TANZANIA YOUTH SCHOLARS

a YOUTH:WORK program

FINAL REPORT: TANZANIA YOUTH SCHOLARS

May 16, 2011 - May 15, 2016

Cooperative Agreement No: 621-A-00-11-00016-00

USAID FROM THE AMERICAN PEOPLE

international youth foundation

ACRONYMS

CAMA	Camfed alumni association
CBO	Community Based Organization
CDC	Community Development Committee
CDO	Community Development Officers
DED	District Executive Directors
DEO	District Education Officers
DSM	Dar es Salaam
DSW	Department of Social Welfare
EET	Entrepreneurship Education Training
IYF	International Youth Foundation
LGAs	Local Government Authorities
MBW	My Better World
MoHSW	Ministry of Health and Social Welfare
MoEVT	Ministry of Education and Vocational Training
MIYC	Ministry of Information, Youth, Culture, and Sports
MOLE	Ministry of Labour and Employment
MVCC	Most Vulnerable Children Committees
NGO	Non-governmental Organization
PEPFAR	President's Emergency Plan for AIDS Relief
OVC	Orphans and Vulnerable Children
PfL	Planning for Life
PSE	Planning for School Excellence
PSG	Parent Support Group
REPSSI	Regional Psychosocial Support Initiative
SRH	Sexual and Reproductive Health
STIs	Sexually Transmitted Infections
SWO	Social Welfare Officer
TYS	Tanzania Youth Scholars
USAID	United States Agency for International Development
YDO	Youth Development Officer

1.0 PROGRAM SUMMARY

The Tanzania Youth Scholars (TYS) program is a five-year initiative implemented by the International Youth Foundation (IYF) and funded by USAID through IYF's Youth:Work Leader with Associate award. The program began on May 16, 2011 and closed on May 15, 2016. IYF worked in partnership with Tanzanian organizations, Camfed and Vocational Education and Training Authority (VETA), as well as the Government of Tanzania's Ministry of Health and Social Welfare (MoHSW) to identify most vulnerable children (MVC) and support them during their transition from school to work. The Tanzanian MoHSW uses the term MVC to describe the TYS beneficiary population, yet in this report we will use orphans and vulnerable children (OVC) for consistency with USAID/PEPFAR reporting practices. The goal of the TYS program was to increase access to quality vocational and entrepreneurship training and secondary education opportunities for 1,800 OVC ages 14-24, along with other support to create economic opportunities for youth. One key aspect is that the TYS partners integrated life skills training to improve young people's ability to lead healthy and productive lives. The program was directly linked to the PEPFAR goal to provide care and support to people affected by HIV/AIDS.

TYS closed in May 2016 having met, and in some cases exceeded, most of its targets. TYS partners reached 1,826 OVC over the five years: 1,526 trainees in VETA and 300 secondary school students. All TYS youth received career guidance, 98 percent received life skills training, 81 percent demonstrated knowledge gains in life skills, 89 percent completed their courses, and 40 percent of VETA graduates were working six months after the training. The status of each indicator is presented in Annex B and is detailed in the narrative sections below.

Key Program Accomplishments

- 89% graduation rate
- 81% showed knowledge gains in life skills and reproductive health
- Of those who completed the vocational training program:
  - 79% placed in internships
  - 63% of 2015 graduates were working after six months
  - 90% job satisfaction rate for all working graduates

