



SERVE'S APPROACH TO TVET

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1. Introduction - Defining TVET

SERVE works with development partners in Southern Africa, South East Asia and South America. Our priority geographic focus is in Southern Africa. Within our development work, Technical Vocational Education & Training (TVET) for young people and adults has emerged as our main thematic focus.

TVET is defined by UNESCO as “those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic life”. TVET is to be understood as:

- An integral part of general education;
- A means of preparing for occupational fields and for effective participation in the world of work;
- An aspect of lifelong learning and a preparation for responsible citizenship;
- An instrument for promoting environmentally sound sustainable development (Greening TVET International Framework - GTVET);
- A method of facilitating poverty alleviation.

SERVE agrees with UNESCO's view that "there is no such thing as formal TVET or non-formal TVET; it is TVET given in a formal or non-formal way. Standardized vocational skills and competencies are given formally or non-formally."¹

The work of SERVE and our partners is focused on the non-formal delivery of TVET to those who are poor, marginalised and cannot afford, or do not have the qualifications, to access TVET through formal channels (i.e. institutions that are part of a countries education system).

2. The Importance of Holistic TVET in Poverty Reduction - The International View

SERVE believes that lack of access to dignified employment and income generating opportunities cut right to the heart of the development agenda. In the developed world, our lives are defined by the "work" that we do. In the developing world, lack of "work" creates a huge vacuum which allows other development problems to flourish.

In Africa, young people (15-25) make up more than 60% of the continents total population and account for 45% of the total labour force. Unlike other regions, sub-Saharan Africa's population is becoming more youthful. The incidence of youth unemployment in sub-Saharan Africa is conservatively estimated at 20-30%² - when one factors in the prevalence of the

¹ "Skills for Sustainable Livelihoods", UNESCO, 2005, pg. 96

² <http://www.africaneconomicoutlook.org/en/theme/developing-technical-vocational-skills-in-africa/tvsd-in-specific-contexts/youth-unemployment/>

informal economy and unpaid agricultural labour the real figures are much higher. In the sub-Saharan African countries where SERVE works, the figures for youth unemployment are:

South Africa: Statistics from the ILO/World Bank show that the Youth Unemployment Rate is a staggering 53.6%. The long term trend is that youth unemployment is worsening despite years of economic growth;

Mozambique: Statistics from the ILO/World Bank show that the Youth Unemployment Rate is 14.3%. This figure includes those working unpaid in the agricultural sector. A more realistic representation of youth unemployment comes from a 2012 report by the Open Society Foundation which estimates that 70% of people under the age of 35 lack stable and paid employment. This tallies with SERVE's experience in Mozambique, where despite significant economic growth, most people make their living in the informal sector;

Zimbabwe: Official statistics reported to the ILO/World Bank show a Youth Unemployment Rate of 9.3%. Frankly speaking, these unemployment statistics do not portray the youth unemployment crisis in Zimbabwe. In reality, approximately 90% of young people cannot find paid work in a collapsing economy. The vast majority of people, including young people, make their living in the informal and unpaid agricultural sectors.

The "Global Forum on Skills for Work & Life: Post 2015", hosted by UNEVOC in October 2015, captured the wider consequences presented by youth unemployment and underemployment:

Two-thirds of the young population are vulnerable in labour market terms: unemployed, in irregular employment, trapped in informal employment and activities that limit career options, or not in the labour force, education or training. Moreover, projections show this trend persisting: by 2018 the global youth unemployment rate is projected to rise to 12.8 per cent (from 12.6 per cent in 2013). Young people are three times more likely to be unemployed than adults (OECD, 2014). When they are successful in leaving education systems, in most cases their transition to the labour market does not run smoothly because of a skills gap or mismatch, or a lack of available jobs. In many cases, when they are employed, young people are engaged in jobs that do not bring out their full potential or are trapped in low-wage employment. This situation has societal, economic and individual negative implications. It creates social and political instability, preventing economies from realizing the full potential of their labour force, and constraining productivity and economic growth. It ultimately robs youth of the capacity to be productive and enjoy well-being.³

³ "Global Forum on Skills for Work & Life: Post 2015", UNEVOC, October 2015, pg 11

2.1 Holistic TVET & the Sustainable Development Goals

In comparison with the Millennium Development Goals (MDGs), **the Sustainable Development Goals (SDGs)**, place much greater emphasis on TVET and the importance of getting as many young people as possible into dignified employment. SERVE welcomes the fact that TVET is now seen as an important part of the development agenda for 2015-2030.

