

YES-PROJECT TRACER STUDY

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ABBREVIATIONS

Helvetas	HELVETAS Swiss Intercooperation
TVET	Technical and Vocational Education and Training
TZS	Tanzania Shilling (<i>currency</i>)
VET	Vocational Education and Training
VETA	Vocational Education and Training Authority (<i>Government institution</i>)
VSD	Vocational Skills Development
VTC	Vocational Training Centre
YES	Youth Employment through Skills Enhancement

Executive Summary

This tracer study, conducted under the 'Youth Employment through Skills Enhancement' (YES) project, aimed to assess the employment outcomes of project graduates in Dodoma and Singida regions. The study focused on how graduates secure employment, their satisfaction with the training and income improvements, as well as the challenges they face. The tracer study included phase II YES graduates who from 2022 to 2023 in all contracted Vocational Training Centres (VTC's) and local artisans. The tracer study reached 13% of available graduates (1944*10%). Findings highlight the project's success in increasing wages and self-employment among youth.

Key Findings:

- **Satisfaction with Training:** 65% of graduates reported being very satisfied with the training, while 29% were satisfied. The high satisfaction is attributed to the competence of the training providers, who received capacity-building support from the YES project. The training's alignment with market needs and quality improvement efforts contributed to this positive feedback.
- **Employment and Income Improvement:** The study revealed a 14% increase in wage employment and a 12% increase in self-employment after the training. Notably, 88% of graduates expressed satisfaction with their current employment. The training equipped graduates with skills that improved their ability to generate income compared to the pre-training period. Graduates now engage in income-generating activities, with 74% reporting an overall increase in earnings.
- **Challenges Faced by Graduates:** While most graduates are satisfied with their employment, 12% remain unsatisfied due to:
 - Lack of capital to expand their businesses.
 - Low wages and delays in wage payments.
 - Long-term volunteering without employment.
 - Limited customer bases for self-employed graduates.
 - Lack of startup kits for those interested in self-employment.
- **Employer Satisfaction:** Employers expressed satisfaction with the graduates' performance and skills, noting improvements in work quality after training. Some youth who had prior informal work experience saw their jobs become more professional and financially rewarding after completing the program.

Conclusion: The YES project has made significant strides in supporting youth employment and income growth. Despite a small sample size, the findings confirm the project's positive impact on both wage and self-employment rates. However, persistent challenges, particularly in accessing capital and startup resources remain. For future projects, it will be essential to enhance the sustainability of support provided to graduates, ensuring they can maintain their progress after the initial phase of assistance.

1. INTRODUCTION

1.1 BACKGROUND OF THE STUDY

The YES project is implemented in Dodoma Urban, Singida Municipal, and Singida Rural districts to empower and improve the living conditions of economically and socially disadvantaged young women and men in Tanzania through enhanced skills, job opportunities, and gainful employment. The project works in collaboration with the respective district councils, public and private skills development partners, vocational training providers, and youth-oriented change agents. Under Phase Two, the YES project will be implemented over four years, from January 2022 to December 2025. YES II adopts a market systems approach in all aspects. This approach aims to investigate key market failures within the vocational skills development sector to ensure targeted training provision. The project aims to reach 3,600 marginalized youths through vocational skills training, agribusiness, and entrepreneurship.

In Helvetas, graduate tracer study is a powerful monitoring and evaluation instrument to gain information about the relevance and effectiveness of VET projects, it is used to evaluate the outcomes of vocational skills projects. The tracer study aims 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 offered by 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.

In the YES project, the tracer study is conducted after 1.5 -2 years of implementation, therefore it is conducted once per project phase. In this phase, a tracer study was conducted from April to May 2024, the tracer study helped to evaluate the effectiveness of the vocational training undertaken under the project and plan. The tracer study included phase II YES graduates who graduated from 2022 to 2023 in all contracted VTC and local artisans. The tracer study reached 10% of graduates (1944*10%).

1.2. OBJECTIVES OF THE TRACER STUDY

The main objectives of this tracer study were as follows: -

- Determine how YES graduates acquire employment.
- Examine satisfaction of graduates after completion of training on their income and changes in live.
- Determine the time spent by graduates on waiting before they secure their first employment and the reasons associated with this.
- Identify the major challenges that graduates and those who have not been employed face.
- Find out the types and rates of employment of graduates.
- Disclose the influence of personal factors in finding a job in terms of gender and background of

graduates.

- Determine the level of employers' satisfaction concerning graduates' skills and level of performance.
- Compare the skills attained from the training and the requirements of the labour market.

1.3. SCOPE OF THE TRACER STUDY

The tracer study was conducted within the project area i.e. Dodoma and Singida regions. In the Dodoma region, the tracer study concentrated in Dodoma City where interviews were conducted physically with each graduate. In the Singida region, the interviews were conducted in Singida municipal and Singida district council, where the project focuses.

1.4. EXPECTED OUTCOME

The expected outputs of the tracer study were to find out: -

- How graduates acquire employment
- Level of satisfaction of graduates after completion of training, their income, and changes in their lives.
- Time spent by graduates waiting before they secure their first employment and the reasons associated with this.
- Major challenges faced by graduates and those who have not yet been employed.
- Types and rates of employment of graduates.
- Influence of personal factors in finding a job in terms of gender and background of the graduates.
- Level of employers' satisfaction regarding graduates' skills and level of performance.
- A comparison of the skills attained from the training and requirements of the labour market.

1.5. SAMPLE SIZE

In the 2024 tracer study, the stratified random sampling method was used. This method involves dividing the population into mutually exclusive and collectively exhaustive subgroups (strata) and then taking a simple random sample from each subgroup. For this tracer study, the subgroups or strata were based on the different occupations of graduates from 2022 to 2023, as mentioned above. During these two years of implementation (2022-2023), the YES project reached a total of 1,944 youths who completed the training in the Dodoma and Singida regions. The graduates were trained in 23 different occupations.

From 2022 to 2023, the total number of graduates was 1,944. Their phone numbers, collected during the baseline survey and employment verification, were used as the sampling frame, from which a stratified sample of graduates was randomly and systematically selected. To ensure that the 10% target was met, an additional

55 graduates were reserved to replace those who could not be reached. Additionally, snowballing techniques were used, and next-of-kin contact lists were prepared for graduates who were unreachable but deemed important to include in the interviews. As a result, a total of 250 graduates (127 female, 123 male) were

reached during the tracer study, which amounts to 13% of the beneficiaries reached so far. Furthermore, 19 employers were also reached.

1.6. DATA COLLECTION METHODS AND TOOLS

The data was collected using the online data collection tool Kobo Toolbox.

The following tools were used for the study.

1.6.1. Graduate Questionnaire: -

The questionnaire had the following key foci:

- General information on graduates and studies s/he conducted
- Training
- Transition to Employment
- Current and past activity (employment and income)
- Quality of training and relevance of skills received
- Suggestions for improvements

1.6.2. Employer questionnaire.

The questionnaire consisted of the following:

- General employer information.
- Number of employees
- Business clarification
- Number of graduates from YES
- Recruitment process
- Required knowledge and skills
- Performance of graduates
- Additional training needed
- Interest of hiring graduates.
- Payment to employee
- General comments

1.7. DATA COLLECTION PLAN AND PROCEDURES

Three data collectors were contracted and trained on digital data collection techniques. They were then sent to trace the graduates and conduct the interviews. These data collectors were provided with half-day training on the background and purpose of the study, sampling procedures, interviewing procedures and techniques

to be used, translating, and clarifying the questions for better understanding.

The data collectors visited graduates at their homes and workplaces to interview them. This intensive data collection approach was used because it provides the most direct evidence through face-to-face interaction with the respondents. It also resulted in a high response rate, as most individuals were willing to cooperate. The interviewers had the opportunity to clearly explain the questions to the respondents and directly observe what the graduates were doing. Complete answers to all questions were usually obtained, which contributed to the statistical accuracy, validity, and reliability of the data.

