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Evaluation of VETA- Via Graduate Employees
and TECC Graduate Entrepreneurs

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Executive Summary

The study findings have shown how skilled and competent the VETA /Via graduate employees and TECC graduate entrepreneurs have been from the perspectives of the employers and clients respectively. This is an executive summary of the study showing the objectives of the study, methodology and summary of the findings and recommendations. It is organised in three sections whereby the first section presents the study objectives and methodology; second section presents the summary of the findings and recommendations from the employers' part of the study; while the third section provides summary of findings and recommendations emerged from the entrepreneurship part of the study.

Study Aim, Objectives and Methodology

This study has gathered evidence on Via-enhanced technical training graduates' outcomes from the perspectives of the employers of the VETA graduates and clients of TECC graduate entrepreneurs. In this study, the graduates are those employed VETA graduates who received Via program services during their studies at VETA, known as Via graduates. Specifically, the study has gathered employers' perspectives about Via graduates' performance and skills (and how they compare to non-Via graduates), life skills relevant and most important to employers and clients' feedback on their satisfaction of services and performance and skills from graduates (and how they compare to non-Via graduates).

The study employed qualitative approach which involved in-depth interviews with employers (i.e. Human Resource Staff and Direct Supervisors) who have hired Via graduates of VETA, and clients of entrepreneurs who are Via TECC graduates. Forty interviews were conducted in Dar es Salaam, Dodoma, Mtwara and Morogoro (each region 10 interviews) for employers study and 17 interviews in Dar es Salaam, Dodoma, Mtwara and Pwani (each region 4 interviews) for clients of the TECC graduate entrepreneurs. Interviews with employers focused on various skills of Via graduates which included basic skills, thinking skills, personal qualities, resource management skills, information and communication skills and interpersonal skill¹. With regard to clients, interview issues included tangibility,

¹ SCANS eight specific skills (<https://www.sjsu.edu/faculty/chang/sped/scanskills.html>)

reliability, responsiveness, empathy, assurances, price versus quality, and customer friendliness of the services of the entrepreneurs.

Findings

On Employers Perspectives:

- **Via graduates' performance and skills (and how they compare to non-Via graduates)**

Employers' perspectives on the marketability, performance, and skills of VETA Via graduate employees is considerably impressive when compared to non-VETA Via employees. As indicated by 90% of employers, VETA Via graduates are marketable and 75% considered them better than other employees from other sources. Also, employers' satisfaction with the VETA Via employees' basic skills which include reading skills, writing skills, listening skills and speaking skills is considerably higher compared to non-VETA Via employees. However, some employers consider speaking skills especially English in the hospitality industry to be challenging thus requiring more attention. With regard to thinking skills which include creative thinking skills, decision making skills, problem solving skills, reasoning skills, and knowledge of how to learn, employers perceive VETA Via employees to be relatively higher better than others. Of these skills, reasoning skills and knowledge of how to learn are relatively higher than other skills which suggests more effort is required to also enhance them.

- **Via-enhanced services (PTS, Career Guidance and Job placement) helped youth in the work context**

Other assessed skills which include personal skills, resource management skills, information and communication skills, and interpersonal skills were perceived by employers to be relatively better to the VETA Via graduates than other employees. For example, personal qualities of the VETA Via graduates which include their ability to take responsibility of their actions, self-esteem, sociability, self-management and integrity/honesty are relatively better than those of other employees. However, some employers about 19% considered self-esteem, ability to take responsibility and self-management skills of VETA Via graduates to be somewhat worse than other employees thus suggesting more effort is needed on the side of the VETA training centers to enhance these skills.

➤ **Life skills relevant and most important to employers**

A number of life skills were considered by the employers of the VETA Via graduates to be relevant and most important. These include communication skills, teamwork skills, technology use skills, decision making skills, self-management skills, creativity and problem solving skills, learning skills, socializing and networking skills and adaptability and flexibility skills.

Recommendations

A number of recommendations emerging from the analysis of the findings

- VETA should enhance English listening and speaking skills especially for trainees registered in the hospitality courses.
- VETA should enhance trainees' Information Technology skills like the use of computer packages beyond Ms Word, use of internet, video calling like zoom, Skype, and WhatsApp.
- VETA should enhance life skills and career support services and trainings aimed to prepare young people who are more responsible, with high self-esteem and who can manage themselves.
- There is a need to enhance collaboration between VETA training centers and employers of various carder to enhance the relevance of the curriculum and the teaching and learning process, to ensure training provided produce graduates/employees with competencies and skills required and relevant to employers.

On Clients of TECC Entrepreneurs:

➤ **Client feedback on satisfaction of services and performance and skills from graduate (and how they compare to non-Via graduates)**

On the entrepreneurship component of the study, clients' feedback on their satisfaction with services, performance and skills of the TECC graduate entrepreneurs is considerably impressive. This was gauged through the perspectives of the clients of the TECC graduate entrepreneurs relative to other non-TECC entrepreneurs who could provide the same service on the basis of the following attributes namely tangibility, reliability, responsiveness, empathy, and assurance. In general, in all of the attributes, TECC graduate entrepreneurs were considered better than other entrepreneurs.

However, there were some few clients who considered TECC graduate entrepreneurs to be somewhat worse in some sub-attributes of the main attributes compared to non-TECC graduate entrepreneurs. For example, some tangibility attributes which include equipment, attractiveness and convenience of physical facilities of the TECC entrepreneurs are somewhat worse compared to other corresponding small scale entrepreneurs.

More than 60% of the interviewed clients considered TECC entrepreneurs to be better than other entrepreneurs on other assessed attributes which include reliability, responsiveness, assurance, empathy and integrity. On responsiveness, TECC entrepreneur are willing to help clients, respond immediately, provide prompt service, and respond to client's site problems compared to other entrepreneurs. On assurance, TECC entrepreneurs are considered trustworthy, safe with transactions, polite and supportive to clients. Also, with regard to empathy, TECC entrepreneurs give their clients individual attention, are able to know the needs of the client, have the clients' best interest at heart and operate at clients' convenient hours.

Clients' assessment of the TECC entrepreneurs gave a number of recommendations which included to improve their business negotiation and customer care skills, innovation skills, marketing skills, skills to cope with modern ways of doing business (online business), discipline, trustworthiness skills and making business environment attractive.

Recommendations

- TECC trainees need to be empowered with thinking skills necessary to equip them with skills such as creativity vital to in making their business environment attractive and convenient to their customers/clients.
- Future TECC training programs on entrepreneurship should emphasize the following skills to enhance the skills and competitiveness of the graduate entrepreneurs. The skills include issues related to keeping promises, responsiveness like responding immediately to client issues, providing prompt service and responding to clients' site problems, assurance aspects including being polite and ensuring trust to the customers/clients and empathy aspects like being able to know the needs of the client, giving clients individual attention and having the clients' best interest at heart.

1 Introduction

This is a draft report of the qualitative interviews with the employers of the Via graduates - Pathways to Work program implemented by the International youth Foundation (IYF) in partnership with the Mastercard Foundation. The report is organized in four sections to include the introduction, methodology, the findings of the evaluation followed by conclusions and recommendations going forward.

1.1 Background

In October 2015, the International Youth Foundation (IYF) in partnership with the Mastercard Foundation launched a five-year project named *Via: Pathways to Work* (hereafter, “the program”) initiative aimed at improving economic opportunities for underserved youth in Mozambique and Tanzania through sustainable changes in the national technical and vocational (TVET) and entrepreneurship systems. The initiative was responding to youth unemployment and underemployment challenges considered to be major problems in the urban areas of Mozambique and Tanzania. These challenges were being accelerated by the youth’s lack of labor market information and lack of inadequate skills for self and hired employment including a limited ability to express and negotiate their interests at local and national level. Also, it was observed that while the formal private sector creates few jobs and labor supply vastly exceed demand, companies were not able to find qualified employees to hire as vocational training institutions were not adequately preparing their graduates for the positions that do exist. In addition, opportunities for self-employment were similarly limited and showed reduced economic productivity due to lack of training in enterprise management and poor access to finance.

Addressing these challenges, the International Youth Foundation (IYF) has been for the past five years working to change the situation of youth in Tanzania on the following program objectives.

1. TVET actors to leverage systems-based resources and incentives to adopt Via's capacity strengthening products and services; and
2. Youth inclusion in entrepreneurial market systems and services is improved.

In achieving these objectives, the IYF partnered with the Tanzania Vocational and Education Training (TVET) to implement employability services to the three VET centres and Vocational Teachers Training College (MVTTC) and Tanzania Entrepreneurship Competitiveness Centre (TECC) a public private organization mandated to enhance innovation and enterprise competitiveness.

