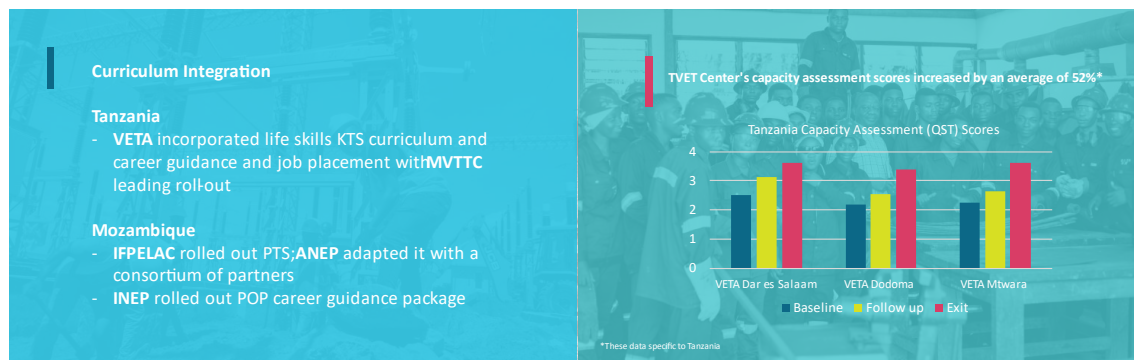


Via Webinar Series: TVET Session Summary

The International Youth Foundation (IYF) hosted a webinar series to explore learnings from the [Via: Pathways to Work](#) program. The first session focused on youth perspectives and experiences. The second session brought together key partners from vocational training and career services institutions in Mozambique and Tanzania.

Via Learnings

The session began with a presentation from Joan Kimirei, IYF Tanzania Country Director. She shared background on the [Via program](#) and some institution-level learnings. The slide on the left highlights the key achievements in integrating life skills and career services with Mozambique and Tanzania institutions. The slide on the right shows how capacity assessment scores increased over the years with Tanzanian partner centers.



Some key takeaways from working with TVETs through the Via program are:

- Bottom-up and Top-down approach
- Consider the budget impact from the beginning
- Work with champions
- Need to adapt
- Any change needs to align with national and local priorities/strategies
- Work with existing structures
 - Understand those structures

For more learnings and data please see the [Via website](#).

Panel Discussion

The session moved to the discussion moderated by Ivy Mwai, Education and Skills Lead for Kenya with Mastercard Foundation.

Ivy noted that the Foundations' Young Africa Works strategy was recently launched with a 2030 goal to enable 30 million young people in Africa, especially young women, to secure employment they see as dignified and fulfilling. The Foundation's core values of collaboration, humility and respect was one of the key reasons we partnered with IYF for Via.

Ivy then introduced the panelists. To learn more about their backgrounds, please refer to their bios on the last page.

Why is it important for TVET's to expand services to youth? What are key/must have services that will enable work opportunities for youth?

Vitorino Banze, Head of the Department of Qualifications and Quality Control at Instituto de Formação Profissional e Estudos Laborais Alberto Cassimo (IFPELAC):

- Regarding importance of TVET services, this expansion will bring justice. It will enable us to improve our geographical reach to areas more remote. This expansion will assist us to improve our reach to ensure all youth have opportunity to get qualifications.
- We know that now employment is not the only goal. Youth are not looking to be an employee, but are looking to be an entrepreneur, to create opportunities while they are looking for formal employment. It is a unique opportunity for us to improve opportunities. If we fail, we will be unfair and only help urban areas that are better off than the underserved areas, such as those without infrastructure.

Nárcia Cupertino, Employment Technician at the National Employment Institute (INEP):

- Regarding importance of expanding services for youth, I believe it is of utmost importance. If we look at the market, it is very demanding. We have professional guidance services at the community level. This will help increase the number of young people to identify their skills and improve their living conditions and opportunities to face and enter this market. Professional guidance is an important process that will lead to improved employment opportunities. While they are still training, they are able to make decisions aligned with the market, and their skills.
- Young people will have the chance to find who they are, what are their strengths and weaknesses. If we have these services at community level, they will understand their environment, and what employment is offered. When they have services close to their community it will facilitate their path to accessing and understanding opportunities.

