

# Via Outcome Harvesting

## Harvest One

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Submitted By:



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## Acronyms

ANEP	Autoridade Nacional de Educação Profissional
IFPELAC	Instituto de Formação Profissional e de Estudos Laborais Alberto Cassimo
INEP	Instituto Nacional de Emprego
IYF	International Youth Foundation
JICA	Japanese International Cooperation Agency
MEL	Monitoring Evaluation and Learning
MVTTC	Morogoro Vocational Teacher's Training College
NACTE	National Council for Technical Education
OPM	Office of Prime Minister
PTS	Passport to Success
TCCIA	Tanzania Chamber of Commerce, Industry & Agriculture
TECC	Tanzania Entrepreneurship and Competitiveness Center
TOC	Theory of Change
TOR	Terms of Reference
TOT	Training of Trainers
TVET	Technical Vocational Education and Training
VETA	Vocational Educational and Training Authority

# 1 Executive Summary

## 1.1 Introduction

This document consolidates findings from the first cycle of Outcome Harvesting for Via: Pathways to Work, a program implemented by International Youth Foundation and supported by the Mastercard Foundation. Via is a five-year program, with the overall goal of improving economic opportunities for youth, by influencing changes in the Technical Vocational Education and Training (TVET) system – including government, employers, civil society, and youth in Mozambique and Tanzania. Data collection took place in July and early August 2019 in Mozambique and Tanzania. It consisted of a capacity building workshop, interviews and focus groups with stakeholders (137 in total), and a series of analytical workshops with IYF implementing staff and key partners.

## 1.2 Key findings

**The pathway of change shown by the harvested outcomes is consistent with Via’s theory of change (TOC).** The harvested outcomes show that Via has certified TVET staff, delivered IYF’s life skills curriculum, Passport to Success (PTS), and created an enabling environment at TVET centers. This has led to the integration of PTS into short courses, and increased access to entrepreneurship opportunities and services, two of the three systemic change areas identified by the Via Program. There is not yet significant progress towards a mutually beneficial relationship between the TVET system and the private sector, although early signs can be identified in Tanzania.

**Capacity building is a key part of systems strengthening.** It is important to build the capacity of different actors to collaborate around a shared vision of change in the sector.

**Supporting change in systems takes time.** The program needs to build partnerships, gain trust, and demonstrate that their proposed solutions are working.

**The process of change is developing differently in Tanzania and Mozambique.** In both countries, there is evidence of PTS-influenced change in the behaviors and practices of teachers and students, in schools, families and communities. There are different pathways of change regarding whether and how PTS is sustainably integrated into the TVET system.

**There is no single right approach for a systems program.** IYF Tanzania and Mozambique evolved differently in response to the different opportunities they found and contexts they work in. Providing the flexibility for the team to work in this way is critical to success.

**To influence a TVET system, it is essential to understand the different levers of change, and how policy is made in each context.** In both countries, different structures have led to different ways of attempting to influence the central system.

In **Mozambique**, there is progress on the national and policy level. This is taking place through the development of a career guidance manual and the partnership with the Autoridade Nacional de Educação Profissional (ANEP)<sup>1</sup>, which manages the national-level life skills curriculum. IYF has formed good relationships with government and worked well with partners, though sustainability is challenged by the difficulty of guaranteeing budget for training. Overall, in Mozambique the process for integration is proceeding top-down, rather than bottom-up. There is little evidence of change regarding entrepreneurship initiatives by TVET graduates.

In **Tanzania**, the process of integration is taking place through the Morogoro Vocational Teachers Training College (MVTTC), a college which trains teachers to deliver vocational education. Consequently, the process appears to be happening bottom-up, with little engagement of the national

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<sup>1</sup> The English name is National Authority for Vocational Education.

government. There are also more concrete changes related to entrepreneurship, due to more opportunities and a stronger partner.

### 1.3 Stories of change

At the level of TVET Training Center actors, including students and teachers, several changes have been observed:

- **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.
- **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 other's 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.
- **Student behavior.** Bullying of peers, conflicts 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.
- **At home and the community.** Students and teachers 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.
- **Entrepreneurship and labor market.** These changes were primarily reported in Tanzania, where students are applying the skills that they've acquired to improve their CV writing, better prepare for interviews, and some report being hired by companies. Employers report improved discipline and performance from employees. Other TVET graduates have started or are growing their own businesses.

