

# YES!

YOUTH EMPLOYMENT THROUGH  
SKILLS ENHANCEMENT

## YES-PROJECT TRACER STUDY

October/November 2020



Photograph: Stella Oguma

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## Abbreviations

YES	Youth Employment through Skills Enhancement (project)
VTC	Vocational Training Centre

# 1. Introduction

The Youth Employment through Skills enhancement (YES) project, funded by HELVETAS Swiss Intercooperation, is implemented in the Central Corridor of Tanzania in the three districts of Dodoma Urban, Singida Municipal and Singida Rural, covering a total of 72 wards. The overall objective of the project is to empower and improve the living conditions of economically and socially disadvantaged (marginalized) young women and men in Tanzania through improved skills and gainful employment. The project started in September 2018 with an inception period which ended in December 2018. The actual implementation started in January 2019 and will run until December 2021 with the target to reach 3000 marginalized youth. The project aims at supporting local partners in providing relevant vocational training offer, tailored to the labour market needs. By September 2020, almost 871 youth have finished the training, while 816 were enrolled at this time, which means 1687 youth have been reached overall.

## 1.1. Aim of the Study

Tracer studies are used to evaluate the outcomes of vocational skills projects. The aim of the tracer study is to find out how useful the vocational training was to the graduates, whether they managed to find a job in their field of work, what skills they consider useful and how the project and the training offer of the project partners could be improved. For this purpose, a defined number of graduates is tracked down for interviewing. Tracer studies also provide information on ethnicity, gender and the socio-economic background of the graduates to assess the poverty alleviation potential and the gender aspect of VSD projects. The tracer study conducted in the YES-project will help to evaluate the effectiveness of the vocational training undertaken under the project and plan the second project phase.

Due to time constraints, only a survey for graduates was used and none for employers.

## 1.2. Sample Size

By October, the overall number of youth who have finished their training at least three months earlier, was 871 (female: 425, male: 446). This number was taken from the baseline database and included dropouts who did not finish their training to get a comprehensive picture of the project's achievements. A sample size of 30% of this group was aimed at, roughly 300 youth, with an additional 10% added to compensate for youth not reached, resulting in a sample size of 330 youth. A random sample size was drawn, disaggregated by occupation and gender, which resulted in 161 women and 169 men sampled (see Table 1). This resulted in 240 datasets (124 women, 116 men)<sup>1</sup>, which is 28% of the original number.

Occupation	Graduates			Sample Size			Reached		
	Women	Men	Total	Women	Men	Total	Women	Men	Total
Baking	93	17	<b>110</b>	35	6	41.8	19	2	<b>21</b>
Carpentry	0	37	<b>37</b>	0	14	14.1	0	15	<b>15</b>
Beekeeping	2	19	<b>21</b>	1	7	8.0	0	2	<b>2</b>
Electrical installation	21	40	<b>61</b>	8	15	23.2	6	10	<b>16</b>
Food production	62	12	<b>74</b>	24	5	28.1	22	3	<b>25</b>
Hairdressing & beautification	108	1	<b>140</b>	41	0	41.4	32	1	<b>33</b>
Horticulture	34	58	<b>92</b>	13	22	34.9	10	12	<b>22</b>

<sup>1</sup> 241 youth were reached, whereof one person refused to participate in the tracer study.

Housekeeping and Laundry	16	1	17	6	0	6.5	4	0	4
Masonry	9	121	130	3	46	49.4	3	26	29
Motor vehicle mechanics	0	13	13	0	5	4.9	0	5	5
Motorcycle re-pair	4	18	22	2	7	8.4	1	5	6
Poultry	33	60	93	13	23	35.3	14	14	28
Soap & sanitizer-making	15	4	19	6	2	7.2	5	2	7
Tailoring	26	3	29	10	1	11.0	7	2	9
Welding & metal fabrication	2	40	42	1	15	15.9	1	17	18
Grand Total	425	444	869	161	169	330.0	124	116	240

**TABLE 1: SAMPLE SIZE DISAGGREGATED BY GENDER AND OCCUPATION AND ACTUAL YOUTH REACHED**

### 1.3. Methodology

The data was collected with the online data collection tool [Kobotoolbox](#) (see detailed survey attached). In addition to the quantitative data, two case studies were conducted, as examples of successful graduates.

Seven data collectors (three in Dodoma, four in Singida) were sent out to trace the graduates and conduct the interviews after a thorough instruction to avoid misunderstandings.

#### 1.3.1. Guidelines for interviewers

The interviewers received clear guidelines and Terms of References for their task.

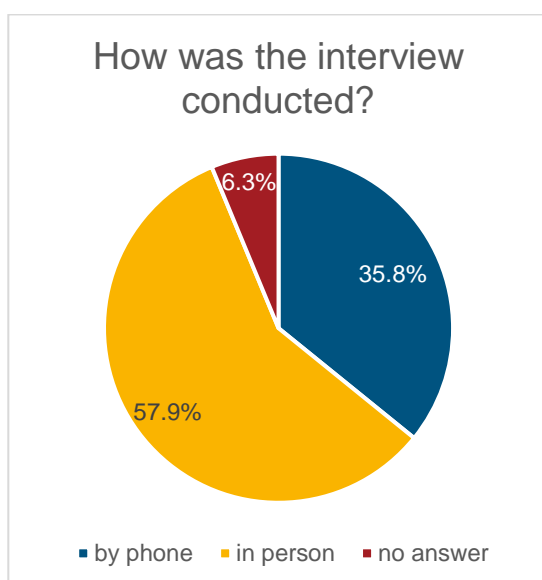
- Go through the questionnaire and make sure everything is clear for yourself.
- When starting the interview, make sure the youth understands the purpose of this interview, answer any unclear questions.
- Do NOT read out answers but wait for youth to respond and then click the correct answers, writing under «other» in case reason mentioned cannot be selected.
- If you need to write down additional notes, please do so on a piece of paper. This can in the end be uploaded to the form.
- After the interview: Thank the graduate for taking time to do the interview.

#### Introductory text

Hi, my name is... You have undergone a vocational training which has been paid by the YES-project. We are doing a tracer study to find out what the graduates of the YES-project are doing after their training. **The data will be collected anonymously, your name will not be mentioned to Helvetas, YES project, the training providers, instructors or anyone else.** This is to improve future training, as a graduate you cannot take part in another training.

If you do not understand a question, please do not hesitate to ask for clarification. If you don't know an answer, please say so. This interview should not take more than 30 min. If you wish to interrupt the interview at any point, please let me know. Do you have any questions?

As youth are mobile and may be hard to reach (either moved to another city or live very remote), 35.8% of the interviews were conducted by phone (see Figure 1).



**FIGURE 1: MODALITY OF INTERVIEWS CONDUCTED**

### 1.3.2. Challenges encountered

Despite the clear instructions and a test round for all data collectors, some data collectors, especially the ones with no prior data collection experience, encountered challenges, which were only discovered after the data collection was concluded. This included the misunderstandings (despite the survey being available in Kiswahili and English) of certain questions, which increased the time needed for data cleaning.

### 1.3.3. YES Tracer Study Data Collection Plan

The data was collected between in the first half of November 2020 in Dodoma and in the second half of the same month in Singida. With a sample size of 173 graduates and 3 data collectors in Dodoma, one data collector was to collect about 58 datasets ideally, where in Singida there were 156 graduates sampled divided by 4 data collectors, which makes about 50 datasets per person. Eventually, 132 graduates were reached in Dodoma and 108 in Singida.

## 1.4. Graduates' survey

The questionnaire has the following key foci:

- general information on graduates and studies s/he conducted
- current occupation
- transition to employment
- current activity (employment and income)
- quality of training and relevance of skills received
- suggestions for improvements

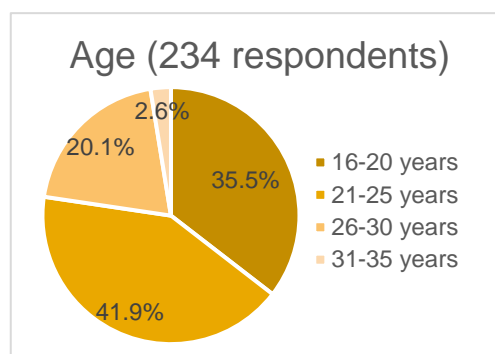
Each sampled graduate was given a number to ensure his/her anonymity, but still being able to link them to the database in case of unclarities and follow-up questions. Dropouts were included in the sample size to find out why the trainees have dropped out and their income is taken nevertheless, as a reference point to the graduates' change in income.



## 2. Findings of the graduates' survey

### 2.1. General information

The 240 respondents were balanced regarding gender and district with 124 female and 116 male interviewees, whereof 133 came from Dodoma and 107 from Singida (see Table 2). The number of interview women was higher in Singida, whereas in Dodoma the number of men was higher. Age-wise, 35.5% are between 16 and 20 years, 41.9% between 21 and 25 years, 20.1% between 26 and 30 years and a minority of 2.6% between 31 and 35 years (see ). More than half of the respondents (28) mention the lack of resources such as capital or tools for self-employment, 10 the lack of experiences, qualifications and skills, 11 job scarcity, 11 lack of contacts, engaging in child rearing or other reasons such as lack of support for (self-) employment, continuation of field practice, or the wish to be self-employed.



**FIGURE 2: AGE OF RESPONDENTS**

When asked, **how they tried try to find a job** (multiple response possible), 32% of the respondents said they approached potential employers, 14% asked family and friends (1 person doing both), 2 people (4%) did not know where to look, 28% did not look for jobs and 16% expected the project and trainers to help them find work. Taking these last two numbers together, more than 40% did not look for a job or expected others to look for a job for them (Figure 32).

### 2.2. Relationship between training and current work

By far not all graduates end up working in the field they were trained. Figure 33 shows by profession, how many of the graduates are working in the field they were trained in (keeping in mind the small sample sizes in certain occupations).

The differences between the occupations are quite big. While the two housekeeping graduates interviewed do not work in housekeeping and 5 out of 6 questioned motorcycle mechanics are also not working in their field of training, 90.9% of the masons are working in masonry. However, there is quite a big middle field, where between 60% and 80% of the graduates are working in the field of training. Overall, 68.6% of all graduates work in the field they were trained in.

#### **Link between the current occupation and the training**

To improve the quality of the training, it is important to assess the usefulness of the skills and competences taught. When asked how the graduates use the qualification and skills in their current occupation (Figure 34), only 10.4% say that they do not use them at all (4.2% saying they barely use them). This shows that even graduates not working in the field they were trained in (31.4% of the sample size), can apply some of the knowledge they have gained during the training. 34.% use the skills to some extent and 51% to a high (38.5%) or a very high (12.5%) extent.

Figure 35 depicts the use of the skills acquired during the training disaggregated by occupation. The two housekeeping graduates, who both do not work in their field of training, not surprisingly state that they are not using the skills acquired during the training at all. In most cases, the percentage of respondents not working in the field of training and not using their skills is corresponding (e.g. in baking or in soap & sanitizer making). It was revealed that 40% of the beautification & hairdressing-graduates do not work in the field of training, however, only 13.6% do not use their skills at all or only barely. The same can be observed for other occupations, such as motorcycle repair or welding and metal production (83.3%, respectively 46.2% not working in the field of training, but in both cases all respondents stating they use their skills at least to some extent). This shows that assessing whether the graduate works in the field of training alone is not an

indicator enough to see whether the training has impacted the graduate's life: Even if they work in other areas, the skills they have gained may come in handy. Other factors besides the mere vocational skills training, such as the soft skills component, the peer support and mentorship can also play a role in this outcome.

As shown in Figure 36, the graduates were further asked about the importance of various skills taught, namely practical vocational skills, theoretical vocational skills, entrepreneurial skills and calculation/ mathematics/ accounting skills. The number of responses on the negative side («not important» or «not important at all») is very low, whereas most respondents opted for «important» or «very important» with little differences among the various skills. The option «I don't know» was chosen slightly more often 13.1% for calculation/mathematics/accounting skills and entrepreneurial skills (6.2%). These skills were sometimes integrated in the theoretical teaching block (depending on the VTC) and thus may have been difficult to differentiate for the respondents.

When asked about the competencies of the teachers in teaching their subjects, the majority of the respondents consider their teachers very competent (51.1%), 38.5% consider them competent or somewhat competent (8.6%) and only 1.8% not competent (Figure 37).

Most graduates did a practical training outside their VTC (e.g. in a private company or business) to improve the skills learned and gain experience in the world of work. 186 respondents stated that they did a practical training outside their VTC. Again, a good majority of 59.7% said the practical training was very relevant and relevant (37.1%), leaving only 2.7% saying the practical training was only somewhat relevant and one person saying it was not relevant (see Figure 388). As the selection of partners for field practicals is up to the VTCs, this shows that they are very successful in selecting companies that offer practical experience complementing the theoretical training of the trainees.

### **Suggestions for improvement of the training**

One of the most important questions to improve and adapt the project and the training offers, was the open question asking for recommendations and improvements from the respondents. The answers were grouped and coded to get a better overview over the responses. In general, the feedback was very positive, with many youth thanking for the opportunity and encouraging the project to train more youth. Figure 39 shows an overview over the most mentioned recommendations.

Most often (66 times), support with working tools during and after the training was mentioned. These include hints that some VTCs did not have enough or outdated working tools for the trainees to practice and/or that the graduates lack the working tools after the training to start self-employment or enter the world of work. Many (65) also suggested to increase the training length as often the trainers had to rush through the content and could not cover all topics in a satisfactory way. 53 respondents recommend providing financial start-up support after the training and support graduates by creating links to employment opportunities (mentioned 34 times). The project was further advised to do a close progress monitoring and follow up regularly (17 mentions) and ensure that the trainers are competent, and the training quality is good (21 mentions).

### **2.3. Current situation of the respondents**

Though being a very subjective question, where the answers differ depending on the respondent's point of view, the respondents were asked how they perceived their living conditions before and after the training and whether they see any changes.

Taking the 19 respondents who did not finish the training as a (though very small) control group, Figure 40 compares the perception of a change in living conditions. While 62.4% of the graduates state that they think their living conditions have improved, only 31.6% of the dropouts say the same, with 5.3% even saying their living conditions have worsened (stated by 2.3% of the graduates). When asked to give examples of how their living conditions have improved, the following



were mentioned: Thanks to the income, the respondents can cover their own basic needs, they can help to contribute to family income, buy food, contribute to rent and cover other basic needs.

When asked about their contribution to the household income (Figure 41), about a third (31.7%) state that they contribute monthly or on a regular basis to the family income, 40% from time to time and 28.3% cannot contribute to the family income. This number corresponds to the youth having no employment or very little or no income (as this question was asked to all respondents). This is a considerable improvement compared to the baseline survey (1715 datasets), where only 29.9% of the respondents state that they contribute to the household income (before the training).

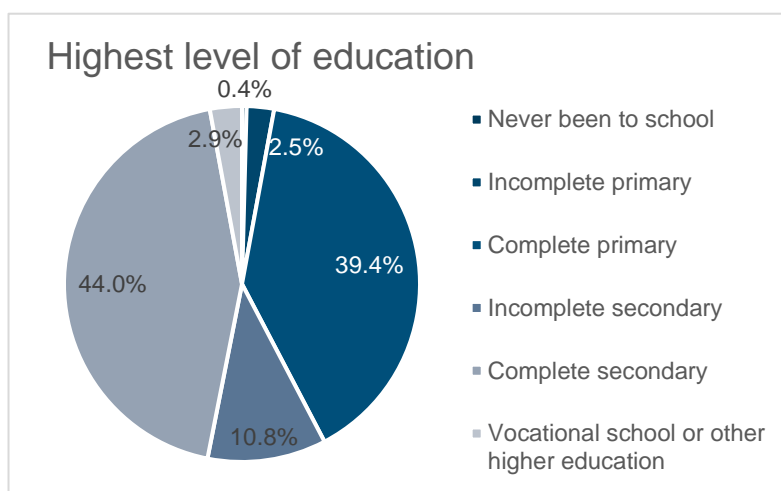
Figure 2 and Figure 42). Table 2 further shows that in general, the groups of respondents was older in Singida than in Dodoma.