1.1 Area of Coverage

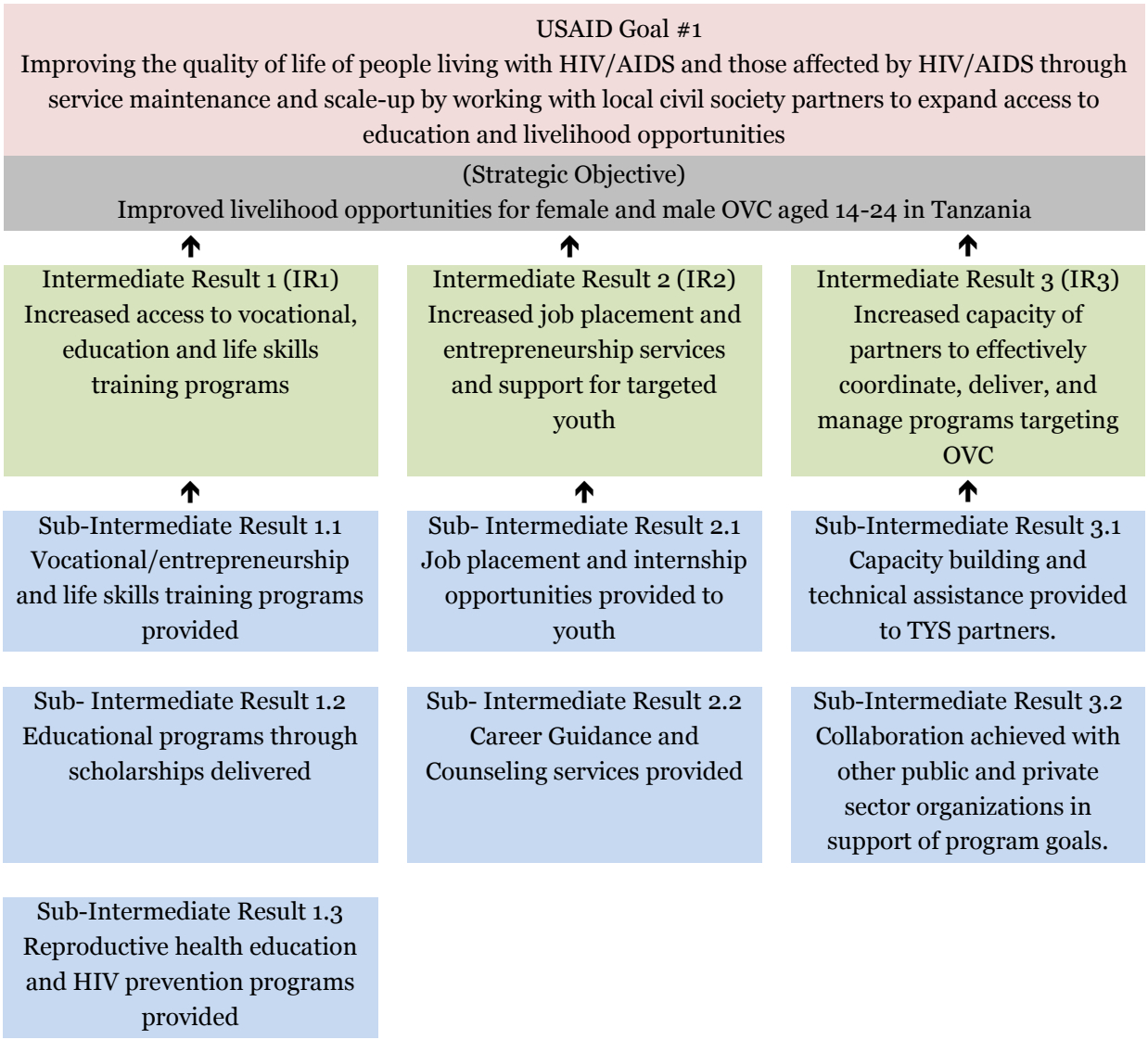
The TYS program targeted OVC in 18 districts located in nine regions of Tanzania. More specifically, TYS was working with Camfed in three districts and two regions and with VETA in 15 districts and six regions. The criteria for selecting the districts were based on USAID priorities, TYS partners' geographic areas of operation, and number of OVC. Please refer to Annex A for a detailed list of the districts and regions where the program was implemented.

As noted in the FY13 Q1 report, TYS program activities in Songea and Mbeya were suspended in March 2013 due to the termination of IYF's sub-award agreement with Kiwohede as a result of poor performance. However, program activities in these two districts resumed during FY14 Q2, following USAID's approval of the modified Program Description, which transferred program implementation to VETA centers in these two areas.

1.2 Target Beneficiaries

The TYS program targeted 1,800 OVC aged 14-24 years. The beneficiary selection process was conducted using the national OVC Database Management System (DMS) and a community-based approached approved by the MoHSW. TYS scholarship eligibility and final selection was done in close collaboration with district offices and Most Vulnerable Children Committees (MVCC).

1.3 Monitoring Indicators



1.4 Reporting Period

This final report, which covers the entire five years of the program, provides a summary of activities conducted and key issues faced during the program implementation, including accomplishments, challenges encountered, and final output and outcome indicators.