The Via Intervention

The program employed a systems change approach to influence the collective behavior of TVET system actors to reach over 20,000 youth directly with enhanced technical and vocational training and related services to better prepare young people for the workplace and improve their economic opportunities. The legacy of the program was to make systemic changes at the institutional level and across an array of stakeholders for mutual benefit for young people and the TVET ecosystem. Also, the program achieved the objectives through capacity strengthening of partner organizations. This included the development and support of capacity strengthening plans for internal systems, processes, and technical capabilities, as well as the incorporation of IYF's signature life skills curriculum, Passport to Success (PTS), which applied a youth-focused pedagogy and experiential learning in delivering training on key soft skills, and innovative approaches to provide training and support for young entrepreneurs. Capacity strengthening of TVET partners included enhancements to career guidance and job placement services.

Carries guidance and job placement initiatives are expected to enhance employability of trainees in terms of enhancing their ability to get and keep their work. Employability has four elements: a person's employability assets (i.e. knowledge, skills and attitude),

deployment (i.e. career management skills and job search skills), presentation (i.e. job getting skills such as CV writing, work experience, interview techniques and a person's ability to make the most of his employability assets which depend much on personal circumstances like family responsibilities), employability of competencies (i.e. ability, aptitude and qualities developed in context that can be applied to an occupation or career). These can be identified as employability skills.

With VETA, the IYF worked to improve its training quality by tailoring instruction for VETA's lower-income youth population and by making the training more relevant to industry needs. Interventions included introduction of a life skills curriculum, teacher training, increased capacity to carry out and use labor market assessments, introduction of a state-of-the-art M&E system, and improved job placement services through establishment of industry partnerships. All were addressing Sfi's goal to improve the quality and relevance of VETA's training and services. These interventions simultaneously addressed the demand side of the equation by working with employers to ensure that VETA understood employers' needs and was responsive to them. In addition, the program employed holistic approach by combining both employability and entrepreneurship components.

On the employment side of the program, IYF identified growth sectors able to absorb a significant number of the total beneficiary population. Identified sectors included the construction, hospitality, retail, transportation, tailoring, office jobs, drivers, mechanical trades, computer repairs and other ICT related jobs and other commercial services.

On the entrepreneurship side of the program, IYF identified value chains and market segments that present growth opportunities for enterprise development. These constitute self-employment opportunities determined by existing small businesses that the youth have and viable business plans that they present and which should be in alignment with LMA-driven market opportunities. It was anticipated that the self-employment opportunities

would present themselves in many of the same sectors as mentioned above along with food preparation and processing.

1.2 Objectives of the Via Employers' Study

The overarching goal of the Employers' Study was to complement Via's ongoing evaluative activities by gathering evidence on Via-enhanced technical training graduates' outcomes from the employer's perspective.

The specific objectives of the evaluation were to;

1. Gather evidence of whether Via-enhanced services (PTS, and if applicable Career Guidance and Job placement) helped youth in the work context.
2. Gather employers' perspectives about Via graduates' performance and skills (and how they compare to non-Via graduates).
3. Understand which life skills are relevant and most important to employers
4. For the entrepreneurship component of the study, the study was to:
 - a. Gather client feedback on satisfaction of services and performance and skills from graduate (and how they compare to non-Via graduates)

IYF and program stakeholders will use the findings to understand the extent to which the program's strategic and operational approaches were effective in the given contexts. Information from the study is expected to be used by IYF and key program stakeholders in future youth agency and economic opportunity programming. More broadly, IYF will use the findings to inform its strategic programming approach across global programs.

2 Approach and Methodology

The study employed qualitative approach which involved in-depth interviews with employers (i.e. Human Resource Staff and Direct Supervisors) who have hired Via graduates

of VETA, and clients of entrepreneurs who are Via TECC graduates. With regard to Employers of Via graduates of VETA, forty interviews were conducted in Dar es Salaam, Dodoma, Mtwara and Morogoro (each region 10 interviews). Employers provided evidence of whether Via-enhanced services (PTS, and if applicable Career Guidance and Job placement) helped youth in the work context, performance and skills (and how they compare to non-Via graduates). They were also asked to provide information about which life skills are relevant and most important to employers. In addition, interviews concerned basic skills of the graduates (i.e. reading, writing, listening and speaking), thinking skills (i.e. creative thinking, decision making, problem solving, reasoning, known how to learn), personal qualities (i.e. responsibility, self-esteem, sociability, self-management and integrity/honesty), resource management skills (i.e. time, money, material and facilities, and human resources), information and communication skills (i.e. acquires and organize information, organizes and maintain information, and interprets and communicate information) and interpersonal skill (i.e. participates as a member of a team, teaches others new skills, services clients/customers, exercises leadership, negotiates and works with diversity)². In ensuring focused evaluation of VETA Via graduates, employers were asked to focus their views on employees employed or VETA graduates under internship who have attended VETA short courses benefited from Via intervention between 2017 and 2020.

Regarding the clients of Via Graduate Entrepreneurs, four clients from 2 entrepreneurs (i.e. 4 clients from 2 entrepreneurs - each entrepreneur two clients) of TECC graduates were interviewed from each of the following regions: Dar es Salaam, Mtwara, Dodoma, and Pwani. Clients of Via TECC graduate entrepreneurs provided information about their satisfaction

² SCANS eight specific skills (<https://www.sjsu.edu/faculty/chang/sped/scanskills.html>)

with services, performance and skills of graduates (and how they compare to non-Via graduates). Focus of interviews was on issues such as tangibility, reliability, responsiveness, empathy, assurances, price versus quality, and customer friendliness of the services of the entrepreneurs.

2.1 Selection of Respondents of the Interview

In this study, interviews were conducted to Via graduate employers and clients of TECC graduate entrepreneurs. With regard to the interviews with the employers of Via graduates, a total of 40 interviews were conducted to respondents which included human resource and/or direct supervisor of the Via graduates of VETA in Dar es Salaam, Dodoma, Mtwara, and MVTTC graduates (Morogoro) employed in various regions. Respondents were selected from the Via employers list provided by IYF while others were selected through the snowball sampling approach. Selected employers were those who had employed VETA graduates who had gone through short courses which had received Via intervention services from 2017 to 2020.

Employers were selected from varying occupations such as plumbing and pipe fitting, motor vehicle mechanics, electrical installation, food and beverage and housekeeping; and their size in terms of the number of Via graduates they employed (small and big employers). If any of the ten selected Via employers in a region was not available for interview, a replacement was picked from the same list with same characteristics.

Regarding the interviews with the Clients of TECC Graduate Entrepreneurs, two TECC graduate entrepreneurs from Dar es Salaam, Dodoma, Pwani and Mtwara were selected by observing a mix of sectors and subsectors from the list of contact details supplied by IYF counterpart staff. From each Via graduate entrepreneur, two clients were identified for interview during the conversation. The selection was carried out in gender alternate to ensure gender inclusion in the interviews.

2.2 Analysis

Analysis of interviews employed Nvivo a qualitative data analysis application whereby thematic analysis was employed to closely examine the data to identify common themes, topics, ideas and patterns of meaning from the interviews. The analysis adopted six steps process involving teams familiarizing with the data, coding the data, generating themes, review themes, define and name themes. This was then followed by interpretation of the results and preparation of the draft report.

3 Findings

The study findings are organized in two key sections namely findings on the perspectives of the employers of Via graduates and findings on the perspectives of the clients of the TECC graduate entrepreneurs.

3.1 Findings on the Employers of the Via Graduates

3.1.1 Description of the Sampled Employers of Via Graduates

The largest group of the interviewed respondent employers (24%, 10 persons) were from the education (teaching/training) sector who employed graduates from the Morogoro Vocational Teachers Training Center (MVTTC). These were followed by employers from the hospitality industry (Food & Beverages/Housekeeping/Front desks services) (22%, 9 persons), Motor vehicle mechanical works (19.5%, 8 persons), and construction (masonry & brick laying) (9.8%, 4 persons). Other employers were from electrical installation, plumbing and pipe fitting, transport and logistics (drivers), furniture making, tailoring, Hairdressing, Beauty and Therapy (saloon and beautification), and secretarial and computer course. Position of interviewed respondents in the employment sector were college principals, executive directors, human resource, manager, principal technicians, supervisors and training coordinators (Table 3.1).

