Youth Empowerment Program

Evaluation Report

TANZANIA

April 2010

ACKNOWLEDGMENTS

FocusAfrica wishes to thank all those who contributed to the execution of this evaluation. We thank the organizations that shared their opinions and appreciation of the Youth Empowerment Program (YEP) with us, but also stakeholders for their important suggestions, which we did not fail to specify in the report. We equally wish to thank the team of the implementing agency, the Vocational Education and Training Authority (VETA) in Tanzania, for their availability and their promptness in sharing information.

FocusAfrica thanks the International Youth Foundation (IYF) for entrusting us with the responsibility of implementing this evaluation. Our thanks equally go to the participants in the program, who were willing to be evaluated, while hoping that the outcomes will help to improve the future programs of IYF and those of implementing agencies in the target countries of the program, in order to boost youth employability. We cannot end this acknowledgement without thanking Microsoft and IYF, thanks to whom the lives of many young Africans have been transformed for the better.

TABLE OF CONTENTS

TABLES

GRAPHICS

ACRONYMS

CBA	Competency Based Assessment
DRVTSC	Dar es Salaam Regional Vocational Training and Service Center
ICT	Information and Communications Technology
IYF	International Youth Foundation
NGORC	NGO Resource Centre
NGO	Nongovernmental Organization
OVC	Orphans and Vulnerable Children
VET	Vocational Education and Training
VETA	Vocational Education and Training Authority
YEP	Youth Empowerment Program

EXECUTIVE SUMMARY

Tanzania's labor market annually welcomes approximately 700,000 new job seekers from all levels of the education system. Of these, less than 3% are able to gain employment in the formal sector. The overwhelming majority (97%) is absorbed into the informal economy, or joins the ranks of the unemployed. Tanzania's general unemployment rate was estimated at 12.9% from the last Integrated Labor Force Survey (2000-2001). The unemployment rate for youth was estimated at 17%, or 60% of all unemployed people. In 2006, the International Labor Organization estimated a youth unemployment rate of 8.8%, with youth constituting 53.3% of the unemployed.

In 2008, the inactivity rate[1] among the youth population between the ages of 15 to 24 was estimated at 18.54%. Another alarming figure for Tanzania is the change in unemployment rate, which grew at over 0.8 percentage points per year between 1997 and 2007, one of the highest in Sub-Saharan Africa. It is in this context that Microsoft's Community Affairs Program in Africa (Microsoft) and the International Youth Foundation (IYF) joined forces to help address the challenges of youth employment and entrepreneurship in Africa, through the Youth Empowerment Program (YEP) in Kenya, Nigeria, Senegal, and Tanzania.

The study is an independent evaluation of the Youth Empowerment Program in Tanzania, executed by the Vocational Education and Training Authority (VETA) which was established by the Government of Tanzania to provide and coordinate vocational training from a platform of 21 training centers in 18 regions of Tanzania. The objective of the YEP program in Tanzania was to provide training to 2,200 disadvantaged young people already enrolled in VETA vocational skills training programs at the VETA Dar es Salaam Regional Training and Service Centre (VETA - DRVTSC), and an additional 300 Orphans and Vulnerable Children (OVCs) who were recruited from various NGO programs supporting OVCs. The VETA YEP program included three different training subjects, which were offered as non-mandatory additional courses to the students. The courses were included in the training schedule, and participants who were interested would elect to register for the courses. These courses included:

- **Life skills (40 hours),** which aims to push participants to think through their everyday life and their working life. The training is focused on self-development, where participants focus on who they are now, who they were in the past, and who they want to be in the future.
- **Entrepreneurship (86 hours),** which aims to impart relevant cross-cutting skills to trainees in their respective occupations to enable them to meet the challenges and opportunities of the global labor market with greater confidence.
- **Information and Communications Technology (ICT) (261.5 hours),** which teaches managing office applications and the Internet, and maintaining computer hardware, software and network hardware. The ICT course includes three different levels.

The program also aimed to establish a "One Stop Center" to provide career and placement support to VETA YEP trainees. To implement the YEP in Tanzania, VETA received a grant of US$125,000. The program was launched in November 2007 for a period of two years and aimed to place 70% of the participants in jobs, internships, self-employment, or community service. The program also sought to encourage participants to pursue continuing education and training.

Since its launch in 2007 through December 2009, the YEP program in Tanzania trained a total number of 1,310 students at the VETA DRVTSC.[2] The evaluation focused on the 1,188 students - both VETA trade

[1] Meaning they are neither working, looking for work, nor in school.

[2] Using remaining YEP resources, the program was extended into 2010, enabling VETA to enroll an additional 429 youth in the program (for a total of 1,739 youth trained since 2007) and to support sustainability of the program.

students and OVCs - in the VETA program database for 2008 and 2009, as provided by VETA in December 2009, and an analysis of 63 students in the sample follow-up group of students (including only one OVC as the others were not available at the time of the evaluation or were unreachable), based on the responses to an evaluation questionnaire adapted from the IYF Entra21 program, which was administered by FocusAfrica one-on-one from February 1st to February 8th 2010 at VETA in Dar es Salaam. Discussions with employers and other stakeholders are also integrated in the findings.

The evaluation revealed the following findings based on an analysis of the responses from the students in the follow-up group (63 students who were interviewed by FocusAfrica during the evaluation):

- The program achieved a placement rate of 82.54%[3], with 50% of the students participating in an internship, 23.33% working in a job, and 36.67% working independently since they completed training. Also, 36.67% or 14 participants continued with their studies while participating in an internship, working in a job, or working independently. It must also be noted that after the training, 12.7% or eight participants from the follow-up group only continued with their studies or only participated in another training program outside of VETA. In total, 94.24% of the respondents were employed, self-employed, participated in an internship or community service, or continued their studies after the training.
- At the time of the follow-up evaluation, the analysis found that 50.79% of the students were working. Of these, 13 participants or 40.63% out of the 63 in the sample follow-up group were employed as wage earners, interns and family workers, while 19 or 59.38% of them were self-employed. Out of the 13 students who were employed as wage earners, interns and family workers, 30.77% or four of them stated they had permanent staff positions, while 53.85% or seven of them stated they worked in temporary and fixed duration positions.
- With regards to the 49.21% participants in the sample follow-up group who were not working at the time of the evaluation, the majority of them were not doing so because they were in school (74.19%). This is further explained as 80.65% or 25 participants out of the 31 respondents in the sample follow-up group who were not working indicated that they were not looking for work at the time of the evaluation.
- Only 11.11% of the participants in the sample follow-up group used the program's placement services. Of those that did (seven students in total), 42.86% rated the services as good while 57.14% rated them as average. It also appears that the One Stop Center was not instrumental in terms of placement, since 85.71% of those who used the services were placed after the training, whereas 96.43% of those who did not use the services were placed after the training.
- Out of the 63 students in the sample follow-up group, 14 received the life skills training. Based on the results of their self-assessments, students who received life skills training generally saw an improvement in their skills, with the highest positive change (100% rating their skills either "much better" or "better" from before the training to after the training) on the ability to relate to and communicate with others, the ability to work in groups, the capacity to care for one's overall health, ethics in the work place, and the ability to take initiative.
- The ability to manage conflict, ethics in the workplace, and the ability to take initiative had the highest percentages of "much better" ratings from before the training to after the training, with

[3] Per terms of the Microsoft-IYF Youth Empowerment Program agreement and overall program objectives of empowering youth by enhancing employability as well as engagement/citizenship, placement is defined as dependent or self-employment or participation in an internship or voluntary community service activity. If a youth beneficiary was employed in one or more jobs, was self-employed, or participated in an internship or community service activity since completing the program, the beneficiary is counted in the program's overall placement rate. In addition, the evaluation provides specific information on employment and self-employment placement rates and outcomes.

78.6% each. The skills where participants saw the least improvement in their self-ratings or self-rated themselves as the same from before the training to after the training were: ability to learn on one's own (14.3%), capacity to be creative (14.3%), personal presentation (14.3%), and capacity to be responsible (14.3%).

- The entrepreneurship training was well received by the students, particularly with regards to identifying and developing entrepreneurial competencies, generating viable business ideas, identifying the challenges and opportunities of self-employment, and organizing and operating a small business, where over 96% of the participants indicated that their skills were either better or much better from before the training to after the training. Two modules that should be further reviewed or revised to ensure better results are identifying the legal forms of business and writing a business plan where participants felt that their skills had not changed, at 27.3% (15 out of 55 respondents) and 24.1% respectively (13 out of 54 respondents).

- The data shows that 52 students participated in Level I ICT, 15 students participated in Level II ICT, 3 students participated in Level III ICT, and 11 students in the sample follow-up group did not participate in any ICT training. For level I, the participants found that their skills were better or much better from before the training to after the training, with regards to organizing microcomputer and peripherals (87.2%), and Microsoft Word (90%). However, for Microsoft PowerPoint, Desktop Publishing and Creating and Operating Email Accounts, much remains to be done as respectively 63.6% (or 21 out of 33 respondents who took the Microsoft PowerPoint course), 70.6% (or 24 out of 34 respondents who took the Desktop Publishing course) and 50.0% (or 14 out of 28 respondents who took the Creating and Operating Email Accounts course) of the students found that their skills had not changed.
- With regards to ICT levels II and III, the number of trained students in the sample follow-up cohort decreased as the modules advanced, except for the last module of ICT level III. For ICT level II, an emphasis should be placed on the module 'maintaining network hardware' as 50% or three students out of six found that their skills were the same from before the training to after the training. With regards to ICT level III, only one student each was trained in 'designing graphics' and 'managing websites'. The sample is too small to draw any conclusions. In 'basic programming' however, three students in the sample follow-up cohort were trained: one student each indicated that their skills were much better, better and the same.
- The greatest perceived impact is from the entrepreneurship training. During the focus group discussions, students agreed that this is what has most impacted them in their lives. They stated that they felt that self-employment will give them better prospects than being employed. Most of them have in one way or another started engaging in small scale informal businesses, with the hopes to apply what they had learned as they grow these businesses.
- Overall, the participants had a positive appreciation of the training, with 79.36% rating it as good, very good or excellent. However, only 36.51% of the 63 participants in the sample follow-up group indicated that the training had met their expectations, 42.86% indicated that the training had not met their expectations, and 20.63% indicated that their expectations had been met partially. The most important reason is that the participants thought that they were going to learn about a technical area (82.50%), and learn more (72.50%). Indeed, several participants mentioned that the life skills course should have been taught to the entire student group, and the ICT training was incomplete due to insufficient computers and trainers that lacked the requisite skills.
- The students in the sample follow-up group felt that the training had impacted their lives: when asked to compare the quality of their life from before the training to after the training, out of 63

respondents, 23.81% indicated that it was much better, 60.32% that it was better, and 15.87% that was is the same. When asked about how the program has helped students in the sample follow-up group, they saw improvement in their economic prospects (96.61%), improvement in their employment options (98.33%), and support to help continue with their studies (51.43%).

- Overall, the employers interviewed found that the students' skills levels were satisfactory. With regards to performance of office tasks, work habits, and personal presentation, all five employers found the skills to be satisfactory. With regards to interpersonal skills and command of ICT, the assessments from employers were almost evenly split between satisfactory and somewhat satisfactory. Areas for improvement include English language skills and communications skills; ability to multi-task; ICT skills beyond the basics and specialized software (such as AutoCAD for the architecture sector as mentioned by one employer in the sector). Four out of the five employers that were interviewed during the evaluation also indicated the need for more sector-specific training. Employers found that students sometimes lack the practical training and exposure to their sector of focus. For example, they indicated that the equipment used at VETA to train students in a trade is sometimes outdated and not used in industry. They also indicated the need for more internships and field attachments so that students graduate with field exposure.

During the evaluation of the program, some other general observations were made on the implementation of the program by interviewees and other stakeholders. These observations are summarized below.