District	Gender		Total district	Age				
	female	male		16-20	21-25	26-30	31-35	blank
Dodoma	76	57	133	58	56	17	1	1
Singida	48	59	107	25	42	29	5	6
<b>Total gender/age</b>	<b>124</b>	<b>116</b>	<b>240</b>	<b>83</b>	<b>98</b>	<b>46</b>	<b>6</b>	<b>7</b>

**TABLE 2: GENDER, AGE AND ORIGIN OF RESPONDENTS**

## 2.4. Education level

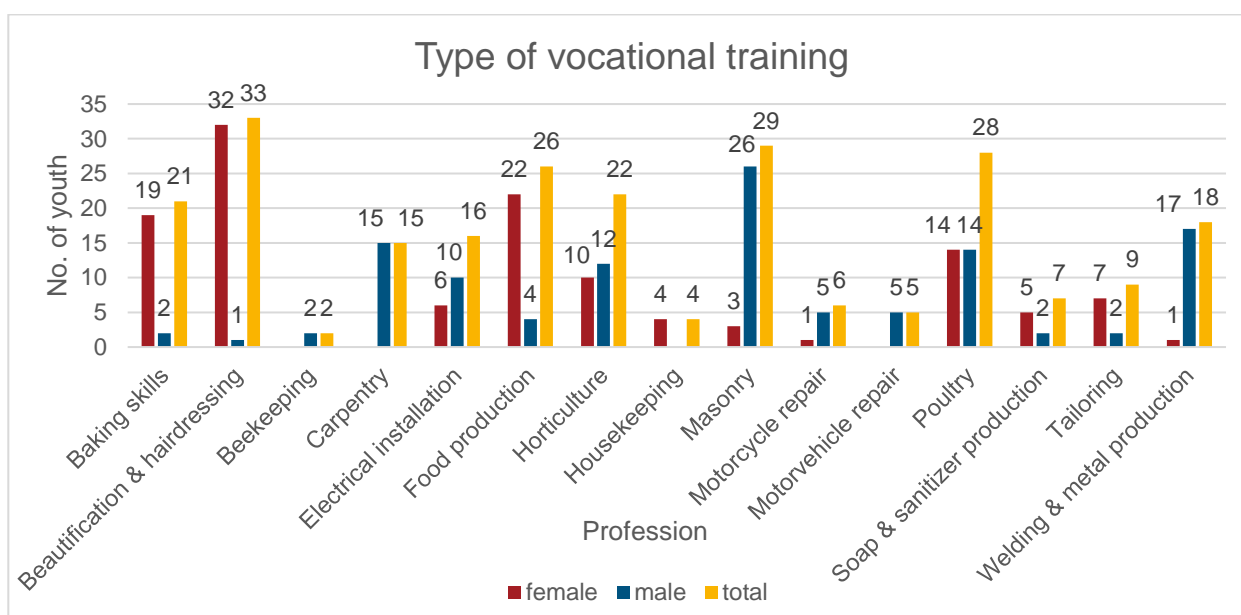
With 44%, almost half of the respondents have finished secondary school, whereas 10.8% have started but not completed secondary and 39.4% have completed primary school. Only one respondent (0.4%) has never been to school and 6 youth (2.5%) have not finished primary school. 7 youth (2.9%) have continued their education in higher learning institutions (e.g. vocational schools) (see Figure 3).



**FIGURE 3: HIGHEST LEVEL OF EDUCATION OF RESPONDENTS**

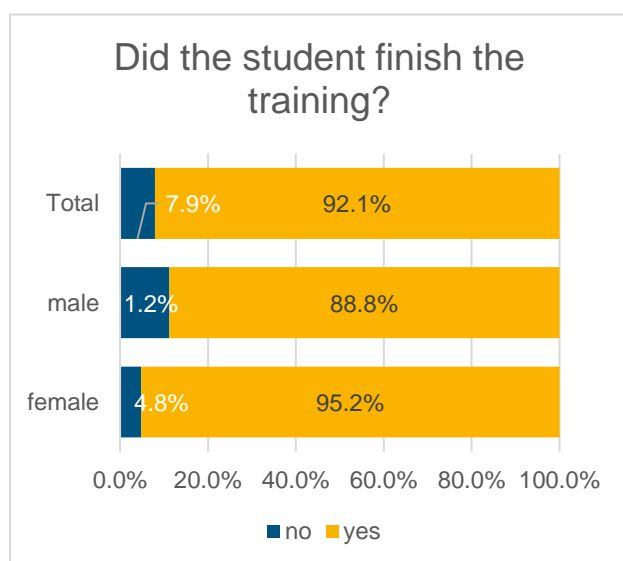
## 2.5. Training

15 professional courses were on offer for the youth. Figure 4 gives an overview over the courses represented by the respondents, which accord well with the occupation of the overall graduates (see Table 1). Certain professions are female dominated, e.g. baking skills (19 women out of 21 graduates), beautification & hairdressing (32 women out of 33), housekeeping (all 4 women), tailoring (7 women out of 9) soap and sanitizer production (5 women out of 7), and food production (22 women out of 26), while others are male dominated, e.g. welding & metal production (17 men out of 18), beekeeping (2 men out of 2), carpentry (15 men out of 15) motorcycle (5 men out of 6) and motor vehicle repair (5 men out of 5) and masonry (26 men out of 23). A few courses were relatively gender-balanced: Electrical installation (6 women, 10 men), horticulture (10 women, 12 men) and poultry (14 women, 14 men).

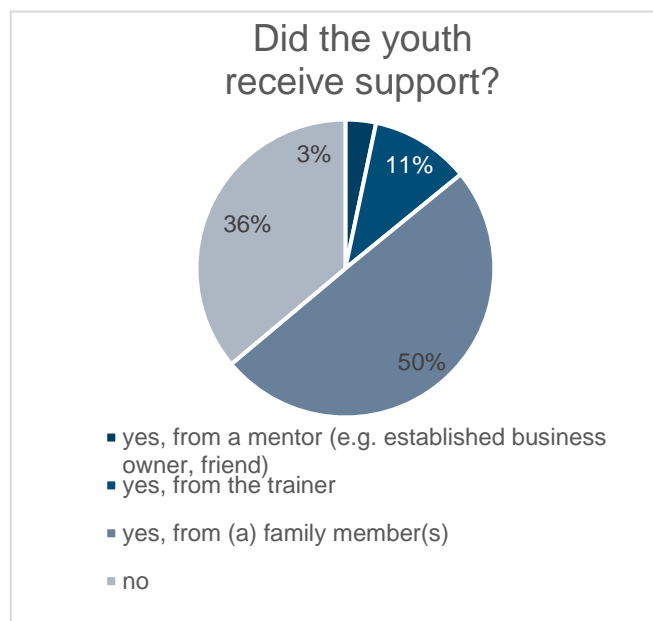


**FIGURE 4: VOCATIONAL TRAINING UNDERTAKEN BY RESPONDENTS (BY GENDER)**

92% of the respondents finished the training (Figure 6); the dropout rate was slightly higher among men (11%) compared to women (5%). Reasons mentioned for dropping out were travelling due to family emergencies or family duties at home, pregnancies (2 respondents), lack of finances to cover expenses, e.g. travel costs (2 respondents), interruption of training due to Covid19 (2 respondents) and bad learning environment (3 respondents).



**FIGURE 6: DROPOUT RATE FROM TRAINING**



**FIGURE 5: SUPPORT DURING THE STUDIES**

Almost one third of the respondents mentioned that they received support from family members, mentors or their vocational trainers. This could be in form of advice and encouragement, but also material support (e.g. by covering transport costs). There is no difference between graduates and dropouts regarding the support they received (Figure 6).

## 2.6. Length of the training

The courses provided through YES take between three and six months, which is considered by 44.6% of the respondents as too short. The reason for keeping the training short is to fit the target group (disadvantaged youth, especially young women), who often have other duties, e.g. working on the family farm or helping at home. More than half (55%) consider the length of the training ideal (Figure 7).

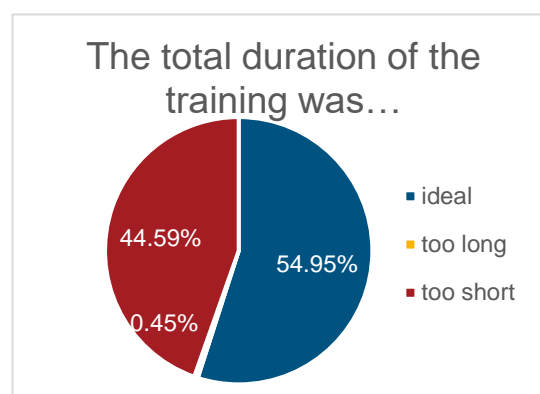


FIGURE 7: LENGTH OF TRAINING

Some of the courses were interrupted due to closure of vocational schools because of Covid19, which affected the length of certain courses and was mentioned as a reason why they were too short. Many also mentioned that it was too much content to cover in a short time. Especially in mechanics, respondents mentioned that 3 months only scratched on the surface of many topics without leaving time to go into depth. Although curricula were adapted to short courses, many mentioned that teachers had to rush through subjects to cover everything within a few months.

## 2.7. Transition period to employment

For the 30 respondents who identified as “employed”, it took an average time of 2.08 months to find employment (women: 2.08, men: 2.07).

According to Figure 8, about one third (30%) applied directly to an employer to get a job, and 36.7% mentioned that they used personal connections to find employment, emphasizing the importance of personal connections and networks to land a job. 13.3% said they were approached by an employer and two respondents (6.7%) either said the training institution helped them, they continued working at their family’s business or other ways of how they found employment.

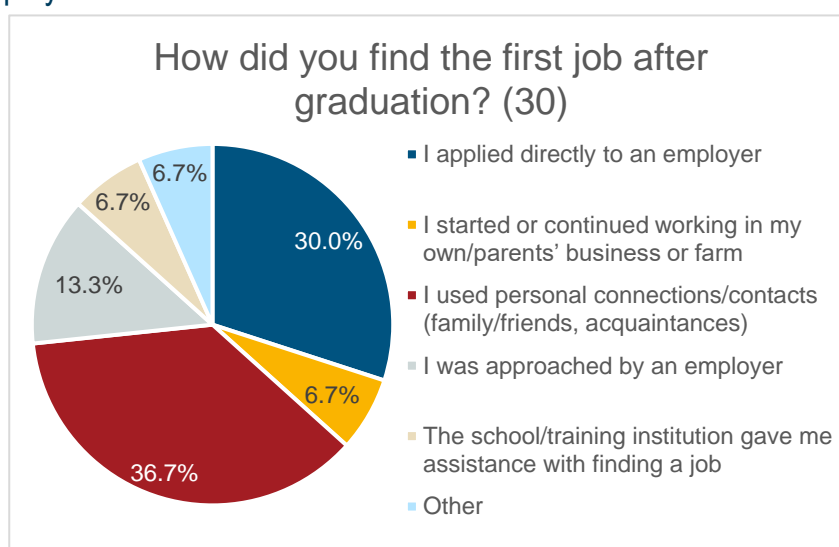
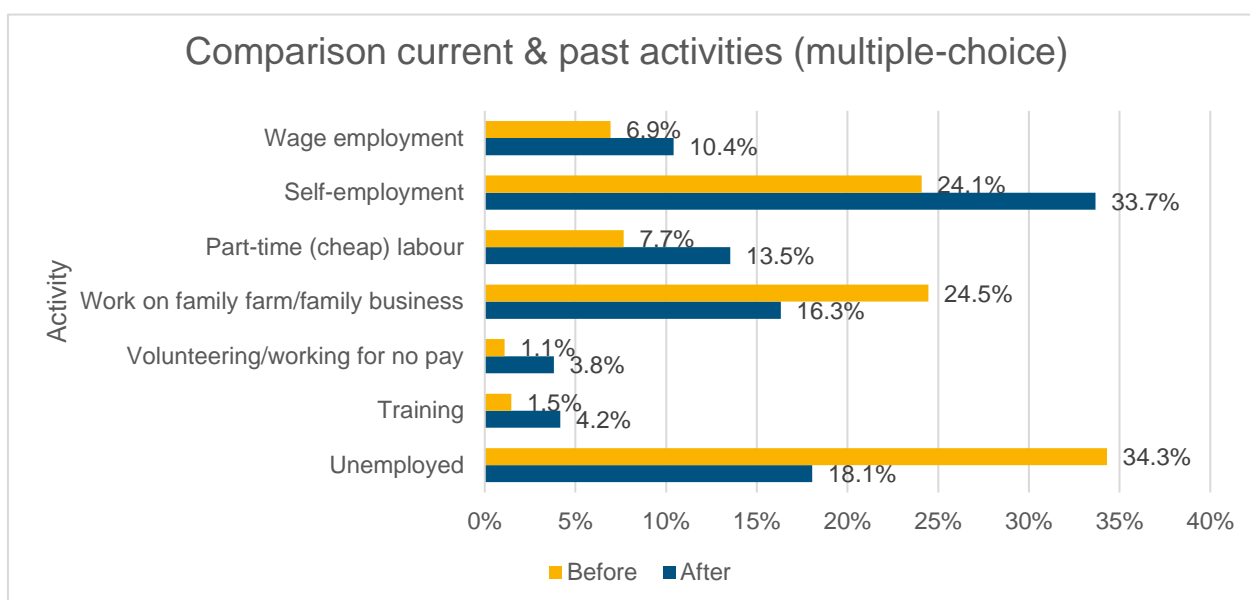


FIGURE 8: FINDING FIRST JOB AFTER GRADUATION

## 2.8. Current and past activity

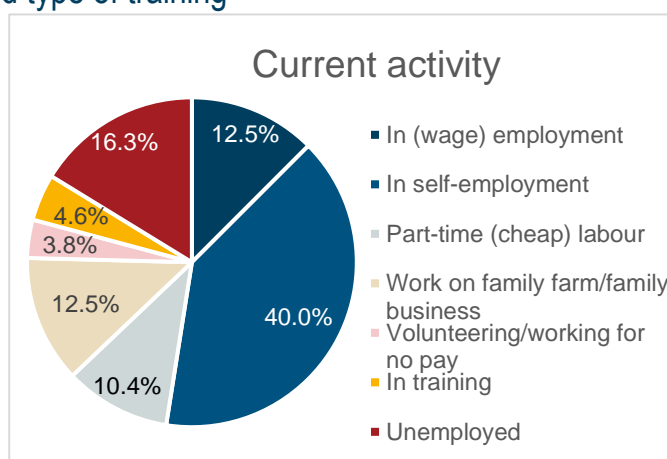
Many youth pursue more than one income generating activity, thus when mentioning their current and past activities, they were allowed to mention their **two main activities** (Figure 9). This shows that most youth, though never having received formal training or receiving an income, do not stay idle, but pursue some activity, like working on the family farm or in the family business (34.5% before the training). However, 34.4% considered themselves unemployed (with no further activities) before the training; the number almost halved to 18.1% after the training. This led to an increase in youth mentioning wage and self-employment, as well as working part-time (cheap labour) as one of their activity.



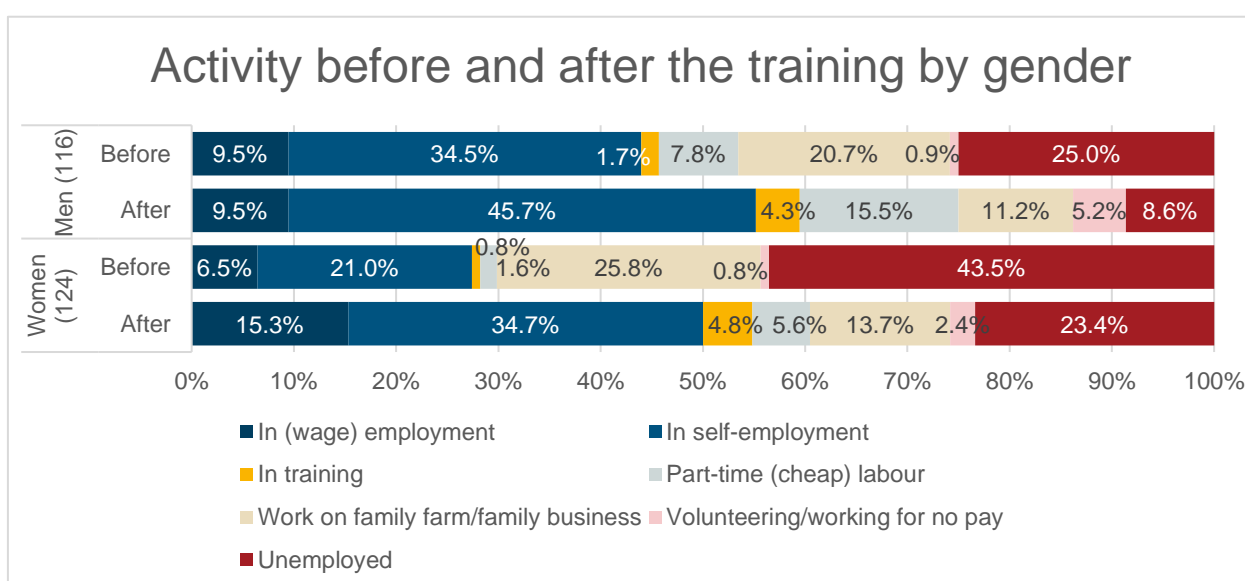
**FIGURE 9: ACTIVITY BEFORE AND AFTER THE TRAINING (MULTIPLE ANSWERS POSSIBLE)**

### 2.8.1. Disaggregated by gender and type of training

As already shown in Figure 9, Figure 10 confirms that un- and underemployment has been reduced drastically. With 12.5% in wage employment, 40% in self-employment and 10.4% in part-time (cheap) labour, 62.9% can be considered employed, with only 16.3% identifying as unemployed and thus not pursuing any activity at all. When disaggregating the data by gender, it shows that women faced significantly higher unemployment rates before the training (43.5% compared to 25% among men). While the unemployment among men got reduced by almost two-third (from 25% to 8.6%), it got close to halved (from 43.5% to 23.4%) among women (compare Figure 11).