1.8. DATA ANALYSIS

Both quantitative and qualitative data analysis techniques were employed. All the data obtained from the survey were analysed using descriptive techniques. The data were tabulated in various forms and then further analysed and interpreted. Excel software was used for analysing the quantitative data, while Power BI was used for visualization. Similarly, the information obtained from key informant interviews and direct observations was described thematically. Triangulation, systematic analysis, and description were applied to both qualitative and quantitative data.

2. RESULTS AND DISCUSSION

2.1. RESPONSE RATES

The tracer study reached 250 former trainees. 87% (218) of interviews were conducted physically by visiting the interviewee at home and workplace, 13% (30) were reached through phone calls because they were not available in the survey scope and seemed to be important.

Among 250 respondents, 221 finished their training as per the training duration, and 29 did not finish due to various reasons such as family challenges, going for further education, etc.

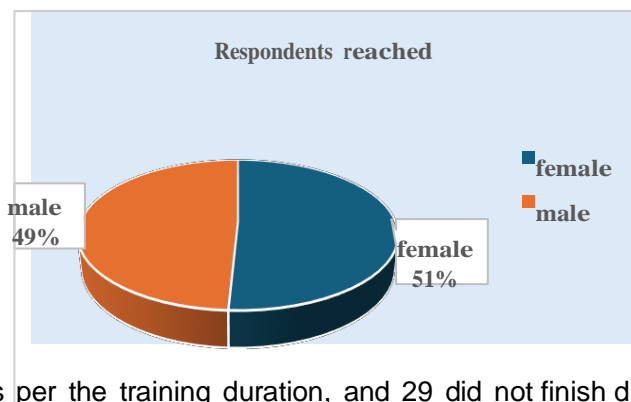


Figure 1: Respondents reached

2.2. PROFILE OF THE RESPONDENTS

2.2.1. RESPONDENTS' AGE

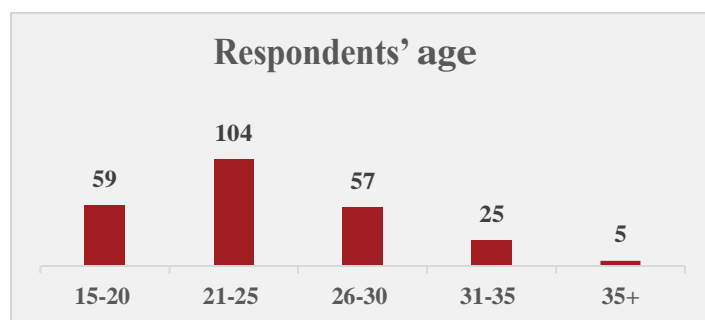


Figure 2: Graduate age

(most respondents of this age already have families and settled in one place, even in training this group is not big and those who join the training are very committed).

As per the graph, 24% of respondents are below 20 years, (most of them are primary school level) 42% of respondents are between 21-25 years (most of them have finished form four and didn't get a chance to go for further education) 23% are aged between 26-30 (In this group, some have graduated from secondary and some from vocational schools, 12% are above 30 years

2.2.2 RESPONDENTS' LEVEL OF EDUCATION

As shown in the graph below, the respondents reached have varying levels of education, reflecting the project's target, which includes youth with lower levels of education. Most YES graduates (42%) completed primary or secondary education, followed by 41% who completed secondary education. This level of education is compulsory in Tanzania and is provided free of charge. Additionally, 15% of the respondents reported either

never having attended school or not completing primary or secondary education. Only 2% have vocational school-level education.

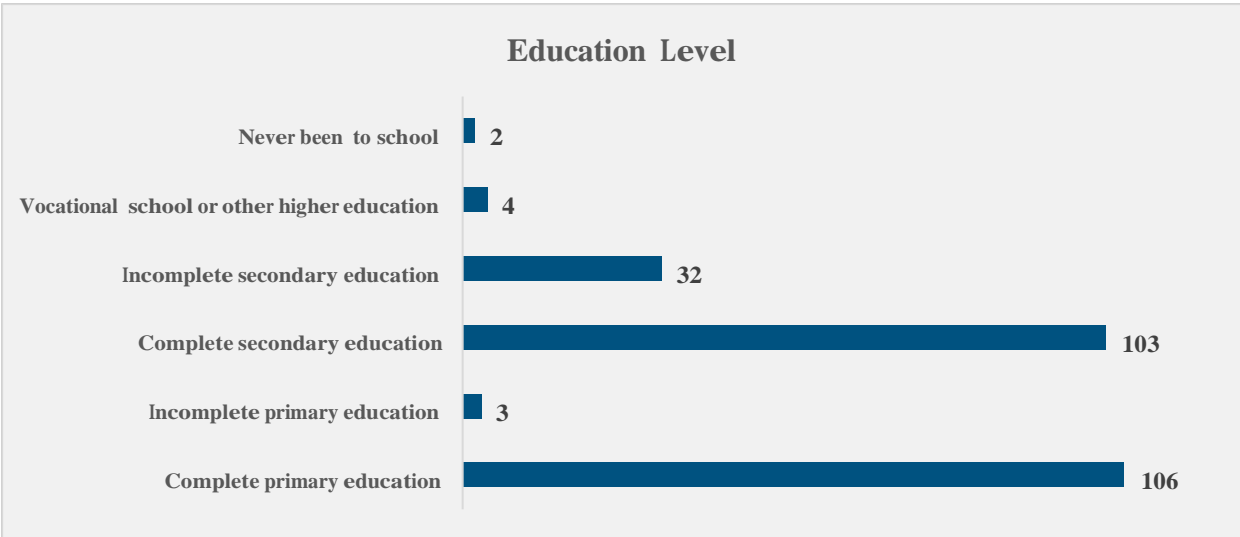


Figure 3: Respondents’ level of education

2.2.3 RESPONDENTS’ RESIDENCE

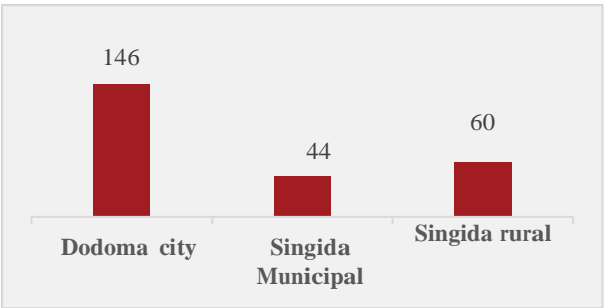


Figure 4: Graduate residence

The graph shows number of respondents reached per district. High number of graduates reached are from Dodoma city, this is due to availability of many training providers compared to Singida district and municipal councils where there are only few qualified training providers. Additionally, the population of the city is higher when compared to rural area. To ensure the project reaches many youths in Singida Municipal and Singida, District councils, Peer to peer approach have been used.

2.2.4 TYPE OF INSTITUTES

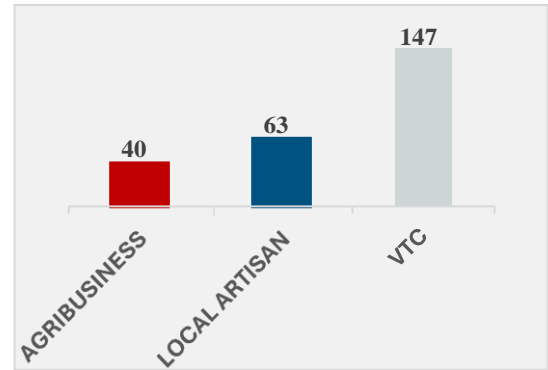


Figure 5: Graduate type of institute

The graph shows the types of institutions where the respondents were trained. 59% graduated from VETA-certified institutes (VTC), 25% from local artisans, which also includes peer-to-peer trainers, and 16% from agribusiness programs. These numbers vary because the target differs for each component: VTC has a high target of 2,000 graduates, compared to local artisans (600) and agribusiness (400).