- **Training is not provided consistently, particularly with regards to life skills.** As indicated, the life skills training needs to be better structured, so that all the students can benefit from it. Students repeatedly requested that it be offered during times that are accessible to them, which do not conflict with their trade courses. For other students, the life skills training needs to be better explained, in terms of its objectives and contents.
- **The ICT training is not provided consistently, and few participants have been trained in all the modules at any level.** The ICT training should be better organized. Where equipment or trainers are not available or do not have the requisite competencies, it is advisable that VETA limit the training to the basics, and wait to have all the requirements for an effective training to offer additional levels.
- **The YEP program is not positioned as a value-added program to students**. The courses under the YEP program as well as the One Stop Center should be better promoted to students, in terms of their value and objectives. These offerings should be presented as a package with several complementary offerings.
- **The OVC training is not tailored to the specific needs of youth with different family circumstances, who often live on their own and are responsible for other family members**. VETA's management recognized that they did not have the requisite competencies to train students who are OVCs, and who come from the most challenging environments. The program worked with partner NGOs that support OVCs; however, the partnership should have been deepened as part of the training, with the continued full engagement of the partner NGOs.
- **The YEP program is not positioned as a value-added training to employers,** as a means to differentiate VETA students who have undergone the training from other training programs. However, for this to be successful, all VETA students need to be given access to all the courses of the YEP program.

- **VETA does not offer one-on-one career counseling for program participants, which has been perceived as a highly positive offering in other programs**. In Kenya and Senegal for example, where such support was provided to YEP participants, it was viewed by participants as a highly beneficial addition to the program, bringing many of them to view YEP program managers as role models and view the training center as a place where they can continuously seek guidance and support. This is also supported by the feedback from the participants who indicated that there was no follow-up after the training (83.61%).
- **The YEP program has helped VETA to be comfortable in approaching employers directly to seek their recommendations about training and to secure placement opportunities** for VETA students/graduates.

Based on these findings, the following recommendations are proposed:

- **The life skills curriculum should be adapted to the Tanzanian environment, and the trainers should be adequately trained on how to provide the training.** VETA should work with specialized life skills experts or a life skills coach to adapt the IYF life skills training materials to the Tanzanian context. This will help address any concerns from the students or the VETA administration on the benefits of the program, and make the program targeted to the immediate needs of the students. Employers should also be invited to engage in this process, similar to the approach used to develop the entrepreneurship curriculum, which has proven to be a very successful course.
- **The life skills training needs to be better explained to the students**. Once the courses are revised as needed and the trainers are adequately prepared to teach the courses, VETA should organize a "YEP program orientation day" to explain the objectives of the life skills training to the students, for example. This could include personality tests, and mock interviews followed by interview counseling sessions for example, or any other activity that will allow the students to sample the training. It is critical for students to understand the importance of life skills to employers, and how this training aims to strengthen their job search skills.
- **VETA should seek additional funding to secure enough computers and qualified trainers**. VETA should develop and launch a fundraising campaign to purchase sufficient computers. If this is not a viable option based on the status of VETA as a Government-related entity or any other reason, VETA should consider outsourcing the ICT training to an existing training institute specialized in ICT training, and recognized as such. ICT training should have sufficient computers to provide the full courses, and be able to house all the VETA students in a given year.
- **If VETA plans to continue providing training to OVCs as a special student population, a targeted program should be developed for OVCs, based on their specific needs and circumstances.** VETA should work with the partner OVC NGOs to develop a training program that is relevant for OVCs. This program should aim for employability as well; however, it should also consider additional training OVCs might need to prepare for the job market, which takes into account the difficult environments of OVCs.
- **The program should raise financing from various organizations to support remuneration for internships, particularly for students who are not able to afford the costs related to the internship.** This is in response to some students dropping out of their internships due to insufficient funds to travel to the internship site.
- **VETA should offer the YEP program through the One Stop Center, clearly positioning it as a value-added program.** This will help differentiate the VETA trade training from other programs, and increase the visibility of the program. Further, as an accrediting entity, VETA should always

strive to innovate and offer programs that will be replicated by other similar institutions. It is by positioning the YEP training as a value-added set of courses that the organization can promote such a training program nationally, for other organizations to follow.

Overall, the YEP program in Tanzania has benefited students, who have noted the importance of the skills provided by the training. It is for this reason that students have focused their recommendations on ensuring the program increases its reach to all VETA students particularly with regards to life skills training, and that the quality of the training, particularly ICT, is strengthened and that all modules are offered to all students who wish to take the courses.

A. INTRODUCTION

Tanzania's labor market annually welcomes approximately 700,000 new job seekers from all levels of the education system. Of these, less than 3% are able to gain employment in the formal sector. The overwhelming majority (97%) is absorbed into the informal economy, or joins the ranks of the unemployed[4]. Tanzania's general unemployment rate was estimated at 12.9% from the last Integrated Labor Force Survey (2000-2001). The unemployment rate for youth was estimated at 17%[5], or 60% of all people who are unemployed[6]. In 2006, the International Labor Organization estimated a youth unemployment rate of 8.8%, with youth constituting 53.3% of the unemployed. In 2008, the inactivity rate[7] among the youth population between the ages of 15 to 24 was estimated at 18.54%. One alarming figure is the change in unemployment rate, which grew at over 0.8 percentage points per year between 1997 and 2007, one of the highest in Sub-Saharan Africa[8].

An added challenge for Tanzania, similar to many African countries, is the strong focus on universal primary education, without the corresponding efforts to ensure the majority of primary school leavers are absorbed into secondary schools or other types of vocational training. As such, the majority of new job seekers have low levels of education and training, adding to the challenge of employability. In Tanzania, this has resulted in few options for youth who have not studied beyond secondary school, most of them engaging in private traditional agriculture.

It is in this context that Microsoft's Community Affairs Program in Africa (Microsoft) and the International Youth Foundation (IYF) joined forces to help address the challenges of youth employment and entrepreneurship in Africa through the Youth Empowerment Program (YEP). In Kenya, Nigeria, Senegal, and Tanzania, YEP adapted the comprehensive approach to youth employability developed by IYF through its successful *entra21* program in Latin America. The program provides demand-driven training in information and communications technology (ICT), life skills, and entrepreneurship, with a goal to improve the employability of disadvantaged African youth ages 16 to 35. The specific objectives of this two-year program are to meet the employment needs of young people in the four target countries by:

- Strengthening the capacity of at least six implementing organizations to deliver high quality employability programs to reach at least 40,000 individuals, with 10,000 young people benefiting directly from ICT, life skills, entrepreneurship, and marketable job skills training;
- Achieving at least 70% placement of those who receive training under the project through internships, jobs, self-employment, and/or voluntary community service.[9] The program provides assistance with job placement in the formal or informal sectors, and enterprise development services including access to credit through alliances with other providers. The program also seeks to encourage continuing education and training.

[4] IFAD Governing Council Roundtable, Generating Remunerative Livelihood Opportunities for Rural Youth, Promoting Livelihood Opportunities for Rural Youth: Some Lessons from Tanzania; Asha Juma, February 2007.
[5] Ibid.
[6] Presentation by Joyce Shaidi, Director of Youth Development, Tanzania, 2006.
[7] Meaning they are neither working, looking for work, nor in school.
[8] Youth Employment Trends in Sub-Saharan Africa, Wendy Cunningham and David Newhouse, IYF "Employability, Youth, Opportunity" Conference, Nairobi, April 2009.
[9] Per terms of the Microsoft-IYF Youth Empowerment Program agreement and overall program objectives of empowering youth by enhancing employability as well as engagement/citizenship, placement is defined as dependent or self-employment or participation in an internship or voluntary community service activity. If a youth beneficiary was employed in one or more jobs, was self-employed, or participated in an internship or community service activity since completing the program, the beneficiary is counted in the program's overall placement rate. In addition, the evaluation provides specific information on employment and self-employment placement rates and outcomes.

In Tanzania, the program is implemented by the Vocational Education and Training Authority (VETA) which was established by the Government of Tanzania to provide and coordinate vocational training from a platform of 21 training centers in 18 regions of Tanzania. Through VETA, YEP aimed to train 2,200 disadvantaged young people already enrolled in VETA vocational skills training programs at the VETA Dar es Salaam Regional Training and Service Centre (DRVTSC), and an additional 300 orphans and vulnerable children. YEP focused on computer and ICT skills, life skills, and entrepreneurship training. More specifically, VETA planned to achieve the following:

- Improve the ICT specialist program at the DRVTSC by introducing three ICT training packages (multimedia, graphics, and systems development) for the benefit of 400 ICT specialist trainees.
- Train 1,000 non-ICT students in basic computer skills.
- Equip these 400 ICT and 1,000 non-ICT vocational trainees with life and entrepreneurship skills.
- Provide vocational, ICT, life, and entrepreneurship skills training to 300 orphans and vulnerable children (OVCs). The OVC cohort was to be included in the 1,000 non-ICT student cohort noted above.
- Provide One Stop Centre career and placement services to 1,100 DRVTSC students and graduates from other vocational training centers.
- Place 1,750 DRVTSC trainees and OVC participants in jobs, internships, self-employment, or community service.

YEP in Tanzania also includes a partnership with the NGO Resource Centre (NGORC) in Zanzibar, a project of the Aga Khan Foundation, which is focusing on tourism, hospitality and foreign languages training, ICT and life skills training, internships and job placement assistance, and business support services for 200 youth in the tourism / hospitality sector in Zanzibar. YEP in Zanzibar launched activities in the second half of 2009; for this reason, the project was not included in this evaluation.

In order to measure the outcome of the program on the participants, IYF, following an open tender, contracted FocusAfrica, a management consulting firm based in Senegal, to conduct an independent evaluation of YEP in each of the four target countries of the program. The objectives of the evaluation are to:

- Review the implementation process for the program pilot and its outcomes;
- Assess the outcomes of the training for the youth in terms of acquisition of skills, placement, and creation of businesses or income-generating self-employment;
- Gather the opinions of employers on the performances of trainees and employees, as well as gaps to be filled;
- Gather recommendations from employers and stakeholders in order to improve the implementation of the program.

In Tanzania, the evaluation is focused on the VETA program. Subsequent sections of the report describe YEP in Tanzania, followed by the methodology to conduct the evaluation. The report also presents the profile of the trained participants, as well as the findings based on both an analysis of the available student database for the program provided by VETA, a sample of 63 participants who were interviewed face-to-face by FocusAfrica in Tanzania[10], and five employers who have employed YEP students. Following this analysis, the report summarizes the feedback from the participants and various

[10] The evaluators met with 64 participants, one of which did not complete the program.

stakeholders on the implementation of the program. The report concludes with proposed recommendations to strengthen the program in Tanzania.

B. SECTION I: DESCRIPTION OF THE YOUTH EMPOWERMENT PROGRAM IN TANZANIA

A. Program Description

The Tanzania Youth Empowerment Program (YEP) was launched in November 2007 for a period of two years. The program focused on students already enrolled in the study of a trade in the Dar es Salaam Regional Vocational Training and Service Center (DSMRVTSC) in 2008 and 2009, and an additional 300 Orphans and Vulnerable Children (OVC) who were recruited from various NGO programs supporting OVCs. The program aimed to place 70% of the participants in jobs, internships, self-employment, or community service. The program also sought to encourage participants to pursue continuing education and training.

The program was implemented by the Vocational Education and Training Authority (VETA), an autonomous government agency charged with the overall responsibility to coordinate, regulate, finance, provide and promote vocational education and training. VETA is also charged with accrediting all vocational education programs in Tanzania. VETA was established from the Vocational Education and Training Act, which was enacted by the Tanzanian Parliament in 1994 to guide the vocational education and training (VET) system in Tanzania. The Act aimed to 'make the training system more flexible, cost effective and responsive to the demands of the labor market'. This explains why VETA started piloting a Competency Based Assessment (CBA) approach to evaluation in 1995. This approach requires that students successfully complete a unit before graduating to higher levels. Further, their performance is recorded on an ongoing basis, and performance is validated at the end of a level. VETA plans to move to CBA only by 2012.

VETA programs run from Levels 1 to 7, with three levels of certification:

- Levels 2 to 3: Certificate in the studied trade
- Level 4 to 6: Diploma in the studied trade
- Level 7: Degree in the studied trade

VETA provides vocational training through its nine zonal offices that are located throughout the country as follows: Dar es Salaam, Central, Highlands, Lake, Western, South West, South East, Northern, and Eastern. The YEP program with VETA was focused on Dar es Salaam, and focused on the youth that were enrolled in the 25 trades taught at VETA in 2008 and 2009. The trades included: basic cleaning, batik, carpentry, catering, civil draughting, decoration, electrical installation, electronics, fitter mechanics, hair dressing, industrial electrical fitter, information technology, laboratory, masonry and bricklaying, motor rewinding, motor vehicle mechanics, office machine mechanics, painting, panel beating, plumbing, printing, refrigeration and air condition, secretarial and computer, tailoring, and welding and fabrication.