### 1.4 Answers to evaluation questions

#### To what extent has the program strengthened the capacity of the national TVET institutions?

There has been some progress in strengthening the capacity of national TVET institutions. In Mozambique, the national TVET authority, the Instituto de Formação Profissional e de Estudos Laborais Alberto Cassimo<sup>2</sup> (IFPELAC) Central is increasingly collaborating with partners. This outcome is aligned with another important change: the openness of ANEP to collaborating with organizations (IYF, MUVA and others) on the development of the vocational training curriculum. Financial and political risks could threaten these gains in future.

In Tanzania, the Morogoro Vocational Teachers Training College (MVTTC) revised its curriculum to integrate life skills and entrepreneurship, representing an important step towards a change in the TVET system. If MVTTC trains all student teachers in life skills, this can impact students attending vocational training across the country.

This first OH cycle did not focus on capturing of outcomes from Via's capacity building efforts. IYF is working to strengthen the capacity of the institutions by providing training for the staff. This should be better explored in the next harvest.

#### To what extent has the program contributed to collaboration between youth serving organizations?

Two outcomes were identified, both in Mozambique, which demonstrate collaboration between youth serving organizations. This was the collaboration between three organizations in the proposal of a life skills curriculum to be integrated in the TVET curriculum for Mozambique, an important step

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<sup>2</sup> The English name is the Albert Cassimo Institute for Professional Training and Labor Studies

towards the transformation of the TVET system in Mozambique. Another is the influence that IYF had on IFPELAC's approach to collaboration with partners.

**To what extent, how, and why have the program's approaches to working with TVET institutions to achieve systemic change—i.e., the adoption of new curricula and pedagogies and the facilitation of direct engagement between TVETs and the private sector—been effective?**

The approach to working with TVET institutions to achieve systemic change has been effective in both countries, demonstrated by changes in TVET practices and behaviors. The engagement between TVET centers and the private sector was not fully captured in this harvesting cycle. To date, it appears to have been somewhat informal, and in Mozambique there has been relatively little progress.

**How and to what extent have the pedagogies introduced through the program spread through the partner institutions?**

At least 10 outcomes demonstrate the spread of PTS pedagogies through the partner institutions in both countries. These relate primarily to the use of PTS pedagogies by the trainers, outside the PTS classroom. Within TVET Centers, the approaches have also spread to influence employees' practices towards the TVET centers' administration, with reports of increased compliance with administrative duties and other rules. In Tanzania, the offering of the PTS curriculum in training life skills and entrepreneurship program at the Tanzania Chamber of Commerce, Industry & Agriculture (TCCIA) Dodoma also shows that the approach is spreading without the control of IYF, which is a positive sign.

**To what extent are implementing partner staff supportive of the initiatives of the program? What have been the effective mechanisms for incentivizing these staff?**

The outcomes harvested indicates that the implementing partners are highly supportive of the initiatives of the program – especially PTS, which was the focus of this harvest. The effectiveness of the PTS approach itself seems to be the biggest incentive. The professionals see the change that the approach promotes in their own lives and in the school environment. PTS is promoting a cultural change in the TVET centers where it has been implemented.

**How has the program affected systemic change on the institutional levels?**

Systemic change on the institutional level is in its early stages. In both countries, steps towards systemic change have developed differently. **In Mozambique**, the most relevant outcomes towards systemic changes are: ANEP's invitation to the stakeholders to contribute to the curriculum reform, the interest of IFPELAC central management to deliver PTS to all of its training centers, and the launch of the Career Guidance POP Manual by the Instituto Nacional de Emprego<sup>3</sup> (INEP). These changes have been developed carefully and with true engagement of the institutions involved. Building partnerships takes time but generates ownership and increases the likelihood of implementation and sustainability.

**In Tanzania**, one important change at the institutional level is happening in Morogoro, the incorporation of life skills into the MVTTC curriculum. When implemented, it will be a critical step for the intended systemic change. In the private sector, progress by TVET center graduates is evident, either as entrepreneurs, or as employees of private sector companies. Their positive performance in the workplace is starting to be noticed by companies in Mtwara, which – after hiring a few VETA graduates who took PTS, have started to demand the same type of training for other graduates.

**To what extent and how did the strategies employed facilitate change? How could they have been more effective?**

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<sup>3</sup> The English name is the National Institute of Employment.