2.2.5 RESPONDENTS' TYPE OF TRAINING

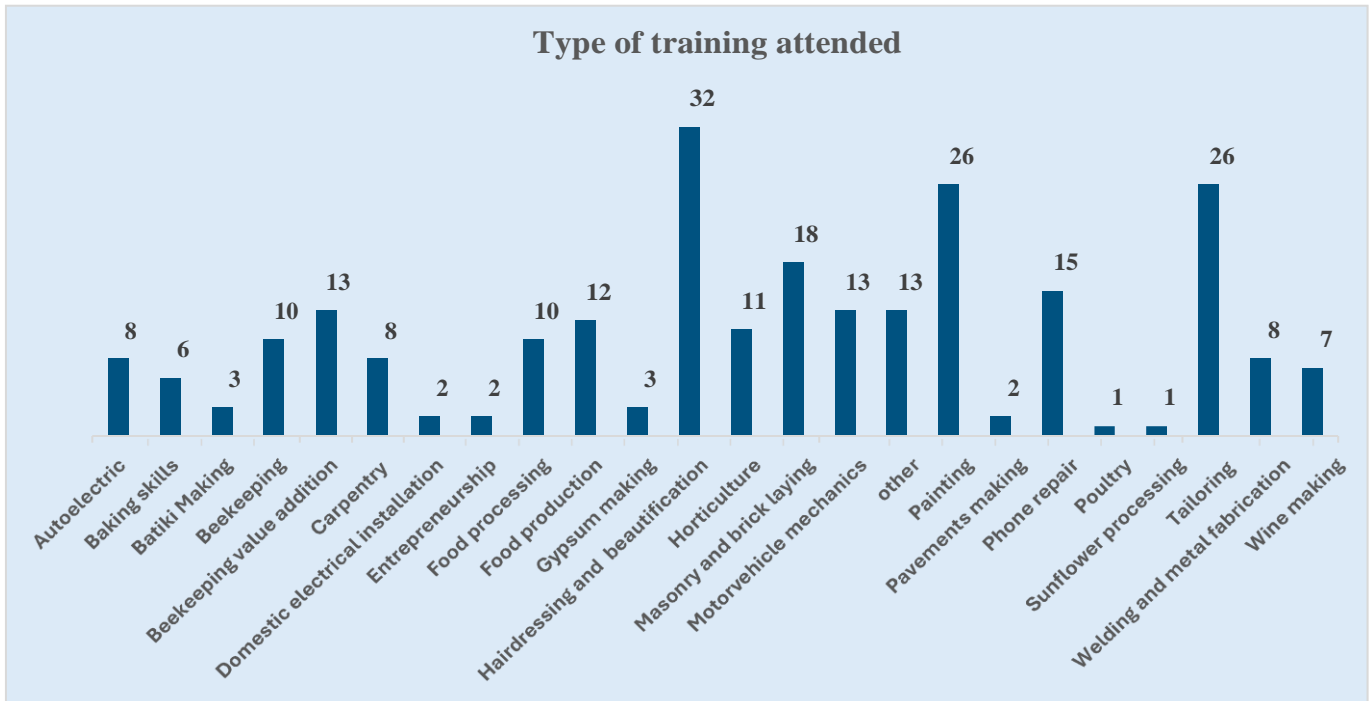


Figure 6: Type of training attended by respondents

The graph above shows the type of training the respondents attended. A 13% sample of the overall beneficiaries reached was used to ensure representatives from all occupations were included in the tracer study. Hairdressing and beautification, painting, tailoring, masonry, and brickmaking have larger sample sizes because they have higher numbers of trainees and are more promising.

2.2.6 COMPLETION OF TRAINING

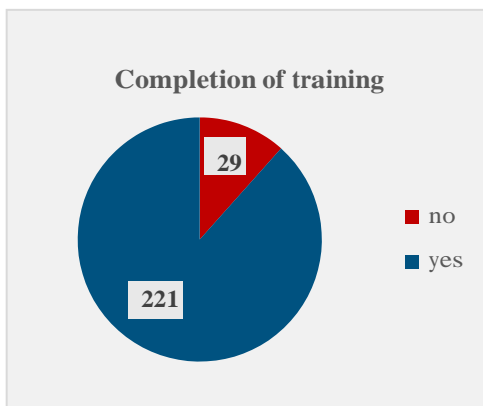


Figure 7: Graduate completion of training

The graph shows the completion rate of the training. 88% completed their training within the designated duration, while 12% did not finish their training for various reasons, including:

- Getting employed before training completion
- Join further studies.
- Family issues (Taking care of family, pregnancy)
- Health problems
- Migration from one place to another, many youths are not settled in one place.

When compared to YES I, phase II is characterized by low dropout rates due to the use of local artisans, peer to peer model and soft skills at the beginning of the training. This tracer study included dropouts to get their feedback and find out reasons for dropping out from the training.

2.2.7 TRAINING INFORMATION

How did you get to know about the training	Respondents
Other	9
Through friends/former graduates/family member	199
Through internet	4
Through radio news, posters/leaflets	5
Through staff of the training institution	33
Grand Total	250

Table 1: How graduates find out about the training

As shown in the table above, 80% of trainees received information about the training from friends, former graduates, and family members. Some training providers also maintain a network of youth seeking training opportunities, as they observe improvements in the lives of their peers after completing the program. Thirteen percent of trainees received information directly from training providers. At the same time, 2% learned about the opportunities through radio, posters, and leaflets (with one training provider using radio to advertise in Dodoma city). Only 1% obtained information from the internet, as this method is not common among youth due to limited access to smartphones. Those with smartphones tend to use the internet primarily for socializing, such as on Facebook. Finally, 4% received information from local leaders, including community development officers, street leaders, and ward executive officers.

2.2.8 ACCESSIBILITY OF TRAINING CENTERS



Figure 8: Difficulties in accessing the training centers



Figure 9: Most difficult

As lesson learnt from YES phase one, YES phase two ensures accessibility of training within the youth locality. More local artisans were contracted to provide training to selected youth especially in Singida district. As a result, 94% of selected youth, did not face any difficulty in accessing the training centers. Only 6% of graduates faced difficulties due to the absence of occupations of their preference, long training duration, and family commitments.

2.2.9 ENCOURAGEMENT AND SUPPORT FROM FAMILY

Encouragement and support from your surroundings	Respondents
no	8
yes, from my trainer	13
yes, mainly from (a) family member(s)	229
Grand Total	250

Table 2: Encouragement and support

The table above shows the results regarding how graduates receive encouragement and support from their surroundings, including family and trainers. It indicates that 3% of graduates did not receive any support or encouragement, 5% received support and encouragement from trainers, and 92% received support from family members. Some forms of support included allowing graduates to join the training, providing transport fees, offering small capital, connecting them with employers, and providing employment opportunities to those who performed well.

2.2.10 SATISFACTION OF TRAINING

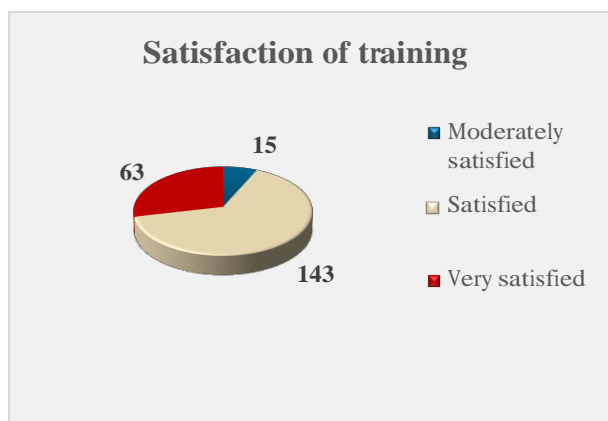


Figure 10: Graduate satisfaction of training.