The VETA YEP program included three different subjects, which were offered as non-mandatory additional courses to the students, mainly in Year 1 of their studies but, due to lack of availability of equipment or trainers, in Year 2 or 3 as well. The courses were included in the training schedule, and participants who were interested would elect to register for the courses. These courses included:

- **Life skills (40 hours),** which aims to push participants to think through their everyday life and their working life. The training is focused on self-development, where participants focus on who they are now, who they were in the past, and who they want to be in the future.
- **Entrepreneurship (86 hours),** which aims to impart relevant cross-cutting skills to VET trainees in their respective occupations to enable them to meet the challenges and opportunities of the global labor market with greater confidence.

- **Information and Communications Technology (ICT) (261.5 hours),** which includes courses on managing office applications and the Internet, and maintaining computer hardware, software and network hardware. The ICT course includes tree different levels, which are further described below.

The section below provides more details on the curriculum for each subject.

B. Curriculum

The life skills course was provided based on the International Youth Foundation (IYF) training manual: "Life-Work: Developing skills for everyday life and the world of work among unemployed youth". The manual included two modules: Life skills for everyday life (Module 1) and Life skills for employability (Module 2). Unlike the other YEP programs, the manual was not modified to address the local environment and needs, due to a lack of resources as well as competency in the provision of life skills training within VETA to be able to modify the training materials. VETA found the provision of life skills training to be a challenge, as none of their trainers nor the organization was specialized in this area.

The two modules are delivered over a forty-hour period, based on a series of interactive and participatory tasks designed to develop the following competencies: emotional intelligence, motivation, human communication, cooperation and communication, understanding of the concepts of work (worker and self-employment), team dynamics, and related skills.

The entrepreneurship course is viewed by VETA as an extension of the trade courses, to allow trainees who are so interested to engage in an entrepreneurial career by starting their own businesses or work as contractors in their trade. The course seeks to develop participants' confidence, commitment and entrepreneurial abilities. The curriculum is based on VETA's curriculum for entrepreneurship, which in turn is based on discussions and input from the VETA Trade Advisory Committee. The Committee is comprised of professionals who provide insights into employer skills needs so that the VETA syllabus is responsive to market needs.

The course is structured in five modules for a total of 85 hours, focused on building competencies to select viable business ideas, organize an enterprise and manage a business. It includes discussions, case studies, field visits, simulation games, role plays and projects. The five modules are:

- **Module 1: Choosing an entrepreneurial career,** to develop the participant's appreciation of the characteristics and traits for successful entrepreneurship, ability to identify their own personal characteristics for successful entrepreneurship, ability to apply entrepreneurial competencies in undertaking entrepreneurial activities, ability to discover opportunities for self-employment, and ability to identify important factors for successful self-employment.
- **Module 2: Selecting feasible business ideas**, to develop the participant's ability to utilize various information sources in searching for business ideas, to generate viable business ideas, to assess business opportunities in their respective occupations within their locality/environment, and to exploit business opportunities within their trades or occupations.
- **Module 3: Organizing an enterprise,** to develop the participant's ability to determine what constitutes a good market for the business, to generate and utilize marketing information effectively for the success of the business venture, to compare the organization of different forms of business ownership as a basis for making an investment decision, to recognize three major uses of business finance, to estimate the amount of capital needed to start a business venture, to select various alternatives for obtaining capital, to prepare acceptable loan application documents and win creditors' approval, to choose between starting or buying an existing business venture when preparing to get into business, to determine the most suitable location for the business, and to appraise suppliers to the business.

- **Module 4: Managing an enterprise,** to develop the participant's ability to select and manage suitable candidates for the right job for the overall success of the business, to apply effective time management techniques, to budget time wisely to accomplish objectives, to use various selling techniques to increase sales of the business product/service, to maintain business records as per requirement, to maintain financial records of the business as per requirement, to perform costing of products and services, to use appropriate pricing method for their products or services, to prepare a balance sheet to assess business performance, to prepare an income statement for the business, to appreciate the role of employing appropriate technology to increase productivity and competitiveness of the business, and to appraise technologies that best suit a given small enterprise.
- **Module 5: Writing a business plan,** to develop the participant's ability to master the basic parts of a business plan, and to prepare for getting into business.

The **ICT curriculum** was also developed by VETA, and results in a professional certificate. It is based on hands-on training, where participants are taught in front of a computer. The VETA ICT program is divided in three levels, each with its prerequisites:

- **Level I:** requires a secondary school certificate. The course is focused on the following competencies: organizing microcomputers and peripherals, word processing, spreadsheets, database, PowerPoint, desktop publishing, email and Internet.
- **Level II:** requires completion of Level I or its equivalent, and a field attachment of at least three months. The course is focused on the following competencies: computer assembly, troubleshooting, upgrades, operating systems, applications, backup, data recovery, cleaning and security.
- **Level III:** requires completion of Level II or its equivalent, and field work experience of at least six months. The course is focused on the following competences: network hardware, graphics, websites and basic programming.

It is important to note that none of the courses above are mandatory, and are mostly viewed as complementary to the trades, except for ICT which at Level III can be obtained as a distinct certification.

C. Recruitment and selection

The VETA program did not require a recruitment or selection process, as the target was the student base already studying a trade at VETA, without any discrimination. The overall recruitment process for VETA is conducted through adverts in August and October each year. The applicants take an entry test in November, and are selected based on performance on the test.

VETA does experience challenges with regards to retention, mainly due to economic reasons where participants are no longer able to afford the cost of education such as transportation to and from training sites, and where finding paid employment will bring many to put a stop to their education, and focus solely on their job.

D. Placement

Through the YEP program, VETA established a One Stop Center to support placement. As such, VETA hired a placement officer (or Implant Officer), whose role was to:

- Identify potential employers and build relations with them;
- Obtain feedback from employers on student performance and on market skills requirements and needs.

The students were required to pay a 5,000 Tanzanian Shillings fee (approximately USD 3.60) to be able to access the services of the One Stop Center.

VETA also organized a stakeholders forum during the YEP program, where employers, trainers and trainees were invited to share information on the program and the on the job market overall. The event was also used as an opportunity to build relations with various employers, and increase placement opportunities.

The following section describes the evaluation methodology. The evaluation included an analysis of the student database as provided by VETA, as well as face-to-face interviews with students from a sample follow-up group. The approach used to select the sample follow-up group is also described below.

C. SECTION II: EVALUATION METHODOLOGY

A. Sampling methodology

The evaluation selected to focus on a sample number of students for direct interviews, referred to as the sample follow-up group. The choice of the target students for evaluation was guided by the requirement for a post-training period of at least six months in all countries at the time of the evaluation to account for sufficient time for placement, as well as sufficient time for the participants to apply what they had learned.

In Tanzania, the target number of participants to interview was about 63. These participants were identified from the database provided by VETA in December 2009, which listed 1,188 beneficiaries trained in 2008 and 2009, broken down as follows: 884 VETA students, and 304 OVCs referred from NGO programs that support OVCs in Tanzania. The sample focused on participants trained in 2008, to ensure participants had sufficient time to apply what they had learned.

The selection of the participants in the sample was based on the list of participants in numerical order according to their participant identification number, as provided by VETA. This list included 722 DSM RVTSC participants – from registration number 1 to 722 for 2008, and 136 Orphans and Vulnerable Children (OVC) – from registration number 723 to 858 for 2008. The evaluators contacted every thirteenth person on the list (858 total participants divided by 63 target). Where the thirteenth person was not available or unresponsive, the evaluation team contacted the following person until they were able to identify a participant who was available for an interview. As such, the evaluation was able to interview a total of 64 participants.

However, the evaluation team was only able to meet with one OVC participant, and as such the data is not broken down between VETA trade students and OVCs. This was mainly so because many of the OVCs were unreachable on the telephone numbers that were provided, and a few of them were not within Dar es Salaam and therefore it was not possible for them to come to the venue for the interview. In order to at least reach the preset number of target students in the sample (total of 63) and due to time limitations, the evaluation team opted to interview other VETA trade students.

By December 2009, VETA had trained 1,310 participants under the program; some of these students also participated in the One Stop Centre services.[11] As indicated by VETA, the complete data for 2009 was in the process of being captured in the database, and would not be available by the completion of the evaluation.

Section III of this report provides some comparison data between the database and the sample follow-up group, which was found to be representative of the profile of the participants in the database of 1,188 participants.

B. Data collections tools

Document review

The evaluation was initiated by a review of various documentation and discussions with IYF and the implementing agency, VETA. The review provided the evaluation team with a better understanding of the program's objectives, and served to modify the sample questionnaire provided by IYF to address the

[11] Using remaining YEP resources, the program was extended into 2010, enabling VETA to enroll an additional 429 youth in the program (for a total of 1,739 youth trained since 2007) and to support sustainability of the program into the future.

specificities of each of the country and agency programs. The key documents that were reviewed for the Tanzania YEP program include the following:

- Entra21 report;
- IYF quarterly "Africa Citizenship Project Status Reports" to Microsoft;
- VETA Project Description;
- Grant Agreement between Microsoft Community Affairs for West, East, Central Africa and Indian Ocean Islands and IYF;
- VETA Brief Narrative Report for 2008;
- VETA Quarterly Reports to IYF.

Participant database

VETA maintains two separate databases: (1) one with participants' unique identification numbers, as well as demographic and socio-economic data, and personal and contact information; and (2) a second one with placement data. The database for 2008-2009 placements was provided, and includes information on the organizations where the participants were placed, duration of the placement, and area of work. The analyses from these two databases are presented in the findings section below.

Participant questionnaire

Face-to-face interviews were conducted with 64 participants selected based on the sampling methodology described above. The interviews took place from February 2nd to February 5th, at VETA in Dar es Salaam, using an adapted version of the validated and tested survey questionnaire from the IYF Entra21 program in Latin America. The objectives of the questionnaire were to assess the outcomes of the program in terms of placement including wage and self-employment, internship, voluntary work, and further education/training; life skills; perceptions of the future; and participants' overall perception of the training they received through the program. The questionnaire was structured as follows:

- Socio-demographic and background information about the participant;
- Quality of life;
- Educational attainment;
- Training outcomes;
- Employment profile;
- Perception of one's competencies based on the courses that were attended;
- Evaluation of the program.

Employer questionnaire

Employers of program participants were also interviewed to gauge their perception of the program, and to assess the skills of program participants from their perspective. An employer questionnaire was adapted from the Entra21 validated and tested employer questionnaire, and addressed the following:

- General information about the employer organization;
- How the participant was recruited (interview, the role of the implementing agency, etc.);
- The performance of the program participants who had interned or were employed within the organization;

- The willingness of the employer to continue and recruit participants from the program;
- Recommendations from the employer to strengthen the program.

The purpose is mainly to collect opinions and suggestions from the employers in regards to the performance of trainees or recruits and recommendations for the training center to improve the training. The employer questionnaires were administered both face-to-face and via telecommunications due to time constraints. Five employers were interviewed for the VETA program.

Focus group

In addition to the interviews with the participants, one focus group was held to gain further insights into the effects of the program on the participants, and gather participants' general impressions on the program, and potential areas of growth. Focus group participants were selected by FocusAfrica based on their level of engagement during individual interviews. The comments and findings from the focus group are highlighted throughout the report.

C. Data capture and analysis approach

The data was captured using a commercial online database. The data capture phase included three levels of quality control: (1) a review of the completed questionnaires prior to data entry; (2) a cross check of the hardcopies with the data entered in the database before transferring the data onto Excel; and finally, (3) an analysis of any other data inconsistency using a statistical analysis software after the data was transferred from the data capture software. The data analysis included two types of statistical analysis - univariate and bivariate descriptive analysis methods - as well as an analysis of correlations between two or more variables.

The sections below present the results of the program, including descriptions of the target participant population, the outcomes of the training, an assessment of the implementation of the program, and recommendations. The data analysis is based on the participant and placement databases that were provided by VETA, as well as specific data from the 64 sample participants who were interviewed by FocusAfrica (referred to as the sample follow-up group).