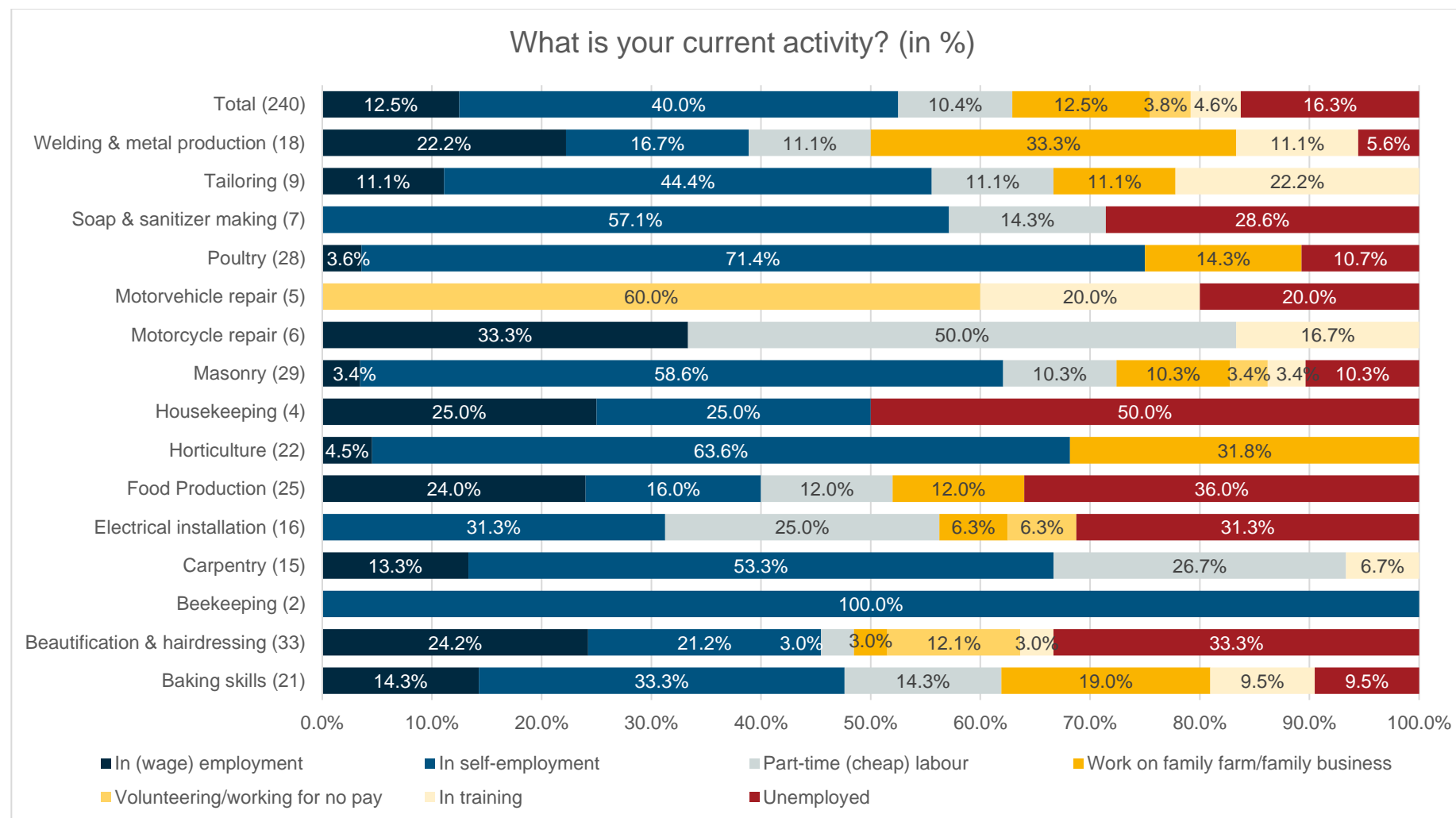


**FIGURE 10: CURRENT ACTIVITY OF RESPONDENTS**



**FIGURE 11: ACTIVITY OF RESPONDENTS BEFORE AND AFTER THE TRAINING BY GENDER**

While wage employment among men remains low (9.5% before and after the training), it increase from 6.5% to 15.3% for women, while self-employment is higher among men before and after the training. When looking at activities after the training based on what type of training the graduates did, there are some substantial differences, as Figure 12 shows (though these comparisons have to taken with caution, as in some professions the respondents were very few).



**FIGURE 12: CURRENT ACTIVITY OF RESPONDENTS BY DISAGGREGATED BY TYPE OF VOCATIONAL TRAINING**

## 2.9. Income before and after training

Independently from the current activity of the respondents, there has been an improvement in the monthly income among the graduates (Figure 13). The respondents had to mention the income from their main activity, as well as other income-generating activities, which were then automatically added up by the Kobo-survey-form for double-checking by the interviewer. Whereas half of the respondents reported no income before the training, the number more than halved to 22.5% reporting no income after the training. Before the training, only 19.6% earned more than 50,000 TZS per month (appr. 22 USD), while it is 55.4% after the training, which is considered the national poverty line (49,320 TZS per month, to be exact) according to the 2017-2018 household survey<sup>2</sup>. After the training, 29.6% even earned more than 100,000 TZS per month. However, the Global Living Wage Coalition has calculated that the reference wage a worker should earn to be able to afford a basic but decent living standard in a typical rural area of Tanzania is **317,779 TZS per month** (2020), consisting of a net living wage of TZS 272,701 per month plus TZS 45,078 which would need to be paid by law in social security (TZS 31,778) and income tax (TZS 13,300)<sup>3</sup>. Most YES-graduates work in the informal sector and only 12.9% of the graduates earn above 250,000 TZS (appr. 108 USD) after the training (compared to 3.7% before the training).

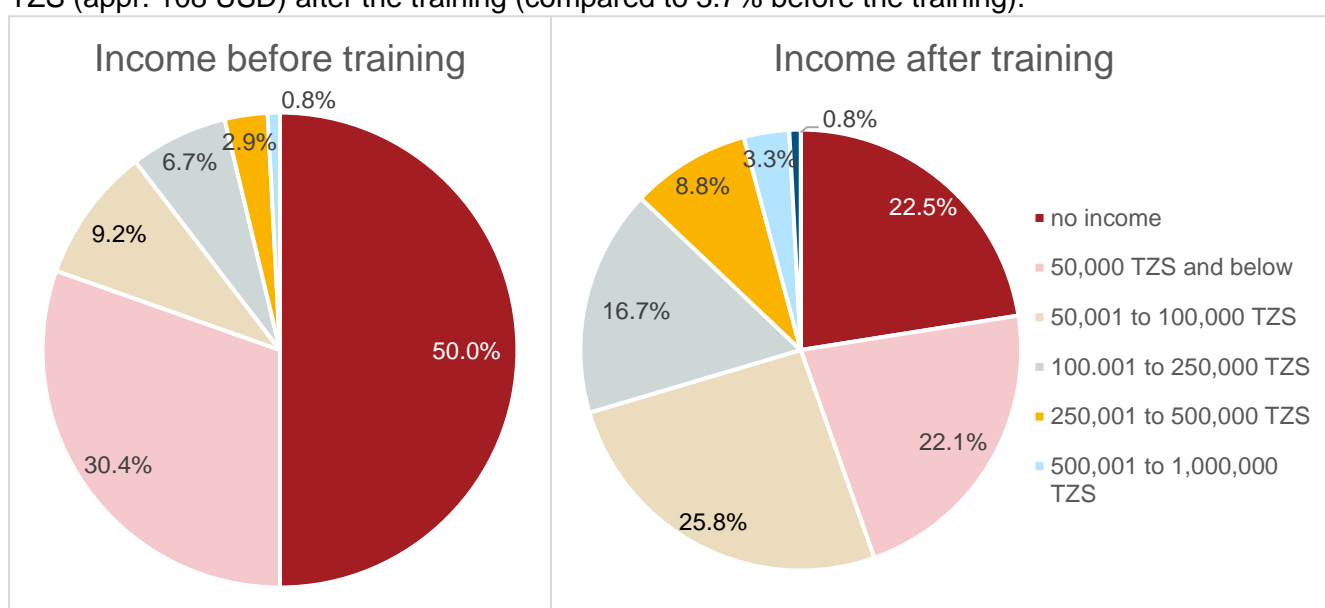


FIGURE 13: CHANGE IN INCOME BEFORE AND AFTER THE TRAINING

### 2.9.1. By gender

Figure 14 shows that, similar to the occupation before and after the training, the income of women before and after the training is lower compared to male graduates. Whereas only 14.7% of the men do not have an income after the training, it is almost a third among women, with 29.8%. In general, men earn higher incomes:

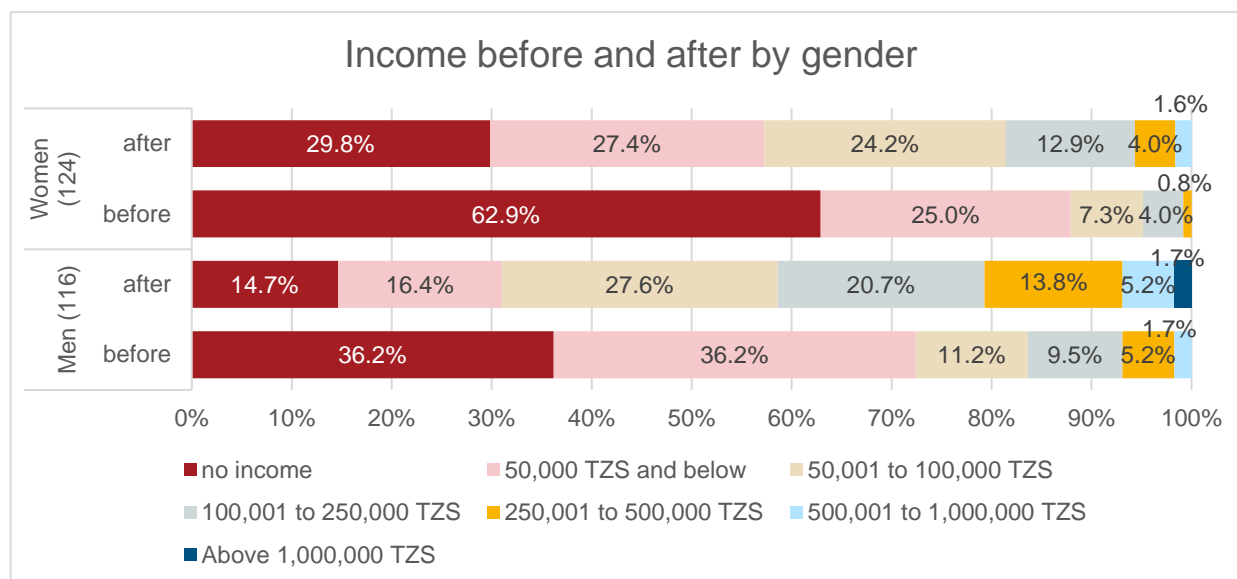
**Percentage of graduates with an income above 50,000 TZS per month:** Men increased from 27.6% to 69%, whereas women increased from 12.1% to 42.7%, meaning that more than half of the female graduates earn an income below the national poverty lean (compared to 30% of men).

**Percentage of graduates with an income above 250,000 TZS per month:** Men increased from 6.9% to 20.7%, whereas women increased from 0.8% to 5.6%. This means that less than ten women earn more than 250,000 TZS per month compared to 20% of the men (see Figure 14 for more information).

<sup>2</sup> [https://www.nbs.go.tz/nbs/takwimu/hbs/2017\\_18\\_HBS\\_Key\\_Indicators\\_Report\\_Engl.pdf](https://www.nbs.go.tz/nbs/takwimu/hbs/2017_18_HBS_Key_Indicators_Report_Engl.pdf)

<sup>3</sup> <https://www.globallivingwage.org/living-wage-reference-value-rural-tanzania/>

