

RESULTS SUMMARY

Cooperation for improving needed technical skills

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PROJECT

<i>Title:</i>	TVET opens the road to employment
<i>Partner:</i>	Labor Market Consortium (LMC) and partners.
<i>Country:</i>	Kenya (KEN) and Tanzania (TZA)
<i>Period:</i>	2022-2025

CHANGE

Youth and workers in Kenya and Tanzania have gained increased access to new skills and job opportunities. LMC partners and TVET institutions have jointly updated curricula to make them more relevant to the labour market's needs which has increased employability and employers' satisfaction. Out of 1100 graduates from a pilot project in Tanzania around 75% have found employment six months after graduation while the same is true for approximately 65% of the 2023 graduates 16 months after the pilot project in Kenya.

CONTEXT

A surge in green investments in East Africa has the potential to foster a more sustainable economy, but is currently not matched by a corresponding increase in decent formal jobs. Research indicates that the likelihood of securing formal employment is closely tied to the level of education; however, access to TVET is restricted, particularly for women. Even with a TVET degree, obtaining formal employment remains challenging. A significant obstacle is the gap between the skills developed in TVET institutions and those demanded by employers.

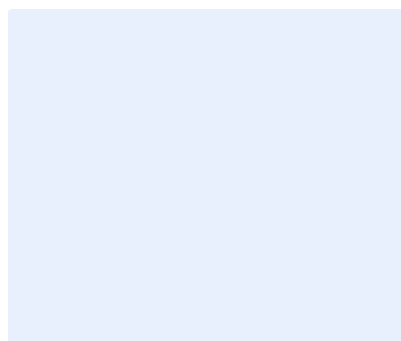
CONTRIBUTION

The LMC has worked closely with the partners, both individually and collectively, to develop a comprehensive skills gap analysis. This provided all stakeholders with a better comprehension of the each others roles and capacities, which led to an increased collaboration between the social partners, joint inputs to curricula development, and more direct engagement of companies in apprenticeship programmes. This led to enhanced systems for dual learning and a better match between graduates' skills and labour market needs = higher employability.

IMAGES



Insert photo credit



Insert photo credit

[See next page for more details](#) →

ADDITIONAL INFORMATION

ACTIVITIES

In collaboration with local partners, the LMC implemented two projects aimed at addressing skills gaps, promoting social dialogue, and creating decent employment opportunities for Tanzanian and Kenyan youth. This included facilitating bi-partite social dialogue and discussions with TVET institutions, leading to the joint development of recommendations to relevant stakeholders, producing inputs for national frameworks to recognize prior learning among workers, and developing a guide for industrial attachment – all with the aim to shape future national TVET systems to be more demand-driven, engage social partners, and incorporate dual learning. The LMC also organized joint conferences on TVET and supported training institutions in enhancing learning environments in schools, including involving companies in providing apprenticeships, developing curricula, enrolling and supporting 1555 students to graduation, and participating in sector committees and technical working groups alongside other stakeholders and international donors in the TVET sector.

LESSONS

When labour market partners are directly involved in the design and implementation of TVET, graduates get the soft and hard skills demanded by the labour market, thus increasing their employability. It however takes time and requires regular local coordination to get all stakeholders on board, not only to share the same vision but also to work together and pull in the same direction simultaneously. This is an old lesson from the Danish model, which has now been proven in an East African context. The model has the potential for upscaling across TVET systems as there is immediate potential for the projects becoming models for structural changes to the East African TVET system through the increased social dialogue (by and tri-partite sector committees) and policy reforms with partner input. Persistent unemployment and informal employment among graduates remain issues to be addressed and explored further, as 28% of graduates were not employed or in training six months after graduation.