Table 3.1. Position of Respondents in their Institutions by Vocation/Trade

Vocation/Trade	College Principal	Executive Director	Human Resource	Manager	Principal Technician	Supervisor	Training Coordinator	Total
Building construction (Masonry & Brick laying)	0	0	1	0	1	2	0	4
Electrical installation	0	0	0	0	0	2	0	2
Furniture Making	0	1	0	0	0	0	0	1
Hospitality Industry (Food & Beverages/Housekeeping/Front desks services)	0	0	3	3	0	3	0	9
Motor Vehicle Mechanical Works	0	2	0	3	1	2	0	8
Plumbing & Pipe Fitting	0	0	1	0	0	1	0	2
Secretarial and Computer Course	0	0	0	0	0	1	0	1
Hairdressing, Beauty and Therapy	0	1	0	0	0	0	0	1
Tailoring	0	0	0	0	0	1	0	1
Teaching/Training	5	0	0	0	0	4	1	10
Transportation and Logistics (drivers)	0	0	1	0	0	1	0	2
Total	5	4	6	6	2	17	1	41

Table 3.2. Average Number of Employees and VETA Graduate Employees in the Respondents Institution by VETA Vocation/Trade

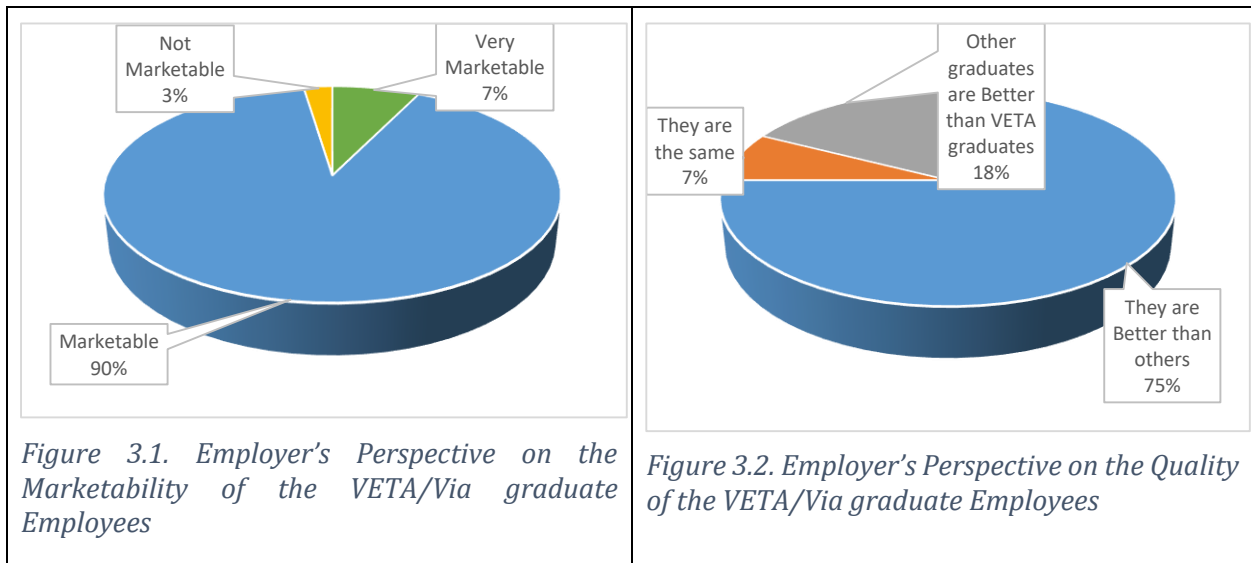
Vocation/Trade	Number Of Employees			VETA Via Graduate Employees		
	male	Female	Total	Male	Female	Total
Building construction (Masonry & Brick laying)	59	18	77	46	7	52
Electrical installation	210	76	286	20	61	80
Furniture Making	10	0	11	5	0	5
Hospitality Industry (Food & Beverages/Housekeeping/Front desks services)	16	13	31	2	2	4
Motor Vehicle Mechanical Works	30	5	35	9	1	10
Plumbing & Pipe Fitting	164	49	213	35	3	38
Secretarial and Computer Course	0	11	11	0	7	7
Hairdressing, Beauty and Therapy	1	2	3	0	2	2
Tailoring	1	2	3	0	3	3
Teaching/Training	19	7	24	7	2	8
Transportation and Logistics (drivers)	259	12	271	31	0	31

Jobs performed by VETA graduate employees included car body works (i.e. auto-electrical welding, painting, tire repair and painting), carpentry, electricity installation and servicing,

driving, hair dressing, hotel front desk services (i.e. reception and servicing), record keeping, hotel back office activities (housekeeping and food production/cooking), building construction (i.e. masonry, painting, plumbing), tailoring, and teaching/training. In general, employers are considerably satisfied with the performance of VETA Via graduates compared to non-VETA Via graduates. What follows is an assessment of the interviewed employers perspectives on their satisfaction and views on the employability of the VETA Via graduates on aspects including marketability, performance and skills of the VETA Via graduates compared to non VETA Via graduates. Reasons for the stated rating/view are also presented as some of the employability attributes were rated higher than others and vice versa.

3.1.2 Marketability and Employer's Satisfaction with VETA Via Graduate Employees

Majority of employers interviewed are satisfied with the VETA Via graduate employees. For example, more than three quarters of the consulted employers consider VETA Via graduate employees marketable and about three quarters of employers consider them better than other employees from other sources. Only a few employers consider VETA Via graduates not marketable and other graduates better than VETA Via graduates. Employers who considered VETA Via graduates marketable and therefore satisfied with them explained that VETA Via graduates are eager to learn, easy to train, are highly motivated, work under minimum supervision, hardworking, problem solvers and have high level of self-awareness (i.e. in managing time, dressing, etc.). Few employers who considered VETA Via graduates not marketable and not better than other employees considered some VETA Via graduates to be less motivated, lack confidence, lack practical experience, not innovative and have poor communication skills.



3.1.3 Via Graduates Performance and Skills

Employers' perspectives about the performance and skills (and how they compare to non-Via graduates) VETA Via graduate employees is impressive. Assessment focused on employers satisfaction with the VETA graduate employees basic skills (i.e. reading, writing, listening and speaking), thinking skills (i.e. creative thinking, decision making, problem solving, reasoning, know how to learn), personal qualities (i.e. responsibility, self-esteem, sociability, self-management and integrity/honesty), resource management skills (i.e. time, money, material and facilities, and human resources), information and communication skills (i.e. acquires and organize information, organizes and maintain information, and interprets and communicate information) and interpersonal skill (i.e. participates as a member of a team, teaches others new skills, services clients/customers, exercises leadership, negotiates and works with diversity). Other skills were the work place system management skills and technology use skills. In the case of poorly rated skills, employers were asked to state the reasons of their rating.

3.1.3.1 Basic Skills

On average employers' satisfaction with VETA Via graduate employees' basic skills which included reading skills, writing skills, listening skills and speaking skills is considerably higher compared to non-VETA Via employees (Figure 3.3). Of all basic skills, speaking skills were relatively lower than other skills. Many who reported poor communication skill were employers from the hospitality industry who explained that in the hospitality industry, ability to listen and speak English is essential in serving customers who speak other language like English. English language is very important in the hospitality industry as explained by one employer that *"in hotels we receive guests from different parts of the world who speak different languages including English. If you cannot communicate with the visitor you are likely to lose the business"* Hotel Employer Respondent _ Dar es Salaam. Even to the employees who English language is not very important, employers consider Kiswahili writing skills and speaking to be very important in many jobs. They consider communication to underline a wider range of personal and interpersonal abilities required by employers as employees may be required during operations to communicate internally with colleagues or externally with clients.

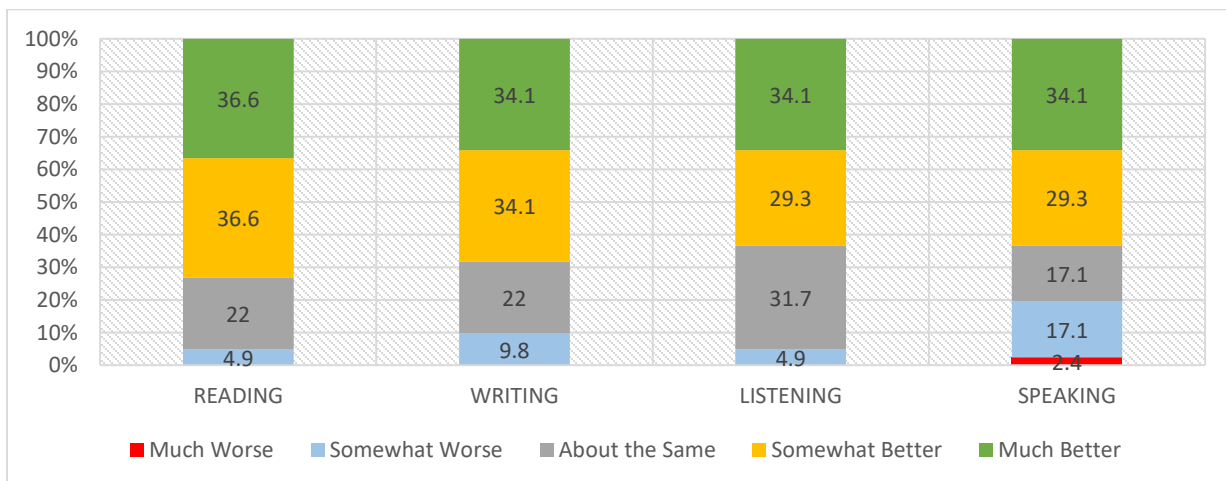


Figure 3.3. Employer's perception of the VETA Via graduate employees' basic skills of reading, writing, listening and speaking English and Kiswahili.