2.0 IMPLEMENTATION SUMMARY

2.1 Activities

A. Overview of Activities during Q3

During the last quarter of the program (April – mid-May 2016), activities focused on three main aspects:

a) Monitoring and Evaluation (M&E): IYF conducted field visits to project sites in Kigoma, Mtwara, Mbeya, and Songea in order to conduct stakeholder interviews and administer ex-post surveys with the four centers that graduated TYS trainees in October 2015. These trips were also an opportunity to discuss lessons learned and best practices that the centers will continue to adopt with the center leadership and program staff. Following these trips, IYF aggregated and analyzed all the program data.
b) IYF finalized the case study that captures the TYS experience and highlights key lessons learned.
c) IYF officially closed the grants to VETA and Camfed, working closely with their headquarter staff.

B. Overview of Activities during Entire Program

Over the course of the program, IYF and partners provided scholarships and support to 1,826 OVC. The TYS program had two components: vocational training with the Tanzanian government's Vocational Education and Training Authority (VETA) and secondary education with the Campaign for Female Education (Camfed).

❖ Employability Component

The vocational training component was implemented by seven VETA centers and FDC Kiwanda. It should be noted that during Year 1, IYF also worked with two Kiwohede centers. More information is provided on this below. TYS youth received training through short (three to six months) or long (two to three years) training programs at the VETA centers. Project beneficiaries received support to complement the vocational training and better equip trainees, including entrepreneurship and life skills training.

Kiwohede trained 129 youth beneficiaries, but during the first year of collaboration, IYF was very concerned about the quality of the training program and Kiwohede's compliance with IYF's grant agreement, following a site visit in October 2012. IYF kept AOR Laura Kikuli informed of the challenges faced and efforts made to redress the situation. However, despite IYF's continued efforts to work with Kiwohede and the development of a plan, IYF was forced to terminate the grant agreement and thus partnership with Kiwohede. At that time, planned activities and remaining beneficiary targets under the Kiwohede project were transferred to two VETA centers in Mbeya and Songea.

The TYS program provided financial support to allow OVC to access training. The financial support covered training fees, transportation to and from the training center, and housing at the centers' dormitories for trainees who lived far away. Matrons and patrons at these dormitories provided psychosocial support and monitored young people's wellbeing.

Recruitment and Selection and of OVC

IYF's implementing partners used the Government of Tanzania's Database Management System (DMS) for selecting the beneficiaries. All identified OVC are registered in the DMS, which includes personal information on each registrant as well as the type of support they require such as food, shelter, education or health. IYF supported the VETA centers to recruit and select OVC to take part in the program by facilitating their collaboration with the Local Government Authorities (LGAs) through the involvement of Social Welfare Officers (SWOs) at each district council. The SWOs were responsible for identifying the OVC in their districts and confirming their status as well as maintaining the DMS as directed by the Ministry of Health and Social Welfare (MoHSW) under Department of Social Welfare (DSW).

In some of the districts such as Mwanza, Mtwara, Mbeya, and Songea, the DMS was not updated regularly and/or the data were not easily searchable. As a result, the partners identified OVC by involving the Most Vulnerable Children Committees (MVCCs) at the village, ward, and council levels. The MVCCs are the community structures established by the local governments to identify OVC and coordinate the delivery of services to this group. VETA also collaborated with other USAID partners that conducted the identification exercise using the same criteria designed by MoHSW (see Stakeholder Engagement for more information).

Selection of courses to be offered to trainees

IYF worked with VETA centers to select the long and short courses to be offered to TYS beneficiaries, based on the labor market demand and each centers' trades offered. IYF supported each center's leadership to assess the availability of trainers, relevance of the curriculum and training time to ensure young people received sufficient training. Courses included: plumbing, welding and fabrication, carpentry, masonry, electrical installation, motor vehicle mechanics and driving, office machine mechanics, hair dressing, hotel management, food production, tailoring and hair dressing.

Strengthening of Training Programs and Inclusion of Support Services

As noted above, IYF worked with the VETA centers to strengthen their training programs to include the following key elements:

- Career guidance - Career guidance was provided during the orientation period to TYS trainees who enrolled at VETA centers. These sessions assisted youth in identifying courses that best met their interest and skill sets, as well as orienting them on the course requirements. Informing young people of the opportunities for employment in the formal sector and self-employment once they graduate was also part of these sessions. VETA trainers fled these sessions during which they also shared what the youth should expect from VETA and the program. Parents or guardians and local leaders such as Social Welfare Officers (SWOs), ward leaders, and Youth Development Officers (YDOs) were also engaged in these sessions so that they would have ownership of the project and build relationships with the youth. TYS partners also used these opportunity to assess the young people's readiness to commitment to the training as well as their reading and writing abilities.