Overall, the strategy to deliver PTS in specific TVET training centers, so that the results are experienced in practice, is effective. Based on the positive results of PTS to date, key TVET training centers such as MVTTTC in **Tanzania** and IFPELAC Central in **Mozambique** are expressing their intention of spreading PTS widely across the countries. The strategy of showing rather than telling has also encouraged IFPELAC to change the way they interact with their partners. In **Tanzania**, the alliance with a strong partner such as the Tanzania Entrepreneurship and Competitiveness Center (TECC) to train its trainers in PTS is also working very well. In **Mozambique**, IYF was able to take advantage of critical momentum: the review of the vocational training curriculum/life skills curriculum by ANEP.

## 1.5 Recommendations

**Continue to support TVET Training centers in their organizational tracking/recording system and develop a transition process for ownership.** Via has been supporting with data tracking, ensuring that key data is discussed in quarterly performance meetings. However, evidence of change was difficult to obtain during this harvest. It is important to continue to build the capacity of TVET Centers to identify and track significant indicators, as well as to use the data generated for improved management and decision-making. This would increase the relevance of the tracking system beyond PTS, thus increasing ownership and the sustainability of the system.

**Promote sharing of strategies between Via implementing countries.** As described above, the change process is taking different pathways in Mozambique and Tanzania. Consequently, it would be useful to promote sharing sessions focused on the strategies for the integration of curriculum in both countries. Each country has a different context and configuration of institutions, but exploration of entry points and the strategies used and results obtained could generate insights.

**Explore new partnerships to foster sustainability.** In Mozambique, this could be with other organizations working on life skills. In Tanzania, explore opportunities for contribution into TVET policies, with an eye on sustainability of the integration of the curriculum.

**Explore engagement with the private sector.** In both countries, the engagement with the private sector is still in early stages. Engage Mastercard Foundation or other foundations in both countries to explore how IYF can better support the private sector.



## 2 Introduction

This document consolidates findings from the first cycle of Outcome Harvesting for Via: Pathways to Work, a program implemented by International Youth Foundation and supported by the Mastercard Foundation. Via is a five-year program, with the overall goal of improving economic opportunities for youth, by influencing the Technical Vocational Education and Training (TVET) system – including government, employers, civil society, and youth. The Via Program was launched in October 2015.

The Via program is currently implemented in four locations in Mozambique (Maputo Province and Maputo City, Tete and Inhambane) and four in Tanzania (Dar es Salaam, Dodoma, Morogoro and Mtwara), supported by a global team based in Baltimore, Maryland in the United States. It is implemented through partnerships established with key actors in the TVET system. The primary partners are government agencies responsible for implementing technical and vocational training. Via also supports improved employability and entrepreneurship, through partnerships with local NGOs and Societies.

The Via Outcome Harvesting (Via OH) is an ongoing, learning-oriented evaluation of the work of the Via Program. OH is a participatory approach that focuses on identifying outcomes (changes such as behavior, practices, policies, relationships practiced by social actors), understanding their importance and assessing if and how an initiative has contributed to them. By identifying and interpreting pathways and patterns of change, Via will be able to draw conclusions and recommendations to inform the program development.

Accompanying this report are the Outcome Harvesting Mozambique/ Tanzania databases (Attachment I) and the complete descriptions of Outcomes (available upon request). These documents provide additional detail which help to fully understand the changes identified in each location.

In this document, outcomes are referred to by their codes, which include an abbreviation of the name of the city where the PTS intervention happened, and a number. These codes are also used in the database and in the complete outcome descriptions. Notice that these codes refer to the location where Via program is being implemented, not to the level of the change (local, national etc.). Therefore, an outcome coded DAR may have happened in Dar es Salaam but affect Tanzania as a whole. The same is true in Mozambique.

### Box 1. Outcome codes’ acronyms

Mozambique	Tanzania
INH - Inhambane	DAR – Dar es Salaam
MAP - Maputo	DOD - Dodoma
MAC - Machava	MTW - Mtwara
TET – Tete	MOR - Morogoro

This report is structured in six main sections. Chapters one and two are the executive summary and this introduction. Chapter three, on evaluation methodology, explains the scope of the outcome harvesting, the data-collection procedures and techniques, and data storage and analysis. It also discusses limitations of the process. Key findings are presented next in chapter four. Following the key findings, chapter five, “Via stories of change” describes the outcomes influenced by IYF in the context and timeframe of Via Project, portraying how social actors are changing their behaviors, practices, or plans, on a pathway of change. Chapter six then interprets the changes to answer the evaluation



questions. Chapter seven presents the contribution to specific indicators, extracted from the database. The final chapter eight presents recommendations for Via and for the upcoming OH cycles. Annexes A and B include the OH Cycle I database and the complete list of informants.