3.1.3.2 Thinking Skills

Many employers considered thinking skills of VETA Via graduates' employees to be relatively higher (somewhat better) than other employees. Considered thinking skills as shown in Figure 3.4 included creative thinking skills, decision making skills, problem solving skills, reasoning skills, and knowing how to learn. Several employers noted that many VETA Via graduates can think independently and were coming up with creative solution to problems and were communicating these creative ideas to their supervisors. Knowledge on how to learn and reasoning skills were relatively higher than other skills. Employers who considered VETA Via graduates to be much worse than other employees on creative thinking and problem-solving skills were 26.8% and 19.5% respectively. They consider some VETA Via graduates to be less creative in critical thinking and problem solving because of a number of reasons. One of these is the lack of motivation which is associated with laziness and poor self-knowledge. Also, some graduates still have negative attitude towards work as they seem to want to work in office-white colour jobs.

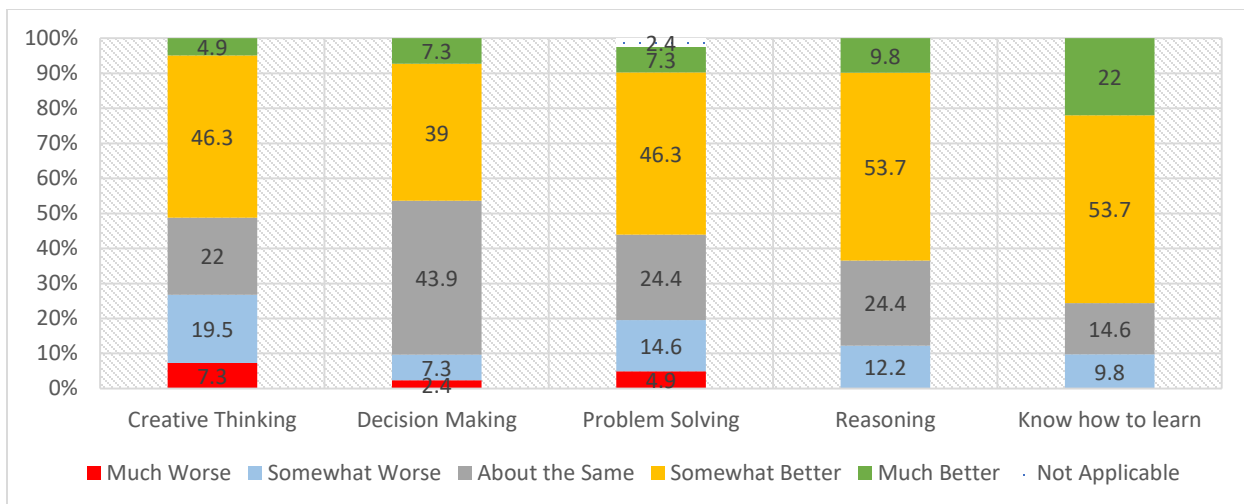


Figure 3.4. Employers rating of the thinking skills of the VETA graduate employees compared to non VETA employees.

3.1.3.3 Personal Qualities

Employers' perception of the personal qualities of VETA Via graduate was on average *somewhat better* compared to non-VETA employees (Figure 3.5). Personal qualities, considered in this study included employees' responsibility, self-esteem, sociability, self-management, and integrity/honesty. Self-management and self-esteem quality were relatively lower compared to other qualities. More than 70% of employers noted that employees who had gone through life skills like the VETA Via graduates were more honest, responsible and socializing. Also, they were reported to be respectful to the authorities and committed to their activities. One employer from hospitality industry explained that *"for the past two years, VETA graduates we have been receiving for internship or job are more confident, serious and honest"* (Employer from Dodoma).

"for the past two years, VETA students we have been receiving are more confident, serious and honest" (Employer from Dodoma)

Some employers as shown in Figure 3.5 indicated that some VETA Via graduates on responsibility (17.1%), self-esteem (19.5%) and self-management (19.5%) are somewhat worse than other employees. Thus, they said, more is needed in preparing young people who are more responsible, with high self-esteem and who can manage themselves. This is important as explained by one employer in the construction industry that *"life skill are very important to young people in raising their self-esteem and correcting long held negative perception that blue-collared job training offered through VETA courses are for the poor"* Employer in Dodoma.

"life skills are very important to young people to raise their self-esteem and correcting long held negative perception that blue-collared job training offered through VETA courses are for the poor" Employer in Dodoma.

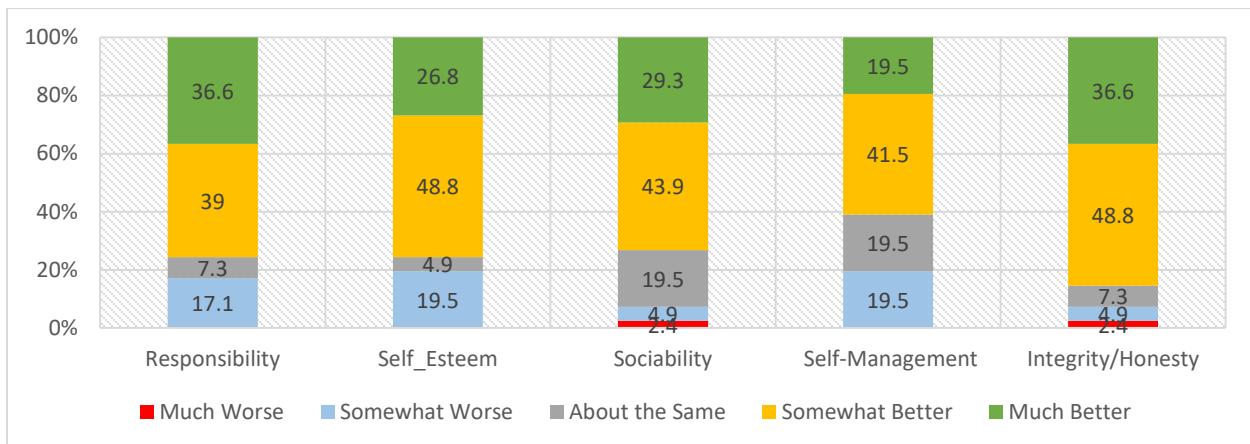


Figure 3.5. Employers rating of the personal qualities of VETA graduate employees compared to non-VETA

3.1.3.4 Resource Management Skills

Employers’ perception of VETA Via employees’ skills of managing resources such as time, money, material and facilities, and human resources is higher compared to the employers’ perceived skills of the non-VETA employees (Figure 3.6). Attributes of resource management skills which were considered to be relatively higher than others were time management and material and facilities. Money and human resource management were relatively low because according to many employers, VETA Via employees were relatively new in the organization and had not been in the position of managing money and human resources. Some few employers about 10% considered VETA Via employees to be much worse than other employees in time management and on this one employer in Mtwara explained that *“some employees are lazy in nature and some are like they were forced to study what they studied”* Hotel Employer Respondent _ Mtwara.

“some employees are lazy in nature and some are like they were forced to study what they studied” Hotel Employer Respondent _ Mtwara.