- Vocational training - TYS beneficiaries were eligible to participate in either long or short courses. Youth who enrolled in the long-course training program began classes in January 2012 for two or three years. The youth in the long-course training program were enrolled at five VETA centers: Dar es Salaam, Kigoma, Mtwara, Mwanza and Tanga. It should be noted that the long-course training at FDC Kiwanda started later - in July 2012 – due to finalization of the partnership. More detail on the process was shared at the time with USAID through one of the quarterly reports.

  The short-course training programs began in May 2012 and ranged in duration from three to six months. The only exception was the first cohort which participated in six to eight week courses. However, based on this experience, IYF and VETA determined that short courses needed to be extended to effectively deliver the technical training and support services. Likewise, internships were also incorporated into the short-course cycle, which was previously only offered to long-course trainees at VETA.

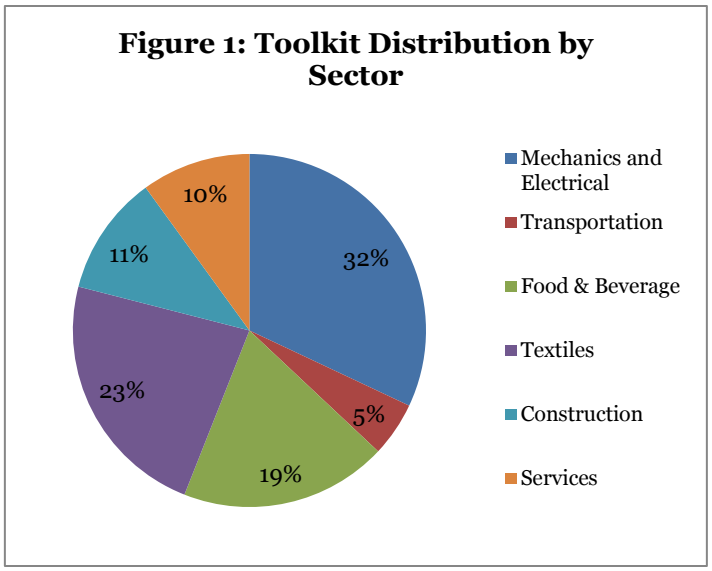
- Life skills - Life skills training was provided to help TYS beneficiaries lead healthy lives and acquire soft skills that are required by employers. VETA used their life skills curriculum, which included topics such as communication, interpersonal skills, personal values, Sexually Transmitted Infections (STIs) and substance abuse. Prior to TYS, VETA only delivered life skills to long-course trainees; however, through TYS, IYF ensured that life skills were provided to the short-course trainees as well. The provision of life skills varied by center, with some providing these skills during the first two weeks, while others interspersed life skills sessions throughout the duration of the training program.

  Twenty trainers from VETA, Kiwohede, and Camfed were trained on how to deliver reproductive health lessons using IYF's *Planning for Life* (PfL) curriculum, a 10-lesson reproductive health and life skills curriculum with supplemental materials that was developed in partnership with USAID. The Planning for Life curriculum can be accessed here: *Reproductive Health Lessons: A Supplemental Curriculum for Young People*. Representatives from VETA and Camfed assisted IYF in adapting the curriculum to the Tanzanian context, and this version is available in both English and Kiswahili at the link provided. Copies were printed and shared with VETA and Camfed as an additional tool for complementing the quality and delivery of life skills training. Additionally, IYF shared the curriculum with VETA as reference material and to further enhance their life skills training with additional topics such as puberty, reproductive review, teenage pregnancy and contraception.

- Entrepreneurship training - All TYS trainees, whether enrolled in long or short courses, received entrepreneurship training. The training used VETA's entrepreneurship curriculum known as *Entrepreneurship Education Training* (EET) covering lessons such as: what is entrepreneurship; the characteristics of being an entrepreneur; selecting feasible business ideas; introduction to the market; customer care; developing simple business plans; and securing financing to start a business. While the EET curriculum was designed for long courses training, TYS worked with VETA to select lessons to be delivered to the short-course trainees so that the trainees would be equipped with basic knowledge and skills necessary for starting their own business.

  Following an entrepreneurship conference IYF held in Dar es Salaam on June 3-4, 2014 titled "*Youth Entrepreneurship: Promoting Job Growth in Africa*", in which several center representatives participated, IYF conducted a one-day entrepreneurship workshop for the TYS partners to reflect on their entrepreneurship program and identify ways to strengthen it.