SDG 4 calls for "inclusive and equitable quality education and promote lifelong learning opportunities for all". There are individual targets related to TVET:

SDG 4 Targets	
Target 4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university;	Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship;
Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations;	Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy;
Target 4.7: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.	

SDG 8 calls for "sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all". The individual targets of relevance for TVET are:

SDG 8 Targets	
Target 8.3: Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services;	Target 8.5: By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value;
Target 8.6: By 2020, substantially reduce the proportion of youth not in employment, education or training;	

Traditionally, **narrowly defined TVET** was seen as a way of "bringing young people back" when the education system had failed - the notion of giving them a second chance. However, it has to be acknowledged that TVET, as a single intervention, is insufficient to overcome a context of high levels of youth unemployment because of difficulties in integrating youth into underdeveloped labour markets. Poor skills levels are only one of a myriad of factors leading to youth unemployment. Other factors include - lack of job creation, vulnerability of young workers to layoffs when economic growth falters, high labour costs or unrealistic wage expectations on the part of youth, discrimination (i.e. negative attitudes towards inexperienced workers), poor access to fundamental education (e.g. lack of skills from limited job experience and hence little access to on-the-job training), government policies that discourage work, rapid economic change, and the compounded labour-market disadvantages that accompany poverty. **Understanding these core causes of youth unemployment is an essential first step before investments in TVET are made.**⁴

SERVE argues that in order for TVET to be effective and represent good value for money, it (i) must understand the context at local and national levels; (ii) must realise the possibilities present within the marketplace but must also acknowledge the limits; (iii) must give equal importance to providing skills for work and for life (i.e. be holistic); and (iv) must advocate for actions that improve the employment prospects of young people.

It is encouraging to see the international development community promote a **holistic view of TVET**. When done right, it is not just relevant for economic development but can also play an important role in personal development, with benefits for society. Non-formal TVET institutions, often located in the communities where they are needed most, are uniquely positioned to engage with marginalised young people. It is important to remember that many of these young people will have come through an underperforming education system which does not prepare them for employment in developing economies or the informal sector. Non formal TVET institutions interact with young people on a daily basis (for 6 months or up to 1 year) and this provides an excellent opportunity to deliver holistic programmes which gives beneficiaries skills for work and for life.

This holistic view of TVET is echoed in the Report from the "Global Forum on Skills for Work & Life". The key messages from the forum include:

1. **TVET has the potential to be transformative** in the lives of individuals and communities around the world. To realize this potential, however, participants of the Forum stressed the necessity of avoiding the false dichotomy between work and life. There was broad consensus that policy must reflect a coherent vision for TVET in

⁴ <http://www.africaneconomicoutlook.org/en/theme/developing-technical-vocational-skills-in-africa/tvtd-in-specific-contexts/youth-unemployment/>

which the notion of skills for both life and work is well integrated. Skills, the participants shared, are not just necessary for employability, productivity and competitiveness but also for community development, social cohesion and addressing environmental issues;

2. The need to take an integrated view of TVET for the world of work and for life was a resounding message drawn from the Forum. This same integrated view was called for by the participants in addressing sustainable development issues. In this respect, there was agreement that the **challenges of youth employability and skills on the one hand, and greening TVET on the other must be dealt with as a single issue** in an integrated manner rather than on separate tracks as was the case in the past.