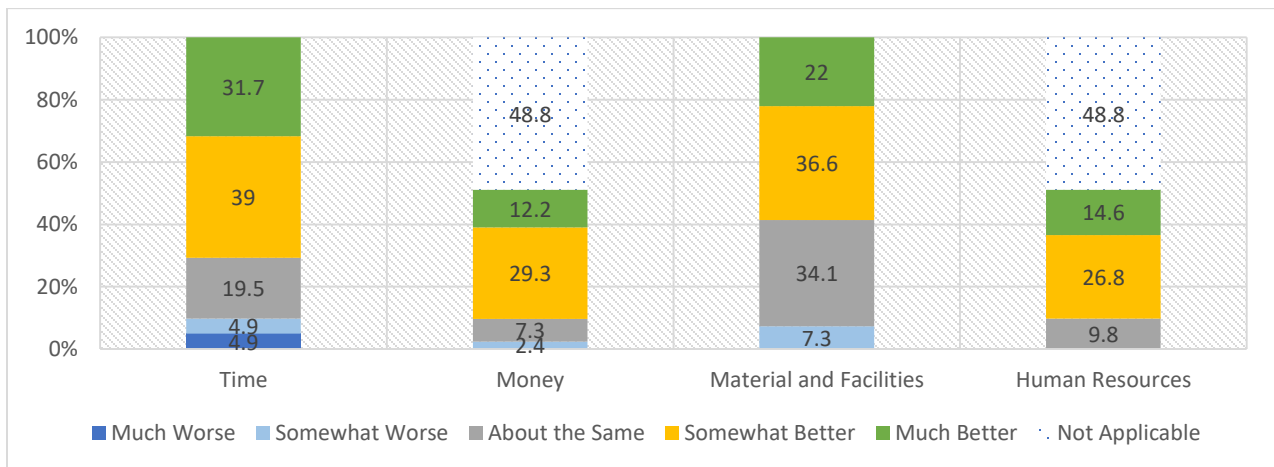


Figure 3.6. Employer's perceptions of the resource management skills of VETA Via employees relative to other employees

3.1.3.5 Information Skills

Information and communication skills of VETA Via employees which included skills to acquire and organize information, organize and maintain information, interpret and communicate information and use of computer to process information) were relatively somewhat better than non-VETA employees. In all skills VETA Via graduate employees were considered by their employers to be somewhat better to much better compared to other employees except the skill to use computer to process information. On this, employers from the hospitality industry were much concerned that one employer explained that *“computer works in the front office activities and record keeping is vital meaning that computer knowledge for such trainees is a must”* Hospitality industry Employer in Mtwara. Employer involved in the motor vehicle works explained that *“many modern vehicles are digital and in order to know their problems, computer knowledge is important in the diagnosis of vehicle faults”* Motor Vehicle Mechanical Works Employer in Dar es Salaam.

“many modern vehicles are digital and in order to know their problems, computer knowledge is important in the diagnosis of vehicle faults” Motor Vehicle Mechanical Works Employer in Dar es Salaam.

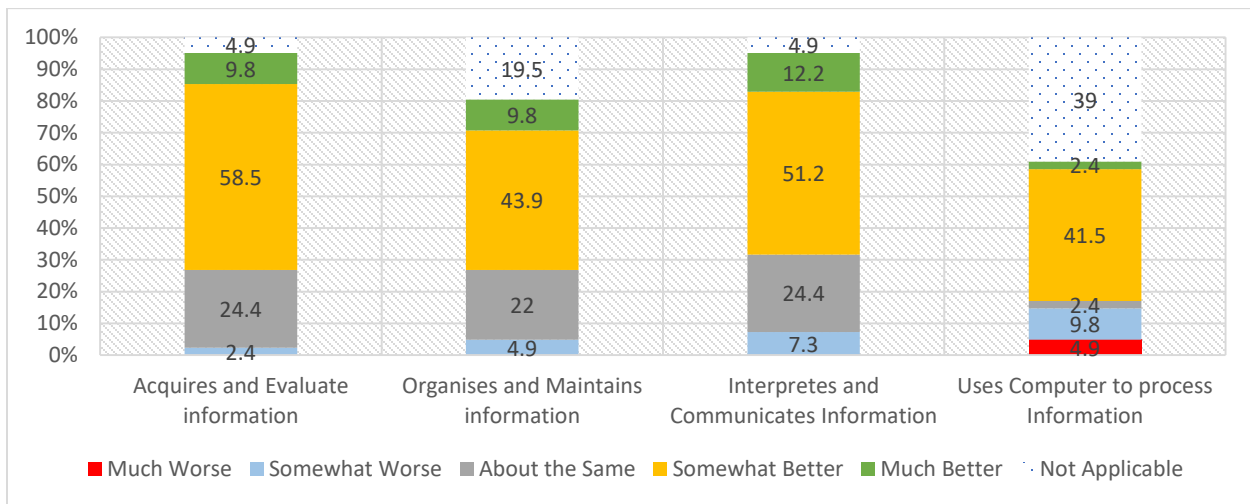


Figure 3.7. Employers rating of the information and communication skills of the VETA employees relative to other employees

3.1.3.6 Interpersonal Skills

Interpersonal skills of VETA Via graduate employees which included skills to participate as a member of a team, skills to teach others new skills, skills to serve clients/customers, leadership skills, negotiation skills and skill to work with diversity were considered by their employers to be relatively higher than non-VETA employees. With exception of negotiation and leadership skills which were relatively lower, other interpersonal skills including skills to participate as a member of a team, skills to teach others new skills, skills to serve clients/customers and skills of working with diversity were relatively higher in the range of somewhat better to much better. Looking for example employees' participation as a member of a team, one employer explained that *"These VETA Via employees are very different from other employees because their relationship with other employees is very good and it is very rare to hear issues such as bullying and other conflicts when working. In general, I can say they are well behaving employees from VETA"*

"These VETA Via employees are very different from other employees because their relationship with other employees is very good and it is very rare to hear issues such as bullying and other conflicts when working. In general, I can say they are well behaving employees from VETA"
Teaching/training Employer Don Bosco Iringa VTC.

relationship with other employees is very good and it is very rare to hear issues such as bullying

and other conflicts when working. In general, I can say they are well behaving employees from VETA” Teaching/training Employer Don Bosco Iringa VTC. Another employer who considered VETA Via employees to be much better in working with diversity explained that “even though I have employees from varying backgrounds and religion, I am yet to hear bullying complaints directed to VETA graduates” Employer from Dar es Salaam. Very few employers considered VETA Via employees to be much worse in participating as a member of a team, in teaching others new skills, in negotiating and in working with diversity. One of the employer who considered VETA Via employees to be much worse than other employees narrated that “while there are many VETA Via employees who are hardworking, there are few especially from our region of Mtwara who are natural lazy. These are like they were forced to go to VETA that they are like they don’t know why they went to college” Hospitality Industry Employer from Mtwara.

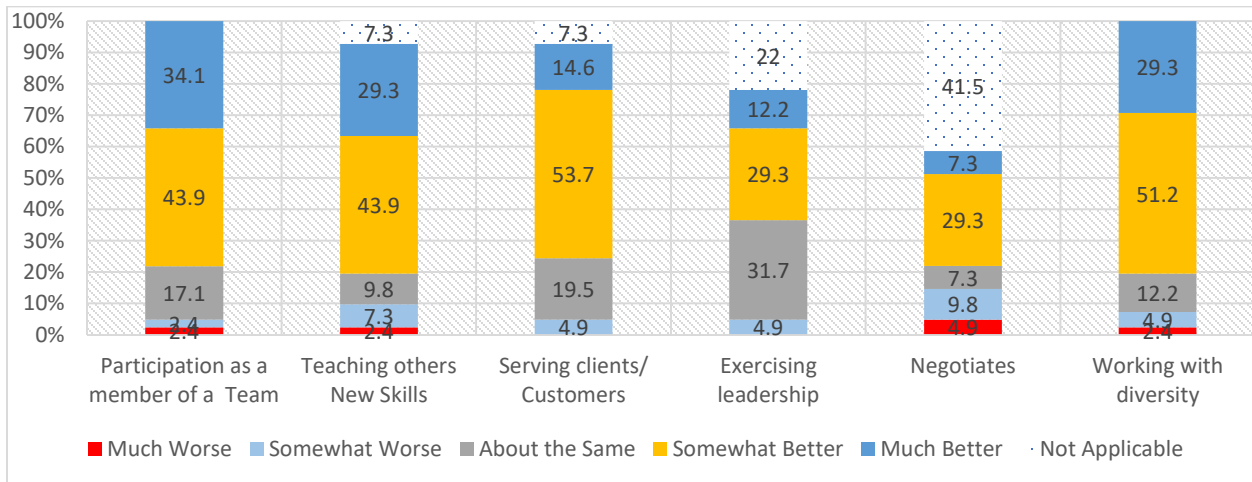


Figure 3.8. Employer’s perception on the interpersonal skills of the VETA employees relative to other employees

3.1.4 Relevant and Most Important Life Skills to Employers

Life skills considered by employers to be relevant and most important for employment are shown in the Figure 9 below.