As per the pie chart, 221 graduates responded to satisfaction with the training question, results show that 7% were moderately satisfied due to the following reasons

- The training does not meet the expectation.
- The duration of the training was not enough to exhaust all the knowledge.
- Scarcity of learning equipment.
- Incompetence of the trainer.
- Lack of start-up kits.

Twenty-nine percent of graduates were satisfied with the training, while 65% were very satisfied. Based on these findings, the training providers contracted to deliver the training were highly competent. This competence is attributed to their experience in vocational skills and the capacity-building training provided by the YES project, which included quality improvement and pedagogy training.

Regarding the importance of theoretical and practical components in vocational training, 88% of graduates indicated that both theory and practice are important. In contrast, 12% felt that either theory or practical components were not important.

2.2.11 TRAINING DURATION



Based on the graph, 85% of the graduated trainees indicated that the training duration was ideal and aligned with their expectations regarding the training goals. However, 15% reported that the training period was too short. They explained that the limited time prevented them from fully learning and practicing the skills taught. The most commonly mentioned occupations in this group were tailoring, motor vehicle mechanics, and painting. This is an improvement, as the tracer study conducted in 2022, stated that 55% thought the duration was ideal and 44.5% thought it was too short.

Figure 11: Duration of training

2.2.12 ACTIVITY BEFORE TRAINING

Activity status before training.	female	male	Grand Total
In (wage) employment	5	5	10
In self-employment	31	35	66
In self-employment and Part-time (cheap) labour	1	0	1
In self-employment and Work on family farm/family business	0	2	2
In training	5	5	10
In training and Part-time (cheap) labour	0	1	1
In training and Work on family farm/family business	0	1	1
Part-time (cheap) labour	2	9	10
Unemployed	34	7	41
Unemployed and in self-employment	0	1	1
Unemployed and Work on family farm/family business	0	1	1
Volunteering/working for no pay	2	0	2
Work on family farm/family business	32	37	69
Work on family farm/family business and in self-employment	0	2	2
Work on family farm/family business and Part-time (cheap) labour	0	1	1
Work on family farm/family business	1	0	1
Work on family farm/family business and Volunteering/working for no pay	0	1	1
Grand Total	113	108	221

Table 4: Graduate activity before training

The table above, shows the main activity of graduates before training, as you can notice, most were in self-employment and working for their families, However, most of their activities did not give them enough income.

2.2.13 CURRENT ACTIVITIES BY GENDER

Currently activity status	female	male	Grand Total
In (wage) employment	24	16	40
In (wage) employment In self-employment	1		1
In self-employment	54	53	107
In self-employment In training	1		1
In self-employment Part-time (cheap) labour	2	2	4
In self-employment Work on family farm/family business	1	4	5
In training	4	2	6
In training Part-time (cheap) labour	1		1
Part-time (cheap) labour	4	10	14
Part-time (cheap) labour Work on family farm/family business		1	1
Unemployed	9	7	16
Volunteering/working for no pay	2	3	5
Volunteering/working for no pay In training	1		1
Work on family farm/family business	8	10	18
Work on family farm/family business Unemployed	1		1
Grand Total	113	108	221

Table 5: Graduate activities after training

The table above shows the current activities performed by graduates, compared to activities done before and after training, results show that after training wage and self-employment among graduates increased and improved by 14% and 12% respectively. After training many youths reported doing activities that give them income as the result of improvement on the modality of doing their activities compared to the period before they were trained. Youths who reported being unemployed mentioned general causes as follows.

- Engaged in child rearing and family/household care.
- Job scarcity.
- Lack of resources (e.g. financial capital, tools) for self-employment.
- Lack of confidence.
- Lack of connection/network.
- Lack of required experience, qualifications, and skills.

To gain more insight into why graduates are unemployed, they were asked about the methods they used to seek employment. Here are their responses on how they attempted to find a job

- Approached possible employers
- I asked family/friends
- I did not look for a job
- I don't know where to look for jobs
- I expected the trainer/project to help me

2.2.14 SATISFACTION WITH CURRENT ACTIVITY

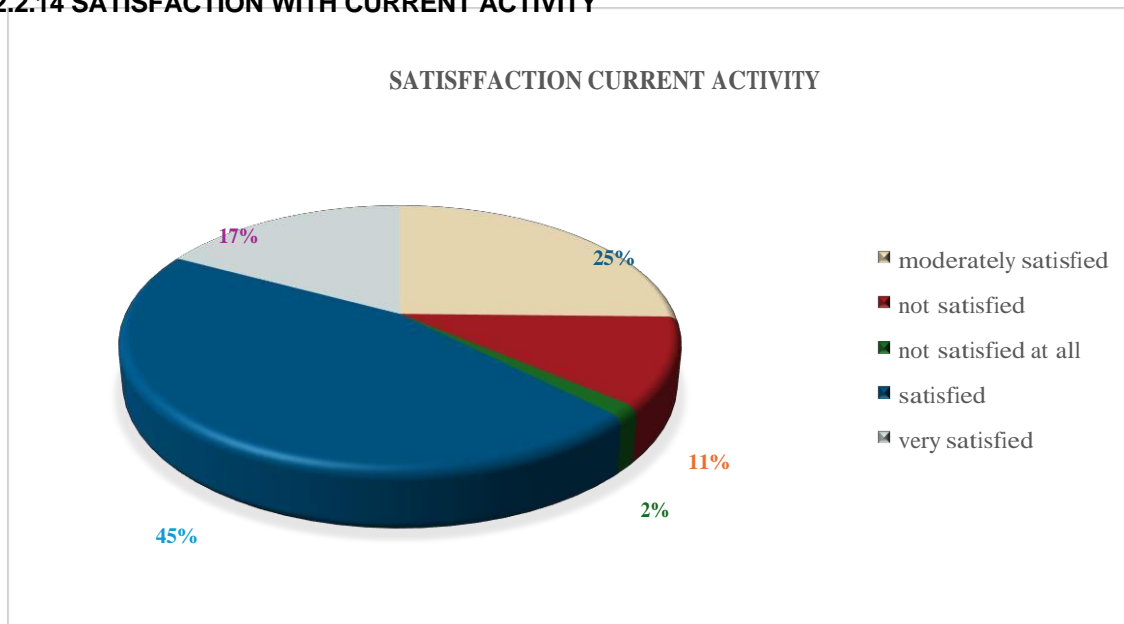


Figure 12: Satisfaction of current activity

The above results show that 17% were very satisfied with their current activity; 45% were satisfied and 25% were moderately satisfied. However, 11% were not satisfied and 1% were not satisfied at all with their current activity.

Generally, 88% of graduates are satisfied with their current activity; this shows how the occupations taken during the training matched with trainees' preferences. Below are reasons for poor satisfaction of the interviewed youth (12%):

- Lack of capital to scale up the business.
- Low wages.
- Delay in wage payment for those who were employed
- Working as a volunteer for a long time without being employed or receiving unsatisfactory incentives.
- Few customers at business places.
- No employment after training.
- Lack of start-up kit for those who wish to be self-employed and currently wage employed.
- Taking on low-paying or part-time jobs, despite their preference for full-time and permanent positions.
- Lack of advanced equipment especially on carpentry activity.