Advantages of Non-Formal TVET, UNEVOC 2015	
Can be a cost effective way of improving access to TVET	Being localized, TVET training has scope for full community involvement
Being a market-driven programme; studies demand and supply; takes note not only of the macro economic realities of the country but comes down to community level	On-the-job training, which should be part of good TVET programmes, is also a form of non-formal TVET
Can be particularly suitable for countries emerging from conflicts all through the post-conflict reconstruction phase	Competencies acquired and assessed non-formally but can be certified with agreement of national level training bodies
Ability to be totally flexible with respect to the skills acquired and the way these are acquired; alternating between training and work is not only possible but actively encouraged	Empowering the rural and urban poor and enhancing employability of disadvantaged sections of the population, e.g. women
Improving employability and having a very strong entrepreneurial orientation enhancing self-employment as an alternative to wage-employment	Entry-level age may vary unlike in formal education - freedom to work with young and old
Offering part-time employment prospects to home-makers/care givers, particularly, women; home-based, cottage industries	Having strong linkage and ties with industry/enterprise/service sectors
Rendering possible working in co-operatives, promoting community responses to poverty	Ability to meet manpower needs of all (industrial, commercial, agricultural, service) sectors - employer led training programmes possible

In summary TVET can be a powerful tool, not only for poverty alleviation, but can have many wider benefits for society. TVET, however, is not new - it has been part of the development agenda for a long time. Significant resources have been invested but it is hard to prove that this investment has delivered good value for money or life changing results for beneficiaries compared with other development interventions (e.g. increase in primary school enrolment levels). However, effective and innovative TVET approaches do exist and these

approaches can play a huge role in poverty reduction by meeting people "where they are at" and responding to the needs of the informal and formal market.

3. Key Aspects of Successful TVET Programmes

SERVE have been partnering with TVET programmes for over 10 years. In our experience the key aspects of a successful TVET Programme include:

1. Clarity on Target Group - Considering that most development organisations are working with limited resources, can a TVET organisation be all things to all people? It is usually better to specialise on a particular cohort - and to formalise this specialisation by documenting it in Strategic and Operational Plans. This specialisation can be done, for example, by age, gender or economic background. In short, focusing on a particular cohort allows the organisation to refine its programmes, develop expertise and staff capacity to maximise benefits for participants. For example, if an organisation works solely with young people, do teaching staff have the skills to engage young people in the training? If the target group is adults, how will they react to teachers who may be considerably younger than them? If disabled people are going to be included, are staff equipped to teach effectively?

Being clear on the target group also defines the type of TVET programme that is offered and the results that can be expected. **It essentially means that you must initially work with people at their level.** For example, SERVE's partner Tsholofelo, who work in the squatter camps around the mining area of Rustenburg in South Africa, offer TVET and ABET courses to adults from communities where there are huge challenges with extreme poverty, literacy and numeracy. This dictates the type of programme that can be offered. First, it must be based in small training centres which are easily accessible to people who cannot afford to pay for transport. Second, the entry requirements are low because most cannot read and write. Third, the level of TVET and ABET starts at a basic level. These conditions affect the *expected results* of the programme - securing full time employment or establishing micro businesses that generate substantial income are unlikely. However, evidence has shown that it is possible for people to increase numeracy & literacy levels, generate modest additional income from within their communities, and also provides social and community building benefits to those who partake.

2. Clear Plan for Financial Sustainability - Offering non-formal TVET programmes is not cheap. Substantial funding can be required for buildings, equipment, resources and staffing. Of course there are international donors who will fund these costs, but who will fund the ongoing running costs of a large TVET programme or Vocational Training Centre (VTC)? A donor may provide funding for a 3 or 5 year period but what happens next?

SERVE's partner, Young Africa, who work in Zimbabwe, Mozambique and Namibia, have developed an innovative and proven model for financial sustainability. This is known as the **Franchise Model**.

The Young Africa Franchise Model

- ✓ YA makes the initial investment in workshops and training equipment and owns all the land, buildings and equipment;
- ✓ Each training department is then franchised to a local entrepreneur (known as the Head of Department, HOD) who runs the Department as a business. The HoD pays rent to YA, which contributes towards the running costs of the VTC;
- ✓ YA recruit students and collects monthly fees from them. 90% of the fees are given to the HoD. The income of the HoD is also supplemented with profits made from production and service provision to the market. Production is done as part of the training process;
- ✓ Training courses are a mixture of theory and practical content. The core staff of YA have developed the training curricula which the HoD must follow. YA staff act as a supervisor that the training quality is up to standard. Students sit an end of term exam which they must pass to receive their certificate.