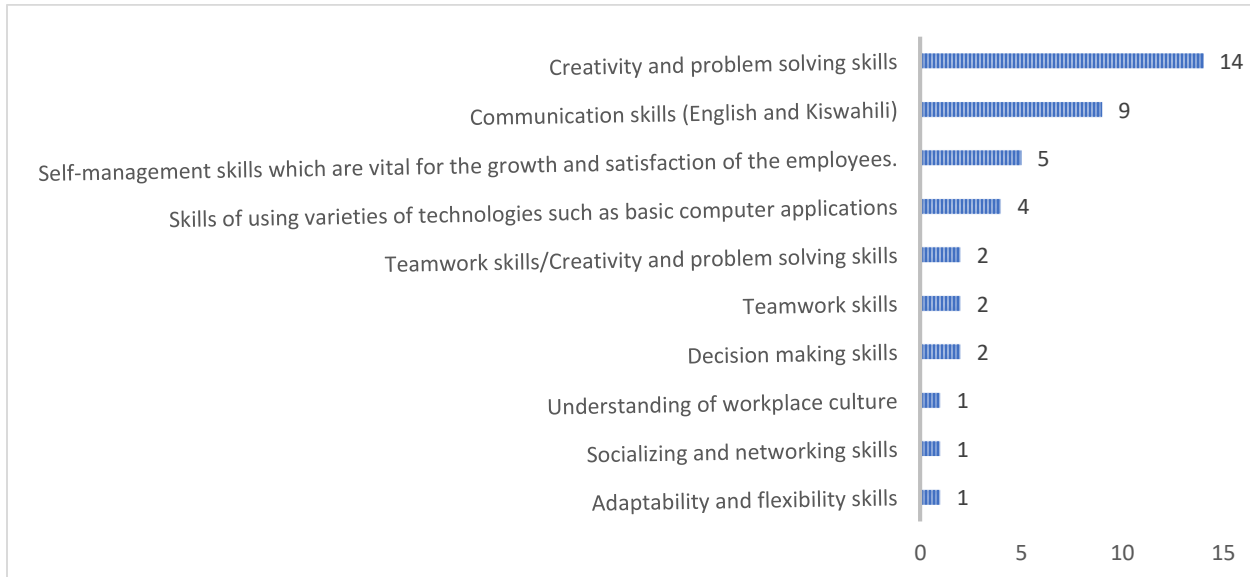


Figure 9. Relevant and Most Important Life Skills to Employers

- i.** Communication skills (English and Kiswahili): employers considered ability to communicate well relevant and most important life skill. This is not limited to speaking skills but to whole spectrum of communication skills which include writing, reading and listening.
- ii.** Skills of using varieties of technologies such as basic computer applications like internet, video calls (use of tools like Skype, WhatsApp, zoom etc.), email, programs like excel and word are relevant and important to employers. Other considered relevant and important skills are technologies such as how to connect and use wireless printers, security cameras, connect hot spots, and internet security.
- iii.** Self-management skills: this is vital skill for the growth and satisfaction of the employees. This include time management skills in which employers consider

that employees who can well manage time can focus and complete goals and tasks than those who are not self-disciplined in the area of time management.

- iv.** Teamwork skills: according to employers, teamwork or cooperation is a vital skill for achieving goals or tasks.
- v.** Decision making skill: This is another important skill considered relevant by the employers. According to employers, good employees are those who are able to make important decisions of their own life and workplace. On this, one employer in the motor vehicle mechanical works explained that “we require employees who are creative thinkers and confident in addressing customer vehicle mechanical problem”. Another in the hospitality industry explained that “we need employees who are able to make sensible decisions for the betterment of the business or organization”.
- vi.** Understanding of workplace culture i.e. dress code, customer relations, workplace ethics i.e. driving bosses
- vii.** Creativity and problem solving skills is an important skill required of any employee. For example, concerning drivers, they must be taught how to diagnose simple vehicle problems and how to perform simple car maintenance in addition to learning the driving skills. It is very important for a driver to be creative and be able to solve simple vehicle related problems. Otherwise, it would be very easy stack in remote areas where there are no vehicle technicians” Chief Driver in Mtwara.
- viii.** Hard work and willingness to learn and take responsibility for own development.
- ix.** Socializing and networking skills i.e. motor vehicle repair jobs come from ones network.
- x.** Adaptability and flexibility skills essential for coping with changing work environment.

3.2 Findings on the Clients of the TECC Graduate Entrepreneurs

3.2.1 Description of the Interviewed Clients

This section presents the findings on the interviews conducted to 17 clients of TECC graduate entrepreneurs from Dar es Salaam, Pwani, Mtwara and Dodoma. Sex wise, 9 (52.9%) of interviewed clients were females while 8 (47.1) were males. These clients identified themselves as poultry farmer, construction engineer, driver, food vender, fruit vender, hair braider, charcoal seller, shop seller, and technical welder. Services the clients received or buy from the entrepreneur who identified them were domestic products such as clothes and shoes, electrical appliances repair service (repair of TVs, Radio and Blender), peanut butter, plumbing service, saloon service (i.e. hair styling), food (i.e. rice and maize), and packaging materials (i.e. bags) shown in Table 3.3.

Type of service	Frequency	Percent
Shop for household food and non-food products like clothes and shoes	4	23.3
Repair of electronic devices such as TV, Radio, Iron, Blender etc.)	2	11.8
Make and sells Snacks (Chapattis, pastries, Cassava, cakes)	2	11.8
Sale of Peanut Butter, peanut packages, egg coated peanuts	2	11.8
Plumbing (pipe fitting and repairing)	2	11.8
Hair dressing (braiding, hair styling etc.)	2	11.8
Supply of fried nuts in labelled packaging	2	11.8
Supply of packaging materials	1	5.9
Total	17	100.0

Table 3.3. Services the clients receive from the entrepreneurs

Clients' satisfaction with services of Via graduate entrepreneurs

Response on the question about the existence of other entrepreneurs who could provide same service or sell products they were receiving from TECC graduates showed that 70.6% of the clients indicated existence of other entrepreneurs while 11.8% said 'No' and 17.6% did not know. When asked if they were satisfied with services of the TECC graduate entrepreneurs, almost all clients, 94.1%, were satisfied with the services. Reasons the clients gave for the stated satisfaction are shown in Table 3.4. The reasons included customer care of the entrepreneurs, quality of the product/service and quality of packaging (snack are

always fresh), trustworthiness, variety of products, experience and price of service/products considered to be affordable.

Reasons for Opting for Services of the Entrepreneur	Frequency	Percent
Experience	2	11.8
Customer care	3	17.6
Affordable prices (i.e. prices are worth the service)	3	17.6
Trustworthy	4	23.5
Products are of high quality	3	17.6
Variety of products (She sells variety of products)	1	5.9
Timely delivery	1	5.9
Total	17	100.0

Table 3.4. Reasons the clients Satisfaction with the Services of the Entrepreneur

Further assessment of the perspectives of the clients on the TECC graduate entrepreneurs, as explained next, focused on their satisfaction with reference to attributes associated with entrepreneurs' tangibility, reliability, responsiveness, empathy, and assurance.

3.2.2 Entrepreneurs Tangibility

Clients' perception of the TECC graduate entrepreneurs on tangibility which includes attributes such as modernity of equipment, attractiveness and convenience of physical facilities and appearance/neatness of the personnel is better compared to other entrepreneurs (Figure 3.10). Many clients consider equipment of the entrepreneurs to be modern looking (58.8%), physical facilities are visually attractive (58.8%) and personnel are well dressed and neat (82.3%). Compared to modernity of equipment, appearance/neatness of personnel and attractiveness of physical facilities, to many clients' physical facilities are not convenient. To 17.6% clients, equipment, attractiveness and convenience of physical facilities of the TECC entrepreneurs are somewhat worse compared to other entrepreneurs. For example, one client on these attributes explained that "equipment and physical facilities especially cooking facilities are not modern and physical facilities are not convenient and attractive" Client in Pwani.

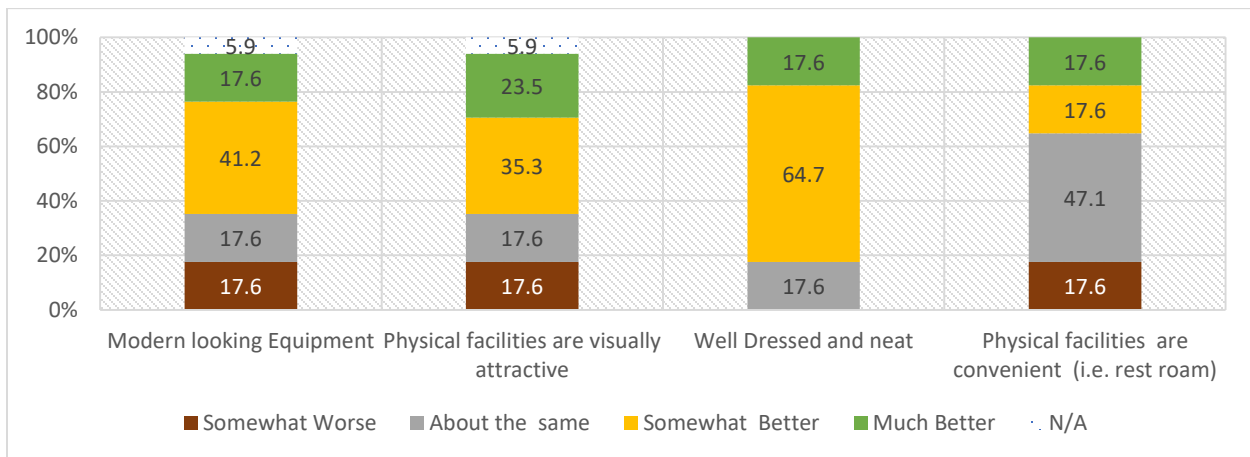


Figure 3.10. Tangibility of TECC entrepreneurs compared to other entrepreneurs.

