



Inclusion of young women in TVET and the labour market

Promising Practice

Implemented by: Arusha Technical College (ATC)

Where: Tanzania

Status: Launched in August 2022

Summary: This initiative was a pilot project which focused on attracting young women to TVET and facilitating their entry into the labour market through creating awareness and capacity building for selected members of the Arusha Technical College management team and key external stakeholders.



Teachers engaged in group activities at the workshop

Overview

ATC was jointly established in 1978 by the governments of the United Republic of Tanzania and Germany. It is located in the Central Business District of Arusha City, Northern Tanzania's centre of agriculture, commerce, trade and tourism. Initially, ATC's responsibilities were to train technicians in the fields of automotive engineering, civil engineering, electrical engineering, transport engineering and mechanical engineering. In 2007, ATC was granted autonomy and elevated the status of the college to a higher tertiary education institution.

Description

Workshops to promote inclusive practices in TVET

ATC conducted two workshops, which focused on inclusion and inclusive practices in TVET, including one for the external key stakeholders and another for the selected members of ATC management. The workshops created awareness of inclusion and inclusive TVET practices. Specifically, the workshops explored youth disadvantages, particularly in TVET and in the labour market. Moreover, the workshops paved the way for the participants to share their experiences and strategies for meeting the needs of disadvantaged youth and delivering inclusive TVET. The workshops were facilitated by experts in the field of gender, development, inclusion, youth and women's empowerment. All workshop facilitators also attended the three kick-off workshops which were conducted by UNESCO – UNEVOC between May and June 2022.

Involving key internal and external stakeholders in the process

The workshops' participants included both selected key internal and external stakeholders. The internal stakeholders involved key members of ATC management while external stakeholders were employers, NGOs, other TVET institutions and an umbrella of employers. Ten representatives of external stakeholders attended the first workshop, while twenty internal stakeholders representing ATC management attended the second workshop.

Assessing the needs of disadvantaged youth

The workshops outlined the tools for assessing the needs of disadvantaged youth. The workshops adopted Tomaševski's (2001) 4As framework for identifying and discussing the strategies to meet the needs of disadvantaged youth. The framework consists of four distinct but interrelated aspects: Availability, Accessibility, Acceptability and Adaptability.

Objectives

The objectives of this initiative were inspired by the need to:

- Examine trends of inclusion in TVET institutions and the benefits of inclusive TVET;
- Analyse barriers to the participation of disadvantaged youth in TVET;
- Analyse when, where and how disadvantaged youth are excluded from TVET;
- Examine the strategies and approaches for addressing the needs of disadvantaged youth in TVET – availability, access, acceptability and adaptability;

- Share practices to address the needs of disadvantaged youth; and
- Examine approaches to building the capacities of TVET managers and teachers to foster inclusive TVET.

Making TVET programmes and the labour market accessible to young women

This initiative is a promising practice because of the awareness that is created among college staff, employers, NGOs and other TVET institutions. These are the key actors, influencers and implementers that have a great opportunity to promote the inclusion of young women in TVET and in the labour market.

Outcomes and impact

ATC has seen positive outcomes from the phase of the initiative implemented, where female student enrolments have increased. During the next phase, there will be visits to external and internal stakeholders to assess how far they have gone with implementing the inclusion initiatives.

Different stakeholders were informed about the importance of empowering women and girls, and providing them with equal access to TVET. Also, the workshops provided insight into gender inequality, the exclusion of girls and how different stakeholders have a critical role to play in addressing the issue. In summary, the workshops created an opportunity for the stakeholders to learn and be informed on gender stereotypes and inequality that hinder females from participating in TVET programmes.

Reflections

The workshop participants reflected on the practices currently done at the college and come up with the following feedback:

- Some students are not open when filling out the application form, e.g. hiding disabilities
- Female students may face challenges in accessing and progressing to TVET e.g. due to gender stereotypes, unfair treatment, early pregnancies, lack of accommodation within the campus, etc.
- Some students are more comfortable sharing their challenges with fellow students, e.g. room leaders
- Some students come from low-income families, which makes it difficult for them to pay the school fees.
- The College's regulations and personnel responsible in effecting the same should be aware of individual diversity and ensure that all are included and are benefiting equally.
- The existing learning environment is not conducive for all learners e.g. learners with disabilities

Recommendations

These recommendations have been developed based on participant's responses on the end of training evaluation and the facilitator's observations. The evaluation activity in the two workshops was guided by the following questions:

What are lessons learned from this workshop and how will you use them in promoting inclusive practices in your organization/institution?

Lesson learned	How to use the lessons in promoting inclusive practices
1 Work well with all people	<ul style="list-style-type: none"> • Train others on the importance of inclusion • Advocate for supportive infrastructure and policies for all people
2 Consider characteristics of inclusive TVET on outcomes, access, partnerships, delivery and assessment	<ul style="list-style-type: none"> • Use the characteristics in order to not leave any one behind
3 Promote inclusive practices	<ul style="list-style-type: none"> • Advise the management personnel to consider all job applicants • Ensure that all employees are treated fairly • Ensure inclusion should be integrated in all areas in the organization • Disadvantaged youth are encouraged, given priority and consideration in TVET
4 Strategies for inclusive practices	<ul style="list-style-type: none"> • Use flexible mechanisms to foster inclusive practices
5 Awareness of all staff in promoting inclusion	<ul style="list-style-type: none"> • Create awareness among other staff for a sustainable and inclusive working environment

Insights

The major lesson learnt from the pilot project is that including the participation of stakeholders to provide real experiences in their organizations helps to bring solutions to the problem of inclusion, especially among young women in TVET and their entry to the labour market. Another insight is that the initiative will help to address gender stereotypes within society and raise awareness of the value of young women in TVET and in the labour market.

Next steps

This initiative will be continued through the following actions:

- Roll out of the four-part inclusive TVET strategy for ATC;
- Document overall TVET inclusiveness strategy and request institution endorsement including allocation of budget and human resources;
- Prioritize actions identified in workshops conducted through the UNESCO-UNEVOC pilot project for improving inclusion at ATC and formulate an action plan to guide their implementation;
- Request endorsement of the action plan from ATC senior management, including necessary resources;
- Establish a process for monitoring the action plan and report achievements to ATC senior management;
- Review the awareness-raising workshop and make any required adjustments to ensure relevance to ATC staff and external stakeholders;
- Document workshop with a facilitator and participant guide so that the programme may be delivered by others; and
- Identify target groups, including external stakeholders, for the next round of sensitization training using the revised programme and support materials.

Learn more

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To learn more about Arusha Technical College, visit:
<https://www.atc.ac.tz> or <https://www.youtube.com/watch?v=gZNV2etl49s>

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