The Franchise Model has worked at two Young Africa VTCs in Zimbabwe and Mozambique. In 2014, income raised through the Franchise Model and renting out of facilities to the local community allowed YA Mozambique to generate 97% of its own running costs. This is a significant achievement in the TVET sector.⁵ With running costs covered, donor funding is only required for investment in new facilities and training equipment. Despite the successes of the Franchise Model it is crucial to have a plan in place for the regular upgrading of training equipment so that graduates have the best possible chance of securing employment.

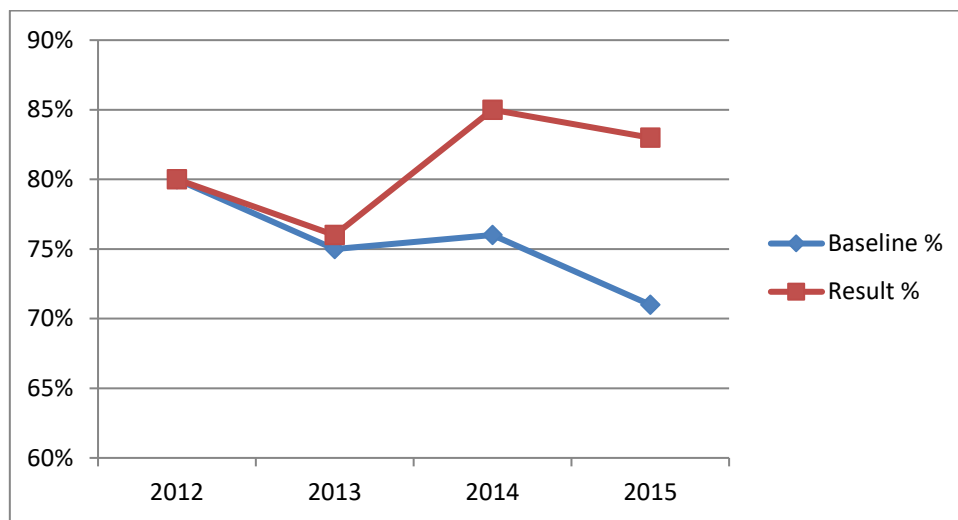
The increased emphasis on TVET within the SDG agenda increases the likelihood of securing funding for TVET programmes - but only if implementing organisation's have proof that their programmes work. More so than ever, the pressure is on implementing NGOs to prove that they are making a measurable difference in the lives of beneficiaries. **Effective TVET programmes should invest heavily in monitoring, research and evaluation and the Results Based Management (RBM) approach should be central to this.** SERVE have invested in RBM training for TVET partners and work with partners to measure change at outcome and impact levels.

3. Be Holistic - skills for life are as important as skills for work. TVET organisations that focus solely on technical skills are doing a disservice to young people. They are missing a great opportunity to teach skills that are just as important, for example, knowledge on sexual health, gender equality and the value of human rights and responsibilities. Broadly these are known as "life skills" and they should be given equal priority as the technical skill. What is the use of training a young person for a job if they do not know the risks of having unprotected sex and get HIV?

⁵ More detailed information on the Young Africa Franchise Model is available at [LINK](#)

In SERVE's experience, life skills can be an incredibly powerful component of TVET programmes. **When the life skills teacher is an equal to the TVET teacher, young people benefit.** External evaluations of the work of SERVE's partners have shown that young people consider the life skills component as one of the most important aspects of the TVET programme. Integrating life skills into an RBM approach not only shows that it can make a difference, but also increases the "profile" of life skills. For example, a simple KAP survey with students can show improved SRHR knowledge and practices - see the table below. The real value for the implementing organisation is that this data can prove that life skills works and deSERVEs ongoing investment.

YA Mozambique SRHR Trend Results (% of respondents giving correct answers)



Business skills should also be provided to TVET students. Not all students want to be employees - some have an entrepreneurial spark. All students should benefit from basic business skills and those who are interested in establishing their own business should complete more advance training - the ILO Start Your Business and Know Your Business programmes are perfectly suited to this need. In addition, young people should be educated about what it is like to be an "employee". They should know their rights and their responsibilities as many of them will never have stepped foot into a "workplace". Exposure visits and monitored job placements are essential.

4. Know the Market - How can a VTC train young people for the marketplace without knowing the needs and trends of the market?

