VETA) zonal boards;
- VETA headquarters' career guidance and job placement strategy, manuals, and tools will be revised and approved;
- Educators will be trained to deliver career guidance and job placement;
- Trainer pedagogy will be strengthened;
- Morogoro Vocational Teacher's Training College (MVTTC) capacity to facilitate and coach for learner-centered pedagogy will be strengthened; and
- Partners' capacity for using data to inform decision making will be strengthened

If these preconditions exist, then TVET centers will have integrated KTS into short courses so that it is trained without IYF support, TECC will have integrated PTS into its training package without IYF support, youth will actively participate in decision making processes, and improved guidance and job placement services will be available to youth because necessary curricular and training components will be in place to do so. IYF theorizes that if TVET centers have integrated KTS courses and improved career guidance and job placement services are available, then youth will have increased access to economic opportunities and services because they will be trained in essential life skills which are identified by employers as lacking in youth seeking employment, and because they will be better linked with and guided to existing jobs.

Second, if IYF provides opportunities and incentives for stakeholders to engage with each other and strengthen networks towards a common goal, then zonal offices, principals, and other stakeholders will be engaged, and the private sector and government will be committed and engaged in the partnership. If these preconditions exist, then the network of stakeholders will be strengthened because the means and motivation to collaborate will be fostered, youth will actively participate in decision making processes.

IYF thus theorizes that if youth have increased access to economic opportunities and services and an environment of mutual benefit between the TVET system and the private sector is created, then sustainable systems for career guidance, job placement, and life skills training will be in place, contributing to improved youth inclusion in the labor market and entrepreneurial market systems.

6.2 Attachment 2: Via Program Indicators

Indicators: Employability Objective

- Change in degree to which TVET system actors respond to labor market
- Change in level of collaboration among TVET system actors
- # of Via enhancements formally adopted by a TVET actor
- \$ amount funding, and % of total cost, of Via enhancements allocated by TVETs
- # TVET actors independently using Via system-based resources
- # TVET system actors replicating Via resources and/or incentives in other TVET sites
- change in private sector engagement and support of youth economic opportunities
- change in level and quality of collaboration (incl. communication) among TVET stakeholders
- change in norms related to adopting youth-centered pedagogy
- Change in perception of private sector toward TVET system stakeholders (private sector, Govt Ministries, TVET institution heads] (Employability Objective)

Indicators: Entrepreneurship Objective

- change in level of youth engagement in entrepreneurial market system
- change in level of youth contributions to innovations in market system
- behavior/ norm change on institution level
- Change in perception of youth in market system (Entrepreneurship Objective)

6.3 Attachment 3: General Substantiation Protocol

Introduction and consent

My name is [CONSULTANT NAME]. I'm a consultant based in [LOCATION], and I'm evaluating IYF's Via program.

IYF is looking to gather information from partners about the changes that have come from the Via programme, that the Via programme contributed to, along with their many partners. The first part of the evaluation, IYF worked with me to draft a list of such changes that *they* think that partners have undergone.

I wanted to speak with you today to understand your experience with the changes that have happened at [ORGANIZATION] as a result of [ORGANIZATION] working with the Via programme. I'll ask you some open-ended questions about your perspectives of the Via programme, as well as about specific changes related to:

- [SPECIFIC AREAS]

I'll also be talking to people at other organizations who can provide information about and validation about other outcomes/changes.

The information you provide will be included in a database, and your name will be listed as having contributed to the outcomes related to [ORGANIZATION].

Of course, you are not required to talk to me, or to tell me about your experience with the programme, but it would help IYF to improve programming in the future. Would you like to continue with the interview?

