How to Scale What Works: Lessons, Tools and Skills for Systems Change

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In order to make a meaningful difference in the lives of young people around the world, we need innovative solutions to address youth employment operating at scale and foster systems change.

But, how do we take projects from small pilots to reaching the masses? What are the practical implications of pursuing a systematic scale-up approach? And, how do you program manage complex systems change at scale?
Goal

Help participants to understand the next steps for taking their projects to the next level, while grappling real-world scenarios of successful programs that call for scaling up pathways that require to go beyond the traditional focus to sustain large-scale systems change.
On-The-Job Training
These trainings are basically organized in the local market.

Theoretical Training
Technical training classes follow Government certified curriculum.

Soft Skills Training
Employability and life skills trainings are provided.

Job Placement
Learners are placed in the local market.

APPRENTICESHIP MODEL

Trainee
Age 14-18
Girls, Boys, PWD, School Dropout
Financially vulnerable

Master Craft Person (MCP)
Micro and small business owner
Good reputation in the community
PILOT TO SCALE

2012

THE JOURNEY BEGINS

BRAC Jointly with Bureau of Non Formal education (BNFE), UNICEF, and ILO started a pilot

NUMBER OF LEARNERS for Alternative Learning Programme 1000 (UNICEF)
2013

CONTINUED
Apprenticeship training model operated same as before

NUMBER OF LEARNERS: 1000 (UNICEF)

2014

SCALING UP
It first started in 7 upazilas at Satkhira under “Livelihood Skills Training for Out of School Adolescents”

NUMBER OF LEARNERS: 3000 (UNICEF)
NUMBER OF LEARNERS: 1000 (BRAC)
A separate programme was initiated
Skills development programme decided to penetrate the informal sector with ‘Bangladesh Skills for Employment (BSE)’ programmes with help from ILO.

NUMBER ON LEARNERS: 5400 (BRAC)

2016

GROWTH

▪ NUMBER OF LEARNERS: 7500 (BRAC)
▪ NUMBER OF LEARNERS: 2000 (UNICEF)
2017
Research into practice

Customised Apprenticeships

Business Incubation Training
Partially paid trainings that focuses on business development with support of Micro Finance

Paid Training
Partially Paid Apprenticeship

Aid to Refugee Crisis
Focused on the locals outside the Rohingya camps, Cox’s Bazaar
Training with 10 learning centers focusing on women and adolescents

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Apprenticeship in the Light Engineering Informal Economy
Number of Learners: 10,000, 40% of them being female
5289 Light Engineering Owners, 500 New Entrepreneurs, 700 Market committee members.

Alternative Learning
Programme for out of school Adolescents
NUMBER OF LEARNERS: 7500 (BRAC)
NUMBER OF LEARNERS: 1750 (UNICEF)
Research into practice

Other Apprenticeship Training Models are in pilot phase

- Partnership with NGOs - drive down costs
- Apprenticeship for only girls - increase % in labour market
- Sector specific apprenticeship - up-gradation training for small businesses

NUMBER OF LEARNERs: 13,150 (BRAC)
NUMBER OF LEARNERS: 4250 (UNICEF)
124,886 people received skills training

221 out of 266 transgender people who received training have been placed in jobs

26051 people aware of decent work

83.06% job placement rate

3651 out of 4703 persons with disabilities who received training have been placed in jobs

Most Lucrative job in the informal sector—Wood furnishing and design with an average monthly income of 4622 BDT

Working with Google in Job Matching App
OPPORTUNITIES

- Effective targeting of disadvantaged beneficiaries
- Local employment generated
- Training has more impact on girls
- Long term impact shows consistent labour market participation and higher income for individuals
- Continued services and not have a ‘project’ approach

CHALLENGES

- People heavy
- Large scale research costly
- Safeguarding women and girls
- Sustainability
**Apprenticeship Solution**

**APPROACH:** Convene stakeholders under a coordinated common strategy to...

- **Scale existing good practices**
- **Strengthen linkages between education, skills and private sectors**
- **Remove bottlenecks**
- **Preparing for Future shocks**

**TARGET:** 7.3 million new opportunities for youth by 2030 (including 1 million new apprenticeships by 2024)
Vision

• Generation Unlimited is a Global multi-sector Partnership that enables the largest generation of 1.8 billion young people (10-24) to become productive and engaged members of society.

• Generation Unlimited connects Secondary-age Education and Training to employment and entrepreneurship.

• Together with partners, GenU designs country investment agendas – portfolios of scalable, bankable initiatives and innovations - that can attract public-private partnership and investment for better education, skills, entrepreneurship and employment for millions of young people.
Young People: the calling of our time

12 millions of young people joining the African labour force each year, but only 3.7 million jobs created annually in Africa.

1 in every 4 girls worldwide was married before the age of 18.

35% of core skills will change between 2015 and 2020.

Between now and 2030, the global population aged 10-19 will increase in size 8 times greater than the population aged 0-9.

More than 200 million adolescents are out of school.

A critical window of opportunity

Demographic dividend: empower, educate & employ

Innovation and technology: 71% of those aged 15-24 are on-line

Health & Safety dividends: Survive, grow and develop free from violence

Triple dividend: adolescents, future adults & children

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GenU addresses six main barriers to global progress

1. Sub-scale innovation and overall slow-paced progress for scaled impact
2. Challenges to private sector engagement and shared value partnership
3. Limited youth engagement, empowerment and space for co-creation
4. Limited political momentum and low prioritization of youth on policy agenda
5. Fragmented stakeholders interventions and limited coordination
6. Persisting inequalities, including gender-related
Genu business models in countries

GenU aims at creating in-country public/private platforms that attract and pool investment for scalable, bankable initiatives that have transformational potential for millions of young people.