D. SECTION III: CHARACTERISTICS OF THE PARTICIPANTS

This section summarizes the general characteristics of the participants in the VETA Youth Empowerment Program (YEP) in Tanzania, based on the program database as provided by VETA. The following section presents the characteristics of the sample follow-up group of students who were interviewed during the evaluation from February 1st to February 5th 2010 at the VETA Dar es Salaam Regional Vocational Training and Service Center (DSMRVTSC).

A. Overall profile of program participants

The overall profile of program participants relates to the 1,188 VETA students and Orphans and Vulnerable Children (OVC) who were trained at the VETA DSMRVTSC in 2008 and 2009, as per the database provided by VETA. Of these, 884 or 74% are VETA students, and 304 or 26% are OVCs. Table 1 is a profile of the students, based on the responses included in the VETA database.

Table 1: Socio-demographic profile of program participants based on the VETA student database

	Total	VETA students*		OVCs**	
Number of students	1,188	666	214	143	160
Gender	**% total**	**% men**	**% women**	**% men**	**% women**
Male	68.39	75.68	-	47.19	-
Female	31.61	-	24.32	-	52.81
Total	*100.00*	*75.68*	*24.32*	*47.19*	*52.81*

Age group	**%**	**Number of students**
[24 and below]	83.84	986
[25 - 30]	13.69	161
[31 – 35]	2.04	24
[More than 35]	0.43	5
Not available	*12*	*12*
Total	*100.00*	*1,188*
Average age	***21.41***	
Social status	**%**	**Number of students**
Single	98.98	1,162
Married	1.02	12
Total	*100.00*	*1,174*

** Gender unspecified for 4 students*
*** Gender unspecified for 1 OVC*

The table shows that **83.84%** of the program participants are 24 years old and below, while **13.69%** are between the ages of 25 and 30. Only a small percentage of the program participants are above 30 **(2.47%).** This shows that the program did meet its target population for both VETA trade students and OVCs, which is youth between the ages of 16 to 35. Additionally, close to 99% of the program participants are single, which is relative to the average age (21.41 years old) of the participants.

The data also indicated that all of the participants lived in Dar es Salaam, since the training center where the YEP program took place is based in Dar es Salaam. Students from other regions would attend VETA training centers in their specific area of residence.

The overall educational attainment of participants is summarized in the below table.

Table 2: Educational level of program participants based on the VETA student database

Highest level of education attained	Gender		Total (%)
	Female (%)	Male (%)	
Completed primary school	46.76	39.08	41.50
Completed secondary school	45.14	44.94	45.01
Completed post secondary school	0.00	0.50	0.34
Did not complete secondary school	7.30	8.74	8.28
Did not complete post secondary school	0.81	6.74	4.87
Some tertiary education	0.00	0.00	0.00
Completed tertiary education	0.00	0.00	0.00
Total	*100.00*	*100.00*	*100.00*
Number of respondents	*370*	*801*	*1,171*

The data shows that 41.5% of the students completed primary school, while 45.01% completed secondary school. Very few students completed post-secondary studies (0.34%). This is due to the fact that VETA's trade programs are focused on high school students who do not wish to attend university or other post-secondary studies, or do not have the means to do so. Further, OVCs are generally from very difficult socio-economic backgrounds, and most often have not gone beyond primary school.

As indicated in the program description section, VETA students are trained in a specific trade, with the goal to make them employable at the conclusion of their training. As the table shows, students are concentrated in the following trades: catering, electrical installation, electronics, fitter mechanics, information technology, masonry and bricklaying, motor vehicle mechanics, panel beating, printing, secretary and computer, and tailoring.

Table 3: Trades of program participants based on the VETA student database

Trade	Number of students	%	Trade	Number of students	%
ARMATURE AND MOTOR REWINDING	19	1.60	MASONRY & BRICKLAYING	63	5.31
AUTO ELECTRIC	8	0.67	MOTOR REWINDING	27	2.28
BASIC CLEANING	19	1.60	MOTOR VEHICLE MECHANICS	86	7.25
BASIC CLEANING AND OFFICE ATTENDANT	2	0.17	MV MECHANICS	2	0.17
BATIK	1	0.08	NIDDLE WORK	1	0.08
CARPENTRY	28	2.36	OFFICE CLEARNER	2	0.17
CATERING	51	4.30	OFFICE MACHINE MECHANICS	22	1.85
CIVIL DRAFTING	1	0.08	PAINTING	27	2.28
CIVIL DRAUGHTING	14	1.18	PANEL BEATING	87	7.34
COMPUTER MAINTANANCE	1	0.08	PC MAINTENANCE	2	0.17
DECORATION	24	2.02	PLUMBING	26	2.19
ELECTRICAL INSTALLATION	67	5.65	PRINTING	56	4.72
ELECTRONICS	49	4.13	REFRIGERATION & AIR CONDITIONNING	42	3.54
FITTER MECHANICS	63	5.31	SCREEN PRINTING	5	0.42
HAIR DRESSING	18	1.52	SECRETARY AND COMPUTER	81	6.83
HOTEL MANAGEMENT	23	1.94	TAILORING	91	7.67
INDUSTRIAL ELECTRICAL FITTER	29	2.45	TRUCK MECHANICS	8	0.67
INFORMATION TECHNOLOGY	78	6.58	WELDING & FABRICATION	36	3.04

Trade	Number of students	%	Trade	Number of students	%
LABORATORY	27	2.28	Total	1.186	100.00

Note: The shaded cells have the highest percentages of students.

B. Profile of the participants in the sample follow-up group

Table 4 below presents the socio-demographic profile of these students.

Table 4: Socio-demographic profile of students in the sample follow-up group

Gender	**% total**	**Number of students***
Male	84.37	54
Female	15.62	10
Total	*100.00*	*64*
Area of residence	**% total**	**Number of students**
Urban	25.40	*16*
Suburban	74.60	*48*
Rural	0.00	*0*
Total	*100.00*	*64*
Age group	**%**	**% men**	**% women**
[24 and below]	62.50	66.67	40.00
[25 - 30]	31.25	29.63	40.00
[31 – 35]	3.13	1.85	10.00
[More than 35]	3.13	1.85	10.00
Total	*100.00*	*100.00*	*100.00*
Average age	***24.64 years old***	**-**	**-**
Social status	**%**		
Single	90.62	92.59	80.00
Married	9.38	7.41	20.00
Total	*100.00*	*100.00*	*100.00*

* 64 students were interviewed at evaluation, one of which had dropped out of the program before completing the training.

With regards to the sample follow-up group, there are also more male students than female students (84.37% in the sample and 68.39% in the total student database for men, and 15.62% in the sample and 31.61% in the total student database for women). The differences between the total student population and the sample follow-up group are partially due to the fact that there are more women OVCs, but they are not represented in the sample follow-up group. Participants in the sample follow-up group are also dominated by students between 21 and 30 years of age, who represent 93.75% of the sample follow-up group (versus 97.53% in the total student database). This is also due to the fact that the OVCs are slightly younger and are not represented in the sample follow-up group. There are more single students in the total student database (98.98%) versus the sample follow-up group (90.62%). Based on these differences, the sample follow-up group was considered to be representative of the full student body, relative to VETA trade students.

The data below is based on the 63 students in the sample follow-up group who completed the training. In total, 64 students were interviewed, one of which had dropped out before completing the program. The table below also shows that a high number of students come from low-income families. About 85% of the students live in households that earn between 200,000 and 500,000 Tanzanian Shillings per month, when the minimum wage in Tanzania ranges from 65,000 Tanzanian shillings per month for

hotel workers to 350,000 shillings per month for the mineral sector. A significant number of students live in households that earn close to the minimum wage in Tanzania.

Table 5: Household incomes of students in the sample follow-up group

Household income (in Tanzanian Shillings)	Number of respondents	Percent
[below 200,000]	11	27.50
[200,000 to 500,000]	23	57.50
[500,000 and more]	6	15.00
Total	*40*	*100.00*

With regards to educational attainment, the sample follow-up group shows a higher proportion of students who have completed secondary school (73.02%). The difference in the full student database, where 44.24% of the students had completed secondary school, is due to the lack of OVCs in the follow-up sample, as OVCs generally have less than secondary school education.

Table 6: Education levels of students in the sample follow-up group

Highest level of education	Gender		Total (%)
	Male (%)	Female (%)	
Less than secondary school	30.19	10.00	26.98
Secondary school completed	69.81	90.00	73.02
Total	100.00	100.00	100.00
Number of respondents	*53*	*10*	*63*

The data also shows that all participants in the sample follow-up group are studying a trade at VETA. Table 7 below shows the year of study. As indicated, most of the students had completed year 2 (49.21%), while 25.40% of the students are in year 3.

Table 7: Year of study at VETA of students in the sample follow-up group

Levels	Gender		Aggregate (%)
	Male (%)	Female (%)	
Currently in Year 1	0.00	10.00	1.59
Completed Year 1	7.55	50.00	14.29
Currently in Year 2	3.77	10.00	4.76
Completed Year 2	56.60	10.00	49.21
Currently in Year 3	26.42	20.00	25.40
Completed Year 3	5.66	0.00	4.76
Total	*100.00*	*100.00*	*100.00*
Number of students	53	10	63

The data also shows that 63.49% of the students in the sample follow-up group had received a certificate from an accredited institution, which most often was from their studies of a trade at VETA. In terms of the trades studied by the sample follow-up group, they are highlighted in table 8 below. There are some differences between the overall student database and the sample follow-up group with regards to the trades with the highest concentration of students, mainly in panel beating, welding and fabrication, and tailoring. However, the remaining six trades with the highest concentrations of students are the same.

Table 8: Trades of students in the sample follow-up group

Trade	Number of students	%
Carpentry	2	3.17
Electrical installation	9	14.29
Fitter mechanics	11	17.46
Industrial electrical fitter	1	1.59
Information technology	4	6.35
Laboratory	3	4.76
Masonry and bricklaying	6	9.52
Motor rewinding	1	1.59
Motor vehicle mechanics	8	12.70
Office machine mechanics	2	3.17
Panel beating	2	3.17
Plumbing	1	1.59
Printing	3	4.76
Refrigeration and air conditioning	1	1.59
Secretarial and computer	3	4.76
Tailoring	1	1.59
Welding and fabrication	5	7.94
Total	63	100.00

Note: The shaded cells have the highest percentages of students.

The following section details the findings of the evaluation, based on the student database, the interviews with students, interviews with employers, discussions with various stakeholders including VETA, and a focus group discussion with a group of students.

E. SECTION IV: FINDINGS ON THE YOUTH EMPOWERMENT PROGRAM IN TANZANIA

Since its launch in 2007 through December 2009, the Youth Empowerment Program (YEP) in Tanzania trained a total number of 1,310 students at the VETA Dar es Salaam Regional Vocational Training and Service Center (DSMRVTSC). The analysis of the overall program is focused on the 1,188 students - both VETA trade students and OVCs - in the VETA program database for 2008 and 2009, as provided by VETA. These findings are followed by an analysis of the 64 participants in the target follow-up group, based on the responses to the evaluation questionnaire, which was administered by FocusAfrica one-on-one. The results are all based on the specific number of respondents (n), which varies across tables and graphics. The feedback from discussions with employers and other stakeholders are also integrated in the analysis below.

A. Analysis of the outcome of the training on all students based on the VETA student database

The analysis of the full student database found that most of the students (96.69%) were not working at the time they joined VETA to study a trade.

Table 9: Work status of program participants before the training based on the VETA student database

Currently working	Gender		Total
	Female (%)	Male (%)	
No	98.66	95.78	96.69
Yes	1.34	4.22	3.31
Total	*100.00*	*100.00*	*100.00*
Number of respondents	372	805	1,177

Out of the students who were working before joining the training, 44.74% (or 17 out of 38 students) were working on a full-time basis, and 55.26% (or 21 students) were working on a part-time basis. We also found that 3.54% (or 42 out of 1,185) students were volunteering.

As mentioned above, VETA also maintains a placement database for the trade students. The database reveals that for the year 2009, 404 students were placed (out of 1,188 in the program or 34%), mainly in internships or short-term employment contracts. The placement data for 107 students indicates that 10 students were placed for 12 months each, and the balance all had three to six month placements. On average, placement lasted 5.85 months per student.