It is important to undertake **research into needs and trends** so that TVET organisations avoid doing the same thing year after year. One of the advantages of non-formal TVET is the ability of the provider to be flexible in responding to market needs. Truly effective TVET organisations regularly update the training curriculum, have plans in place to upgrade training equipment on a regular basis and are open to new ideas. There will always be a place for traditional TVET training courses - for example, dressmaking, carpentry, plumbing etc - but identifying new markets can increase prospects for young people. Solar technology is one

example and is providing business opportunities for young people at YA Namibia. Even within informal communities, solar technology is becoming more affordable and prevalent. Other examples of dynamic courses include product and industrial design and multimedia courses.

In order to achieve scale, partnerships with medium and large employers should be pursued. YA Mozambique are pursuing possibilities of **employer led training programmes** with companies in the country's booming mining sector. In this situation, YA would deliver an agreed training programme to young people, who would go straight into employment with the company once they have passed the final exam.

Securing accreditation for training courses is also crucial. This is possible with SETA in South Africa, HEXCO in Zimbabwe and INEFP in Mozambique and gives a young graduate a real advantage over others in the marketplace. For some young people, especially those who are early school leavers, this may be the only certificate they possess.

5. Investing in staff capacity - Are the teachers adequately trained and experienced to deliver holistic TVET training? If staff are working with young people, do they have the skills to engage with them in a creative way?

Up to date training curricula and equipment are important components of the "ideal" TVET programme, but they will count for little if staff are not up to a similar standard. **If the teachers and staff are not equipped to teach effectively, there should be a plan in place to change this.** There should be a budget for staff capacity building which draws upon external expertise. This can cover technical aspects as well as pedagogy training.

A well run TVET provider should have staff covering the following roles - technical teachers, life skills teachers, business teachers, admin, finance, monitoring & evaluation, research, youth engagement and a role focused on linking graduates with employers.

6. Advocating for Improved Employment Prospects - Non formal TVET providers cannot ignore the wide range of factors shaping the environment in which they work. If the TVET sector is to avoid repeating past mistakes then it is essential that advocacy becomes a central part of TVET programmes. **Every TVET provider - big or small, individual or coalitions - has a role to play. Regardless of their size, they can influence those in positions of power at the micro, meso and macro levels and improve employment prospects for beneficiaries.** Some practical examples include:

- **Micro Level:** YA Mozambique lobbying employers to end the practice of asking for bribes from young people who want to secure a job. This practice is rife in Mozambique but YA Mozambique's zero tolerance policy on corruption and close support to graduates has allowed graduates to secure jobs without paying a bribe;
- **Meso Level:** For a number of years, Tsholofelo have advocated local government in North West Province, South Africa, to recognise the plight of 500,000 people living in extreme poverty in the squatter camps and informal communities around the mines in

Rustenburg. Despite this advocacy work, the ANC government refuses to recognise these people or provide any services whatsoever to them;

- **Macro Level:** YA Mozambique has lobbied INEFP and the Mozambican Government for a number of years to strengthen the national accreditation system for TVET. YA has shared its training curricula, resources, and manual on the Franchise Model. However, despite promises to address this issue in advance of elections in 2014, nothing has been done.

Without doubt, it is hardest to achieve change at the meso and macro levels. Advocacy works best when there is a well resourced and strong coalition working towards a clear and achievable goal. Therefore, **TVET providers should work towards developing networks and coalitions to strengthen their voice.** They should have regular contact with the relevant government authorities - regardless of whether the authorities respond or not. Donors should be approached to fund advocacy initiatives in the same way that they are asked to support VTCs. Examples of innovation and success stories should be shared with networks, government and promoted through the media where possible.