3.2.3 Reliability of Entrepreneurs

More than half of consulted clients considered TECC entrepreneurs reliable (i.e. entrepreneurs are able to perform the promised service dependably and accurately) (Figure 3.11). Reliability attributes examined were keeping promise, being sympathetic and reassuring when clients have a problem, being dependable and keeping records. In all of these attributes, clients considered TECC entrepreneurs to be better compared to other entrepreneurs. However, 3 persons about 17% of the interviewed clients considered TECC entrepreneurs somewhat worse when it comes to keeping promise. For example, one client explained that “some of entrepreneurs involved in repairing electronic equipment like TV, Radio and Mobile phone are very worse in keeping promise” Client in Dodoma.

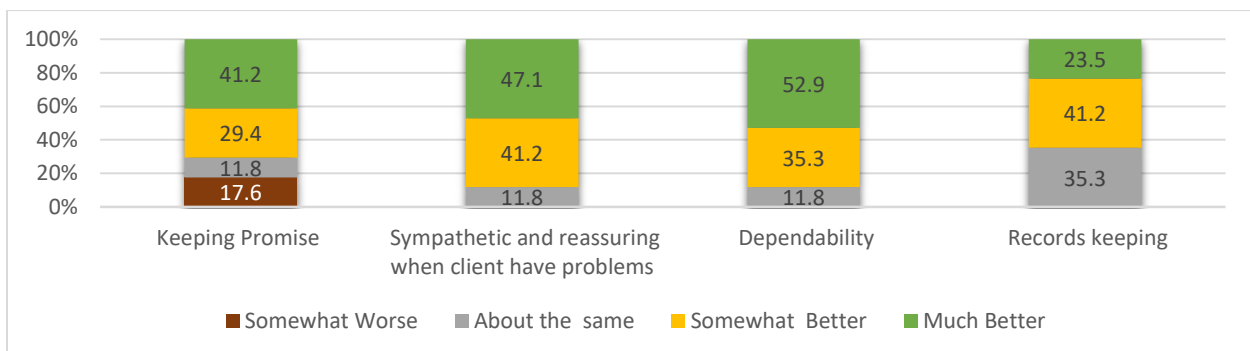


Figure 3.11. Client's perception of the reliability of TECC entrepreneurs compared to other entrepreneurs

3.2.4 Responsiveness of the Entrepreneurs

More than 80% of clients consider TECC entrepreneur to be responsive in terms of their willingness to help clients, respond immediately, provide prompt service, and respond to client’s site problems compared to other entrepreneurs (Figure 3.12). In all of the responsiveness attributes more than 60% of clients rated entrepreneurs as somewhat better and much better than other entrepreneurs. Only few clients about 6% (1 person) considered TECC entrepreneurs somewhat worse in responding immediately, providing prompt service and responding to clients’ site problems when compared to other entrepreneurs. For example, one client explained that “*electronic equipment repair entrepreneur required clients to bring their equipment in their site*” Client in Dar es Salaam.

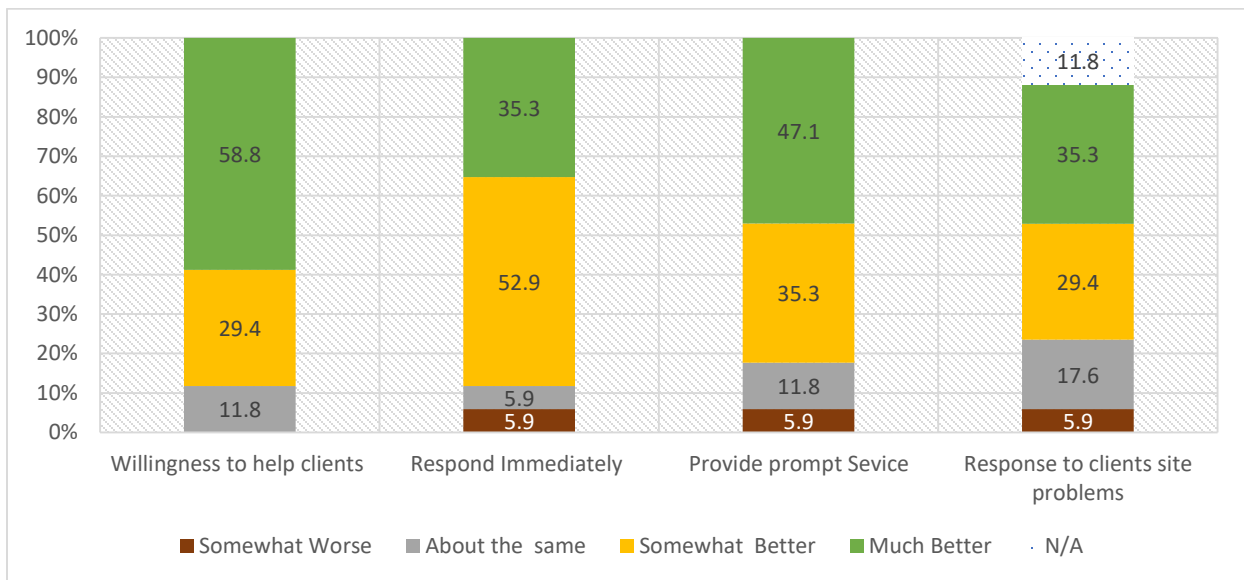


Figure 3.12. Responsiveness of TECC entrepreneurs compared to others

3.2.5 Assurance of Entrepreneurs

More than 75% of clients considered TECC entrepreneurs to have more assurance (i.e. knowledge and courtesy of service provision and the level of confidence conveyed to customers) than other entrepreneurs (Figure 3.13). Also, TECC entrepreneurs are considered trustworthy, safe with transactions, polite and supportive to clients. In all these attributes, TECC entrepreneurs are much better than other entrepreneurs. However, on

trustworthiness and politeness client who constituted about 6% (1 person) of all interviewed clients perceived TECC entrepreneurs as somewhat worse compared to other entrepreneurs. The client was of the opinion that *“sometimes these entrepreneur forget the value of good communication skills which is very important in attracting customers to your business. For example, one day I took my TV to electronics technician entrepreneur for repair, to my surprise when I went back for my TV I was told another problem which I believe was not in my TV but instead of explaining to me politely after asking for evidence the technician stated conflict with me”* Client in Dodoma.

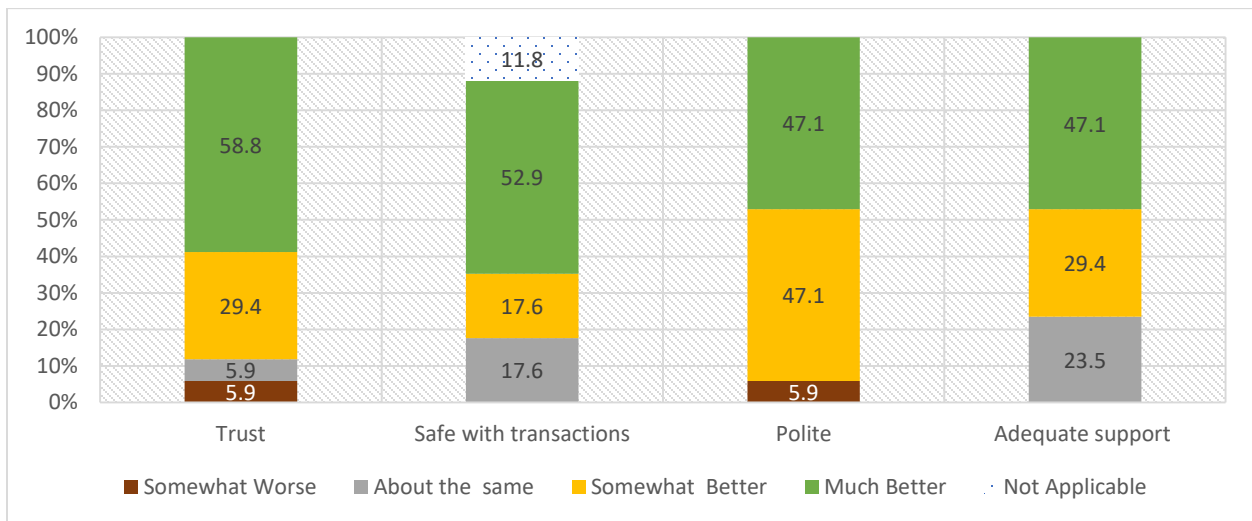


Figure 3.13. TECC entrepreneurs' assurance skills compared to other entrepreneurs

3.2.6 Entrepreneurs Empathy

More than 70% of the interviewed clients of TECC entrepreneurs considered entrepreneurs to be more empathetic than other entrepreneurs that they give their clients individual attention, are able to know the needs of the client, have the clients' best interest at heart and operate at clients' convenient hours. In all of the empathy attributes shown in Figure 3.14, TECC trained entrepreneurs were rated somewhat better and much better compared to other entrepreneurs. In some attributes which include entrepreneurs giving individual

attention, knowledge of the needs of the clients and having the clients best interest at heart had some clients who rated the TECC trained clients somewhat worse than others.