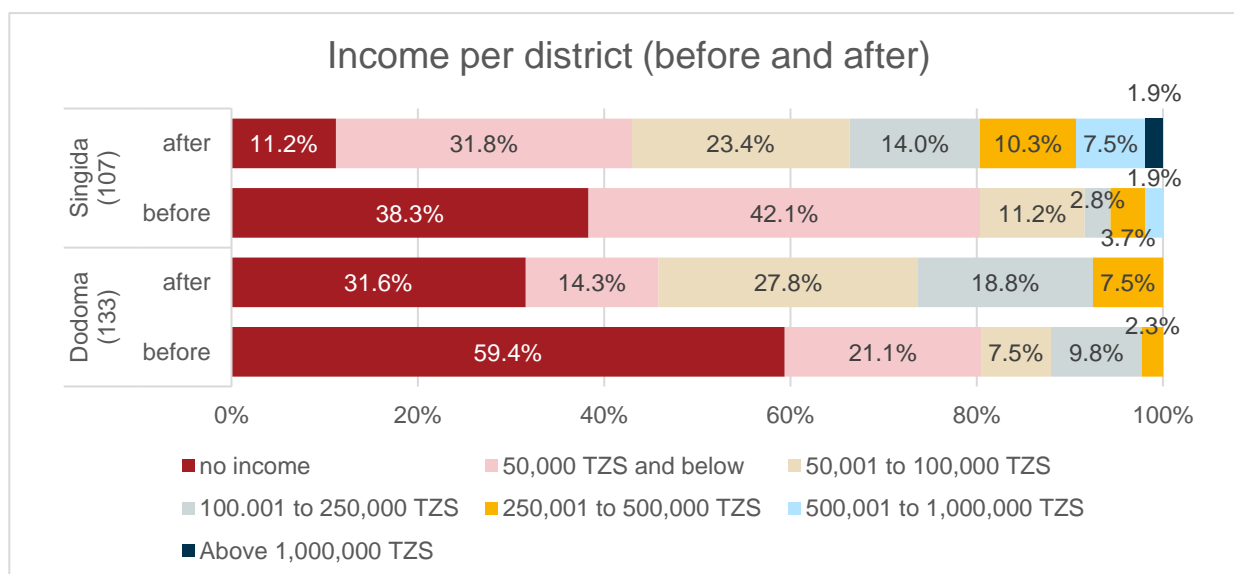




**FIGURE 14: AMOUNT OF INCOME DISAGGREGATED BY GENDER**

### 2.9.2. Income per district

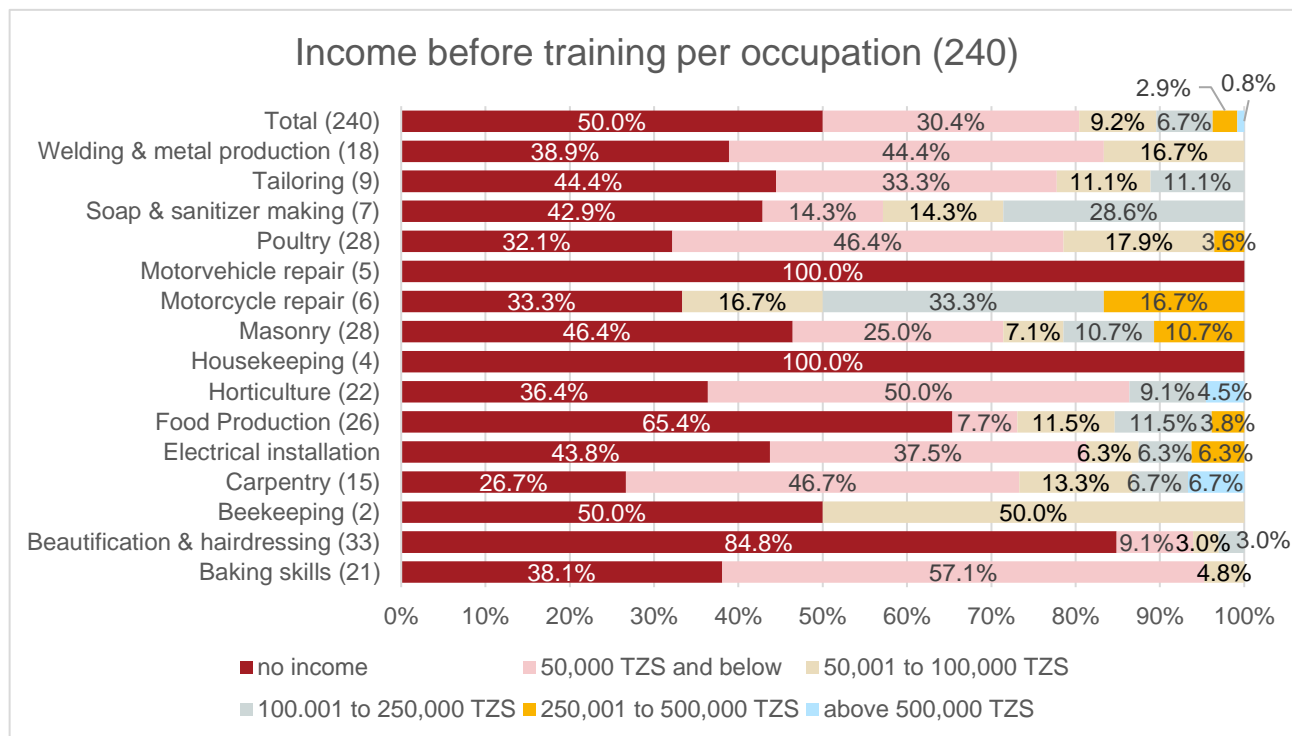
Among respondents of both districts, the income has increased from before to after the training (Figure 15). Though the number of respondents with no income was significantly lower in Singida (38.3% to 59.4%), the number of respondents making less than 50,000 TZS per month (including the ones without any income), is for both districts around the same level, before and after the training. Respondents from Singida already have slightly higher incomes before the training, a trend which increased after. This may be due to several reasons. Many respondents in Singida have more than one income source, depending also on agriculture, which gives a seasonal income which can be quite high right after harvest. Further, as shown in Table 3, more respondents in Singida were male, which earn a higher income than their female counterparts, as shown above, and the respondents in Singida are also on average older than the respondents in Dodoma, which may come with higher incomes (see for example the case study, where a graduate got to improve a skill he already practiced before and managed to increase his income).



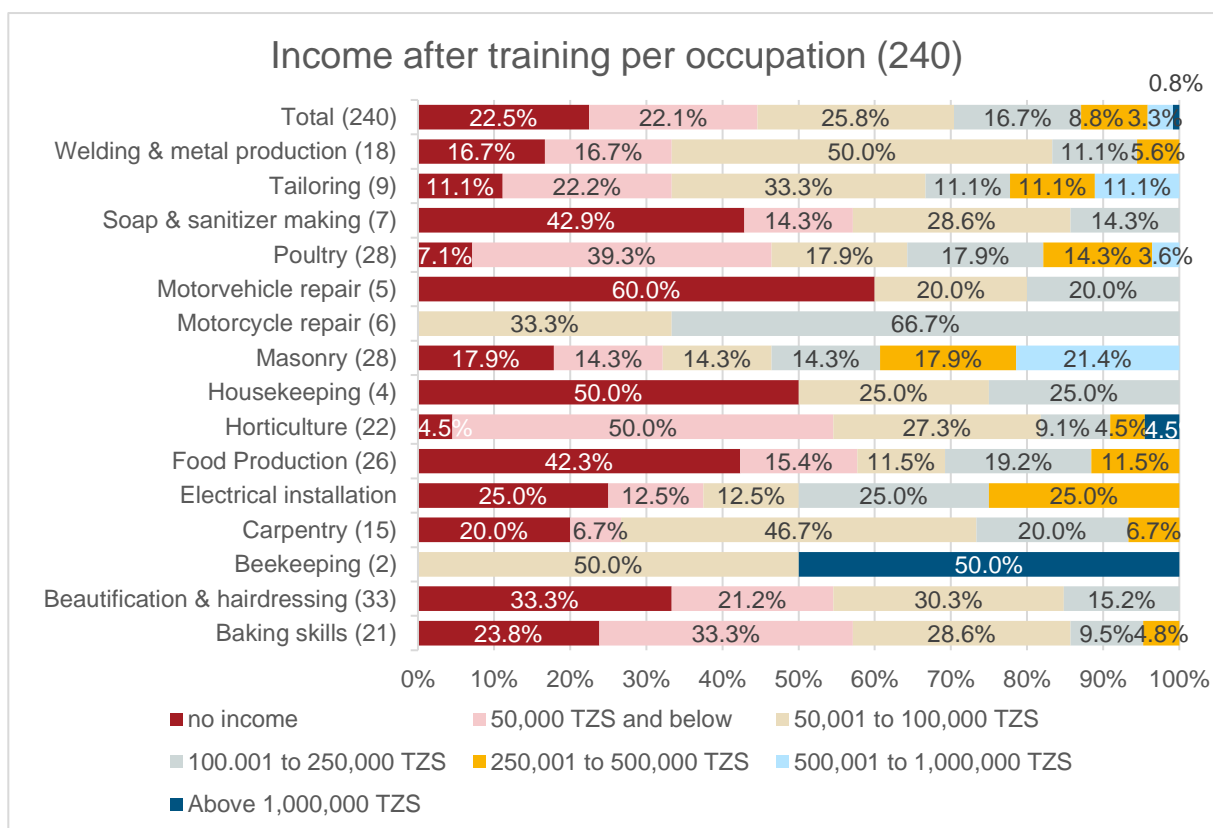
**FIGURE 15: INCOME PER DISTRICT BEFORE AND AFTER THE TRAINING**

Figure 15 and 16 show the general trend of youth getting an income and/or increasing their income after finishing their training. However, when disaggregating

the income by occupation, differences can be seen. For example, among the beautification and hairdressing graduates, 84.6% of the respondents had no income before the training. This number was reduced through the training to 33.3%, however, the income remains low, with only 14.3% earning more than 100,000 TZS per month after the training. Many baking graduates already had an income before the training – only 38.1% mentioned not earning anything – though a very low one with 57.1% earning below 50,000 TZS per month. After the training, 42.9% of the graduates earn more than 50,000 TZS monthly.



**FIGURE 16: AMOUNT OF INCOME BEFORE THE TRAINING BY VOCATIONAL TRAINING**



**FIGURE 17: AMOUNT OF INCOME AFTER THE TRAINING Y VOCATIONAL TRAINING**

### 2.9.4. Percentage of people with an increase in income

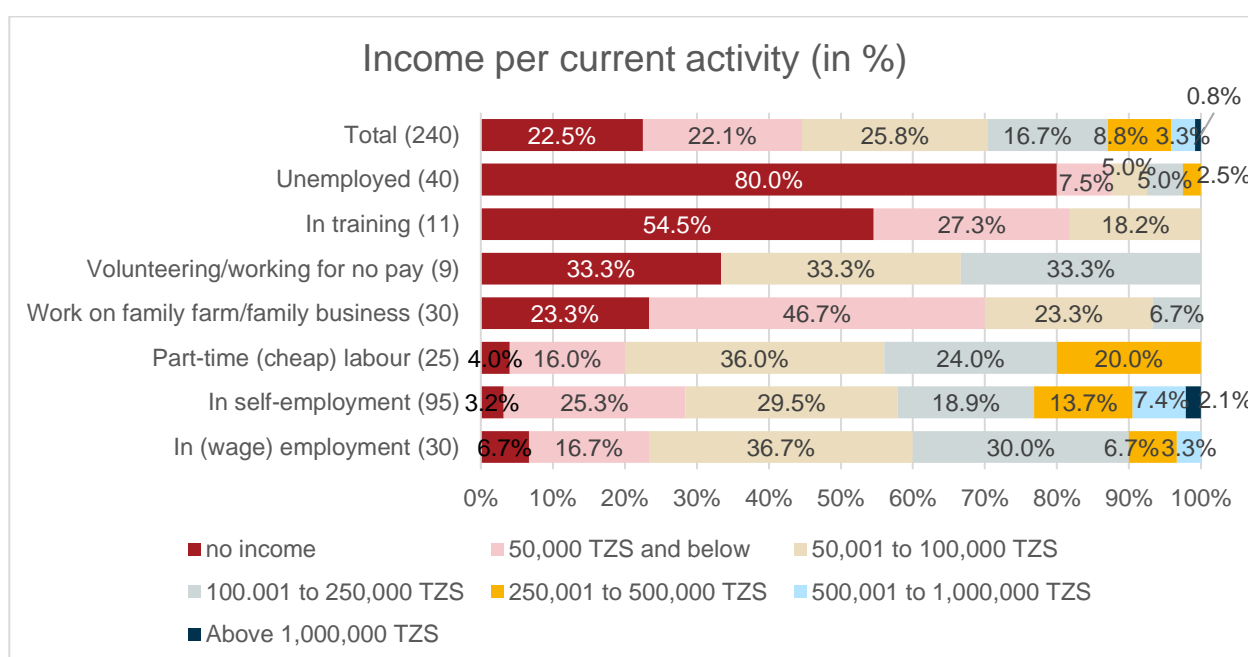
Not only has the amount of income increased (see Table 3): While 120 respondents (50%) had no income at all before the training, the number dropped to 54 (22.5%) after the training. While 62.9% of the women had no income before the training, only 36.2% of all men had no income. Even though the increase of respondents with an income was higher for women (33.1% compared to an increase of 21.6% among men), 29.8% of female respondents still have no income, even after finishing the training (compared to 14.7% of male respondents).

	No income before	No income after	Increase of people with income
<b>Total (240)</b>	120 (50%)	54 (22,5%)	66 (27.5%)
<b>Women (124)</b>	78 (62,9%)	37 (29,8%)	41 (33,1%)
<b>Men (116)</b>	42 (36,2%)	17 (14,7%)	25 (21,6%)

**TABLE 3: NUMBER OF RESPONDENTS WITHOUT AN INCOME BEFORE AND AFTER THE TRAINING**

#### 2.9.4.1. Income by type of activity

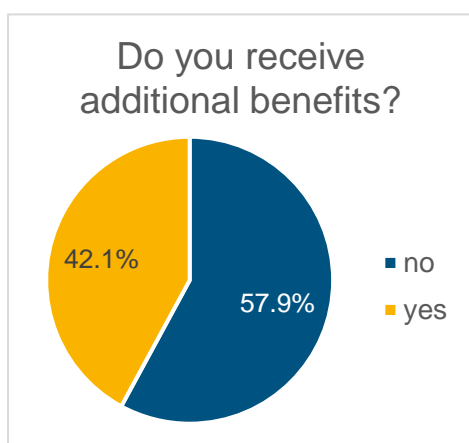
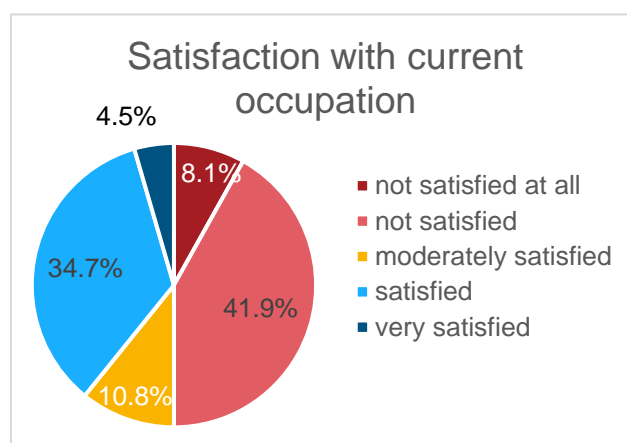
As to be expected, 80% of the youth who identify as unemployed have no income. Income gradually increased from unemployed to part-time (cheap) labour. Between part-time (cheap) labour, self-employed and wage employed graduates, the differences are rather low and in all cases 80% or more earn more than 50,000 TZS per month and 40% or more above 100,000 TZS (Figure 18).



**FIGURE 18: INCOME PER CURRENT ACTIVITY OF THE RESPONDENT**

### 2.9.5. Additional benefits besides income

Of all respondents, 42.1% mention that they received additional income besides the financial remuneration (see **Error! Reference source not found.**19). Asked for the type of additional benefits they receive, most respondents mentioned food and coverage of transport costs.

**FIGURE 19: ADDITIONAL BENEFITS****FIGURE 20: SATISFACTION WITH CURRENT OCCUPATION**

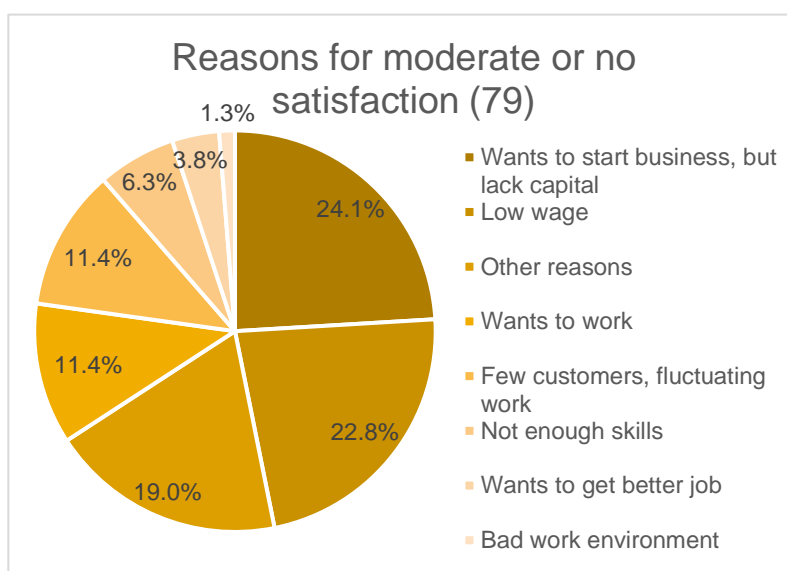
## 2.10. Current activity

A range of questions focused on the current activity of the respondents to better understand how it relates to the training they underwent.

### 2.10.1. Satisfaction with current occupation

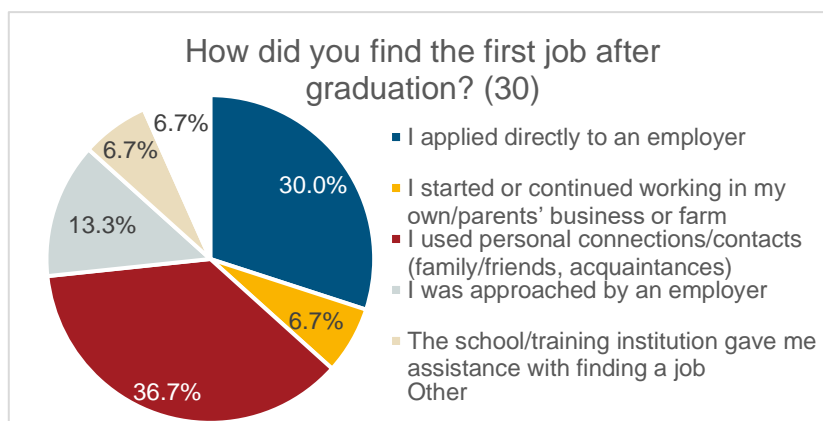
Figure 20 shows that overall satisfaction with the respondents' current occupation is divided, with exactly 50% being not satisfied or even not satisfied at all (8.1%), while 10.8% are moderately satisfied, 34.7% are satisfied and 4.5% very satisfied. It has to be kept in mind, that the responses also include unemployed graduates.

Of the 79 respondents who mentioned reasons for moderate or no satisfaction, 24.1% mentioned lack of capital to start their own business, 22.8% mentioned low wages, 11.4% would like to find work and also 11.4% have either fluctuating work or not enough customers (Figure 21).

