



World Vision®

Skills Training for Employment Program

IMPACT REPORT



Global Affairs
Canada

Affaires mondiales
Canada



Desjardins
Développement international



Project Summary

Like in many countries in the Global South, young people struggle to find employment in the formal and informal sectors in Senegal. Youth make up most of the country's population, with over 60% of the population being 25 or younger. Some of the difficulties hindering employment include an inability to meet the demand for skills in the labour market, a lack of experience in professional environments and a general lack of knowledge of where to look for jobs. Youth unemployment has led to increased poverty, crime, and brain drain through migration to other countries.

To respond to the youth employment crisis, World Vision Canada and World Vision Senegal initiated a three-year vocational training program for education called the Skills Training for Employment Program (STEP) between December 2016 and December 2020. This project was implemented in the Kolda region with funding from Global

Affairs Canada and in partnership with the Enablis Entrepreneurship Network and Développement International Desjardins (DID).

The project aimed to improve the employability of young people aged 18 to 24, enrolled in technical and vocational training establishments (TVETs) and unemployed young adults who were not in school. To achieve this objective, the project worked with public TVETs in the Kolda region to improve their quality of training and thus better meet the needs of the labour market. The project also worked directly with young adults to strengthen their general, technical, professional and entrepreneurial capacities to facilitate their professional integration. The project focused on promoting the inclusion of women, young adults with disabilities and other vulnerable groups. STEP directly reached more than 2,000 people, including 1,282 young adults with disabilities and other vulnerable groups.

Supporting Youth Livelihood Pathways

The project worked to prepare youth for employment by helping them to develop workplace-oriented skills through the Youth Ready curriculum. The "Youth Ready" program prepares out-of-school, unemployed and illiterate youth for work and life by providing them with second-chance literacy training, life skills training, and training and support. It is a global, evidence-based, cross-sectoral approach to youth development that prepares adolescents and young people for economic opportunities and contributes to the common good and the protection of others as active and engaged citizens.

Youth Ready (YR) is a development approach designed by World Vision to help youth acquire skills and knowledge enabling them to play a more active role in their communities. Youth Ready is comprised of a series of lessons designed to help youth to acquire new knowledge, attitudes, and skills that strengthen socio-emotional intelligence, entrepreneurship, employability, and citizenship. The curriculum taught the youth entrepreneurship, financial literacy and other life skills, preparing them to take advantage of the economic opportunities of their environment and become

Key Results

67%
**OF YOUNG
ADULTS**



directly targeted (F:81%,
M:19%) gained internships, vs.
7% at the baseline

71%
**OF GRADU-
ATES**



were working in their field of
study, vs. 18% at the baseline

102



LOCAL COMPANIES

participated in creating
internship opportunities for
725 youth (F: 436, M: 299)

1066
**YOUNG
ADULTS**



were trained on the Youth
Ready Curriculum

185
**YOUNG
ADULTS**



have formally created
microenterprises



“The Youth Ready curriculum has truly transformed our young learners. They have become more responsible and more aware, especially in relation to issues that concern their future.”

citizens committed to the well-being of society.

The Youth Ready program has two phases. The first phase taught the youth about self-confidence and good citizenship, financial literacy, employability skills and entrepreneurship. The second phase of the program has three options for youth: (1) returning to school for more in-depth training, (2) beginning an internship or work placement and (3) designing a business plan and starting a business with support from the project.

As part of the program, youth who chose to continue technical or vocational training were connected with TVET partners, with youth being integrated into eight public TVETs in the Kolda region. Youth who decided on the entrepreneurship option were provided with support from Enablis and DID, STEP's implementing partners.

As the Youth Ready program aims to enable youth to become actively engaged in their communities, the program helped youth to organize community projects for them to engage in. Throughout the project, youth were involved in multiple community projects, including cleaning, reforestation activities and other community work, all in collaboration with the town councils.

Strengthening Educational Institutions (TVETs)

The STEP project strengthened the organizational management of TVETs through building the capacity of administrative and management staff. The project facilitated the development and implementation of management tools, leading to both better management of TVETs and increased enrollment of students. Vocational training institutions

implemented multiple procedural changes during the project period that resulted in increased attendance for the institutions. These changes included providing flexibility in paying tuition fees and implementing gender equality policies. Eight of the twelve TVETs in Kolda Region implemented these changes, and these TVETs saw enrollment rates increase by 51% over the course of the project.

The project also provided continuous capacity building training for teachers and TVET leaders in the areas of organizational management, monitoring and evaluation systems and gender equality. Some of this capacity building was focused on strengthening and operationalizing TVET career guidance units. In addition to career guidance counselors being trained, an operational database was created to facilitate a link between TVET graduates and companies in the private sector. These units helped to ensure that students received better support to seek out internships and job opportunities and to set their own career goals. Eight TVETs had an operational career guidance unit, and 1,571 students received support from these units over the course of the project.

Analysis of the final survey of TVET leaders and teachers indicated that the STEP program had successfully helped TVETs to develop and implement four additional management tools, namely: a strategic plan, a gender policy, an operational monitoring system and a tool for monitoring the vocational guidance of graduates and students. All of the TVETs supported by the project were very satisfied or satisfied with the support provided by the project in improving their strategic plans.