The data also shows that the placement was specific to the trades of participants, and that employers generally hired several students at a time. This is mainly based on several long-standing relationships that VETA has had with various employers in Tanzania. For example, one manufacturing company hired 13 students for three to six month field attachments. The Tanzania Port Authority hired six students in six to twelve month field attachments. Most placements were in the following sub-sectors: plastics, timber, printing, construction, IT, ports, lubricants, office machine maintenance, soft drinks, metal products, sugar production, cement production, vehicle maintenance, trailer manufacturing, etc.

B. Analysis of the outcome of the training on the sample follow-up group of participants

The interviews conducted with the 64 participants in the sample follow-up group revealed a number of observations on the outcome of the program for these participants. Also, the focus group discussion allowed the VETA students to openly express themselves and provide insights on how they viewed the implementation of the program, the courses, placement services, and overall impressions of the program. Employers also contributed to the analysis in order to broaden the feedback on the program and gather objective suggestions to help VETA become even more responsive to labor market requirements. This section will focus on the following aspects of the program evaluation:

- Placement analysis;
- Program outcomes with regards to life skills, entrepreneurship and ICT training;
- Analysis of employment outcomes;
- Analysis of entrepreneurship outcomes;
- Quality of the training;
- Participants' perceptions of their quality of life; and
- Employer feedback on the program.

Placement analysis

Activities after the training

Under the YEP program, placement is defined according to the target placement outcomes set by the Microsoft-IYF Youth Empowerment Program agreement at the outset of the program. Placement includes participation in an internship, a job, self-employment (including enterprise creation), and voluntary community service, as the program sought to empower youth both in employability and employment outcomes as well as in youth engagement / productive activity following training. In addition, the YEP program sought to encourage further education and training as appropriate (based on youth needs and interests), so the evaluation has also assessed whether youth have continued their education or pursued further training following the program. The report therefore provides information both on these general placement outcomes and on specific placement outcomes, including detailed information on employment and self-employment outcomes.

One student dropped out of the program and did not complete any of the courses, and indicated that it was due to economic reasons. As a result, the placement data below is based on interviews with 62 VETA students and one OVC (63 students total)[12], selected based on the sampling methodology described in previous sections.

As indicated in Table 10 below, the program achieved a **placement rate of 82.54%.** The analysis did calculate the statistical significance between gender, area of residence, and employment status, and did not find any statistical significance. The analysis also tried to identify statistical correlations between those who are employed and those who are not employed relative to various YEP courses, but did not find any.

Table 10 first gives a breakdown of the percentage of participants who have been engaged in an activity since the training, while **Table 11** outlines the types of activities participants were engaged in.

[12] One student did not complete the program.

Table 10: Participants in sample follow-up group who engaged in an activity after the training

Engaged in an activity after the training	Male		Female		Aggregate	
	Number of respondents	%	Number of respondents	%	Number of respondents	%
Yes	45	84.91	7	70.00	52	82.54
No	8	15.09	3	30.00	11	17.46
Total	*53*	*100.00*	*10*	*100.00*	*63*	*100.00*

As the table demonstrates, the percentage of men who engaged in any activity after the training is 84.91%, and 70% for women.

Students who were engaged an activity after the training (82.54%) stated that they were either involved in an internship, or worked in a job or independently or, in many cases, a combination of these. **Table 11** below outlines the activities students were involved in after the training.

Table 11: Specific activities of participants in sample follow-up group who engaged in an activity after the training

Types of activities	Number of respondents	Percent
Participated in an internship (paid or unpaid)	30	50.00
Worked in a job (part-time, temporary, contract or staff position)	14	23.33
Volunteered	0	0.00
Worked independently (self-employed)	22	36.67

As the table notes:

- **50%** of the students participated in an internship.
- **23.33% of the participants worked in a job** while **36.67% worked independently**.
- **0%** of the participants volunteered.

Also, 36.67% of the participants continued with their studies or participated in another training program.

It must be noted that students did not engage in one single activity therefore the table does not equal to 100%. For example, some participants continued their studies while simultaneously working in an internship or a job. The largest percentage of respondents participated in internships, due to the fact that it is required as part of the VETA training, and close to 32% of the students were in the middle of studying a trade at VETA. This also explains the high percentage of participants who were continuing with their studies (36.67%) at VETA or elsewhere.

Also, 14 participants continued with their studies while participating in an internship, working in a job, or working independently. It must also be noted that after the training, eight participants from the follow-up group only continued with their studies or only participated in another training program outside of VETA.

With regards to volunteering, the various discussions with the VETA administration indicate that it is very cultural. On one hand, participants feel that they should be compensated for their efforts. This is supported by the fact, as indicated by VETA, that several interns do not complete their internships due

to an insufficient stipend to be able to cover transportation fees and meals during the internship. On the other hand, due to the lack of a volunteer pool, ready-made opportunities to volunteer are rare.

However, relative to the YEP program in Kenya where the life skills had a profound impact on several participants who elected to volunteer and train their communities in the life skills training they had received, the Tanzania program had fewer participants who were trained in life skills (approximately 14 out of 63 participants from the sample follow-up group or 22%, versus 100% for the YEP Kenya programs). More life skills training at VETA could potentially trigger a similar response from students.

Use of the One Stop Center

Table 12 outlines the percentage of participants who used the One Stop Center for placement services, which was not consistently provided due to budgetary constraints.

Table 12: Use of placement services by the sample follow-up group

	Gender		Aggregate (%)
Response	Male (%)	Female (%)	
Yes	11.32	10.00	11.11
No	88.68	90.00	88.89
Total	*100.00*	*100.00*	*100.00*
N	53	10	63

As demonstrated by the table, **the placement services provided by the program were not used by many of the participants interviewed in the sample follow-up group.** Only **11.11%** of the participants in the sample follow-up group used the program's placement services, while **88.89%** did not. Of those that did (7 students in total), **42.86% rated the services as good while 57.14% rated the placement services as average**. None of the participants rated the services as excellent, worse than average or bad.

Within the **88.89% that did not use the placement services** of the One Stop Center, 37.50**%** stated that they did not use the services because there were not aware of them, and 17.86% stated it was because they did not have sufficient information on how to access the services. Although VETA hired a placement officer dedicated to the Center, it seems the Center did not conduct sufficient marketing internally within VETA to the students. At the same time, VETA indicated that they were aware that one individual was not sufficient to market the program to employers externally and search for job opportunities for students; however, budget constraints did not allow the program to increase funding towards this activity.

Table 13: Reasons why participants in the sample follow-up group did not use the placement services of the One Stop Center

Justification for not using the One Stop Center	Number of respondents	Percent
Was not interested in those services	6	10.71
There was not enough information on how to access those services	10	17.86
Did not have the means to pay for the membership fee	5	8.93
Not aware of those services	21	37.50
Due to scheduling problems	10	17.86
Other reasons	4	7.14
Total	*56*	*100.00*

It is also important to note that students were required to pay a fee of 5,000 Tanzanian Shillings to be able to use the services of the One Stop Center. Out of the seven participants who used the service, four

found it expensive, while two found it inexpensive and one found it very inexpensive. The below shows that the fee to access the One Stop Center should be reduced, or that the value proposition of the Center should be increased – to a higher placement success rate, or to offer relevant / high quality career guidance and counseling, or to provide life skills training, etc. – so that students who become aware of the service and of how to access it are inclined to use it. The analysis also shows that out of the 85.71% (or 6 out of the 7 students) who used the One Stop Center and were active after the training, four of them participated in an internship or worked in a job, whereas two worked independently (table 14). It appears that the One Stop Center was not instrumental in terms of placement, since 85.71% of those used the services were engaged in an activity after the training, whereas 96.43% of those who did not use the services were engaged in an activity after the training. These conclusions are however limited. This analysis would benefit from a larger sample size.

Table 14: Specific activities of participants in sample follow-up group who were engaged in an activity after the training and used the One Stop Center

Types of activities	Number of respondents	Percent
Participated in an internship (paid or unpaid)	2	33.33
Worked in a job (part-time, temporary, contract or staff position)	2	33.33
Volunteered	0	0.00
Worked independently (self-employed)	2	33.33
Continued with studies or participated in another training program	2	33.33

Work status at the time of the evaluation

Students in the sample follow-up group were also asked to classify their work status at the time of the evaluation, including self-employment or independent work, employee or wage-earner, internship, family worker that receives no remuneration, domestic worker or other types of employment. The analysis finds that 50.79% of the students in the sample follow-up group who were interviewed during the evaluation were employed at the time of the evaluation. Table 15 below outlines their work status.

Table 15: Work status of sample follow-up group at the time of the evaluation

Work status	Male (%)	Female (%)	Aggregate (%)
Currently employed	54.72	30.00	50.79
Not working	45.28	70.00	49.21
Total	*100.00*	*100.00*	*100.00*
Number of respondents	53	10	63

The table shows that a higher percentage of men were employed at the time of the evaluation as compared to women. As table 16 below demonstrates, of the 32 participants in the sample follow-up group who were employed at the time of the evaluation, 19 or 59.38% are self-employed or work independently. Of the 32 participants who were employed at the time of the evaluation, 75% of them held the same job since completion of training.

Table 16: Work category of sample follow-up group at the time of the evaluation

Status	Number of respondents	Percent
Self employed or work independently	19 - *(5 business owners and 14 contractors)*	59.38 - *(26.32% business owners and 73.68% contractors)*
Employee or wage-earner	10	31.25
Intern	2	6.25
Family worker that receives no remuneration	1	3.13
Total	*32*	*100.00*

Program outcomes with regards to life skills, entrepreneurship and ICT training

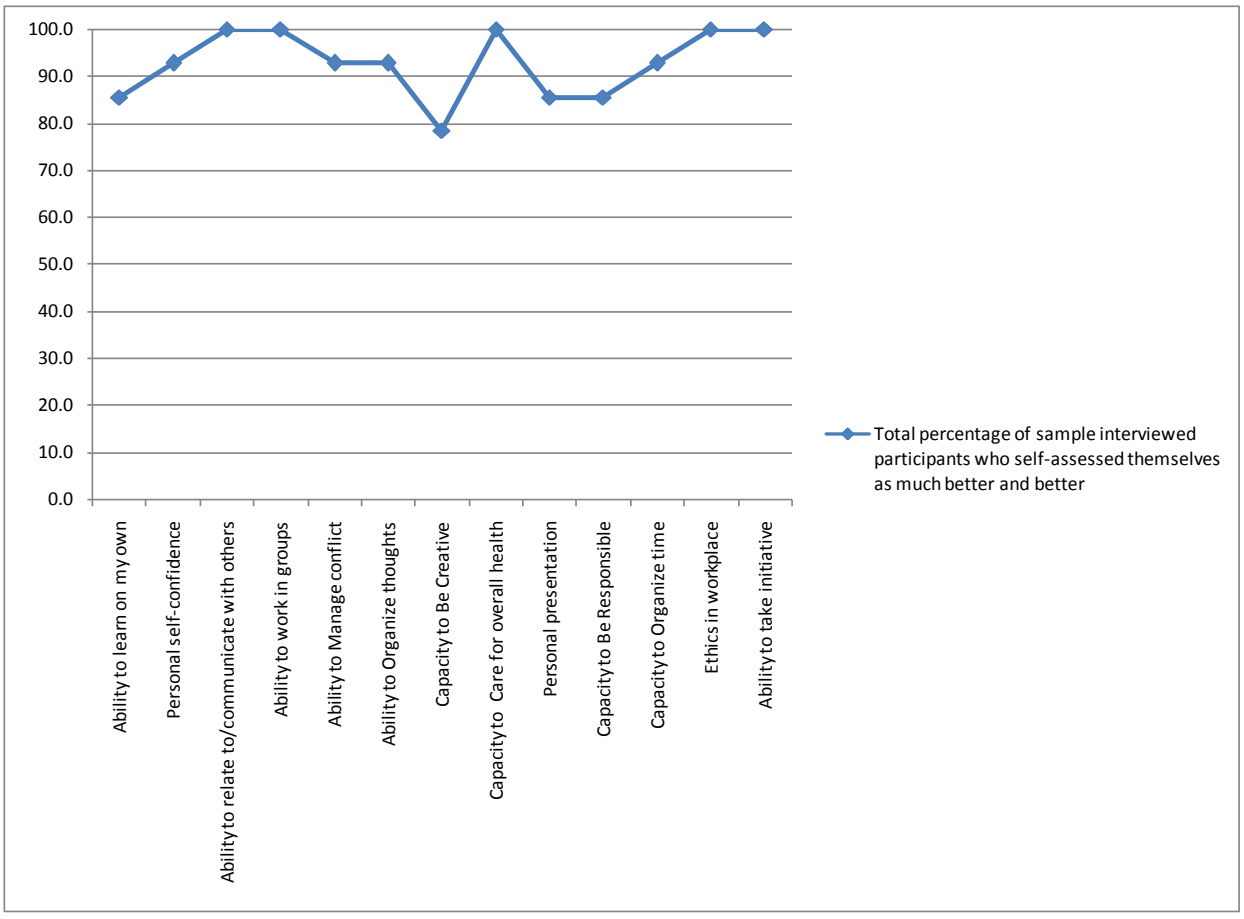
As mentioned above, the YEP program in Tanzania provided life skills, entrepreneurship and ICT training. The outcomes from these various courses are discussed below. It is important to note that none of these courses were mandatory.