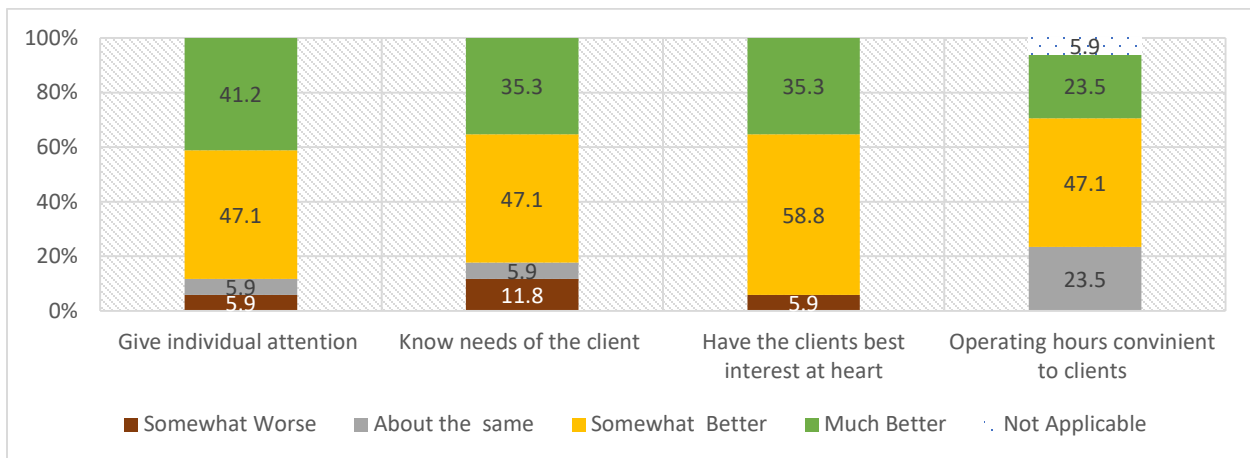


Figure 3.14. Empathy of the TECC entrepreneurs compared to other entrepreneurs

3.2.7 Clients recommended the following Measures to enhance the competencies of TECC graduate entrepreneurs:

- Provide more training to entrepreneurs to increase their business negotiation and customer care skills
- Design training to increase innovativeness skills of entrepreneurs so that they can explore and respond to deficiencies in the market. For example, one client explained that *“in the beauty industry, there are many different hair dressing styles and weaving styles which entrepreneur can learn – entrepreneurs in this area are supposed to learn these new hair dressing and weaving styles for their customers”* Client in Pwani Region.
- Provide customised training programs to increase or improve labelling skills of entrepreneurs to enhance the look of the products (i.e. the look which will be attractive to the customers) and different types of packaging materials including packages of different sizes.
- Increase marketing skills of the entrepreneurs.

- Increase the number of refresher courses which will increase the knowledge of the entrepreneurs on how to cope with modern ways of doing business and entrepreneurship.
- Enhance interpersonal skills like skills of entrepreneurs to work with neighbour with similar business
- Discipline and hard working
- Entrepreneurs particularly those involved in food production services should be taught how to prepare their business environments to look attractive and attract customers.
- Entrepreneurs should be taught the value of being trustworthy that they should keep promise when they promise to do something.

4 Conclusions and Recommendations

The study findings have shown how skilled and competent the VETA Via graduate employees and TECC graduate entrepreneurs have been from the perspectives of the employers and clients respectively. This section provides conclusions and recommendations emerging from the findings organised in two sections. The first is conclusion and recommendations from the employers section of the study while the second provide conclusion and recommendations from the entrepreneurship part of the study.

4.1 On Employers Perspectives

4.1.1 Conclusion

Employers' perspectives on the marketability, performance and skills of VETA Via graduate employees is considerably impressive when compared to non-VETA Via employees. As indicated by employers, VETA Via graduates are marketable and better than other employees from other sources. Their basic skills, thinking skills, personal skills, resource management skills, information and communication skills, and interpersonal skills relatively better than other employees. For example, personal qualities of the VETA Via graduates

which include their ability to take responsibility of their actions, self-esteem, sociability, self-management and integrity/honesty are better than those of other employees. This suggests that intervention to promote employability of young people from the perspectives of the interviewed employers has been improved considerably. In addition, to improvements stated by the interviewed employers, a number of life skills were considered by the employers of the VETA Via graduates to be relevant and most important. These include communication skills, teamwork skills, technology use skills, decision making skills, self-management skills, creativity and problem solving skills, learning skills, socializing and networking skills and adaptability and flexibility skills.

4.1.2 Recommendations

Several recommendations emerging from the analysis of the findings

- VETA should enhance English listening and speaking skills especially for trainees registered in the hospitality courses.
- VETA should enhance trainees' Information Technology skills like the use of computer packages beyond Ms Word, use of internet, video calling like zoom, Skype, and WhatsApp.
- VETA should enhance life skills and career support services and trainings aimed to prepare young people who are more responsible, with high self-esteem and who can manage themselves.
- There is a need to enhance collaboration between VETA training centers and employers of various carder to enhance the relevance of the curriculum and the teaching and learning process, to ensure training provided produce graduates/employees with competencies and skills required and relevant to employers.

4.2 On TECC Entrepreneurs

4.2.1 Conclusions

On the entrepreneurship component of the study, clients' feedback on their satisfaction with services, performance and skills of the TECC graduate entrepreneurs is considerably

impressive. This was gauged through the perspectives of the clients of the TECC graduate entrepreneurs relative to other non-TECC entrepreneurs who could provide the same service on the basis of the following attributes namely tangibility, reliability, responsiveness, empathy, and assurance. In general, in all of the attributes, TECC graduate entrepreneurs were considered better than other entrepreneurs. However, there were some few clients who considered TECC graduate entrepreneurs to be somewhat worse in some sub-attributes of the main attributes compared to non-TECC graduate entrepreneurs. For example, some tangibility attributes which include equipment, attractiveness and convenience of physical facilities of the TECC entrepreneurs are somewhat worse compared to other entrepreneurs. More than 60% of the interviewed clients considered TECC entrepreneurs to be better than other entrepreneurs on other assessed attributes which include reliability, responsiveness, assurance, empathy and integrity. On responsiveness, TECC entrepreneur are willingness to help clients, respond immediately, provide prompt service, and respond to client's site problems compared to other entrepreneurs. On assurance, TECC entrepreneurs are considered trustworthy, safe with transactions, polite and supportive to clients. Also, with regard to empathy, TECC entrepreneurs give their clients individual attention, are able to know the needs of the client, have the clients' best interest at heart and operate at clients' convenient hours.

Clients' assessment of the TECC entrepreneurs gave a number of recommendations which included to improve their business negotiation and customer care skills, innovation skills, marketing skills, skills to cope with modern ways of doing business (online business), discipline, trustworthiness skills and making business environment attractive.

4.2.2 Recommendations

- TECC trainees need to be empowered with thinking skills necessary to equip them with skills such as creativity vital to in making their business environment attractive and convenient to their customers/clients.

- Future TECC training programs on entrepreneurship should emphasize the following skills to enhance the skills and competitiveness of the graduate entrepreneurs. The skills include issues related to keeping promises, responsiveness like responding immediately to client issues, providing prompt service and responding to clients' site problems, assurance aspects including being polite and ensuring trust to the customers/clients and empathy aspects like being able to know the needs of the client, giving clients individual attention and having the clients' best interest at heart.

5 Appendixes

5.1 List of interviews

5.1.1 Interviewed Via Graduate Employers



5.1.2 Interviewed Clients of TECC Graduate Entrepreneurs