**Country investment agendas**

GenU will bring together multisector actors at country level to articulate a targeted investment agenda with and for young people at scale, and mobilize resources and policy reform in support of that agenda.

**Global breakthroughs**

GenU will create and source investable opportunities, attract capital, and scale innovations through multisector partnerships.

Successful initiatives are elevated to global breakthroughs.

Breakthroughs are adapted to local contexts and scaled through investment agendas.

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GenU in-country enabling functions

GenU brings together a broad base of partners and builds upon significant assets of the partnership to realize its potential.

- **Private sector** actors with visibility into labor market needs, valuable corporate assets
- **Young people** with lived experience and knowledge
- **UN Agencies** with deep expertise and connections with country governments
- **Civil society organizations** with vast knowledge of local context, service delivery, and advocacy
- **Financing organizations** with resources dedicated to youth agenda
- **Partnerships focused on young people** with existing initiatives that can contribute learnings and be scaled
- **Governments** with the ability to transform policy, systems, and budget allocations
Why systems change?

The International Youth Foundation (IYF) invests in the potential of young people and recognizes that this potential is constrained by systems that don't work effectively for them.

IYF has consistently found that rather than re-making an entire system, or building a parallel one, the most effective systems change approaches include a series of small incremental changes to component parts of the system that in the aggregate allow the whole system to work more effectively for young people.
IYF´s systems change framework

1. Select the target system(s)
   - Identify systemic barriers
   - Facilitate system adjustments
   - Capacity building

2. Understand selected system
   - Map ecosystem
   - Initial theory of change
   - Data & analysis

3. Collaboratively develop solutions
   - Stakeholder engagement
   - Identify, innovate and adopt solutions

4. Facilitate collective behavior change

Target population
Potential to effect change

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1. Select the target system(s)

<table>
<thead>
<tr>
<th>Target population</th>
<th>México: Improve transitions for Mexican students from upper secondary and technical education (15-18 years old) to the workforce and to improve matching between education supply and employer demand.</th>
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</thead>
<tbody>
<tr>
<td>Mozambique: Improve employability of Mozambican youth (15-24 years old) pursuing vocational training (short term courses) in public vocational training centers (Maputo, Machava, Tete and Inhambane), and integrate life skills in TVET system in Mozambique (ANEP)</td>
<td></td>
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<tr>
<th>Potential to effect change</th>
<th>México: High relevance (need for curricula alignment in soft and technical skills for the hospitality industry), high demand, low risk</th>
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<td>Mozambique: Vocational training sub-system needs to be more responsive to the employment market needs, and the overall TVET system in Mozambique will highly improve youth employability with integration of life skills in their curricula</td>
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</table>
2. Understand selected system(s)

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<th>Map ecosystem</th>
<th>México: How is the system working for the target population? Identify key players and incentives for change within the system</th>
<th>Mozambique: TVET system (and vocational training) is in transformation and need to reach quality training that generate youth employability</th>
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<td>Initial theory of change</td>
<td>México: Internal-facing project management tool &amp; regularly update during implementation</td>
<td>Mozambique: Use of Theory of Change Template for Systems Change Projects; hold Theory of Change Workshop (use of facilitation resources)</td>
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<tr>
<td>Data &amp; analysis</td>
<td>México: Understand labor market demand and skills mismatch in hospitality industry</td>
<td>Mozambique: Understand labor market demand and skills mismatch in industrial sector (construction)</td>
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3. Collaboratively develop solutions

| Stakeholder engagement | México: | Built a common language between hospitality companies and public TVET institutions, developed a clear roadmap and provided strong field staff support |
| Mozambique: | familiarize Via project implementing partners (IFPELAC, INEP and GAPI) with systems change approach; created advisory and coordination committee that look into improve the quality of training and employment services provided by the IFPELAC and INEP |

| Identify, innovate and adopt solutions | México: | Identify and customize solutions in collaboration with local partners to respond to challenges; provide technical coaching |
| Mozambique: | Coordination (regular meetings), openness to adaptive management (conduct learning sessions, review and adopt the new learnings) |
## 4. Facilitate collective behavior change

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<th>Identify systemic barriers</th>
<th><strong>México</strong>: Needed to ensure practices were implemented and not just simulated; strong program management and M&amp;E protocols</th>
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<td><strong>Mozambique</strong>: Quick wins vs systemic change: Challenges to address systemic change programs in a 5 years governmental mandate</td>
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<td>Facilitate system adjustments</td>
<td><strong>México</strong>: Formalized new practices into procedures and policies that enable sustainability of innovations</td>
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<td><strong>Mozambique</strong>: Technical Group Created for Life Skills integration in TVET system</td>
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<td>Capacity building</td>
<td><strong>México</strong>: Coaching and support to mid-level management staff in order to overcome institutional inertia</td>
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<td><strong>Mozambique</strong>: PTS Training of trainers unit at IFPELAC; Training INEP staff in regular Rapid Assessment of the Local Labor Market dynamics</td>
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Lessons learned from IYF’s systems change approach

• It is **Power Sensitive** (power dynamics between programs processes and Government agenda)

• It is **Time Sensitive** (any change takes long time due to multiple players and their agendas)

• **Simplify** everything (find the need and fill the need)

• Be **formal & informal**, as needed
Q&A (10 mins)
Break-out sessions: DRAW FROM YOUR OWN EXPERIENCE
(15 mins)

a) How do you take a pilot to scale?
b) What kind of evidence do you need to scale?
c) How do you mobilise effective partnerships?
d) What constraints/opportunities do you see for taking a systems approach
e) How do you ensure sustained achievement of results?
Break-out sessions: Key Take Aways
(5 mins)

Each table to discuss top 3 key takeaways from their discussion
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