2.2.15 DURATION BEFORE GETTING FIRST EMPLOYMENT

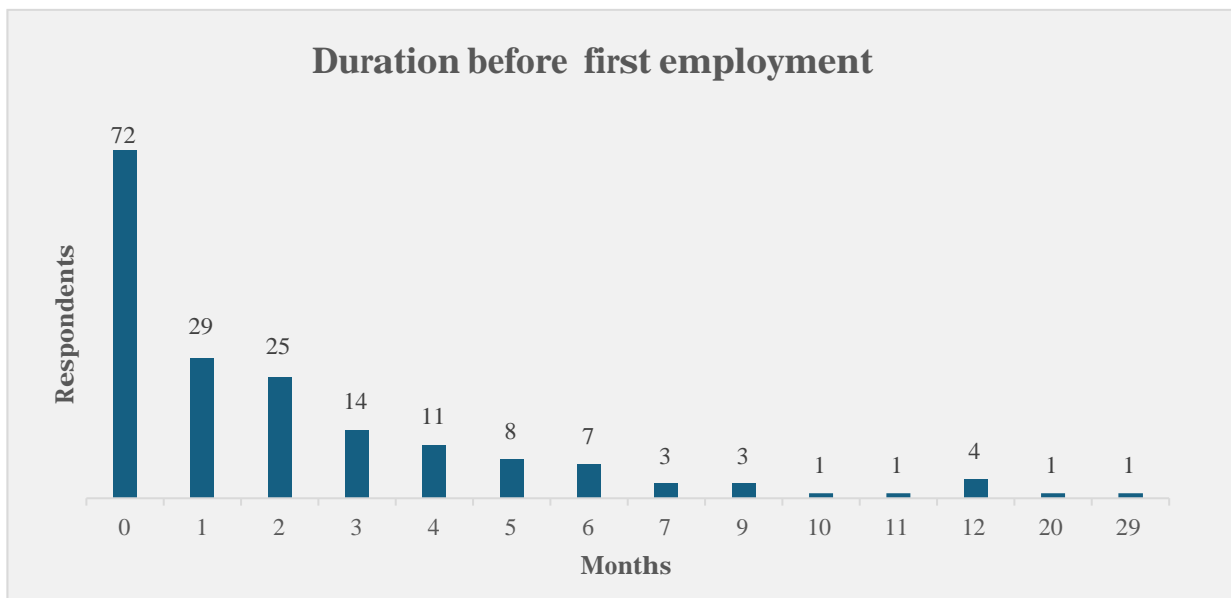


Figure 13: Duration before getting employment

The table above indicates that 180 individuals responded to this question, representing those who reported being employed, including wage employment, self-employment, and low-paying or part-time work. The results show that 40% secured employment immediately after graduation (within less than a month), 16% found employment one month after graduation, 14% after two months, and 8% after three months. Additionally, 2% of graduates reported finding employment more than six months after graduation.

According to the project's goal, youth were expected to gain employment within three months of graduation. The data reflects the project's success, as 78% of graduates secured employment within this timeframe.

2.2.16 CURRENT VOCATIONAL FIELDS WHERE GRADUATES ARE WORKING/EMPLOYED

Vocational fields currently employed/worked	Respondents
Baking	7
Beautification and hairdressing	26
Beekeeping	9
Carpentry	6
Decoration	1
Electrical installation	2
Food Production	16
Horticulture	3
Masonry	7
Motor vehicle repair	2
Other	77
Poultry	1
Soap and sanitizer making	2
Tailoring	13
Welding and metal production	8

Grand Total	180
--------------------	------------

Table 6: Graduate current occupations

The table above presents the vocational fields where graduates are currently employed. The majority of graduates are working in beautification and hairdressing, food production, and tailoring. However, it also reveals that 43% are employed in fields outside their training, such as driving, shopkeeping, and selling clothes.

2.2.17 RELATIONSHIP BETWEEN ACTIVITIES, TRAINING, QUALIFICATION, AND SKILLS ACQUIRED

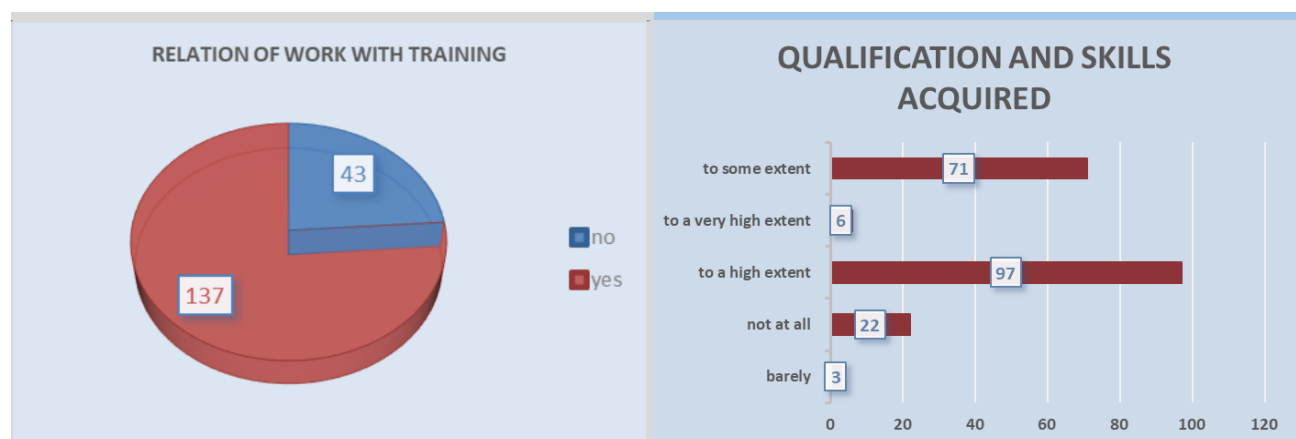


Figure 14: Relationship between activities, training, qualification, and skills acquired.

The graphs illustrate the connection between the graduates' current employment and the application of their acquired skills and qualifications. Of the 180 respondents who reported being (self) employed, 76% are working in fields related to their training, while 24% are (self) employed in areas outside their training.

In the aspect of relevance of the qualifications and skills gained during the training in their current jobs. The results indicate that 87% of graduates find the acquired qualifications and skills highly valuable in their current roles. However, 13% do not perceive the qualifications and skills obtained during their training as important. The skills acquired during the training included theoretical knowledge, practical skills, entrepreneurship (such as business management and customer service), and marketing.

2.2.18 ADDITIONAL EMPLOYMENT

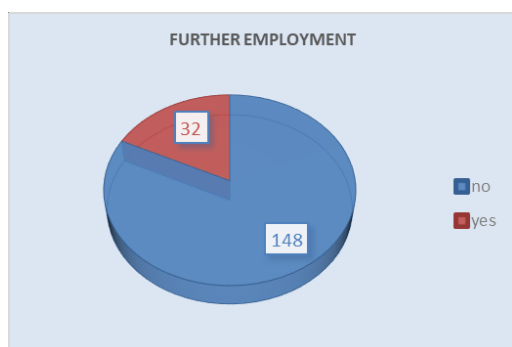


Figure 15: Graduate additional employment

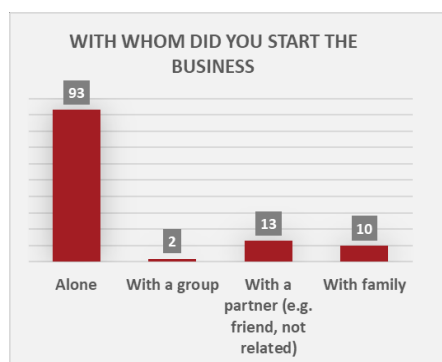
As per aside graph, many graduates are engaged in one employment (82%) while (18%) possess a secondary employment in addition to their primary employment. Secondary employment includes wage, self and part time. Most of graduates who has second job are those working in part time/seasonal jobs like masonry and painting. Additionally, in Singida, many of these secondary jobs are related to agricultural activities.