Background info

Name, Contact Info

Position, Employer

Interview questions

1. What problem or barrier do you think the Via program is addressing? **Why do you think life skills and career guidance/job placement are important for youth?**
2. **[VALIDATE SPECIFIC OUTCOMES]**
3. **To what extent do you think these changes we have discussed (in life skills and CG/JP services, are sustainable after the end of the programme?** Why do you think that? What challenges to sustainability do you think there might be?
4. Is there anything else you want to share about the Via programme from your perspective? **Is there anything you would recommend to improve the Via programme?**

6.5 Attachment 4: Participant List

Tanzania	
Name	Designation
VETA HQ	
Stella Ndimubenya	Director of Vocational Education Training (DVET)
MVTTC	
Samweli Kaali	Principal
Tuka C. Sophia	Focal Person
Msambila E. Elias	Tutor - Life Skills Trainer)
Boi D. Andrew	Tutor - Master Trainer Life Skills
Audifas Tarimo	Tutor - Life Skills Trainer
Adella Samky	HR -MVTTC; Former HR Dodoma
OTHER MOROGORO	
Joyce Mwinuka	Vocational Training Centres Coordinator (VTCC) - Eastern Zone/former Learning and Evaluation Officer /Focal Person HQ CG/JP)
VETA DAR ES SALAAM	
Joseph Mwanda	Principal
Josephat Maghina	Registrar (long courses)
Mashaka Kassara	Tutor - Short Course Coordinator
Bahati Mwakatobe	LS (KTS) Focal Person and Technical Drawing Teacher
Aliko Mmongele	Job Placement Focal Person, Entrepreneurship and Life Skills Trainer
OTHER DAR ES SALAAM	
Lukindo Dotto Leah	Zonal Director, Dar es Salaam
TECC DAR ES SALAAM	
Daniel Mghwira	Executive Director
VETA MTWARA	
Kibehela Joseph	Principal
Respicius Terugwa	Tutor and Registrar
John Mango	Tutor and Short Course Coordinator
Eva Lusanda	Food and Beverage Teacher and Life Skills Coordinator
Nurdin Amri	Mathematics and Engineering Science Teacher, Life Skills Trainer and M&E Focal Person
Mohamed Salum	Plumbing Teacher, Life Skills Trainers/Coach, and Career Guidance Focal Person
Ngaweje Stephen	Mathematic and Engineering Science Teacher, and Job Placement (JP) Focal Person
OTHER MTWARA	
Neema Mwakalukwa	Zonal Director, South East Zone
Elias Nzunda	Vocational Training Centres Coordinators (VTCC)
VETA DODOMA	
Stanslaus Ntibara	Principal
Leonidas Mushobozi	Registrar
Elikirama Lauwo	Electronics Teacher, KTS Focal Person
Anthony Ndonde	Hospitality Services Head of Department, Teacher and JP Focal Person
Adelina Edward	Trainer KTS and CG; and Food Production Teacher
Nicholaus Mathias Lusambanya	Engineering Science, Tutor LS/KTS, and Focal Person
OTHER DODOMA	

Mwanja John	Zonal Director, Dodoma
Seth Joyce	Vocational Training Centres Coordinator (VTCC)

Mozambique	
Name	Designation
IFPELAC Headquarters	
Dr. Anastacio Chembeze	General Director
Dr. Gloria Banze	Focal Point PTS
INEP Headquarters	
Dr. Juvenal Dengo	General Director
ANEP Headquarters	
Dra. Ida Alvarinho	National Director Professional Qualifications
Dr. Santos Cuambe	Focal Point ANEP/Consultant to ANEP in Administration and Management
IFPELAC Maputo City	
Dra. Rostalina Anselmo Tui	Delegate
Reinaldo Engenheiro Morais	Center Director
Geraldo Cipriano	Focal point/ Director of Training
Employment Center (INEP) Maputo City	
Elias Manjate	Center Director
Dulce Comaio	Focal Point POP
Sheila Estapes, Vanezio Rodrigues	Trainers
IFPELAC & INEP Machava	
Felicidade Bambo	Center Director
Juvencio Cardoso	Focal Point
IFPELAC & INEP Inhambane	
Dr. Carlos Lopes	Delegate
Laurinda Anelox Jose Neves	Center Director/Pedagogical coordinator
Edson Merino	Trainer/Focal Point
Olinda Miguel, Alberto Julio, Edson Massagaie, Ivan Tomas Raul	Trainers
IFPELAC & INEP Tete	
Dr. Engenheiro Banzima	Delegate
Maio Francisco Banana	Center Director
Jorge Cesar Gimo	Focal Point PTS
Guillermo Marcos Tete	Employment Technician
Katia Lucio Nota Saisse, Rui Antonio Chambo	Trainers

6.6 Attachment 5: Outcomes Databases

Please see attached outcomes databases.