Outcome of life skills training

With regards to life skills, the students in the sample follow-up group were asked to evaluate the level of improvement in their skills from before the training to after the training, indicating if these skills were much better, better, the same, worse or much worse. The following graphic presents the outcomes, based on the students who rated their skills as much better and better, which is the majority.

It is important to note that only 14 participants out of the 63 in the sample follow-up group received the life skills training. The life skills training was not mandatory as part of the study of a trade. Students who did not take the course often indicated that it was offered at the same time as mandatory courses.

Graphic 1: Self-assessment of improvement in life skills for students in the sample follow-up group who were trained in life skills



** The X axis represents the different modules of the life skills training, whereas the Y axis represents the total percentage of students who indicated that their life skills were either better or much better from before the training to after the training.*

As the graphic shows, students generally saw an improvement in their skills based on their self-assessments, with the highest positive change (100% responding that their skills were "much better" and "better") on the ability to relate to and communicate with others, the ability to work in groups, the capacity to care for one's overall health, ethics in the work place, and the ability to take initiative. The

ability to manage conflict, ethics in the workplace and the ability to take initiative had the highest percentage of "much better" ratings at 78.6% each.

The skills where participants saw the least improvement in their self-ratings or rated themselves as the same are: ability to learn on one's own (14.3%), capacity to be creative (14.3%), personal presentation (14.3%), and capacity to be responsible (14.3%). One participant indicated that his skills had worsened from the training in his ability to manage conflict, ability to organize his thoughts, and capacity to be creative, but he did not indicate why. The overall outcome of the life skills training is positive. However, due to the limited number of respondents, it was not possible to derive any correlations between life skills and placement, or any other outcome.

The recommendations section provides some suggestions on expanding the life skills training to more students, and preferably all students. This is mainly due to the considerable impact of the life skills training on students in the other countries where YEP was implemented and certain life skills were found to be statistically correlated to placement.

Outcome of entrepreneurship training

The entrepreneurship training was also self-assessed by students, using the same rating categories as life skills. The number of students who assessed themselves in the various modules of the entrepreneurship training are between 54 and 62, depending on the module. Based on a total of 62 participants who participated in the entrepreneurship training, the participation rate for the sample follow-up student group is over 98%. This shows that the low participation rate in the life skills training may be due to a bias for entrepreneurship training from both VETA and the students, among other reasons: VETA in terms of the promotion of and accessibility to the life skills training, and the students in terms of a lack of understanding of what the course entails, particularly when life skills is a novelty concept in many African countries.

The entrepreneurship training was well received by the students, particularly with regards to identifying and developing entrepreneurial competencies, generating viable business ideas, identifying the challenges and opportunities of self-employment, and organizing and operating a small business, where over 96% of the participants indicated that their skills were either better or much better from before the training to after the training. Two modules that should be further reviewed or revised to ensure better results are identifying the legal forms of business and writing a business plan where participants felt that their skills had not changed, at 27.3% (15 out of 55 respondents) and 24.1% respectively (13 out of 54 respondents).

Jennifer*

Jennifer is a widow with two children.

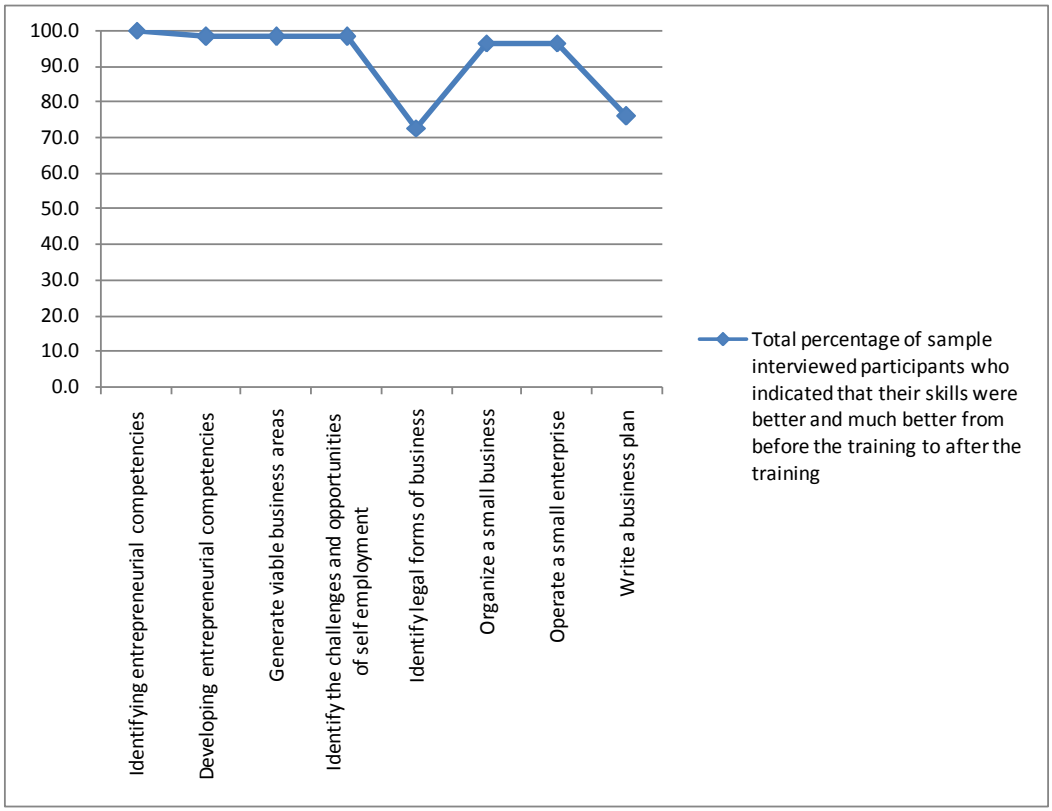
She holds a certificate in Information Technology from VETA. She is now working at the Temeke Municipal Council in Dar es Salaam as an IT Assistant where her duties include computer maintenance, networking and computer applications support.

Jennifer participated in the Youth Empowerment Program and attended classes in Information and Communication Technology (ICT) and Entrepreneurship. She did not participate in the life skills training.

Jennifer is extremely pleased to have attended the courses. It is through these trainings that she gained self confidence and awareness; she was able to start her own business by using capital raised by saving from her salary. She owns a medical store where she has employed one shopkeeper to run the store. Jennifer feels very confident and would like to mentor youth who would like to opt for entrepreneurship.

** Not her real name.*

Graphic 2: Self-assessment of improvement in entrepreneurship skills for students in the sample follow-up group who were trained in entrepreneurship skills



** The X axis represents the different modules of the entrepreneurship training, whereas the Y axis represents the total percentage of students who indicated that their entrepreneurship skills were either better or much better from before the training to after the training.*

Outcome of ICT training

The ICT training was divided in three levels, from the basics to more complex modules. Levels II and III were geared toward students wishing to receive a degree in Information Technology. With regards to the ICT courses, many challenges related to the equipment and trainers were noted, as mentioned both by VETA and repeatedly by the students who participated in the training. Indeed, due to the insufficient number of computers and trainers, many students were not able to either complete all the courses at their level. The number of students in the sample follow-up group who participated in ICT training is:

- ICT level I course only: 37 students (58.73% out of 63 students)
- ICT level courses I and II: 12 students (19.95% out of 63 students)
- ICT level courses I, II and III: 3 students (4.76% our of 63 students)
- No ICT courses at all: 11 students (17.46% out of 63 students)

Based on the above, 52 students participated in Level I ICT, 15 students participated in Level II ICT, and 3 students participated in Level III ICT. Table 17 below highlights the number of students who were trained and those who weren't in the different modules, based on the number of students who participated in each level of ICT training.

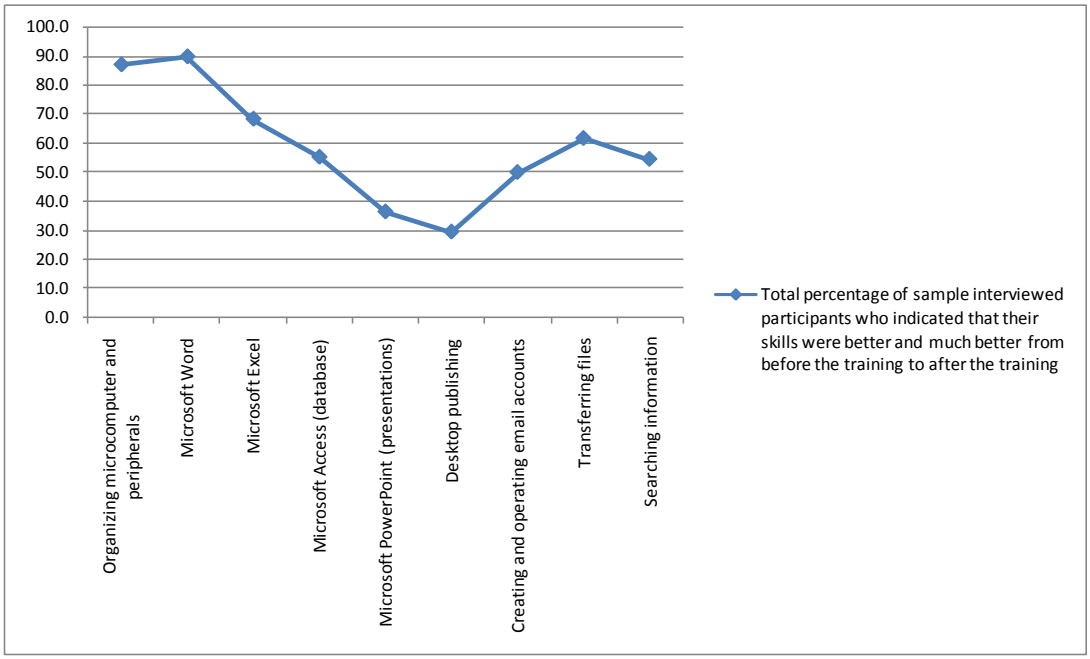
Table 17: Number of students who were not trained in various ICT modules based on students who were registered for the courses in the sample follow-up group

Levels	Module	Number of students who were trained (as % of students who registered)	Number of students who were not trained (as % of students who registered)
Level I (52 respondents)	Organizing microcomputer and peripherals	47 (90%)	5 (10%)
	Microsoft Word	50 (96%)	2 (4%)
	Microsoft Excel	38 (73%)	14 (27%)
	Microsoft Access (database)	38 (73%)	14 (27%)
	Microsoft PowerPoint (presentations)	33 (63%)	19 (37%)
	Desktop publishing	34 (65%)	18 (35%)
	Creating and operating email accounts	28 (54%)	24 (46%)
	Transferring files	34 (65%)	18 (35%)
	Searching information	33 (63%)	19 (37%)
Level II (15 respondents)	Maintaining computer hardware	10 (67%)	5 (33%)
	Maintaining computer software	11 (73%)	4 (27%)
	Performing preventive maintenance	8 (53%)	7 (47%)
	Maintaining network hardware	6 (40%)	9 (60%)
Level III (3 respondents)	Designing graphics	1 (33%)	2 (67%)
	Managing websites	1 (33%)	2 (67%)
	Basic programming	3 (100%)	0 (0%)

The self-assessments in graphs 3 for ICT level I and 4 for ICT levels II and III, are based on the number of participants who were trained in the specific modules. For level I, the graphic shows that participants found that their skills were better or much better from before the training to after the training with regards to organizing microcomputer and peripherals (87.2%), and Microsoft Word (90%). However, for Microsoft PowerPoint, Desktop Publishing and Creating and Operating Email Accounts, much remains to be done as respectively 63.6% (or 21 out of 33 respondents who took the Microsoft PowerPoint course), 70.6% (or 24 out of 34 respondents who took the Desktop Publishing course) and 50.0% (or 14 out of 28 respondents who took the Creating and Operating Email Accounts course) of the students found that their skills had not changed from before the training to after the training.