2.2.19 HOW GRADUATES FIND THE FIRST JOB (WAGE)



Figure 16: How graduates find first job

The graph above shows how graduates get their first employment after graduation, this question was for those who reported having wage employment only. 41 graduates responded to this question of which 56% of them applied directly to an employer, 24% got employment through personal connection or contacts like family and acquaintances, 15% of got employment by getting assistance from training institution, 5% got employment by approached by an employer and some started or continued working in their own or parents



business/farm. 83% of wage employed graduates reported of not having work contract and only 17% do posses work contracts.

Moreover, 98% of employed youth don't have work insurance, and only 2% report having work insurance.

On the other side, 118 graduates reported being in self employment or self business. 78% of them started their business alone, 11% with partner, 8% with family and 2% with a group. 93% of their business Were not registered while 7% of the businesses were registered.

Figure 17: With whom did you start the business?

Some youth reported facing difficulties when starting their businesses due to various reasons such as:

- Difficulty to find funding
- Inadequate market conditions (high competition, low demand)
- Location of business not ideal
- Lack of educational background (including technical skills)
- Lack of entrepreneurial skills

2.2.20 FINANCIAL SUPPORT APPLICATION

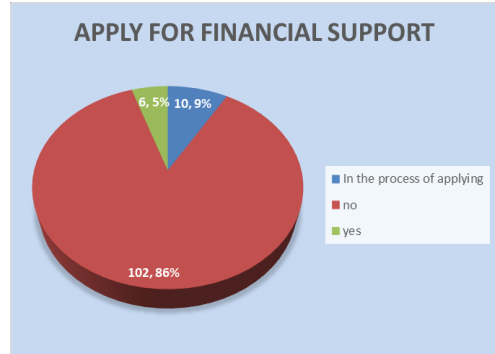


Figure 18: Financial support

Tracer study wanted to know if the graduates have applied for financial support, results shows that 8% were in process of applying, 6% already applied and received financial support. Received financial support was mostly from family members and few from Government loans. 86% never applied for financial support,

The following are the reasons for not applying: -

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

2.2.21 AVERAGE INCOME BEFORE AND AFTER TRAINING

Monthly income before training	Respondents
0(no income)	48
50,000 TZS or below	93
50,001 TZS to 100,000TZS	61
100,001 TZS to 250,000TZS	12
250,001 TZS to 500,000TZS	3
500,001 TZS to 1,000,000 TZS	3
Above 1,000,000 TZS	1

Table 7: Monthly income before training

Monthly current income	Respondents
0(no income)	21
50,000 TZS or below	24
50,001 TZS to 100,000TZS	59
100,001 TZS to 250,000TZS	78
250,001 TZS to 500,000TZS	25
500,001 TZS to 1,000,000 TZS	7
Above 1,000,000 TZS	6

Table 8: Monthly current income after training

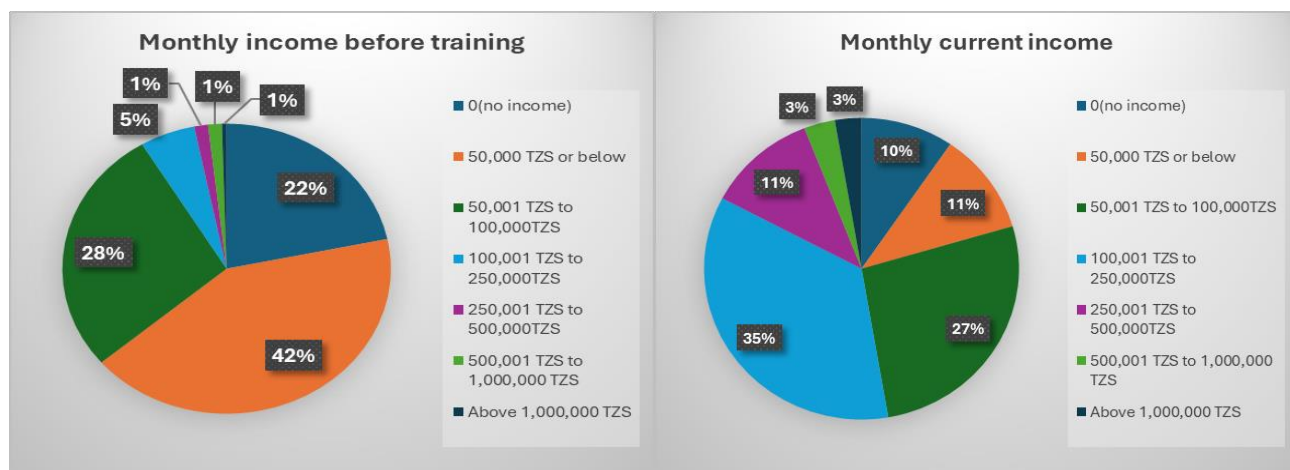


Figure 19: Monthly average income before and after training

2.2.23 AVERAGE INCOME BEFORE AND AFTER TRAINING BY GENDER

In numbers	Income before			Income after		
	female	male	Total	female	male	Total
0(no income)	39	9	48	10	11	21
50,000 TZS or below	46	47	93	17	7	24
50,001 TZS to 100,000 TZS	22	39	61	35	24	59
100,001 TZS to 250,000 TZS	4	8	12	37	42	79
250,001 TZS to 500,000 TZS	1	2	3	12	13	25
500,001 TZS to 1,000,000 TZS	1	2	3	2	5	7
Above 1,000,000 TZS		1	1		6	6
Total respondents	113	108	221	113	108	221

Table 9: Income of graduate by gender in numbers

In percentage	Income before			Income after		
	female	male	Total	female	male	Total
0(no income)	34.5	8.3	21.7	8.8	10.2	9.5
50,000 TZS or below	40.7	43.5	42.1	15.0	6.5	10.9
50,001 TZS to 100,000 TZS	19.5	36.1	27.6	31.0	22.2	26.7
100,001 TZS to 250,000 TZS	3.5	7.4	5.4	32.7	38.9	35.7
250,001 TZS to 500,000 TZS	0.9	1.9	1.4	10.6	12.0	11.3
500,001 TZS to 1,000,000 TZS	0.9	1.9	1.4	1.8	4.6	3.2
Above 1,000,000 TZS	0.0	0.9	0.5	0.0	5.6	2.7
Total	100	100	100	100	100	100
Total respondents	113	108	221	113	108	221