The project also supported training on software and equipment, allowing students to gain skills on using equipment and software necessary for specific industries (i.e. AutoCAD training for construction). Moreover, STEP facilitated partnerships between TVETs and the private sector, helping adolescents to find internship opportunities where they could practice on the equipment and software used in the labour market.

The project also demonstrated the progress made regarding the employment of young women. At the end of the project, there was a 48% increase in the employment rate of women in the project. The project also achieved progress towards graduates working in their field of study. Of the graduates working in paid employment, 71% of the graduates stated that their current work was either strongly or in some way related to their field of study, compared to 53% at the beginning of the project.



The Kolda cohort with their program completion certificates

One of the major objectives of the project was to strengthen collaboration between vocational training institutions and the private sector. At the institutional level, collaboration between vocational training institutions and the private sector has been improved by creating spaces for exchanges and meetings between training institutions and the chambers of commerce in the Kolda Region. A survey carried out by the project indicates that 66% of TVET administrators believe that collaboration with the private sector has improved and 33% believe that collaboration has greatly improved due to the STEP project. This collaboration enabled 102 local business to take on 725 young trainees (including 426 women).

The mentoring program in the project has aided in strengthening the collaboration between TVETs and the private sector. Trainees were connected with mentors and business leaders, which helped to more easily place these trainees in internships. In addition to this, companies are recreating this mentoring model without project funding, furthering the impact of the mentoring component of the project.

Supporting Youth for Financial Inclusion and Enterprises

The STEP program supported youth in financial inclusion and entrepreneurship through our project partners, Enblis Entrepreneurship Network and Développement International Desjardins (DID). Support was provided to TVET graduates and out-of-school youth who completed the first phase of the Youth Ready training who wanted to

begin in entrepreneurship. As part of the Youth Ready curriculum, Enblis and DID delivered training courses that taught the basic concepts of entrepreneurship, financial literacy and business plan development. Through this, 615 youth, including 365 women and girls, received this training. Once the youth developed their business plans, they were connected with local finance institutions such as Crédit Mutuel du Senegal (CMS). There were 416 youth (241 girls/women, 175 boys/men) were referred to CMS, representing 127 business plans.



Some of the youth in the Kounkane cohort receiving training

Françoise's Story

Françoise graduated from the Kolda vocational training center, then participated in the entrepreneurship support program. The entrepreneurship support from Enblis helped her to develop her entrepreneurial skills and personal skills. At the end of the training workshops, she developed a business plan for a hair salon, with support from her Enblis business advisers, then submitted this plan to Kolda Women's Mutual. Françoise was able to open her salon in October 2018.

Françoise continued to attend training sessions, and after a field sales marketing session, she started selling water and food on the street, allowing her to diversify her income. After a month of this, she was able to use this income to pay the rent for her salon and repay her loan. This entrepreneurship endeavour led to the founding of a small food store, which Françoise runs alongside her salon.



The program gave me a new outlook on entrepreneurship

- Oumou

After being introduced to entrepreneurship by the STEP program, Oumou started her own business, selling sugar, tea and oil at a market. She stated that the financial training helped her to properly manage her profits from her business.

Gender Equality

The STEP project integrated multiple strategies to make progress towards gender equality. Some of these strategies included: (1) conducting gender training for administrative staff to equip them with advocacy skills to promote the enrollment and retention of girls in TVET, (2) supporting the creation of gender committees in TVETs, (3) formulating and implementing an inclusive gender policy in TVETs and (4) conducting organizational management training to raise awareness of gender equality in TVETs. Feedback from stakeholders (TVET leaders and teachers) indicated that these strategies impacted girls' enrollment rates in TVETs and increased access to employment and financial supports and services.

The support and participation of men was essential in reaching gender equality goals in TVETs and enabling young people to fully achieve their goals. The STEP project launched a "husband's school", which was a workshop aimed at spouses, guardians and fathers of adolescent girls about supporting women and girls in achieving their potential. This workshop helped to combat the dropout rate for young women in TVETs across the project. In addition to this, two radio program mass campaigns were organized to promote gender equality and to speak about gender-based violence at the community level.

Lesson Learned

One lesson was the need to improve the delivery of services to clients with disabilities. Some improvements could include adding more collaborative, hands-on and interactive activities, allowing participants to engage with their peers, develop their social skills and help them become more competitive in the labour market.

Another lesson from the project was that it is significant to prioritize developing relationships with employers. Developing these relationships will allow for an increased number of employers, expanding the types and number of

jobs and internships available to project participants.

Through the project, it was discovered that young people had an aversion to credit, which inhibited them when making decisions about taking out loans. A lesson learned from the project is that it is important to provide strong training in financial education, increasing understanding on the role of financial institutions.

The project also resulted in multiple lessons regarding progress on gender equality. One lesson was the importance

of engaging young men in gender equality awareness, as it allows men to develop new perspectives in their relationships and interactions with young women. Another lesson was that it is important to work with religious leaders on gender equality, finding points of convergences in the sacred texts with gender equality principles. This increases buy-in with religions and community leaders, who can continue to raise awareness within the community.