Q: what are the key services that were needed?

J.M. Kibehle, Principal for the Mtwara Regional Vocational Training and Service Centre (MRVTSC):

- In the TVET system and career guidance, we have seen the importance of technical skills. They can't stand alone, without preparing youth in life skills, and most important, knowing how to choose which are his strength areas, weaknesses, which career to choose and be passionate about.
- The way we can help them join a career, to inform them about the job market, importance of technology, they can know the importance of the different opportunities, such as being an entrepreneur, employee themselves, and employ others.

Q: Any lessons learned as you were implementing the programs?

JK:

- 1) Our trainers, the core implementers of the project, needed to embrace change. We noticed this change in the relationship between trainers and not just in words, but also deeds.
- 2) The relationship between trainers and the students. Before, you couldn't tell the passion and relationship between the two. Because the relationship has improved between the two, it has increased the passion for the students. It's a major lesson learned.
- 3) The way we have seen character change in the youth. This is a major process that is needed – hearing from many stakeholders, the community, neighbors, parents. But most importantly employers. We have received feedback from employers that they have seen major change in character amongst the youth. It shows us that the youth have positive feedback into the process to implement well. Initially we were closing ourselves in. But when we open ourselves up to feedback, it makes a big difference.

Q: Have the services been embedded as stand alone or incorporated within the courses at various levels?

VB:

- This is a very crucial question. I believe we did both. Initially we thought of it as a stand-alone, because we didn't have the consolidated curriculum. We thought this would be an introduction. But within a couple of months we saw we had to change because of the curriculum reform we are undergoing. We are in the process of curriculum reform, and are developing qualifications for short term courses. In these qualifications, we are introducing this course as an integral part of the curriculum. We selected the aspects we thought most relevant for trainees, and are dedicating 40-60 hours for behavioral aspects.

Q: What incentives are needed by both the TVETs and the Market to support provision of these services within the TVET system?

NC:

- Regarding incentives that companies needed to invest in the TVET program, often firms don't realize what the incentive is. But once they are in the TVET program and investing in the youth and their training, they will see the return, even if not directly. Once they invest then other employers benefit, because they will have youth that are different. Those who go through our programs are very prepared. Employers don't need to spend resources to train them because they know how to behave.
- Another incentive is contributing within the company – by conducting internships inside the firms. This contributes toward the TVET. This establishes a network with many stakeholders, public institutions and employers, candidates looking for a job, they can exchange experiences and see how they can maintain new jobs created by the firms.

Q: What are the biggest challenges in getting the Via: Pathways to Work curriculum accepted and embedded into the National TVET system?

JK:

- There weren't many challenges in uniting the VETA curriculum with the embedding the life skills with our programs in TZ. However there were some small things: we realized we needed to involve various stakeholders, which took a long time. But I can say the many steps taken by Via, VETA has been very friendly. All stakeholders have participated when asked for participation and feedback. Information has flowed freely, especially about the advantages of our relationship. So it wasn't hard to deal with any challenges. The good cook is the one who takes notice of the ingredients. If you cook too quickly, the broth will not taste sweet and good.

Q: Did Via take away from other things? How was the budget created to fund future work?

VB:

- Now we are still in initial stages of implementing PTS. In our cost structure we ran an assessment. We could see there were costs involved, and they should be included in our budgeting. So we conducted a new assessment, and adopted a couple of strategies: 1) incorporate costs into school fees so we would increase school fees to increase access to this professional training; 2) on the other end we have cooperating partners that are great assistance to us in building centers and curriculum reform and other issues that are in the MOU. PTS was initially implemented in 4 provinces. We sent guidance for each province to identify likely partners interested in this field and who could help cover the cost of the project. It's still ongoing. We are seeing possibility of spreading news (of PTS) through private sector to see if they are interested. We will see how this will reflect on the new curriculum we will implement in the new training centers.