**FIGURE 21: REASONS FOR MODERATE OR NO SATISFACTION**

### 2.10.2. Employment

Of the 30 respondents who are in wage employment, 36.7% used personal connections to find employment, 30% found a job by applying directly to an employer, 13.3% were approached by an employer and two respondents each (6.7%) either continued to work in the family business

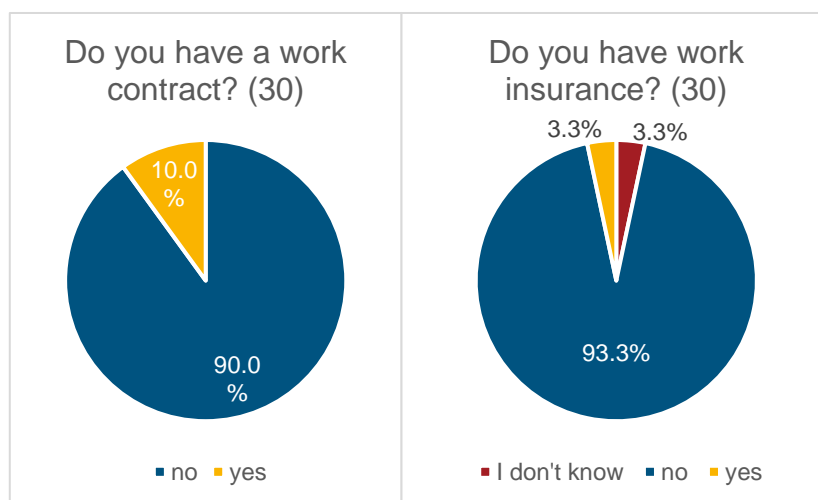
**FIGURE 22: GETTING FIRST JOB AFTER GRADUATION**

(or farm), were assisted by the training institution in finding a job or mentioned other ways (Figure 22). Of these 30 employed graduates, only three respondents have a work contract (10%, Figure 23) and only one for sure knows that s/he has work insurance (Figure 22).

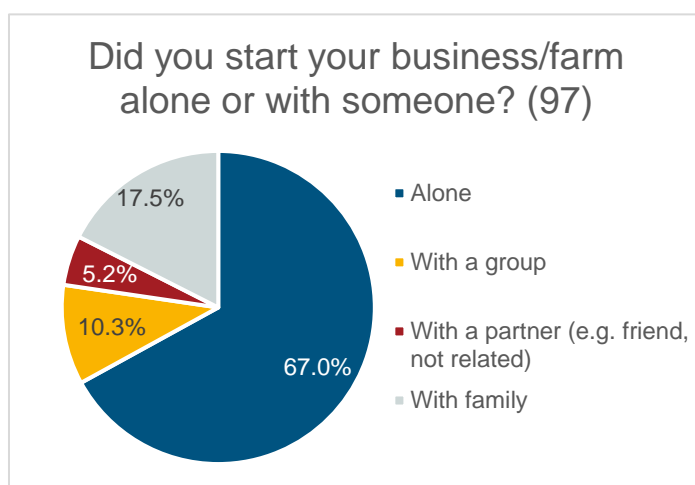
### 2.10.3. Self-employment

With 97 answers, considerably more respondents identify as self-employed, as Figure 26 shows. While 67% say they started their business or farming activities alone, 17.5% with family, 10.3% with a group and 5.2% with a business partner (e.g. a friend or another non-related person). Besides «employing themselves», only 11.3% respondents state that they employ between one and four other people and 3 people (3.1%) state that they employ 5 or more people (see Figure 26).

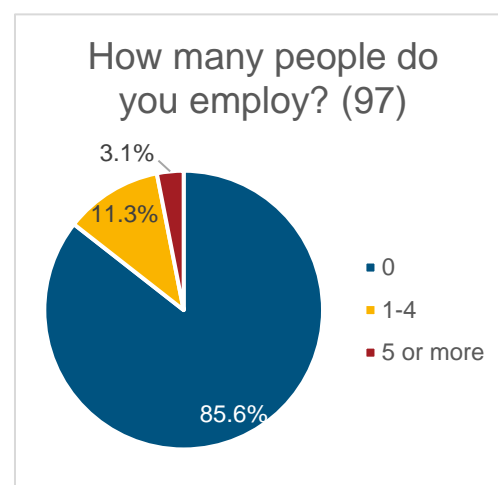
Despite most respondents only employing themselves, the few youth who do employ others, manage to create a few dozen additional employment opportunities in this sample group alone.



**FIGURE 23 AND FIGURE 24: WORK CONTRACT AND INSURANCE**



**FIGURE 25: START OF OWN BUSINESS**



**FIGURE 26: NO. OF EMPLOYEES**

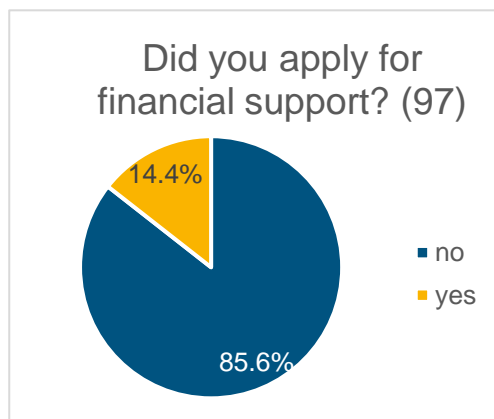
### Financial support

One of the main challenges to start income-generating activities is acquiring starting capital. Thus, the tracer study included some more detailed questions considering financial capital and support. Surprisingly, only 14.4% of the self-employed respondents stated that they applied for financial support (Figure 27). Asked for the reasons (as shown in Figure 28 **Error! Reference source not found.**) why they did **not** apply for financial support, 36.1% mentioned that they do not need a loan, 28.9% state that they do not know about any loan facilities and 8.4% said they got financial support from somewhere else (e.g. family members). 26.5% mentioned other reasons and responded with open text answers.

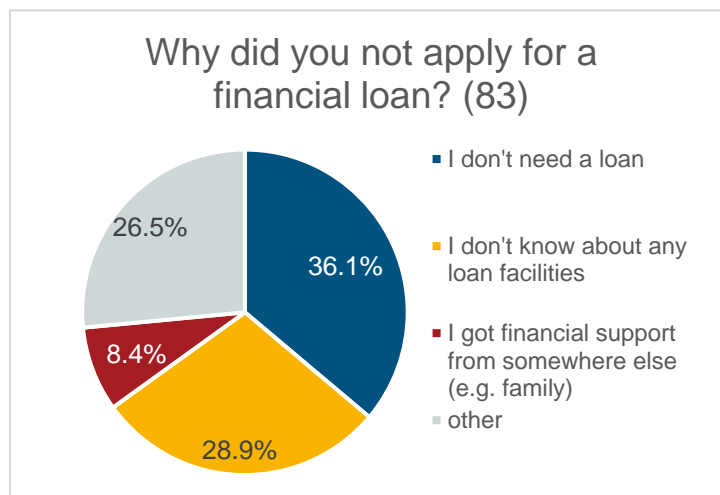
Reasons mentioned in the open text answers were the following (non-exhaustive list):

- have their own capital, e.g. contributed through group (mentioned 5 times)

- no education on loan
- due to interest rate from loan institutions
- fear of failure to repay; better to start with a little bit (mentioned twice)
- still planning the process (mentioned twice)
- economic status does not allow for borrowing
- does not meet the criteria of the loan facilities



**FIGURE 27: APPLYING FOR FINANCIAL SUPPORT**



**FIGURE 28: REASONS FOR NOT APPLYING FOR FINANCIAL SUPPORT**

The 14 respondents who applied for a loan gave following answers as to where they received the money from<sup>4</sup>:

- 8 respondents received financial support/a loan from the husband, parents or other family members (amount: between 10 and 30,000 TZS)
- 2 respondents applied with the municipal council (one was still waiting at the time of the survey, one has received 2 million TZS)
- 1 respondent received a loan from a KKKT SACCOS (amount: 1.2 million TZS)
- 1 respondent received a loan from Brac (micro-finance institution)) (amount: 350,000 TZS)
- 1 respondent received a local political leader (Diwani) and parents (amount: 200,000 TZS)
- 1 respondent receive a loan from the micro-finance institute Finca (amount: 500,000 TZS)

Of these 14, one is still waiting and 13 have received the money.

### Challenges encountered

The 97 self-employed respondents were asked to mention the challenges they faced when starting their businesses (multiple answers possible, Figure 29). With 31 selection, almost a third of the respondents state that they did not encounter any difficulties. 32 respondents mention inadequate market conditions (e.g. high competition and low demand) as a challenge, 23 mention lack of funding, 7 lack of education/skills and 4 each lack of entrepreneurial skills or interference of family members. 20 respondents selected «other» and had the opportunity to state their challenges. Thereof, 6 pointed out the lack of working tools and equipment; 4 mention that customers

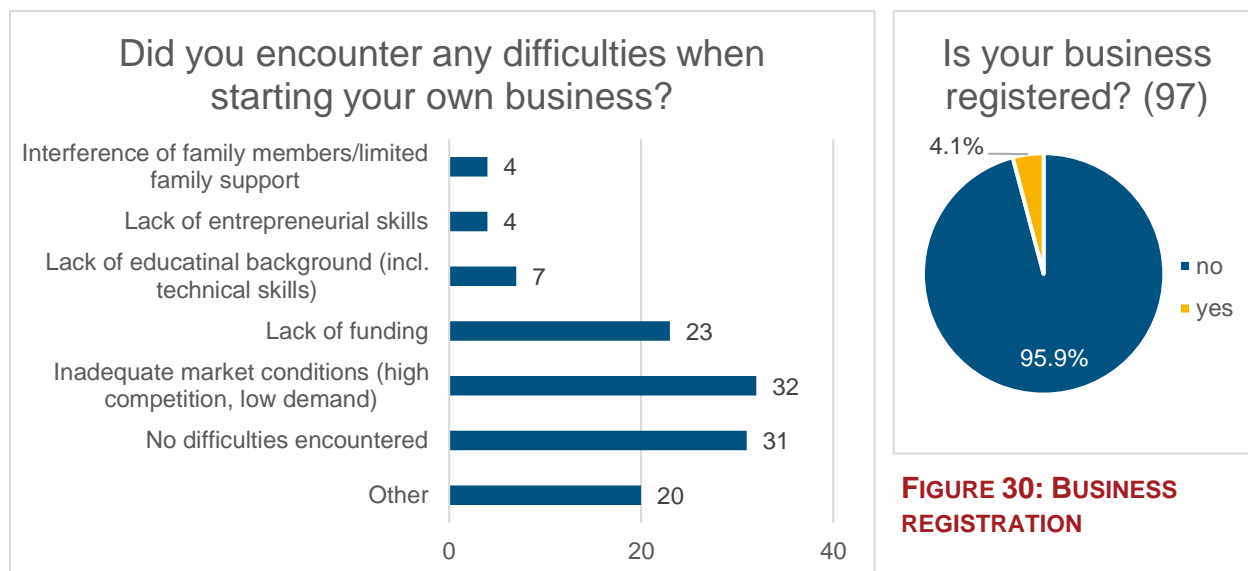
<sup>4</sup> YES graduates were supported to apply for a loan from the Youth Development Fund on District Level, which has been successful in several cases, which are not reflected in this tracer study (due to the random sampling).



borrow and do not pay back money; 3 mention the lack of a certificate; 2 cited the lack of energy or electricity; and 1 states challenges with natural resource management.

Last, but not least, only 4 respondents (4.1%) have **registered their businesses**. All four of these registrations were undertaken at village level.

- Mughamo village (1); Makuro (1); Halmashauri kwa jina la Chemchem makuro (1)



**FIGURE 29: DIFFICULTIES ENCOUNTERED WHEN STARTING THE BUSINESS**

#### 2.10.4. Further studies

Only a total of 12 respondents is involved in further studies: Most of them deepen the vocational skills they already have – either in vocational training institutes (2 in VETA and 2 in Umoja wa Mafundi Veyula VTC) or in private businesses (7 respondents), while 1 respondent is continuing secondary school. The following subjects of the studies were mentioned:

- Beautification & hair dressing: 3 respondents
- Carpentry: 1 respondent
- Civil drafting: 1 respondent
- motorcycle repair: 1 respondent
- Tailoring: 3 respondents
- welding: 2 respondents

5 want to start their own business **after graduation**, while two want to find a job and two want to continue with their current activity.

### 2.10.5. Unemployment

52 respondents stated that they are unemployed and not even working on a family farm or engaging in any other activity. These graduates were asked what they consider the reasons for their unemployment (multiple answers possible; see Figure 31). More than half of the respondents (28) mention the lack of resources such as capital or tools for self-employment, 10 the lack of experiences, qualifications and skills, 11 job scarcity, 11 lack of contacts, engaging in child rearing or other reasons such as lack of support for (self-) employment, continuation of field practice, or the wish to be self-employed.

When asked, **how they tried to find a job** (multiple response possible), 32% of the respondents said they approached potential employers, 14% asked family and friends (1 person doing both), 2 people (4%) did not know where to look, 28% did not look for jobs and 16% expected the project and trainers to help them find work. Taking these last two numbers together, more than 40% did not look for a job or expected others to look for a job for them (Figure 32).

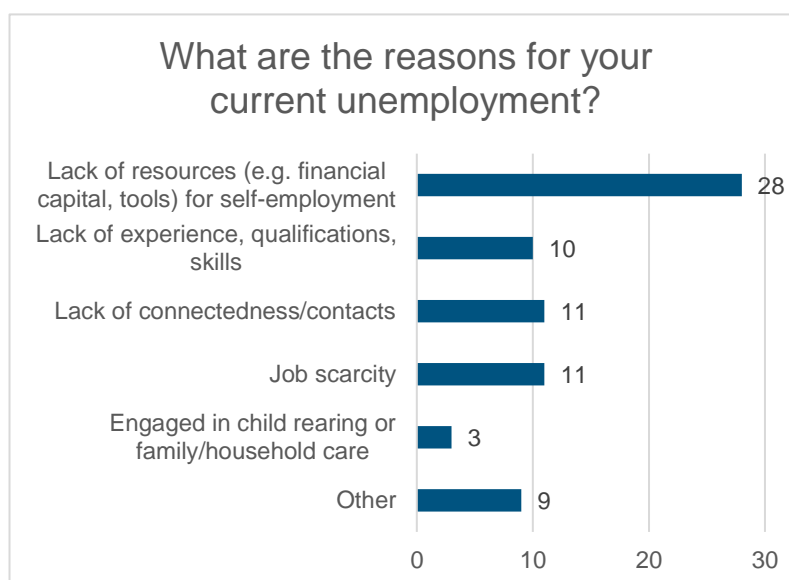


FIGURE 31: REASONS FOR UNEMPLOYMENT

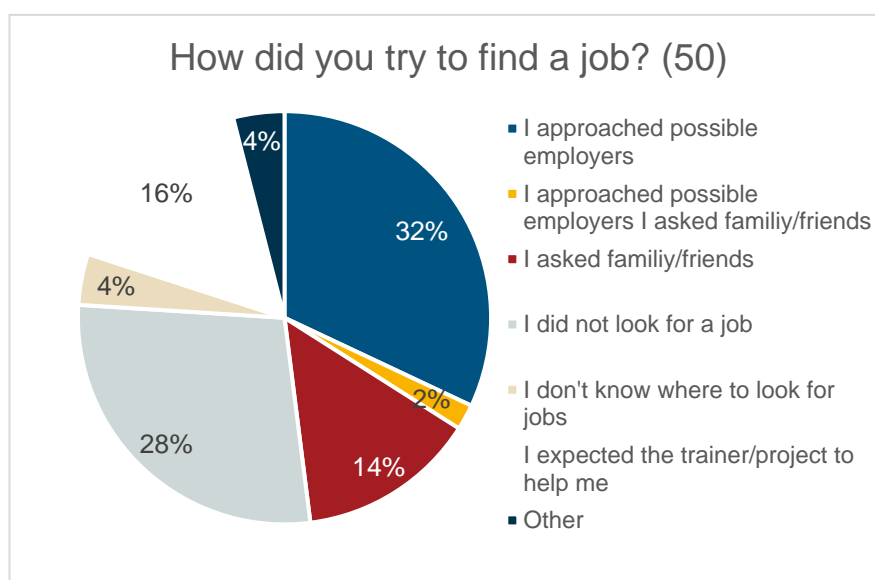
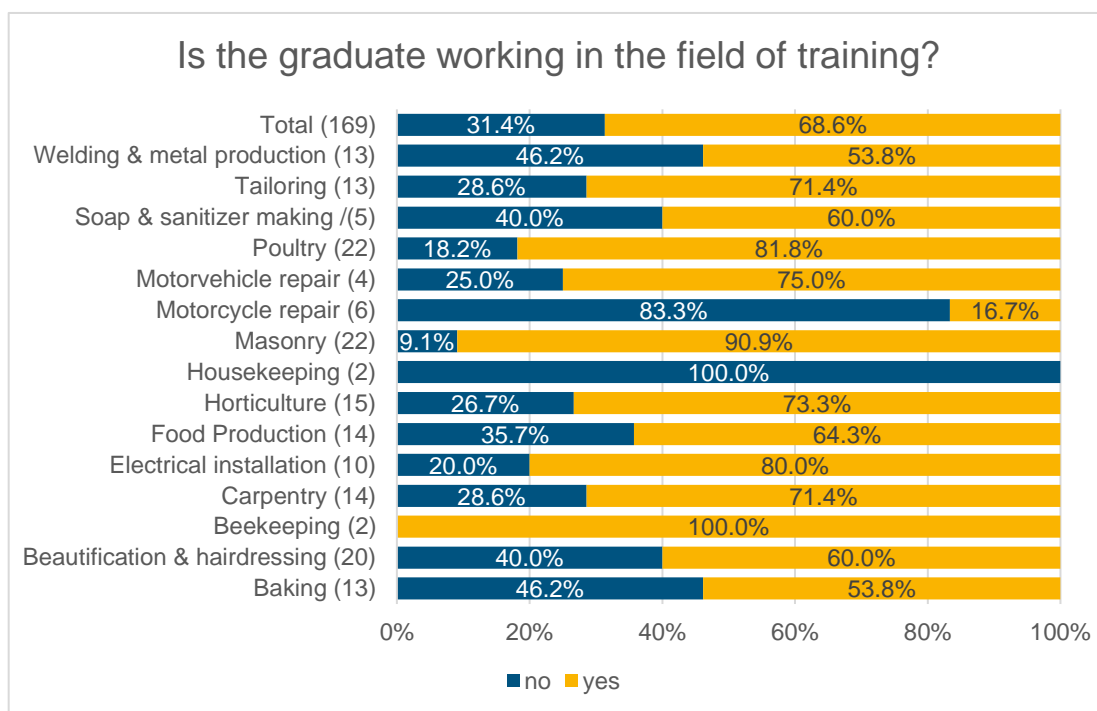


FIGURE 32: ATTEMPTS TAKEN TO FIND EMPLOYMENT

### 2.11. Relationship between training and current work

By far not all graduates end up working in the field they were trained. Figure 33 shows by profession, how many of the graduates are working in the field they were trained in (keeping in mind the small sample sizes in certain occupations).