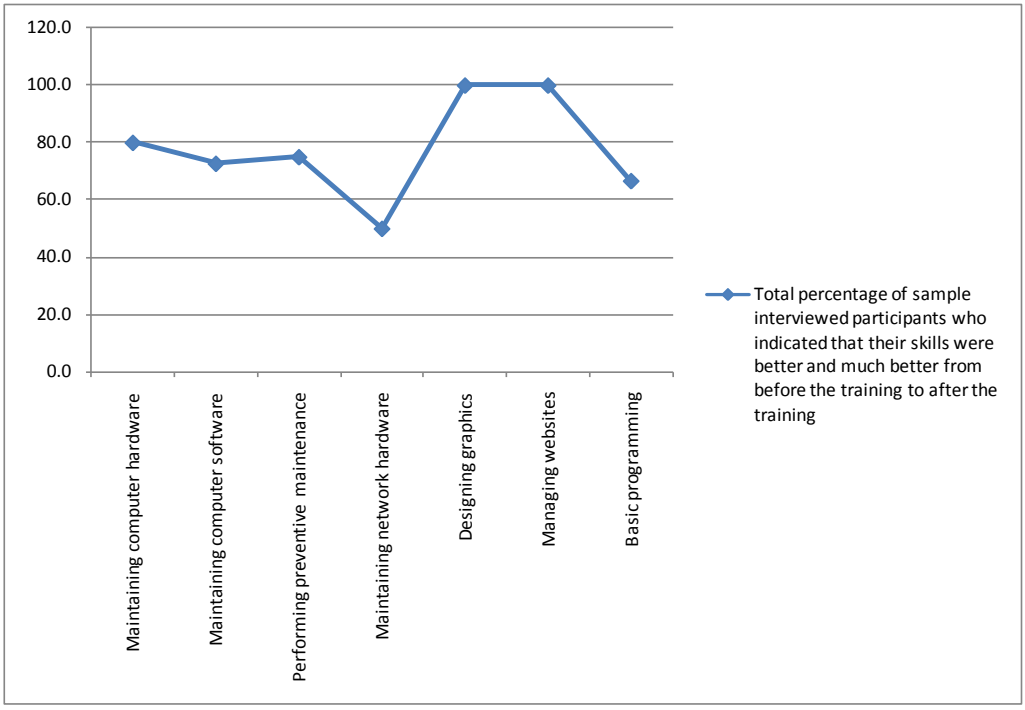
There is a strong need for VETA to identify trainers who have the requisite level and skills to provide this training, or not provide the training at all. There is also the need for more equipment and Internet access in the classrooms, as students don't often have the opportunity to practice what they are learning and therefore their skills are not improving. None of the students found that their skills were worse or much worse in any one module.

Graphic 3: Self-assessment of improvement in ICT level I skills for students in the sample follow-up group who were trained in ICT skills level I



** The X axis represents the different modules of the ICT level I training, whereas the Y axis represents the total percentage of students who indicated that their skills were either better or much better from before the training to after the training.*

Graphic 4: Self-assessment of improvement in ICT level II and III skills for students in the sample follow-up group who were trained in ICT skills levels II and III



** The X axis represents the different modules of the ICT levels II and III training, whereas the Y axis represents the total percentage of students who indicated that their skills were either better or much better from before the training to after the training*

With regards to ICT levels II and III, the number of trained students in the sample follow-up cohort decreased as the modules advanced, except for the last module of ICT level III. For ICT level II, an emphasis should be placed on the module 'maintaining network hardware' as 50% or three students out of six found that their skills were the same from before the training to after the training. With regards to ICT level III, only one student each was trained in 'designing graphics' and 'managing websites'. The sample is too small to draw any conclusions. In 'basic programming' however, three students in the sample follow-up cohort were trained: one student each indicated that their skills were much better, better and the same.

Impact on employment prospects

With regards to the perception the students have of the impact of the training courses on their employment prospects, the data shows that it is overall positive, as 61.54% of trained students in the sample follow-up group noted a positive impact, reflecting their appreciation of the change in their skill levels in the different courses. However, VETA should endeavor to increase the impact of the ICT training, as ICT skills are seen as essential tools for employment, both by employers as well as the students themselves.

Table 18: Sample follow-up group's perceptions of the impact of the courses on their employment prospects

Did the courses impact your employment prospects?	Life skills		Entrepreneurship		ICT	
	n	*%*	*n*	*%*	*n*	*%*
Yes	10	71.43	46	74.19	32	61.54
No	4	28.57	16	25.81	20	38.46
Total	*14*	*100.00*	*62*	*100.00*	*52*	*100.00*

Note: n represents the number of respondents.

During the focus group discussions, students indicated that they had gained new skills through the training, although they thought they could learn even more. They felt impacted by the training in terms of self-confidence, risk taking, self-awareness and how to become entrepreneurs. Some of them indicated that they are considering starting their own businesses in the future. They believe that they are making better decisions and taking greater actions in their day to day life compared to if they had not participated in the training.

The greatest perceived impact is from the entrepreneurship training. Students agreed that this is what has most impacted them in their lives. They stated that they felt that self-employment will give them better prospects than being employed. Most of them have in one way or another started engaging in small scale informal businesses, with the hopes to apply what they had learned as they grow these businesses.

Analysis of employment outcomes

This section takes a more detailed look at the employment outcomes of the training on the students in the sample follow-up group. As shown in table 16 above, 13 participants were employed as wage earners, interns and family workers at the time of the evaluation. They all provided details on their employment status, as summarized in table 19 below.

Table 19: Work status of students who were employed as wage earners, interns and family workers at the time of the evaluation in the sample follow-up group

Work status	Number of respondents	Percent
Permanent	4	30.77
Temporary or fixed duration	7	53.85

Work status	Number of respondents	Percent
Occasional, by hours or days	1	7.69
Internship	1	7.69
Total	*13*	*100.00*

As the table demonstrates, **30.77% of these students stated they had permanent staff positions**, while **53.85% stated they worked in temporary and fixed duration positions**.

Along with job placement of participants, the evaluation also analyzed the quality of jobs that the participants held at the time of the evaluation. The quality of jobs is measured by participants' salaries, and the types of employee benefits. Out of the 13 participants, 11 indicated that they were remunerated. Table 20 provides a breakdown of participants' salary ranges and work hours per week.

The analysis found a statistical correlation ($p = 0.003$) between participants who had obtained a certificate from VETA and/or elsewhere in addition to formal education, and placement. Indeed 65% of the students who held a certificate are employed, versus 26% of those who have not yet completed their training certificate. This correlation is understandable as most students who have not yet completed their certificate are still studying a trade at VETA, and are not looking for employment as aggressively or at all, compared to those who have completed their trade.

Table 20: Salaries and number of hours of work of students who were employed at the time of the evaluation in the sample follow-up group

Variable	Number of respondents	Mean	Standard deviation	Minimum	Maximum
Hours of work per week	12	39.58	11.60	8	56
Estimated monthly income (in Tanzanian Shillings)	11	156,363.6	52,397.09	100,000.00	250,000.00

The analysis shows that the salaries were comparable to the minimum wage in Tanzania, which ranges from 65,000 Tanzanian shillings per month for hotel workers to 350,000 shillings per month for the mineral sector. The analysis also shows that over 83% of the 12 students in the sample follow-up group who had jobs did not receive any benefits (table 21). This seems to be one of the reasons why 83.33% of the participants who are engaged in an activity indicated that they were not satisfied with their job. The reason that was brought up by almost all participants was remuneration. VETA has also indicated that students sometimes end their internship early due to low remuneration that prevents them from even covering the cost of transportation to and meals at the internship location.

Table 21: Benefits received by students who were employed at the time of the evaluation in the sample follow-up group

Type of benefit	Number of respondents	Percent
Do not receive benefits or bonuses	10	83.33
Vacation	3	25.00
Retirement	2	16.66
Health insurance	2	16.66
Year-end bonus	0	0.00
Performance bonus	2	16.66
Unemployment insurance	0	0.00
Other	0	0.00

Analysis of the entrepreneurship training outcomes

As noted above, 19 or 59.38% of the participants in the sample follow-up group were self-employed at the time of the evaluation. Table 22 below shows that the VETA YEP training influenced business creation, as 42.11% leveraged their relationship with trainers in trades at VETA, and 36.84% referred to the entrepreneurship and trade training as influential in helping them start a business.

Table 22: Activities to start a business for participants in the sample follow-up group who are self-employed

Activities have undertaken to start business	Number of respondents	Percent
Set it up with help from someone who knows about my business idea	8	42.11
Requested a business loan	2	10.52
Received training about the topic	7	36.84
Purchased materials and supplies	3	15.79
Hired worker(s)	1	5.26
None	2	10.53

The data also shows that there are more businesses in the services industry (47.37%) due to the linkage with VETA trades, which often concern repairs of various types of equipment. As expected, 78.95% of the businesses are not registered with the Chamber of Commerce or other similar entities, due to the dominance of the informal sector, particularly with regards to equipment repair activities. Two out of the 19 self-employed participants had employees, with two employees each. It is also important to note that the two businesses with employees had each applied for one loan since they started their businesses. Both had been granted the loans, at 100,000 Tanzanian Shillings for one and 1.2 million Tanzanian Shillings for the other.

In addition, 14 out of 19 or 73.68% of the youth reported that their businesses generated sufficient income to cover their business expenses.

Analysis of nonworking participants in the sample follow-up group of participants

With regards to the 49.21% participants in the sample follow-up group who were not working at the time of the evaluation, table 23 below provides more details on the reasons why participants were not working.

Table 23: Reasons for not being employed at the time of the evaluation in the sample follow-up group

Reasons for not being employed	Number of respondents	Percent
No openings in occupational field	1	3.23
Has not found a job that interests him/her	2	6.45
Submitted application forms and is awaiting outcomes or hasn't received feedback yet	2	6.45
Other reasons	3	9.68
Still in school	23	74.19
Total	*31*	*100.00*

The table shows that the majority of the students who were not working were not doing so because they were in school (74.19%). This is further explained as 80.65% or 25 participants out of the 31 respondents in the sample follow-up group who were not working indicated that they were not looking for work at the time of the evaluation.

Quality of the training

Participants were asked to rate the individual courses of the program for those who had participated in the course, along with certain aspects of the quality of the training as a whole. Table 24 below outlines participants' rating of the overall training, as well the ICT, entrepreneurship, and life skills training.

Table 24: Ratings of the quality of the various training courses by the sample follow-up group

Training	In general		Life skills		ICT		Entrepreneurship	
Rating	n	Percent	n	Percent	n	Percent	n	Percent
Excellent	3	4.76	2	14.29	3	5.77	19	30.65
Good or very good	47	74.60	9	64.29	28	53.85	30	48.39
Average	11	17.46	2	14.29	16	30.77	12	19.35
Worse than Average or poor	2	3.17	1	7.14	5	9.62	1	1.61
Total	*63*	*100.00*	*14*	*100.00*	52	100.00	62	100.00

Note: n represents the number of respondents.

Overall, the participants had a positive appreciation of the training, with 79.36% rating it as good, very good or excellent. Following with the trends above for the ICT training, the participants found that the quality could be improved, and often referred to the lack of availability of sufficient computers, and the need for qualified trainers. With regards to the entrepreneurship training, 19.35% found it to be average, and often referred to the fact that they had not yet had a chance to apply what they had learned, or that the training had not helped them find the job they are looking for.