Attendee Question: How did you inspire teachers to come around to supporting the intervention/PTS?

JK:

- This is a challenge in involving different stakeholders. There are some who are resistant, and those that are not. But we worked with them to change, and we can work through communication. Those who came around, helped us to share the approach. We also used the same approach with employers. They do job placement attachments. When we get feedback, we use that to reform. We invite people to talk to students, which helps involve them. There has been more positivity than resistance.

VB:

- I don't have much to add. Just to refer to trainer's training that was introduced to improve performance. This TOT, we have a group of trainers who can pass on this, and through that we have seen people support it more.

Attendee Q: Interested in what Mr Kibehele was saying about character development. Interested in the relationship between trainer and trainee. Is that seen in the other projects? Have any used mentoring? And has that been effective?

JK:

- The reforms amongst our youth is very important if we want them to be great workers. An example of a youth who is a good worker, but not disciplined will not be absorbed into the market. So I appreciate this to be both good workers and disciplined. What we have learned from this project will help us in many days to come. When TOTs started, the teachers were able to positively engage and were impacted. When youth realized they were given positive feedback, everything changed.

VB:

- Just thank you, because internally we have seen this within ourselves. The major beneficiaries were the trainers. I can see many things that changed. Often the issues looked minor, like time management. Now we can see that time is a resource of excellence. Also, relationships among trainers, and team work has been strengthened. We are better able to transfer to overall quality of training.

Session Bios

Ivy Mwai (Moderator)

Ivy Mwai is the Education and Skills Lead for Kenya with the Mastercard Foundation. Her career in education spans more than a decade during which she has been a champion for talented and emerging young African leaders who are committed to transforming the future of their continent. Ivy currently leads the rollout of the Mastercard Foundation's Education and Skilling Programs under Young Africa Works in Kenya. These Programs focus on finding solutions to the youth unemployment challenge and aim to reduce poverty in Africa. Ivy's previous roles included managing the Wings to Fly secondary school scholarship program with Equity Group Foundation, and Director of Admissions for the African Leadership Academy in South Africa. Ivy joined the Mastercard Foundation in 2015, where she managed a portfolio of university and secondary school partnerships in the Foundation's Scholars Program. She also led the strategic development of the Young Africa Works strategy in Senegal. Ivy is a Dean's list graduate of Ohio Wesleyan University with a double major in International Relations and French (Honors).



Vitorino Banze

Mr. Banze is the Head of the Department of Qualifications and Quality Control at Instituto de Formação Profissional e Estudos Laborais Alberto Cassimo (IFPELAC). He graduated in Chemical Engineering from University of Eduardo Mondlane (UEM) with a Master's in Public Health and a specialization in Occupational Health. He has been an IFPELAC employee since 2008. He strives to include his professional training to ensure quality hygiene and safety at work.



Nárcia Cupertino

Ms. Cupertino is an Employment Technician at the National Employment Institute (INEP), in Maputo Province, where she has worked since 2011. She has a Degree in Labor and Organizational Psychology. Always looking for new challenges, she also completed courses in cutting and sewing and runs her business sewing clothing for women.



J.M. Kibehele

Mr. Kibehele has served as Principal for the Mtwara Regional Vocational Training and Service Centre (MRVTSC) since 2013. Mr. Kibehele graduated from Sokoine University and received his Master's Degree in Education Administration, Planning and Policy Studies at Open University of Tanzania. He began his career as a Vocational Trainer in Agricultural Mechanization. With VETA Kibehele also worked as Entrepreneurship Coordinator, Acting Vice Principal and Acting Zonal Director in South East Zone (Mtwara and Lindi Regions) for three years from 2015 to 2018. Outside VETA, Kibehele has served on the TIE Agricultural Subject Panel Board and Mtwara Urban Water and Sanitation Authority (MTUWASA) Board.