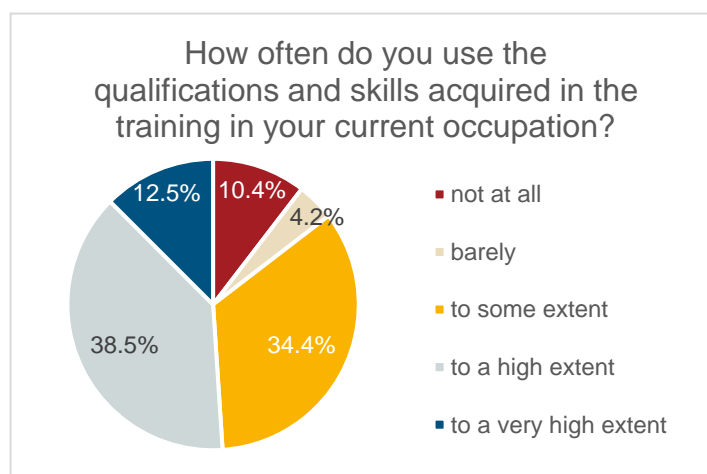


**FIGURE 33: RELATION BETWEEN TRAINING AND WORK (BY TRAINING)**

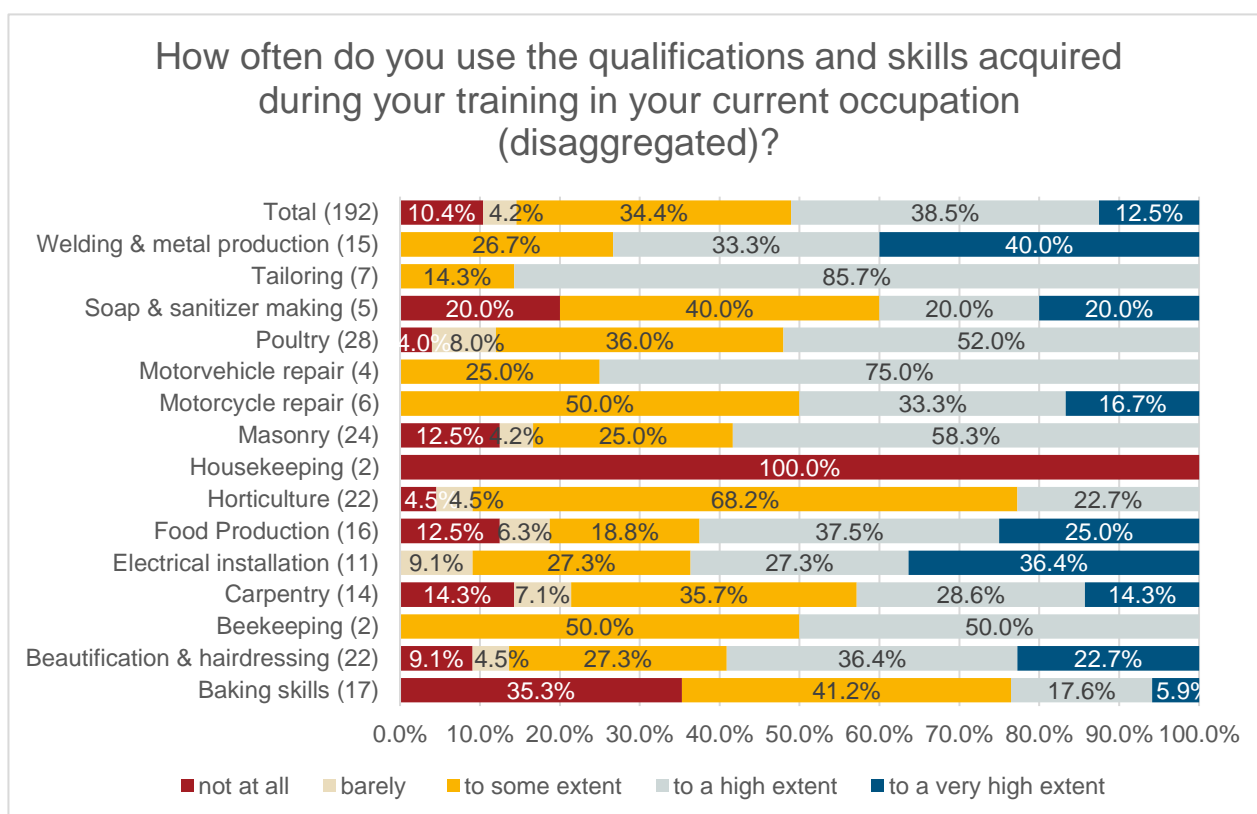
The differences between the occupations are quite big. While the two housekeeping graduates interviewed do not work in housekeeping and 5 out of 6 questioned motorcycle mechanics are also not working in their field of training, 90.9% of the masons are working in masonry. However, there is quite a big middle field, where between 60% and 80% of the graduates are working in the field of training. Overall, 68.6% of all graduates work in the field they were trained in.

#### Link between the current occupation and the training

To improve the quality of the training, it is important to assess the usefulness of the skills and competences taught. When asked how the graduates use the qualification and skills in their current occupation (Figure 34), only 10.4% say that they do not use them at all (4.2% saying they barely use them). This shows that even graduates not working in the field they were trained in (31.4% of the sample size), can apply some of the knowledge they have gained during the training. 34.% use the skills to some extent and 51% to a high (38.5%) or a very high (12.5%) extent.

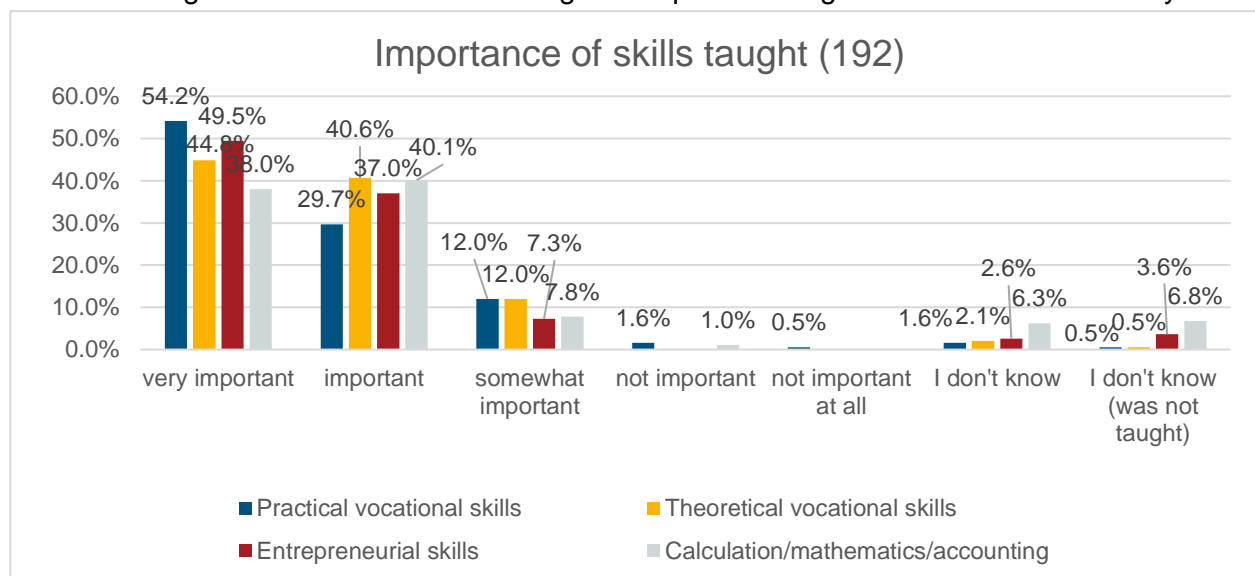


**FIGURE 34: USE OF SKILLS IN CURRENT OCCUPATION**



**FIGURE 35: USE OF SKILLS IN CURRENT OCCUPATION (DISAGGREGATED BY OCCUPATION)**

Figure 35 depicts the use of the skills acquired during the training disaggregated by occupation. The two housekeeping graduates, who both do not work in their field of training, not surprisingly state that they are not using the skills acquired during the training at all. In most cases, the percentage of respondents not working in the field of training and not using their skills is corresponding (e.g. in baking or in soap & sanitizer making). It was revealed that 40% of the beautification & hairdressing-graduates do not work in the field of training, however, only 13.6% do not use their skills at all or only barely. The same can be observed for other occupations, such as motorcycle repair or welding and metal production (83.3%, respectively 46.2% not working in the field of training, but in both cases all respondents stating they use their skills at least to some extent). This shows that assessing whether the graduate works in the field of training alone is not an indicator enough to see whether the training has impacted the graduate's life: Even if they work



**FIGURE 36: IMPORTANCE OF SKILLS TAUGHT**

in other areas, the skills they have gained may come in handy. Other factors besides the mere vocational skills training, such as the soft skills component, the peer support and mentorship can also play a role in this outcome.

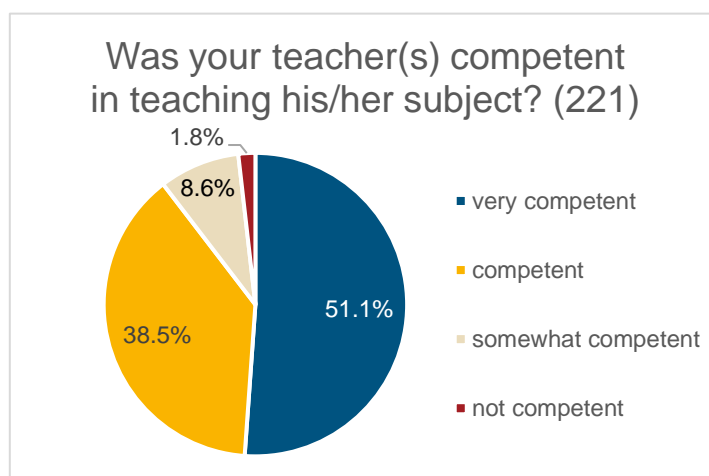
As shown in Figure 36, the graduates were further asked about the importance of various skills taught, namely practical vocational skills, theoretical vocational skills, entrepreneurial skills and calculation/ mathematics/ accounting skills. The number of responses on the negative side («not important» or «not important at all») is very low, whereas most respondents opted for «important» or «very important» with little differences among the various skills. The option «I don't know» was chosen slightly more often 13.1% for calculation/mathematics/accounting skills and entrepreneurial skills (6.2%). These skills were sometimes integrated in the theoretical teaching block (depending on the VTC) and thus may have been difficult to differentiate for the respondents.

When asked about the competencies of the teachers in teaching their subjects, the majority of the respondents consider their teachers very competent (51.1%), 38.5% consider them competent or somewhat competent (8.6%) and only 1.8% not competent (Figure 37).

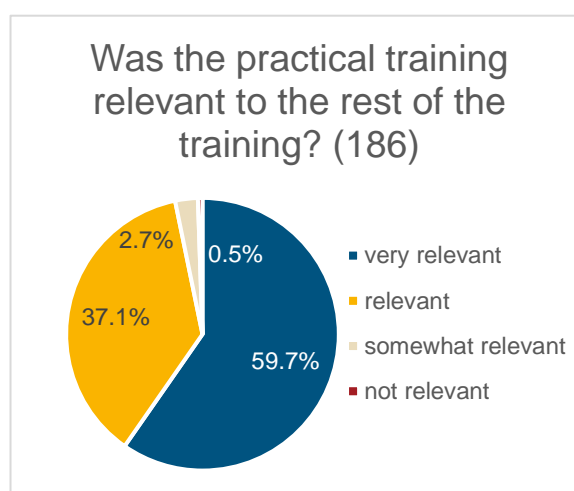
Most graduates did a practical training outside their VTC (e.g. in a private company or business) to improve the skills learned and gain experience in the world of work. 186 respondents stated that they did a practical training outside their VTC. Again, a good majority of 59.7% said the practical training was very relevant and relevant (37.1%), leaving only 2.7% saying the practical training was only somewhat relevant and one person saying it was not relevant (see Figure 38). As the selection of partners for field practicals is up to the VTCs, this shows that they are very successful in selecting companies that offer practical experience complementing the theoretical training of the trainees.

### Suggestions for improvement of the training

One of the most important questions to improve and adapt the project and the training offers, was the open question asking for recommendations and improvements from the respondents. The answers were grouped and coded to get a better overview over the responses. In general, the feedback was very positive, with many youth thanking for the opportunity and encouraging the project to train more youth. Figure 39 shows an overview over the most mentioned recommendations.



**FIGURE 37: TEACHERS' COMPETENCIES**



**FIGURE 38: RELEVANCE OF PRACTICAL TRAINING**



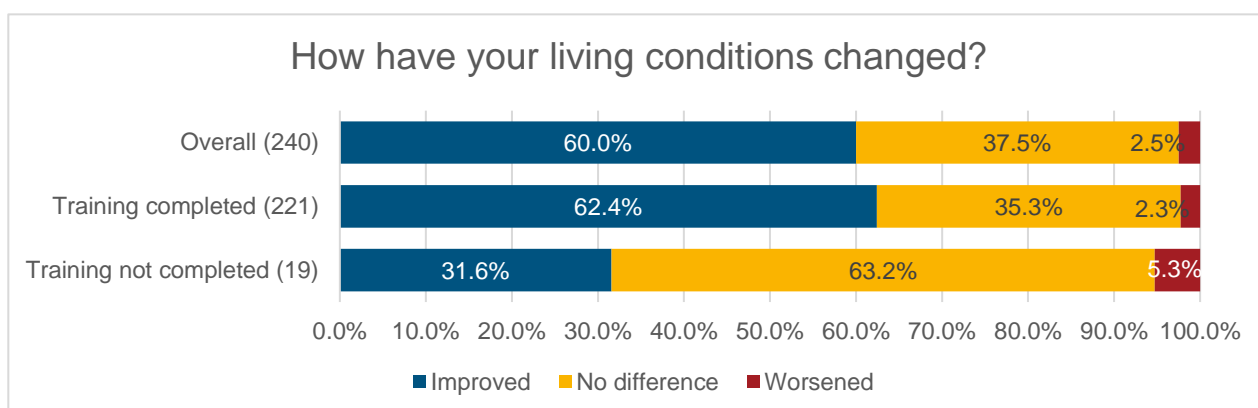
**FIGURE 39: RECOMMENDATIONS FROM YOUTH FOR FUTURE TRAININGS**

Most often (66 times), support with working tools during and after the training was mentioned. These include hints that some VTCs did not have enough or outdated working tools for the trainees to practice and/or that the graduates lack the working tools after the training to start self-employment or enter the world of work. Many (65) also suggested to increase the training length as often the trainers had to rush through the content and could not cover all topics in a satisfactory way. 53 respondents recommend providing financial start-up support after the training and support graduates by creating links to employment opportunities (mentioned 34 times). The project was further advised to do a close progress monitoring and follow up regularly (17 mentions) and ensure that the trainers are competent, and the training quality is good (21 mentions).