It is also important to note that 60.32% of the students in the sample follow-up group (63 respondents) found that the training was the right duration. Another 23.81% indicated that it was too long, whereas 15.87% found it too short. The fact that 23.81% found it too long could be due to the need for VETA to sometimes offer the courses throughout two years, due to insufficient equipment or trainers.

Patrick*

After completing a certificate in Information Technology at VETA, Patrick decided to start his own business. His business involves computer repair, maintenance, application installation and selling of computer parts and accessories.

Through the Youth Empowerment Program conducted at VETA, Patrick gained confidence and decided to opt for self-employment. Patrick feels that the entrepreneurial skills he gained through the program are so important and his life is better compared to if he had not participated in the program. He is confident that he is going to use the skills gained to achieve bigger dreams; his intentions are to grow the business and turn it into a limited liability company. He sees himself as a successful owner of a big IT company in the future.

Patrick has never been employed. He was able to raise capital from family and friends to start this business. The business earns him a sufficient income to cover business and living expenses.

** Not his real name.*

The students also assessed the training tools, and found them to be mostly good and very good. However, the issues with tools (mainly computers) are reflected in the 23.81% average and 11.11% poor rankings of the course materials.

Table 25: Ratings of the quality of the training tools by the sample follow-up group

	Course materials		Rules and regulations		Exercises		Methodology		Teaching quality/ trainers	
Rating	n	Percent	n	Percent	n	Percent	n	Percent	n	Percent
Excellent	1	1.59	2	3.17	4	6.35	4	6.35	3	4.76
Very good	18	28.57	21	33.33	25	39.68	21	33.33	22	34.92
Good	22	34.92	24	38.10	25	39.68	25	39.68	24	38.10
Average	15	23.81	14	22.22	5	7.94	11	17.46	12	19.05
Poor	7	11.11	2	3.17	4	6.35	2	3.17	2	3.17
Total	*63*	*100.00*	*63*	*100.00*	*63*	*100.00*	*63*	*100.00*	*63*	*100.00*

Note: n represents the number of respondents.

The data shows that 36.51% of the 63 participants in the sample follow-up group indicated that the training had met their expectations, while 42.86% indicated that the training had not met their expectations, and 20.63% indicated that their expectations had been met partially. The most important reason is that the participants thought that they were going to learn about a technical area (82.50%), and learn more (72.50%). Several participants mentioned that the life skills course should have been taught to the entire student group, and the ICT training was incomplete due to insufficient computers and trainers that lacked the requisite skills.

Table 26: Reasons why expectations of students in sample follow-up group were met, partially or not at all

Reasons expectations were met partially or not at all	Number of respondents	Percent
My expectations were not clear and/or realistic	1	2.50
I thought I was going to learn more about a technical area	33	82.50
I thought I was going to have work/a job when I finished	1	2.50
I thought I was going to learn more	29	72.50
I thought I was going to have a better job	1	2.50
I think the number of hours per training session was not enough	13	32.50
Other reasons	1	2.50
Total	*40*	*100.00*

Participants' perceptions of their quality of life

The students in the sample follow-up group felt that the training has impacted their lives, as demonstrated by the following statistics:

- When asked to compare the quality of their life from before the training to after the training: out of 63 respondents, 23.81% indicated that it is much better, 60.32% that it is better, and 15.87% that it is the same.
- When asked to compare their perception of their future from before the training to after the training: out of 63 respondents, 17.46% indicated that it is much better, 60.32% that it is better, and 22.22% that it is the same.

When asked about how the program has helped students in the sample follow-up group, they saw improvement in their economic prospects (96.61%), improvement in their employment options (98.33%), and support to help continue with their studies (51.43%). Table 27 below provides the details of these findings.

Table 27: Life improvements noted by students in the sample follow-up group

Do you believe the program has:	Number of respondents	Percent
Improved your economic prospects	57	96.61
Improved your employment options	59	98.33
Helped you to obtain a job	12	38.71
Helped you to obtain a better job than you had prior to the program	1	4.35
Helped you to create or improve your own business	10	33.33
Helped you to continue with your studies	18	51.43

The students were also asked to discuss their perceptions of their future during the focus group discussions. They felt that their future depends entirely on them. They agreed that they need to shape the future and take full responsibility for their future. They stated that they have dreams and that they felt they were doing something towards achieving their dreams.

When asked to assess how empowered they felt, they found themselves to be energetic and empowered to make an impact and bring about change, for example, at a family level, in school and in their communities. They felt that such changes are within their reach and only require a commitment on their part. However, they felt that at higher levels such as the national level, individually, they are not empowered to make an impact. However, they thought that by uniting, they can bring about significant impact and changes at the national level. They, however, did indicate that that their decision to come together and possibly do something together as the youth may be misconstrued to be a political rebellion to the government and to elders.

Employer feedback on the program

The employers were identified and contacted from a list of employers as provided by VETA, and compared to the placement database that was also provided by VETA. Five employers were contacted, and all were met in person but one, where the interview was conducted over the phone.

Based on the feedback from the employers, all but one of the employers was not contacted directly by VETA in efforts to place participants. In terms of the selection of students, three out of the five employers that were interviewed hired based on a shortlist of candidates from VETA, as well as interviews at the company. VETA's efforts to place its trade students are a strong asset, compared to the other YEP programs, which are not formally attached to a training program. VETA is a known entity nationally, and already has a database of relations with potential employers. However, the employers did not seem very familiar with the YEP program within VETA, except for one employer.

Overall, the employers found that the students' skill levels were satisfactory. With regards to performance of office tasks, work habits, and personal presentation, all five employers found VETA graduates' skills to be satisfactory. With regards to interpersonal skills and command of ICT, the assessment of employers was almost evenly split between satisfactory and somewhat satisfactory assessments. More specific comments from employers included:

- English language skills and communications skills need to be significantly strengthened, which was highlighted by almost all employers;
- One employer indicated that students' ability to multi-task should be strengthened;

- Three employers indicated that the ICT skills of students are limited to the basics. One employer also indicated that not only should the ICT level be increased, but the students should also be taught specialized software such as AutoCAD for the architecture sector;
- Four out of the five employers that were interviewed during the evaluation also indicated the need for more sector-specific training. Employers found that students sometimes lack the practical training and exposure to their sector of focus. For example, they indicated that the equipment used at VETA to train students in a trade is sometimes outdated and not used in industry. They also indicated the need for more internships and field attachments so that students graduate with field exposure.

Nonetheless, all of the employers found that participants from VETA are “better” than other interns they have hired. All are inclined to continue to hire from VETA. One employer commented extensively on attitude, which relates to life skills. The employer indicated that students should be taught to focus on gaining experience and exposure, rather than putting a strong focus on the financial aspects this early in their career. This is relevant based on the fact that for most participants who were not satisfied with their current placement, it was due to financial considerations.

F. SECTION V: OBSERVATIONS ON THE IMPLEMENTATION OF THE PROGRAM

During the evaluation of the program, some other general observations were made on the implementation of the program by interviewees and other stakeholders. These observations are summarized below:

- **Training is not provided consistently, particularly with regards to life skills.** As indicated, the life skills training needs to be better structured, so that all the students can benefit from it. Students repeatedly requested that it be offered during times that are accessible to them, which do not conflict with their trade courses. For other students, the life skills training needs to be better explained, in terms of its objectives and contents.
- **The ICT training is not provided consistently, and few participants have been trained in all the modules at any level.** The ICT training should be better organized. Where equipment is not available or trainers do not have the requisite competencies, it is advisable that VETA limit the training to the basics, and wait to have all the requirements for an effective training to offer additional levels.
- **The YEP program is not positioned as a value-added program to students**. The courses under the YEP program as well as the One Stop Center should be better promoted to students, in terms of their value and objectives. These offerings should be presented as a package with several complementary offerings.
- **The OVC training is not tailored to the specific needs of youth with different family circumstances, who often live on their own and are responsible for other family members**. VETA's management recognized that they did not have the requisite competencies to train students who are OVCs, and who come from the most challenging environments. The program worked with partner NGOs that support OVCs; however, the partnership should have been deepened as part of the training, with the continued full engagement of the partner NGOs.
- **The YEP program is not positioned as a value-added training to employers,** as a means to differentiate VETA students who have undergone the training from other programs. However, for this to be successful, all VETA students need to be given access to all the YEP courses.
- **VETA does not offer one-on-one career counseling sessions for program participants, which have been perceived as a highly positive offering in other programs**. In Kenya and Senegal for example, where such support was provided to YEP participants, it was viewed by participants as a highly beneficial addition to the program, bringing many of them to view YEP program managers as role models and view the training center as a place where they can continuously seek guidance and support. This is also supported by the feedback from the participants who indicated that there was no follow-up after the training (83.61%).

Table 28: Impressions on follow-up from the sample follow-up group

Assessment of follow-up	Number of respondents	Percent
Excellent	0	0.00
Good	5	8.20
Average	5	8.20
There was no follow up	51	83.61
Worse than average	0	0.00
Bad	0	0.00
Total	*61*	*100.00*

- **The YEP program had helped VETA to be comfortable in approaching employers directly to seek their recommendations about training and to secure placement opportunities for VETA students/graduates.** More specifically, the VETA management team indicated that the program had taught them how to set goals and measure them, which was key in encouraging the team to reach out to potential employers and seek out placements. They also indicated that the program helped them to grasp the need to develop work plans, as well as monitoring tools.

The section below provides suggested recommendations to address the comments and findings from the analysis.

G. SECTION VI: RECOMMENDATIONS

This section presents recommendations based on the findings from the previous sections for a better implementation of the program in the future:

- **The life skills curriculum should be adapted to the Tanzanian environment, and the facilitators should be adequately trained on how to provide the training.** VETA should work with specialized life skills experts or a life skills coach to adapt the IYF life skills training materials to the Tanzanian context. This will help address any concerns from the students or the VETA administration on the benefits of the program, and make the program targeted to the immediate needs of the students. Employers should also be invited to engage in this process, similar to the approach used to develop the entrepreneurship curriculum, which has proven to be a very successful course.
- **The life skills training needs to be better explained to the students**. Once the courses are revised as needed and the trainers are adequately prepared to teach the courses, VETA should organize a "YEP program orientation day" to explain the objectives of the life skills training to the students, for example. This could include personality tests, and mock interviews followed by interview counseling sessions for example, or any other activity that will allow the students to sample the training. It is critical for students to understand the importance of life skills to employers, and how this training aims to strengthen their job search skills.
- **VETA should seek additional funding to secure enough computers and qualified trainers**. VETA should develop and launch a fundraising campaign to purchase sufficient computers, and ensure that the Internet is available in classrooms. If this is not a viable option based on the status of VETA as a Government-related entity or any other reason, VETA should consider outsourcing the ICT training to an existing training institute specialized in ICT training, and recognized as such. ICT training should have sufficient computers to provide the full courses, and be able to house all the VETA students in a given year.
- **If VETA plans to continue providing training to OVCs as a special student population, a targeted program should be developed for OVCs, based on their specific needs and circumstances.** VETA should work with the partner OVC NGOs to develop a training program that is relevant for OVCs. This program should aim for employability as well; however, it should also consider additional training OVCs might need to prepare for the job market, which takes into account the difficult environments of OVCs.
- **The program should raise financing from various organizations to support remuneration for internships, particularly for students who are not able to afford the costs related to the internship.** This is in response to some students dropping out of their internships due to insufficient funds to travel to the internship site.
- **VETA should offer the YEP program through the One Stop Center, clearly positioning it as a value-added program.** This will help differentiate the VETA trade training from other programs, and increase the visibility of the program. Further, as an accrediting entity, VETA should always strive to innovate and offer programs that will be replicated by other similar institutions. It is by positioning the YEP training as a value-added set of courses that the organization can promote such a training program nationally, for other organizations to follow. To be able to accomplish these objectives, the staff of the One Stop Center will need to be trained in career and job placement services, as well as in the management skills to run such a venture.

Overall, the YEP program in Tanzania has benefited students, who have noted the importance of the skills provided by the training. It is for this reason that students have focused their recommendations on

ensuring the program increases its reach to all VETA students particularly with regards to life skills training, and that the quality of the training, particularly ICT, is strengthened and that all modules are offered to all students who wish to take the courses.

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