Table 10: Income of graduate by gender in percentages

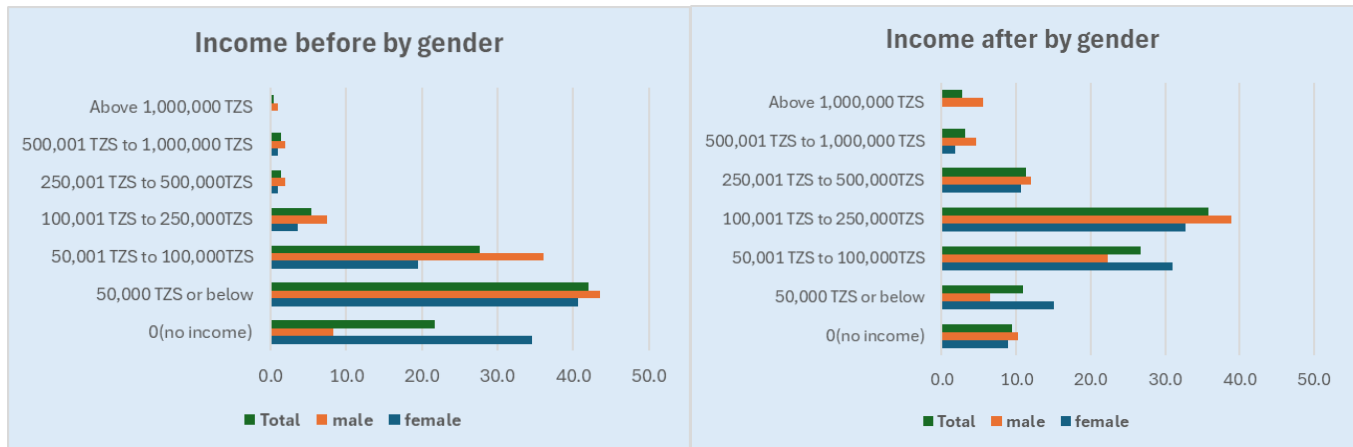


Figure 20: Income of graduate before and after training by gender

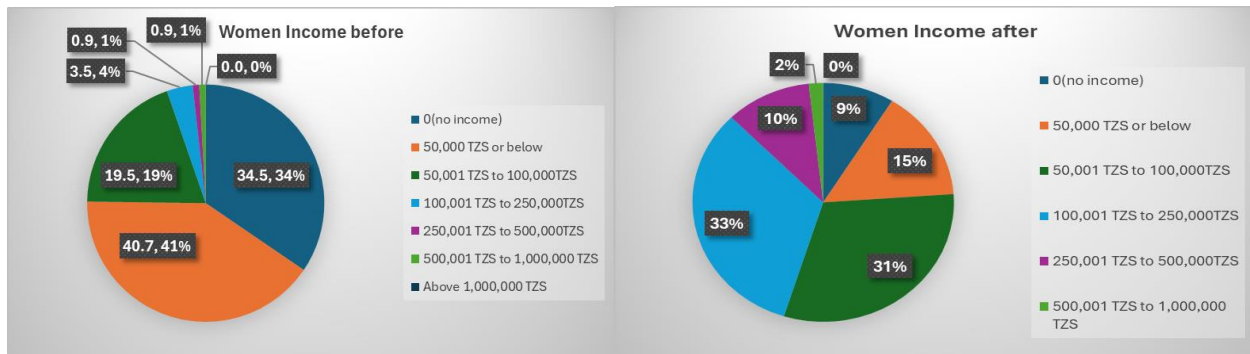


Figure 21: Female income before and after training

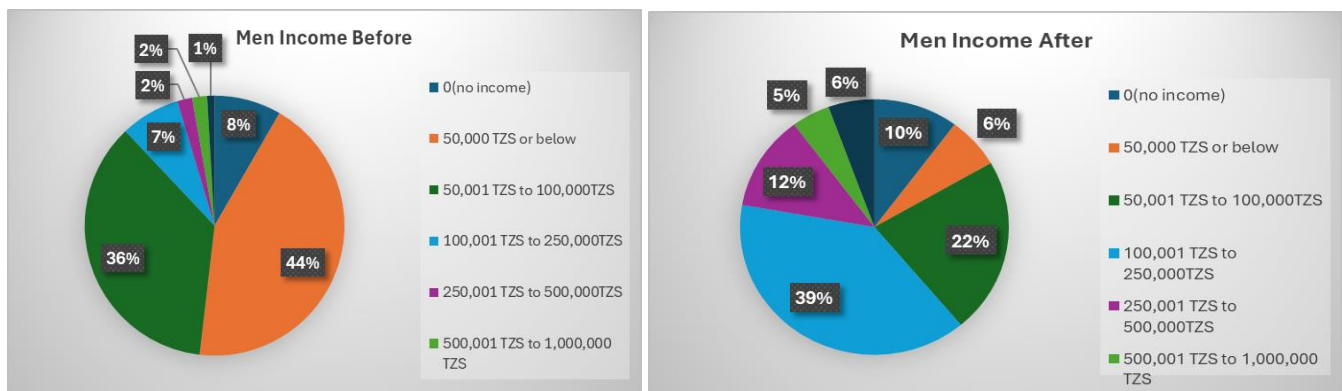


Figure 22: Male income before and after training

The table and graph above illustrate the average income of graduates before and after their training, but also

shows income gap between female and male. The data shows a noticeable increase in income across all activities they were engaged in before training. Here's a breakdown of the income changes by level:

- Before training, 23% of graduates reported no income, but this figure decreased to 10% after graduation. This indicates that 13% of graduates are now earning some income, which contributes positively to their lives.
- Prior to training, most graduates earned 50,000 TZS or less, with 28% of graduates in this category.
 - After training, this number dropped to 11%, reflecting a 17% of graduates earning above 50,000 TZS.
- Before training, 28% of graduates earned between 50,001 TZS and 100,000 TZS, which is considered below the national poverty line. After training, this figure decreased to 27%, suggesting that only 1% of graduates experienced an increase in income. The minimal income growth in this category is likely due to many graduates working in part-time jobs, such as masonry and painting.
- The percentage of graduates earning between 100,000 TZS and 250,000 TZS increased from 5% before training to 35% after training, indicating that 30% of graduates increased their income under this category.
- Graduates who earned between 250,000 TZS and 500,000 TZS saw an increase from 1% before training to 11% after training. According to project expectations, graduates earning at least 120,000 TZS per month should be able to cover their living costs.
- The proportion of graduates earning between 500,001 TZS and 1,000,000 TZS rose from 1% to 3%, while those earning above 1,000,000 TZS increased to 3%.

Overall, most graduates experienced an increase in their income after training. Additionally, 11% of graduates receive extra benefits such as food, transportation, and accommodation in their work areas, while 89% do not receive any additional benefits.

2.2.22 LIFE IMPROVEMENT

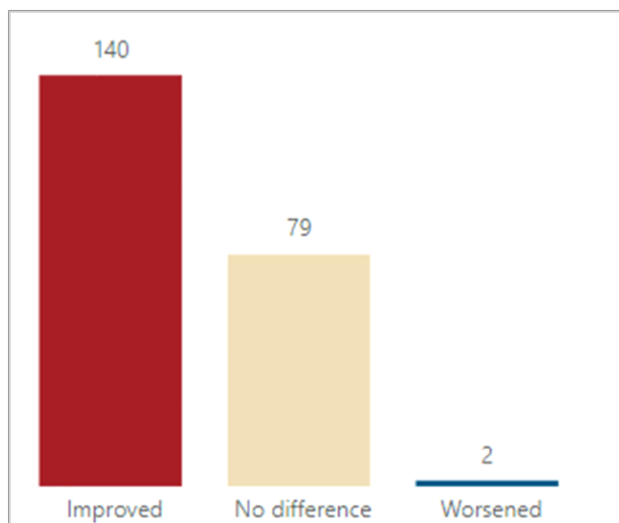


Figure 20: Life improvement

The adjacent table illustrates how graduates' lives have improved. It shows that 63% of graduates reported an improvement in their lives due to increased income. These graduates, engaged in self-employment, wage employment, and cheap or part-time jobs, are now able to buy land, purchase work equipment, save money, expand their businesses, meet basic needs for themselves and their families, and pay rent.

In contrast, 36% of graduates reported no noticeable difference in their lives, and 1% experienced a decline. The latter group had expected to receive a startup kit after graduation but did not receive it.