Advocacy is also possible at the local (micro) level. In many ways, it is easier to achieve change at this level and an individual TVET provider can be an effective advocate. Sharing of success stories with the community can help challenge mindsets and stigma around girls and people with disability accessing TVET. Engaging with young people on the challenges they face can influence their decision making. For example, YA Zimbabwe is part of a community network raising awareness about drug and alcohol addiction which is plaguing young people. Even the simple act of preparing young people for the workplace can be considered advocacy. **Graduates are representatives of the non formal TVET sector - if they are efficient and diligent workers, employers will learn about the potential of effective and holistic TVET.**

4. 11 Ways SERVE Supports & Adds Value to TVET Programmes

TVET has become the single biggest "theme" in SERVE's work and we expect our TVET focus to increase over the next five years. SERVE is sometimes challenged by donors to prove our expertise and added value on TVET, especially because we work through partnership and are not direct implementers. The answer is simple. The technical expertise lies with our partner organisations - it would be futile for SERVE to try and replicate this. SERVE's expertise and added value lies in the "additional" components which make TVET holistic, which this Thematic Policy argues is what makes TVET effective. SERVE is expertly positioned to act as a supporter and mentor to achieve best practice in the delivery of holistic TVET.

SERVE supports and adds value to TVET programmes in a number of ways. The following points draw upon real examples of current work, and also include steps we wish to take over the course of our Strategic Plan from 2016-2020:

1. Prioritising Funding Support to our partners who provide Non Formal TVET

The SDP 2012-2016, mainly funded by Irish Aid, is our priority piece of work. Within the SDP, TVET funding accounts for almost 80% of total funding. SERVE have invested a lot of time and effort into trying to secure funds from DFID and Comic Relief. To date we have not been successful but have learnt valuable lessons about what is possible with these large donors. SERVE will continue to prioritise available funding towards the SDP. If we are invited to apply for new Irish Aid Programme Funding, we anticipate that the programme will focus solely on TVET.

2. Strategic Alliance with Young Africa

Since mid-2014, SERVE have explored the idea of a Strategic Alliance with Young Africa. In October 2015, the SERVE Board and the Young Africa Board in the Netherlands considered an initial concept note about this idea, which generally speaking, is welcomed by both sides although no formal decisions have been taken. If the idea proceeds, YA would formally become SERVE's priority partner and both organisations would work closer together at a strategic level to make non formal TVET available to young people in sub-Saharan Africa.

3. Research

This document has highlighted the importance of research into local and regional markets. In the SDP, SERVE supported YA Mozambique to undertake research into industry needs in the 3 provinces neighbouring their project. This provided very valuable information which has impacted on the running of the YA Mozambique TVET Programme. In future programmes, SERVE will build in a research component for all TVET partners - whether done by external experts, or the establishment of an in-house research department.

4. Investing in Staff Roles & Staff Capacity Building

This is essential for effective delivery of holistic TVET. For a number of years, SERVE has funded staff capacity building at YA Mozambique, for example, pedagogy training for teachers, curriculum development and English language training. Since 2012, SERVE have funded the Entrepreneurship Promoter position in response to a request from YA - the EP works closely with recipients of micro credit funding and helps links graduates with employers.

At YA Zimbabwe, SERVE have funded a training programme on "finance for non-finance staff" which has strengthened the financial ability of the organisation. Through the SDP, SERVE funded the first ever full time life skills teacher at YA Zimbabwe, and evaluations have shown that life skills are making a very positive impact on young students.

All of our TVET partners from Mozambique, Zimbabwe, South Africa and Namibia benefitted from an excellent RBM and Advocacy Training Programme in 2015, which has led to a new way of thinking about project identification, project implementation and reporting.

In short, SERVE believes in the value of investing in human resources and ongoing staff capacity building and it will continue to be a central component of our future work with TVET partners.

5. Developing Standardised Resources & Toolkits

SERVE believes that effective Life Skills is crucial to developing holistic TVET. Life skills must be taught by teachers who are well trained (not just those who are available). Every effort must be made to source well trained teachers, and as outlined above they must undergo continuous professional development. Creating standardised teaching resources, handbooks and toolkits is an essential part of effective Life Skills. SERVE have worked with YA to develop a Life Skills Manual that is used at all YA Centres and will continue to develop resources in the future.

6. Enhanced Volunteer to Build Capacity Programme

The External Evaluation of the SDP acknowledges the added value contribution of our well established Volunteer to Build Capacity Programme. Every year we have placed approximately 30 short term volunteers with our SDP partners and they have contributed to the development of facilities, and a transfer of skills to local people. Five long term volunteers have contributed in more strategic and targeted way to the work of our partners - in the areas of M & E, PR and social media.