## 2.12. Current situation of the respondents

Though being a very subjective question, where the answers differ depending on the respondent's point of view, the respondents were asked how they perceived their living conditions before and after the training and whether they see any changes.

Taking the 19 respondents who did not finish the training as a (though very small) control group, Figure 40 compares the perception of a change in living conditions. While 62.4% of the graduates state that they think their living conditions have improved, only 31.6% of the dropouts say the same, with 5.3% even saying their living conditions have worsened (stated by 2.3% of the graduates). When asked to give examples of how their living conditions have improved, the following

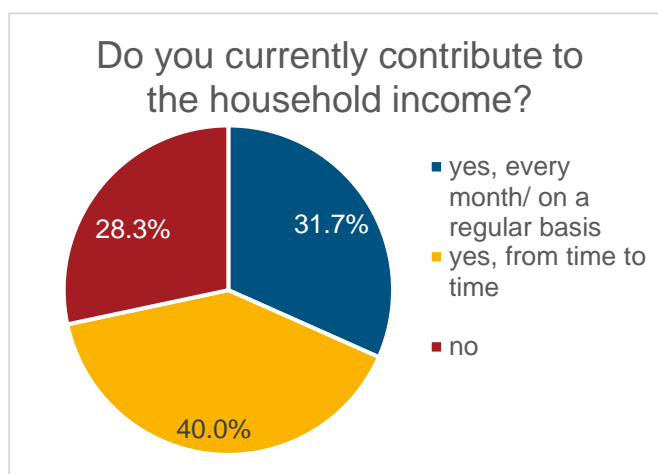


**FIGURE 40: CHANGE OF LIVING CONDITIONS**



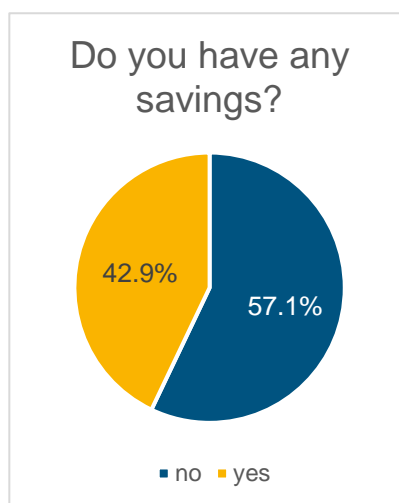
were mentioned: Thanks to the income, the respondents can cover their own basic needs, they can help to contribute to family income, buy food, contribute to rent and cover other basic needs.

When asked about their contribution to the household income (Figure 41), about a third (31.7%) state that they contribute monthly or on a regular basis to the family income, 40% from time to time and 28.3% cannot contribute to the family income. This number corresponds to the youth having no employment or very little or no income (as this question was asked to all respondents). This is a considerable improvement compared to the baseline survey (1715 datasets), where only 29.9% of the respondents state that they contribute to the household income (before the training).

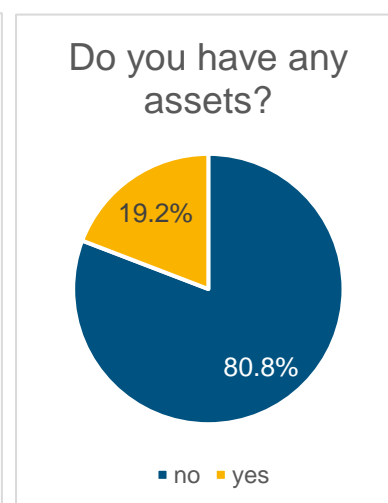


**FIGURE 41: CONTRIBUTION TO HOUSEHOLD INCOME**  
This figure shows the percentage of respondents who currently contribute to the household income. The data is compared to the baseline survey (1715 datasets), where only 29.9% of the respondents state that they contribute to the household income (before the training).

Figure 2 and Figure 42 show the percentage of respondents who have savings and assets like land or livestock. The trainees were asked the same questions during the baseline survey before the training (1715 datasets). 42.9% of the tracer study respondents have savings compared to only 12.5% of the baseline respondents (difference of 30.4%). Regarding assets, 19.2% of the baseline respondents state they have assets, while the number shows a slight increase among tracer study respondents with 19.2%. Examples of assets mentioned by the ones who have are: land (mentioned 20 times), house (mentioned 14 times), livestock (mentioned 8 times), a motorcycle (mentioned once) and «TV, radio, telephone» (mentioned 4 times).



**FIGURE 42: SAVINGS**



**FIGURE 42: ASSETS**

### 3. Conclusion

In general, the YES-project and its partners can show a range of successful results and outcomes. Though having a rather small sample size, especially when disaggregating it by profession, the tracer study allows to gain further insight into the usefulness of the training and the current situation of the graduates.

#### **Improved employment and income**

The tracer study confirms that un- and underemployment has been reduced with 62.9% considering themselves employed compared to 40% before the training. When looking at the income, it shows that the training also made a difference for the youth who considered themselves employed before. Before the training 80.4% earned less than 50,000 TZS per month (50% having no income at all), compared to 44.6% after the training (22.5% having no income). Though 50,000 TZS corresponds with the national poverty line, the income after the training remains low with only 12.9% of the graduates earning above 250,000 TZS (appr. 108 USD) after the training, which is considered a decent living wage by the Global Living Wage Coalition. However, if one only looks at employed graduates (part-time, self- and wage employed), more than 80% earn above 50,000 TZS and more than 40% above 100,000 TZS monthly.

#### **Quality of work**

The low income can be linked to low satisfaction with the current occupation (50% being not satisfied or even not satisfied at all). Wage employment is very low and of the employed graduates, hardly anyone has a work contract or insurance.

Self-employed graduates face a range of challenges like the lack of financial support and inadequate market conditions. They show a reluctance to take up loans due to high risks and lack of financial literacy skills. Many businesses are small and informal and not registered. Specific measures such as the increase of mentoring support after the end of the training, may help to counter these challenges.

Looking at the answers of unemployed youth on how they tried to find a job shows that 30% of the unemployed respondents did not look for a job and 16% expected their trainers or the project to help them find a job. Despite the need of the training providers and the project to provide support in securing employment, in the end it is the task of the young person him- or herself to find employment. This expecting attitude needs to be addressed with future trainees from the very beginning of the training.

#### **Differences in income**

The tracer study shows not only that women faced higher unemployment rates before the training (43.5% compared to 25% among men), but the training also had less impact on their unemployment rate compared to men: while the unemployment among men got reduced by almost two-third, it got close to halved among women. Further, the income of women before and after the training is lower compared to male graduates. Only 14.7% of the men do not have an income after the training, compared to 29.8% among women. In general, men earn significantly higher incomes.

Differences in employment status and income can also be observed depending on the type of training the graduate undertook. It is important to use such data (e.g. collected through employment verification a few months after the training) to inform the future selection of courses and training providers (be data-driven).

#### **Benefits beyond acquired vocational skills**

Almost 70% of the respondents work in the field of training (with fluctuations depending on the different working fields), which is a positive result. The tracer study shows that many graduates use the skills, even when working in another field: 85.4% of the respondents use the skills acquired

during the training to some extent up to a very high extent and consider them important. This can also be an indicator to show that vocational skills are not the only benefit of the training: For many youths, it is the first experiences they make in the world of work, experiencing peer support and mentorship in a conducive work environment. Further, the soft skills training (including the career orientation component), as well as soft skills acquired practically during the training should not be underestimated and may lead to a change in attitude (especially self-confidence) among the youth.

### **Way forward**

Despite these positive outcomes, many youths continue to work in a fragile work situation with little job security and little income: The increase compared to before the training may seem high, but many youths continue to work not or just slightly above the poverty line and are close to the risk to fall below it again. Thus, it is important that the project not only focuses on the quantity, but also on the quality of the provided training and employment opportunities.

In this light, the recommendations and suggestions given by the respondents seem very relevant: Young entrepreneurs need working tools and financial support to successfully start their business. With the trainings being rather short (between 3 and 6 months), many suggested to increase the training length. It was recommended to support graduates by creating links to employment opportunities. This could be done through specific strategies, including the provision of start-up kits, financial or working tools (not necessarily by the project) or specific interventions to link graduates to potential employers. The project was further advised to do a close progress monitoring and follow up regularly and ensure that the trainers are competent, and the training quality is good.

## 4. Case studies

### 4.1. Yohana Moses (28), self-employed masonry graduate in Singida

Yohana Moses was already doing some masonry work before he started the training. He did not do it professionally but applied what he has learned from friends. Nevertheless, he had a considerable income of 1,000,000 TZS monthly. At that time, he was staying with his parents.

He first heard about the training from the executive officer in his ward and when the forms were handed out by the project, he signed up and chose masonry, as he already had some experiences in that field.

The training helped him to improve his skills as he learned many new things, for example the exact measurement of sand and cement for making concrete or how to build a solid foundation.

Yohana finished the training 11 months ago and his work has considerably improved. This not only applies to the technical skills, he also works more as an entrepreneur now: He knows how to satisfy his customers, negotiate prices and do proper contracts with them. Most importantly, he is more confident. He thinks that all these factors are helping him to get more customers. Thanks to this, his income improved to more than double the amount (2,200,000 TZS, including side income through agriculture). As a result, his life and the life of his family has improved.



#### 4.2. Asha Twaibu Juma (19), employed at Ney Beauty Saloon, Kisasa

Asha Twaibu Juma finished her training in hairdressing and beautification in Dodoma beginning of 2020. She was unemployed before and not earning an income. After the training she found work quickly through personal connections and now she is working in a Beauty Saloon close to her home and gets a monthly income of 50,000 TZS. Besides her small income, she gets additional benefits like support with food and transport and from time to time some additional financial incentive for the work she does. Asha uses the work opportunity to improve her skills; “my dream is to open my own saloon one day”. Thanks to her small income, she manages to regularly contribute to the family income to buy foods and clothes and experiences an improvement in her living conditions. The skills taught during the training and the practical part in the field are very relevant to the work Asha is doing now.



Photographer: Stella Oguma

## ANNEX

### Youth trained versus sample size

Occupation and name of training institution	Women	Men	Total	% female	% male	% total	Sample size women	Sample size men	Sample size total	Women reached	Men reached	Total reached
<b>Baking</b>	<b>93</b>	<b>17</b>	<b>110</b>	<b>11%</b>	<b>2%</b>	<b>13%</b>	<b>35</b>	<b>6</b>	<b>41.8</b>	<b>19</b>	<b>2</b>	<b>21</b>
SEMA VTC	93	17	110	11%	2%	13%	35	6	41.8	19	2	21
<b>Carpentry</b>		<b>37</b>	<b>37</b>	<b>0%</b>	<b>4%</b>	<b>4%</b>	<b>0</b>	<b>14</b>	<b>14.1</b>	<b>0</b>	<b>15</b>	<b>15</b>
Local artisans		5	5	0%	1%	1%	0	2	1.9		1	1
Sema VTC											3	3
VETA VTC Singida											3	3
Darmiki VTC											1	1
Veyula		32	32	0%	4%	4%	0	12	12.2		7	7
<b>Beekeeping</b>	<b>2</b>	<b>19</b>	<b>21</b>	<b>0%</b>	<b>2%</b>	<b>2%</b>	<b>1</b>	<b>7</b>	<b>8.0</b>	<b>2</b>		<b>2</b>
IBFS	2	19	21	0%	2%	2%	1	7	8.0	2		2
<b>Electrical installation</b>	<b>21</b>	<b>40</b>	<b>61</b>	<b>2%</b>	<b>5%</b>	<b>7%</b>	<b>8</b>	<b>15</b>	<b>23.2</b>	<b>6</b>	<b>10</b>	<b>16</b>
Darmiki VTC	4	4	8	0%	0%	1%	2	2	3.0	2	1	3
MAKUTUPORA VTC	11	23	34	1%	3%	4%	4	9	12.9	2	5	8
VETA VTC Dodoma	6	13	19	1%	1%	2%	2	5	7.2	1	4	5
<b>Food production</b>	<b>62</b>	<b>12</b>	<b>74</b>	<b>7%</b>	<b>1%</b>	<b>9%</b>	<b>24</b>	<b>5</b>	<b>28.1</b>	<b>22</b>	<b>3</b>	<b>25</b>
Boboya VTC	25	4	29	3%	0%	3%	9	2	11.0	7	1	8
Local artisans	23	6	29	3%	1%	3%	9	2	11.0	8	1	9
VETA VTC Dodoma	14	2	16	2%	0%	2%	5	1	6.1	5		5
SEMA VTC										5		5
<b>Hairdressing &amp; beautification</b>	<b>108</b>	<b>1</b>	<b>140</b>	<b>12%</b>	<b>0%</b>	<b>16%</b>	<b>41</b>	<b>0</b>	<b>41.4</b>	<b>32</b>	<b>1</b>	<b>33</b>
Highscore VTC	20		20	2%	0%	2%	8	0	7.6	7		7
Local artisans	50		50	6%	0%	6%	19	0	19.0	15		15
VETA VTC Dodoma	18		18	2%	0%	2%	7	0	6.8	4		4
Pisgah VTC	20	1	21	2%	0%	2%	8	0	8.0	6	1	7
<b>Horticulture</b>	<b>34</b>	<b>58</b>	<b>92</b>	<b>4%</b>	<b>7%</b>	<b>11%</b>	<b>13</b>	<b>22</b>	<b>34.9</b>	<b>10</b>	<b>12</b>	<b>22</b>
SEMA VTC	34	58	92	4%	7%	11%	13	22	34.9	10	12	22
<b>Housekeeping and Laundry</b>	<b>16</b>	<b>1</b>	<b>17</b>	<b>2%</b>	<b>0%</b>	<b>2%</b>	<b>6</b>	<b>0</b>	<b>6.5</b>	<b>4</b>		<b>4</b>
Kametec VTC	16	1	17	2%	0%	2%	6	0	6.5	4		4
<b>Masonry</b>	<b>9</b>	<b>121</b>	<b>130</b>	<b>1%</b>	<b>14%</b>	<b>15%</b>	<b>3</b>	<b>46</b>	<b>49.4</b>	<b>3</b>	<b>26</b>	<b>29</b>



Darmiki VTC	4	16	20	0%	2%	2%	2	6	7.6	1	2	3
VETA VTC Do-doma	1	17	18	0%	2%	2%	0	6	6.8		3	3
VETA VTC Singida	4	88	92	0%	10%	11%	2	33	34.9	2	16	18
FDC VTC											2	2
Sabasaba VTC											2	2
SEMA VTC											1	1
Motor vehicle mechanics		13	13	0%	1%	1%	0	5	4.9		5	5
Local artisans		13	13	0%	1%	1%	0	5	4.9		5	5
Motorcycle repair	4	18	22	0%	2%	3%	2	7	8.4	1	5	6
Local artisans		2	2	0%	0%	0%	0	1	0.8			0
Veyula	4	16	20	0%	2%	2%	2	6	7.6	1	5	6
Poultry	33	60	93	4%	7%	11%	13	23	35.3	14	14	28
SEMA VTC	33	60	93	4%	7%	11%	13	23	35.3	13	14	27
VETA VTC Singida										1		1
Soap & sanitizer-making	15	4	19	2%	0%	2%	6	2	7.2	5	2	7
SIDO Dodoma	15	4	19	2%	0%	2%	6	2	7.2	5	2	7
Tailoring	26	3	29	3%	0%	3%	10	1	11.0	7	2	9
Veyula	15		15	2%	0%	2%	6	0	5.7	6		6
Sabasaba VTC	11	3	14	1%	0%	2%	4	1	5.3			
VETA VTC Singida											1	1
Welding & metal fabrication	2	40	42	0%	5%	5%	1	15	15.9	1	17	18
Local artisans	2	8	10	0%	1%	1%	1	3	3.8	1	4	5
Veyula		32	32	0%	4%	4%	0	12	12.2		13	13
Grand Total	425	444	869	49%	51%	100%	161	169	330.0	124	116	240

---

# Survey

# YES-project tracer study form graduates

Name of interviewer

---

Write the graduate's number from the list provided by the YES-project.