As a result of improved income and living conditions, 75% of graduates now contribute to their household income. However, 25% are not contributing, as they are not currently earning any income

2.2.23 SAVINGS AND ASSETS

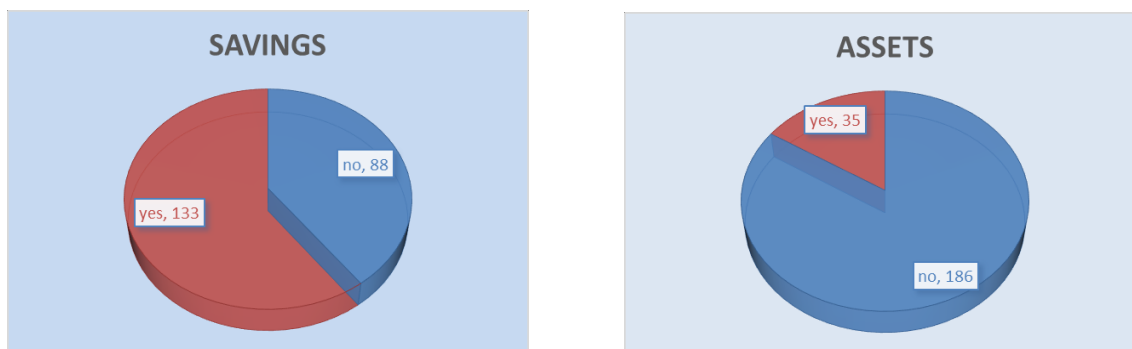


Figure 21: Savings and assets

60% percent of graduates have savings from their earnings, while 40% do not, either because they are not earning or their income is insufficient to meet their needs, leaving no surplus to save. Additionally, when asked about assets, 16% of graduates reported owning assets due to their increased income. These assets include land, houses, motorcycles, shops, salons, and livestock. However, 84% of graduates do not own any assets due to insufficient income.

3. RESULTS OF EMPLOYERS

Interviews were also conducted with employers, some of whom hire YES graduates and others who employ non-YES graduates. The purpose of interviewing these employers was to assess whether the graduates meet market criteria, to understand employers' expectations from graduates, and to identify the qualifications most in demand. Additionally, the survey sought recommendations from employers regarding vocational skills training.

In the 2024 tracer study, 20 employers from Singida and Dodoma were interviewed. A few key questions were asked, and their responses are summarized below.

3.1. HOW EMPLOYERS GET EMPLOYEES

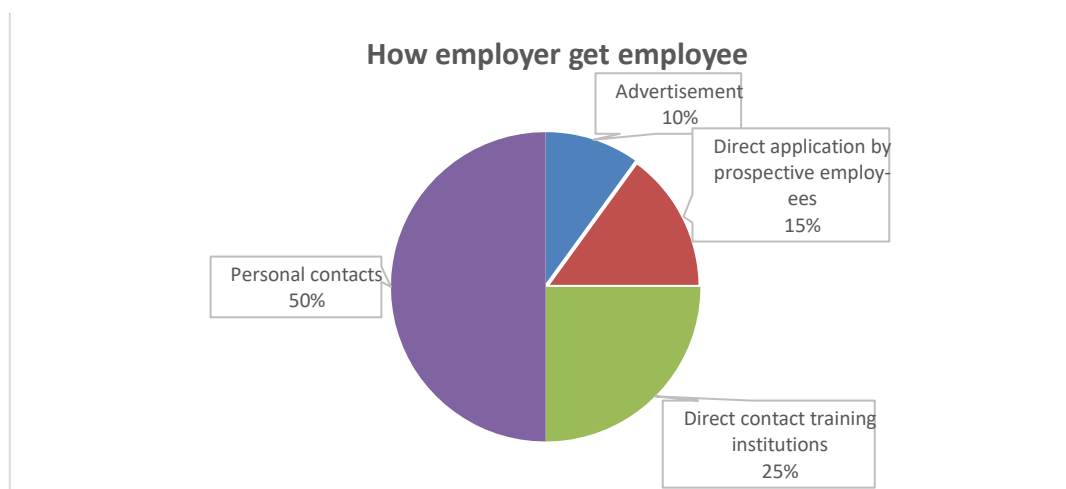


Figure 22: How does employer get employees

The figure illustrates how employers recruit their employees. According to the results, 50% of employees are hired through personal contacts, while only 10% secure jobs through advertisements, likely due to the nature of these jobs not being widely advertised. Additionally, 25% of employees are recruited directly through contacts with training institutes, and 15% are hired through direct applications from prospective employees.

Most employers expressed a preference for candidates who are well-equipped with practical skills, recommending that practical training be a core focus during vocational programs, especially considering the shorter training durations. Employers also highlighted the importance of additional skills, such as soft skills, with customer care being highly valued in the market.

To gather further insights, employers were asked to provide feedback on the job performance of YES graduates. Their responses are summarized below.

- The graduates are hard-working and committed
- The graduates are willing and eager to learn
- The graduates have highly developed practical trade skills
- The graduates can work independently
- The graduates have thorough theoretical trade knowledge
- The overall performance of the graduates is satisfactory

Based on that results 100% of employers were interested in hiring more graduates in the future.

4. RECOMMENDATION, CHALLENGES AND CONCLUSION

4.1. CHALLENGES ENCOUNTERED DURING THE TRACER STUDY

- Difficulty in reaching some of the youth sampled for interviews. As a solution, interviews were conducted with available graduates.
- Some graduates concealed or provided false information during the interview, particularly regarding their income, due to the belief that they might receive assistance from the project.

4.2. RECOMMENDATION

- **Increase training duration** for certain occupations such as food production, tailoring, and mechanics. Currently, training is conducted over three months (two months of theory and one month of practical work), which is insufficient to exhaust all the skills.
- **Provide startup kits** to trainees who have completed the program and face challenges in obtaining tools like sewing machines. The project could purchase a few machines to be stationed in a central location, allowing graduates to use them for a few months before securing employment or starting their businesses.
- **Increase the number of trainers** in institutes with large class sizes. For classes exceeding 35 trainees per batch, additional trainers would help maintain teaching standards and ensure each class meets the ideal ratio of trainees to trainers.
- **Emphasize practical training**, given the short training periods. More hands-on experience and less theory will help trainees absorb key skills more effectively. For instance, those trained by local artisans tend to learn more quickly by practicing.
- **Revise the standardized curriculum** used by training providers to reflect current market demands. Occupations like hairdressing, tailoring, and carpentry undergo frequent changes, and the curriculum should stay updated accordingly.
- **Ensure trainee safety** during practical sessions and field placements by providing appropriate safety gear according to the occupation.
- Contract **VETA-certified institutes** to employ competent trainers with TVET-approved levels instead of immediately hiring YES project graduates who have just completed their training to some of the training providers.
- **Facilitate connections between youth and employers** to improve employment prospects.
- The project should **collaborate with local authorities**, such as community development officers, to help graduates form groups and apply for loans.
- **Expose graduates to opportunities** for continuous improvement and increased income generation.
- Reevaluate the **criteria for selecting beneficiaries** to ensure the most suitable youth are chosen for the program.

- **Certificates should be issued immediately** after graduation by training providers to ensure prompt recognition of qualifications.
- To assist graduates in securing capital, the project should continue to organize **business competitions**, prioritizing YES graduates for each phase.
- The project should continue using **peer-to-peer training** and local artisans in areas where TVET training providers are unavailable to reach more youth within their communities

4.3. CONCLUSION

Overall, the YES project phase II has demonstrated successful outcomes in its two years of implementation. Despite using a small sample size for the tracer study, the results provide valuable insights into how the project is on track to meet its overall objectives. The sampled graduates represent a range of occupations based on the number of youths reached through the training. These survey findings highlight the progress of the project in various areas.

The tracer study confirms that 74% of trainees have experienced an increase in income, indicating that the training effectively supports youth in securing self-employment and wage employment. For instance, prior to training, 23% of graduates had no income, but this figure dropped by 13%, leaving only 10% of graduates with no income. The rise in income has also led to an improvement in the graduates' overall quality of life.

Furthermore, the quality of work among graduates has significantly improved. Some youth had been working before the training, but their work was not recognized as professional. After completing the program, the quality of their work improved, allowing them to earn enough income to support a reasonable living standard.

The tracer study supports this, with 89% of graduates expressing satisfaction with their current employment. However, despite this satisfaction, challenges persist. Wage-employed graduates report low wages and long hours, while self-employed graduates struggle with securing startup kits and capital.

In conclusion, the results show that youth can make a positive impact on their own lives and their communities with the right support in areas such as startup kits and capital. When designing future projects, it is important to consider the sustainability of the benefits provided to youth after the initial support is delivered.