However, there is more that can be done. SERVE are working towards a more flexible and targeted approach for volunteering. There are opportunities to establish medium term placements (e.g. 3 - 6 months) whereby SERVE responds to the request of partners to source a volunteer with a particular set of skills. Through our partnership with YA, SERVE are also exploring the possibility of partnering with schools and organisations in the Netherlands to contribute towards our international volunteering objectives.

7. Best Practice Youthwork for TVET Providers

Whilst those working in youth focused TVET do not have to be youthworkers - they are all working with young people on a daily basis. In SERVE's experience, working effectively with young people in an informal setting is a difficult skill. Traditional teaching methods may not work. Therefore, every teacher engaging with young people should have at least a basic level of best practice youth work training. SERVE is expertly placed to deliver this training. SERVE have access to trained youth workers who can train TVET providers in best practice youthwork. In 2015, all TVET partners took part in a 4-day workshop on youthwork which was delivered by a trained SERVE staff member and Youthlink Northern Ireland. This training was very successful in building the ability levels and confidence of TVET staff and teachers to engage with young people. The training allows them to act as mentors for youth and implement exercises that build confidence and leadership within young people. Within a context of poverty and high HIV/AIDS rates, the importance of leadership skills and self confidence cannot be underestimated.

In the future, SERVE will enhance the role of Best Practice Youthwork Training in our partnerships.

8. Promoting Access for the marginalised

SERVE is committed to helping those who need help the most. We have taken a number of steps to put this into practice. In South Africa, we support Tsholofelo to provide TVET & ABET to people living in extreme poverty. Within the squatter camps there are only two organisations responding to the needs of thousands of people - Tsholofelo (TVET, ABET & Health) and Tapologo (HIV/AIDS). SERVE is supporting both these organisations.

Within Young Africa's projects, SERVE has a track-record of supporting orphaned teenage girls to access TVET training. We have supported YA Mozambique in their efforts to make TVET available to disabled young people. SERVE also fund scholarships at YA Mozambique which allow those who cannot afford the fees to access effective TVET Programmes.

As we develop future programmes with partners, SERVE will always prioritise the funding of components which increase access for the most marginalised.

9. Investing in Monitoring, Evaluation & Learning systems

Proving the effectiveness of TVET programmes requires robust monitoring and evaluation systems. Guided by our Monitoring & Evaluation Policy and RBM Guidelines, SERVE have worked closely with our TVET partners to develop these robust systems. This has allowed for the collection of detailed information on incomes, employment status, usage of skills and SRHR data for the first time. Our partners have used this information to support applications to other donors and in annual reports. At YA Zimbabwe, SERVE funded a comprehensive external evaluation of their programme in 2013, which is feeding into their Strategic Planning process. SERVE will continue to invest in M & E systems at our partners and will act as a mentor in the development of partner M & E Policies.

10. Increased Emphasis on Advocacy

In line with SERVE's new policy on Advocacy, we will be putting much greater emphasis on the advocacy work of partners. This can play a substantial role in maximising benefits between the micro, meso and macro levels. SERVE will work with partners to identify realistic advocacy initiatives, will build advocacy components into future programme funding and will mentor partners in the implementation of advocacy initiatives.

11. Openness to Innovative TVET & Greening-TVET (GTVET) Ideas

SERVE have supported two Outreach Training Programme in partnership with YA Zimbabwe which bring vocational training to young people in rural areas. These have proven to be a success and are greatly appreciated by young people who feel they are excluded from

such training opportunities. In partnership with YA Zimbabwe, SERVE will continue to research and refine this model for future replication and scaling up.

SERVE support a number of GTVET initiatives. Since 2011, we have supported YA Mozambique to develop their Agri Tech campus which provides agri focused TVET to rural young people. This project has huge potential to achieve sustainable rural development and employment within Sofala Province. In Namibia, SERVE have helped YA Namibia to develop its courses in Solar Technology, for which there is growing demand in local markets. SERVE believes that environmental issues should be mainstreamed into all TVET programmes and that there are opportunities to develop TVET programmes which provide employment and promote environmentally sustainable development.

SERVE will pursue innovative GTVET ideas with partners in our future work, with an aim to documenting lesson learning for possible replication.