---

Hi, my name is . You have undergone a vocational training paid by the YES-project. We are doing a tracer study to find out what the graduates of the YES-project are doing after their training. The data will be collected anonymously, your name will not be mentioned to Helvetas, YES project, the training providers, instructors or anyone else. This is to improve future training, as a graduate you cannot take part in another training. If you do not understand a question, please do not hesitate to ask for clarification. If you don't know an answer, please say so, that is alright. This interview should not take more than 30 min. If you wish to interrupt the interview at any point, please let me know. Do you have any questions?

- ☐ graduate wants to participate (continue)
- ☐ graduate does not want to participate

Gender

- ☐ female
- ☐ male

Your age?

---

Where are you from?

- ☐ Dodoma
- ☐ Singida town
- ☐ Singida rural

What is the highest level of education you attained prior to your studies/ training?

- ☐ Never been to school
- ☐ Incomplete primary education
- ☐ Complete primary education
- ☐ Incomplete secondary education
- ☐ Complete secondary education
- ☐ Vocational school or other higher education

What courses/training did you get (higher education or vocational school)? Please name field and institution.

---

## Training/ Studies

### Name of institution

- ☐ Local artisan Dodoma
- ☐ Local artisan Singida
- ☐ Boboya VTC
- ☐ Darmiki VTC
- ☐ Dodoma VTC
- ☐ FDC VTC
- ☐ Highscore VTC
- ☐ IBFS
- ☐ Kametec VTC
- ☐ Makutupora VTC
- ☐ Pisgah VTC
- ☐ Sabasaba VTC
- ☐ Sema VTC
- ☐ SIDO Dodoma
- ☐ SIDO Singida
- ☐ Umoja wa Mafundi Veyula VTC
- ☐ VETA VTC Singida
- ☐ VETA VTC Dodoma
- ☐ other

Please name the institution:

---

**Name of the local artisan Dodoma (institution)**

- ☐ Njombe Garage
- ☐ New Adjust Investment
- ☐ Suzy Saloon
- ☐ Mkombozi Pikipiki
- ☐ Mabhai Furniture
- ☐ Mwalongo Furniture
- ☐ Mama Sili Saloon
- ☐ Innovate Saloon
- ☐ Jowo G
- ☐ Glam Saloon
- ☐ Kim Saloon
- ☐ Jacque Saloon
- ☐ Other

**Name the artisan**

---

**What type of training did you do?**

- ☐ Baking skills
- ☐ Beekeeping
- ☐ Beautification and hairdressing
- ☐ Carpentry
- ☐ Food Production
- ☐ Horticulture
- ☐ Motorcycle repair
- ☐ Motorvehicle repair
- ☐ Poultry
- ☐ Welding and metal production
- ☐ Tailoring
- ☐ Soap and sanitizer making
- ☐ Decoration
- ☐ Housekeeping
- ☐ Masonry
- ☐ Electrical installation
- ☐ Other

**Please specify training:**

---

**Did you finish the training?**

- ☐ yes
- ☐ no

**If not, why did you drop out?**

---

**Do you get encouragement and support from your surroundings (family, mentors, trainers, etc.)?**

- ☐ yes, mainly from (a) family member(s)
- ☐ yes, from my trainer
- ☐ yes, from a mentor (e.g. established business owner, friend)
- ☐ no

**Who is supporting you and how?**

---



## Training and transition to employment

When did you finish your training/studies? (No. of months ago)

---

The total duration of the training/studies was...

- ☐ too long
- ☐ too short
- ☐ ideal

If you found it too long or too short, please specify why:

---

## Please indicate your employment situation in the period following graduation

Ask the graduate to mention the two main activities for each month. Not more than two can be chosen for each month.

---

### Month 1

- ☐ In (wage) employment
- ☐ In self-employment
- ☐ Work on family farm/family business
- ☐ In training
- ☐ Part-time (cheap) labour
- ☐ Volunteering/working for no pay
- ☐ Unemployed

### Month 2

- ☐ In (wage) employment
- ☐ In self-employment
- ☐ Work on family farm/family business
- ☐ In training
- ☐ Part-time (cheap) labour
- ☐ Volunteering/working for no pay
- ☐ Unemployed

**Month 3**

- ☐ In (wage) employment
- ☐ In self-employment
- ☐ Work on family farm/family business
- ☐ In training
- ☐ Part-time (cheap) labour
- ☐ Volunteering/working for no pay
- ☐ Unemployed

**Month 4**

- ☐ In (wage) employment
- ☐ In self-employment
- ☐ Work on family farm/family business
- ☐ In training
- ☐ Part-time (cheap) labour
- ☐ Volunteering/working for no pay
- ☐ Unemployed

**Month 5**

- ☐ In (wage) employment
- ☐ In self-employment
- ☐ Work on family farm/family business
- ☐ In training
- ☐ Part-time (cheap) labour
- ☐ Volunteering/working for no pay
- ☐ Unemployed

**Month 6**

- ☐ In (wage) employment
- ☐ In self-employment
- ☐ Work on family farm/family business
- ☐ In training
- ☐ Part-time (cheap) labour
- ☐ Volunteering/working for no pay
- ☐ Unemployed

**Month 7**

- ☐ In (wage) employment
- ☐ In self-employment
- ☐ Work on family farm/family business
- ☐ In training
- ☐ Part-time (cheap) labour
- ☐ Volunteering/working for no pay
- ☐ Unemployed

**Month 8**

- ☐ In (wage) employment
- ☐ In self-employment
- ☐ Work on family farm/family business
- ☐ In training
- ☐ Part-time (cheap) labour
- ☐ Volunteering/working for no pay
- ☐ Unemployed

**Month 9**

- ☐ In (wage) employment
- ☐ In self-employment
- ☐ Work on family farm/family business
- ☐ In training
- ☐ Part-time (cheap) labour
- ☐ Volunteering/working for no pay
- ☐ Unemployed

**Month 10**

- ☐ In (wage) employment
- ☐ In self-employment
- ☐ Work on family farm/family business
- ☐ In training
- ☐ Part-time (cheap) labour
- ☐ Volunteering/working for no pay
- ☐ Unemployed

## Current and past activity

What did you do **BEFORE** you started your training at the (name of training institution)?

- ☐ In (wage) employment
- ☐ In self-employment
- ☐ Work on family farm/family business
- ☐ In training
- ☐ Part-time (cheap) labour
- ☐ Volunteering/working for no pay
- ☐ Unemployed

Please name your main (first) activity before the training.

---

Please name your second activity before the training.

*If only one activity, please leave empty.*

---

What is your current activity?

- ☐ In (wage) employment
- ☐ In self-employment
- ☐ Work on family farm/family business
- ☐ In training
- ☐ Part-time (cheap) labour
- ☐ Volunteering/working for no pay
- ☐ Unemployed

Are you satisfied with your current occupation?

- ☐ not satisfied at all
- ☐ not satisfied
- ☐ moderately satisfied
- ☐ satisfied
- ☐ very satisfied

Please specify why you are not/moderately satisfied:

---

## Wage employment and self-employment

**How long did it take for you to find your first employment/start your own business after completion of your training/studies? (Duration of seeking (self-)employment in months)**

---

**In which one of the following vocational fields are you currently employed/working (first activity)?**

- ☐ Baking skills
- ☐ Beekeeping
- ☐ Beautification and hairdressing
- ☐ Carpentry
- ☐ Food Production
- ☐ Horticulture
- ☐ Motorcycle repair
- ☐ Motorvehicle repair
- ☐ Poultry
- ☐ Welding and metal production
- ☐ Tailoring
- ☐ Soap and sanitizer making
- ☐ Decoration
- ☐ Housekeeping
- ☐ Masonry
- ☐ Electrical installation
- ☐ Other

**Please specify what field of work the graduate is working in (first activity):**

---

**For the interviewer: Is the graduate working in the field of training?**

*Do not ask this question to the graduate, fill it in based on the answer above.*

- ☐ yes
- ☐ no

**Do you have any further part-time wage or self-employment job (second activity or more)?**

- ☐ yes
- ☐ no

**Please specify your second activity.**

---

## Questions for employed graduates

**How did you find the first job after graduation?**

- ☐ I applied directly to an employer
- ☐ I was approached by an employer
- ☐ The school/training institution gave me assistance with finding a job
- ☐ I used personal connections/contacts (family/friends, acquaintances)
- ☐ I started or continued working in my own/parents' business or farm
- ☐ Other

**How many hours are you working per week (on average)?**

---

**Do you have a work contract?**

- ☐ yes
- ☐ no

**Do you have work insurance?**

- ☐ yes
- ☐ no
- ☐ I don't know

**What is the name of the business/business owner? (incl. tel. no, if possible)**

*This question is not mandatory. We will also be looking to interview employers (not about the employee!), therefore that question.*

---

## Questions for self-employed graduates

**How many people do you employ in your business/farm besides yourself? (No. employees)**

---

**Did you start your business/farm alone or with someone?**

- ☐ Alone
- ☐ With a partner (e.g. friend, not related)
- ☐ With family
- ☐ With a group



**Did you apply for financial support (loan) to start your business?**

- ☐ yes
- ☐ In the process of applying
- ☐ no

**Why did you not apply for a financial loan?**

- ☐ I don't need a loan
- ☐ I got financial support from somewhere else (e.g. family)
- ☐ I don't know about any loan facilities
- ☐ I know about loan facilities but do not know how to apply
- ☐ I know about loan facilities but do not know how to apply
- ☐ other

**From whom/where did you get financial support?**

---

**Please specify why you did not apply:**

---

**Where are you applying for financial support?**

---

**Did you receive financial support?**

- ☐ yes
- ☐ still waiting
- ☐ no (negative response)

**How much credit did you receive (in Tsh.) ?**

---

**Did you encounter any difficulties when starting your own business, farm and if yes, what was the main difficulty you encountered?**

- ☐ No difficulties encountered
- ☐ Lack of educational background (including technical skills)
- ☐ Difficulty to get funding
- ☐ Lack of entrepreneurial skills
- ☐ Inadequate market conditions (high competition, low demand)
- ☐ Interference of family members/limited support from family
- ☐ Location of business not ideal
- ☐ Other

**Please specify other difficulties**

---

**Is your business registered?**

*(for example: TMDA, BRELA, Community Development Department)*

- ☐ yes
- ☐ no

**Where and how is your business registered?**

---

**Please add additional information about the business (e.g. name, location of the business, etc.)**

---

## Further education

**What are the (major) subject area(s) of your current studies/training?**

---

**Name and place of training institution/college/university**

---

**For what kind of degree are you currently studying?**

- ☐ Secondary school degree
- ☐ Vocational training degree
- ☐ University/college degree
- ☐ Other

**What do you plan on doing after completion of your studies/training?**

- ☐ Find a job
- ☐ Start my own business/farm
- ☐ Work for my parents' or relatives' farm/business
- ☐ Migrate abroad to find work
- ☐ Continue with my current job
- ☐ Family/household care
- ☐ Other

**Unemployment****What are the reasons for your current unemployment?***(max 3 answers)*

- ☐ Job scarcity
- ☐ Lack of connectedness/contacts
- ☐ Lack of experience, qualifications, skills
- ☐ Lack of resources (e.g. financial capital, tools) for self-employment
- ☐ Lack of confidence
- ☐ Political problems
- ☐ Engaged in child rearing or family/household care
- ☐ Social pressure/traditional customs
- ☐ Other

**Please specify reasons for unemployment**

---

**How did you try to find a job?**

- ☐ I did not look for a job
- ☐ I don't know where to look for jobs
- ☐ I expected the trainer/project to help me
- ☐ I approached possible employers
- ☐ I asked family/friends
- ☐ I looked online
- ☐ Other
- ☐ I looked in newspapers on announcement boards

Please specify how you tried to find employment:

---

## Income from primary and secondary activities

**How high was your average monthly income BEFORE you started your training? (Monthly net income in shillings)**

*In case of unemployment, write "0". If necessary, average the value from the last six months.*

---

**How much is your current monthly income from your main activity? (in shillings)**

*In case of unemployment, write "0". If necessary, average the value from the last six months.*

---

**If you have any: How much is your current monthly income from your second activity? (in shillings)**

*In case of unemployment or no secondary income, write "0". If necessary, average the value from the last six months.*

---

**If other sources of income: How much is your current monthly income from other activities? (in shillings)**

*In case of unemployment or no secondary income, write "0". If necessary, average the value from the last six months.*

---

\* Your overall monthly income is:

*If this is not correct, please check the incomes from the different activities again.*

☐ OK

**Do you receive any additional benefits/payments? (E.g. in kind, accommodation, food like lunch, health care, education for children, etc.)**

☐ yes

☐ no

**What kind of additional benefits/payments do you receive?**

---

**Have your living conditions improved, worsened or remained equal after completion of your studies/training?**

*The interviewer should give examples to the graduate about how his/her living conditions may have been improved. For example, ask whether they have purchased a motorcycle, bicycle, land, animals, radio, television, jewellery, etc.*

☐ Improved

☐ Worsened

☐ No difference

**If your living conditions improved, please specify how:**

---

If your living conditions worsened, please specify how:

---

**Do you currently contribute to the household income?**

- ☐ yes, every month/ on a regular basis
- ☐ yes, from time to time
- ☐ no

**Do you have any savings?**

- ☐ yes
- ☐ no

**Do you have any assets?**

- ☐ yes
- ☐ no

**List the assets you have.**

---

## Relationship between study/training and work

**When you look at your current professional tasks as a whole, to what extent do you use the qualifications and skills acquired during your course of studies?**

- ☐ not at all (1)
- ☐ barely (2)
- ☐ to some extent (3)
- ☐ to a high extent (4)
- ☐ to a very high extent (5)

**» How important are the qualifications and skills you acquired during your training course/ studies for your present job?**

**How important are the qualifications and skills you acquired during your training for your present job?**

- ☐ not important at all (1)
- ☐ not important (2)
- ☐ somewhat important (3)
- ☐ important (4)
- ☐ very important (5)
- ☐ I don't know
- ☐ I don't know (was not taught)

**Practical vocational skills acquired during the training**

- ☐ not important at all (1)
- ☐ not important (2)
- ☐ somewhat important (3)
- ☐ important (4)
- ☐ very important (5)
- ☐ I don't know
- ☐ I don't know (was not taught)

**Theoretical vocational skills acquired during the training**

- ☐ not important at all (1)
- ☐ not important (2)
- ☐ somewhat important (3)
- ☐ important (4)
- ☐ very important (5)
- ☐ I don't know
- ☐ I don't know (was not taught)

**Entrepreneurial skills (how to run a business and to treat customers, marketing)**

- ☐ not important at all (1)
- ☐ not important (2)
- ☐ somewhat important (3)
- ☐ important (4)
- ☐ very important (5)
- ☐ I don't know
- ☐ I don't know (was not taught)

**Calculation/mathematics/accounting**

- ☐ not important at all (1)
- ☐ not important (2)
- ☐ somewhat important (3)
- ☐ important (4)
- ☐ very important (5)
- ☐ I don't know
- ☐ I don't know (was not taught)



## General questions about the training

**Was your teacher(s) competent in teaching his/her subject/content?**

- ☐ very competent
- ☐ competent
- ☐ somewhat competent
- ☐ not competent
- ☐ not competent at all

**Did you do practical work during your training?**

- ☐ yes, in the training institute (at the local artisan)
- ☐ yes, in a company/other VTC/local artisan
- ☐ no

**Was the practical training relevant to the rest of the training?**

- ☐ very relevant
- ☐ relevant
- ☐ somewhat relevant
- ☐ not relevant
- ☐ not relevant at all

**If it was not relevant, please explain why.**

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**Do you have any suggestion have the training could be improved?**

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**Any further comment you would like to share with the project?**

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At this point, please thank the graduate for taking part in the interview and ask him/her whether s/he has any further questions.

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**In case you took additional notes, please upload the picture here (1).**

Cliquez ici pour téléverser un fichier. (< 5MB)

**In case you took additional notes, please upload the picture here (2).**

Cliquez ici pour téléverser un fichier. (< 5MB)

In case you took additional notes, please upload the picture here (3).

Cliquez ici pour téléverser un fichier. (< 5MB)

How was this interview conducted?

☐ in person

☐ by phone

Record your current location

latitude (x.y °)

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longitude (x.y °)

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altitude (m)

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précision (m)

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