EVIDENCE

Two tracer studies from Tanzania and Kenya, and an evaluation of the initial project in Kenya show an overall increase in employment for TVET graduates involved in the LMC programs, as well as significant growth in formal employment, and link this change to the need based approach. The targeted efforts and cooperation among social partners and TVET Institutions, evidenced by MoUs (<https://dailynews.co.tz/ate-signs-pack-with-veta-for-skill-development/>), made it possible to improve curricula and engage companies in training programs. This approach equipped students with the skills needed to be appealing in the labour market. Coordinated advocacy among social partners effectively pushed policy recommendations conducive to decent work to political stakeholders. Through joint recommendations and advocacy for a dual training system, the LMC partners, along with other stakeholders, have helped to position this approach as the new political direction for TVET in Kenya.

DOMAINS

Development strategy priorities:

Insert strategy priority

Changes in the lives of people facing poverty, marginalisation or vulnerability

X

Changes in laws, policies and practices that affect people's rights

x

Changes in the capacity of organisations and communities to support rights

-

Changes in partnerships and collaborations that support people's rights

x

Changes in participation of groups facing poverty, marginalisation or vulnerability

x

Changes in local leadership of development and humanitarian work

X

GUIDANCE NOTE

This format consists of two overall sections: on page one, the results summary communicates results to an external audience using a brief summary of what has been achieved; while page two provides an opportunity to explain the background and evidence behind the claims made as part of the summary.

Page 1: Results summary

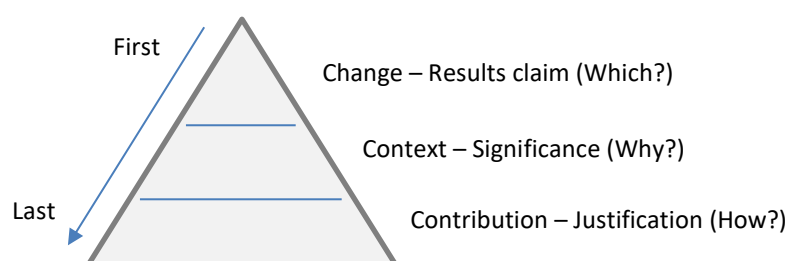
The results summary should outline of the overall change. This should be phrased in a clear and concise manner, focusing on the benefits for target groups or communities, and preferably start out by stating the overall key message as a one-line statement. It is thus important to prioritise what the key message should be and not attempt to describe every possible change that may have occurred.

Note that case studies should not describe all of the activities carried out during the implementation. Instead, it should focus on one or two key messages to be highlighted – which may also span several projects – and only outline activities to backup contributions to the highlighted change.

This can be illustrated as a “reverse funnel.” First, the “change” section introduces the overall results claim, which answers the “which.” Note that this is done before any details have been provided. Second, the “context” section outlines the problem being addressed by the project and the significance of the change. For example, by explaining “why” it benefits target groups or communities.

Finally, and lastly, the “contribution” section should provide examples to justify for “how” the intervention contributed to realising change. Note that this should focus on the plausible linkage between the change and intervention rather than describing details from activities. It is often useful to think of this as a reverse theory-of-change, i.e. “After we did X, then Y occurred, because of Z.”

Figure 1:
Reverse funnel for communication



Page 2: Additional information

The second page should provide background and evidence for project’s contribution to change. It can also address technical issues that do not fit in the results summary. The section consists of the following sections:

- **Activities:** Whereas the “contribution” section on page one provides a brief summary of the project contributions to change, the “activities” section allows for more detail on the project design, organisation and underlying activities in support of the contributions made.
- **Lessons:** Describes lessons learned through the implementation. These should relate to the results claim or alternatively the project(s) as a whole. Please consider (1) novelty – i.e. whether the change represents something new – and (2) the potential to scale and/or build on lessons going ahead.
- **Evidence:** A narrative comparison between results claims and the underlying evidence. It should answer “X led to Y, because of Z,” although it does not need to be phrased this way. It is useful to include references to a few selected documents for further details. Please see guidelines for more.
- **Domains and development strategy:** Describes contributions to defined domains and the Danish development strategy. Please consider limiting the number of domains to a few selected ones.