

## PARTNERS' INSIGHT



Ato Milkias Tabor ANRS TVED Education and Training Core Process Owner

The labour market survey conducted prior to the training and initiating the outcome based financing approach have laid a strong foundation for the success of the results obtained from the project. The project has developed curricula and training modules based on the field survey results. This innovative approach is found to be a profound practical lesson to our institutes. Through the establishment of strong partnerships among the concerned stakeholders, the project has introduced a shared responsibility for graduates job placement. These is an exemplary practice in support of poverty eradication among the youth groups in the region.

## PROJECT FACTS

**Location:** Bahir Dar, capital of Amhara National Regional State, Northern Ethiopia

**Project duration:** 2015 - 2017

**Phase Budget:** CHF 646,779

**Main partners:** Amahara National Regional State Technical Vocational and Enterprise development Bureau, Women and Children Bureau, Youth and Sport Bureau, finance and Economy cooperation Bureau and their lower structures, Governmental Technical and Vocational Colleges, and Chamber of commerce and sectorial association, Sectorial association counsel, Private technical and vocational training provider, nongovernmental organizations mainly DOT, MUMs for MUMS, Ethiopian Center for Development etc.

**Main Donor:** HELVETAS Swiss Intercooperation

## HELVETAS ETHIOPIA

HELVETAS is one of the committed development partners in Ethiopia since it resumed its work in 2002. It has contributed to the overall development of the country with focus on Tigray and Amhara regions. The Country Programme Strategy (2014 - 2018) provides the strategic orientation and sets the direction and scope of the programme and its development.

**Mission:** is to promote and support innovative and sustainable development that improves livelihoods of economically poor and socially disadvantaged women and men. HELVETAS applies people centred, multi-stakeholder approaches, thereby building partnerships and capacity through facilitation, innovation and technical assistance, as well as alliances and networking for knowledge, learning and advocacy.

### Thematic areas

- Rural infrastructure
- Natural resources management
- Support to Civil Society Organisations and local government
- Skill development and education
- Emergency response

HELVETAS is a member of

Alliance 2015

towards the eradication of poverty



*The aim of the SKY project is to increase employability and insertion into the labour market of youth, to create more jobs (self-employment), and to empower youth so that they escape the "low/no skill – no job – no income" poverty trap*

**The key feature of the project Skills and Knowledge for Youth (SKY) is imparting skill training to socially, economically and geographically disadvantaged out-of-school youths - with an age limit of 18 to 30 years and whose educational background ranges from 8<sup>th</sup> to 12<sup>th</sup> grade - in market oriented short term (3-6 months), modular, and outcome based training courses.**



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## Skill and Knowledge for Youth (SKY)

The SKY project is generated from field based evidence of an innovative, cost effective, up-scalable and sustainable approach to train and employ Ethiopian youth via financing TVET and to consider incorporating these elements into the National TVET Strategy. The project is targeting 2000 young out-of-school women and men of rural/remote origin as the primary direct beneficiaries. In order to foster inclusiveness, the project actively approaches and includes people/youth with disabilities in its activities.

Based on the findings of a labour market survey, the six occupations were selected (garment, basic metalwork, food preparation, urban agriculture, construction, hairdressing). HELVETAS in collaboration with the regional Technical, Vocational and Enterprise Development (TVED) Bureau selected trainers and trainees for the identified occupations. SKY is oriented on an “**outcome based financing approach**”, which means trainers and their institutes are paid based on the successful provision of training and the subsequent job placement of the young graduates.



Yezina is self employed; earns 1000 ETB and has saving of 400 ETB per month; a motivated youth proved physical disabilities can't hinder from self sufficiency.

## THE CONTEXT

Low skill levels and very low average educational attainment characterize about 35 million people of the Ethiopian workforce. Accordingly, 75% of the workforce is concentrated in low skill employment sectors such as commerce, services and elementary occupations. More than 40% are self-employed in the informal economy. As a result, many workers live on the edge of poverty. Only 10% of the urban population has post-secondary school education. Less than half of the urban workforce is engaged in wage employment, and a significant proportion works in family businesses without clear payment structures.

The incidence of unemployed women and related poverty in urban areas is about two times higher than for men. Unemployment is essentially a youth, female and urban phenomenon.

## THE PROJECT

The SKY was launched in 2015 with objectives aligned with the education policy and particularly the national TVET strategy which aims at developing competent and self-reliant citizens through market driven training thereby focussing on young women and men who are marginalized.

## ACHIEVEMENTS SO FAR

So far the project has achieved the following (2015-2016);

- Sky has delivered skill training to 1069 trainees (Male- 211, Female- 856 trainees)
- More than 90% of the graduates are competent in the occupational assessment.
- More than 71% of the graduates are linked to job in the selected occupations of women and men hair dressing, food preparation, garment, embroidery, construction installation, and electronics equipment maintenance.

## APPROACH

- Implementing outcome based financing approach through market oriented short term (up to 3 months), modular and outcome based training;
- High participation of stakeholders in partnership with public and private TVET providers and employment supporting entities and structures;
- Imparting market lead skill training with high follow up and flexible training programs;
- Support and capacitation of training providers (trainers and their institutes).