- Toolkits – Given that self-employment can be a viable option for young people, and to support young entrepreneurs in starting their small business, TYS provided additional support to beneficiaries pursuing this option in the form of entrepreneurship "toolkits." Upon completing their training courses, youth could form small groups and apply to receive the tools needed for their selected trade to kick-start their income-generating activities. Initially, TYS offered these awards to only the top 10 percent of TYS trainees from each training cycle. However, in order to ensure that a greater number of youth had access to the tools and to better position the businesses to start activities, the process was opened to all TYS trainees to apply in groups. For the groups to qualify, they had to i) form a group of at least two trainees; ii) write a business proposal; and iii) write a group constitution. Figure 1 shows the percentage of youth groups who were awarded toolkits by the type of business they started. Over the course of the TYS program, a total of 72 groups comprised of 392 graduates were awarded toolkits in all the VETA centers in TYS.



- Psychosocial Support - TYS recognized that many of the beneficiaries had a great need for emotional and social support given their health status and/or the many challenges they face (economic, family, etc.). As a result, IYF worked with the VETA centers to integrate psychosocial support (PSS) for the TYS beneficiaries. IYF, in collaboration with the Regional Psychosocial Support Initiative (REPSSI), conducted a five-day Psychosocial Support workshop to train the matrons and patrons in the TYS VETA centers in May 2013. These matrons and patrons were responsible for providing PSS services to the youth, which included counselling and regular follow-up to discuss problems that trainees face at home or at VETA. Throughout the program, youth benefited from PSS which led to improvements on a range of aspects including retention, behavior change, and a more positive outlook. In FDC Kiwanda in Tanga, young women reported being able to freely communicate their problems, e.g., abuse and family challenges, and young men were counseled on negative behaviors, e.g., smoking and truancy. Some of these trainees at FDC Kiwanda went on to start a youth program to educate other youth within and outside the center.

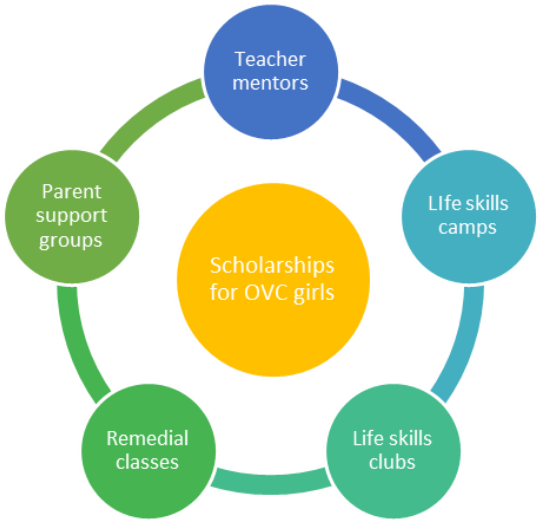
- Internship and Job Placement Support - After the coursework, VETA centers placed TYS trainees in internships for up to two months to provide practical work experience relevant to their trades. Prior to TYS, internship placement at the VETA centers were only available for trainees in the long courses and in few short courses such as Hotel Management; however, TYS strove to provide all trainees an opportunity to have an internship. VETA encountered challenges in securing internships for all trainees due to limited availability of established companies, high demands from some employers, and the limited relationships VETA centers had with the private sector. IYF conducted a capacity

building workshop in the third year to improve VETA's approach and implementation of internship and job placement services. By the close of TYS, a total of 1,206 trainees (79 percent) had been placed in internships.

In addition to gaining practical work experience, the internships benefitted trainees by building their networks for future employment, as many graduates were able to transition into employment at their place of internship or use their contacts to support starting their own business.

❖ Education Component

Working with Camfed, the education component focused on ensuring that young girls had access to secondary education. From January 2012 through November 2015, TYS enrolled 300 vulnerable girls in secondary schools in three rural districts. With support from IYF, Camfed delivered a package of critical financial, educational, and psychosocial support.



Selection of TYS beneficiaries

Camfed started project implementation by introducing the project to local government authorities at the project sites in Kilolo, Iringa, and Rufiji districts. The local government officials included District Executive Directors (DED), District Education Officers (DEO), Community Development Officers (CDO), and SWOs. Camfed also engaged Community Development Committees (CDC), which they had helped set up and which were comprised of NGO and CBO representatives.

Through TYS, Camfed supported girl beneficiaries, ages 14 to 18, who were eligible to enroll in secondary school after passing the primary school national examination. After obtaining the lists of the selected young women from the schools, Camfed verified these lists with the DMS, the electronic MVC database at the districts or by using the MVC registries, which are completed by the SWOs. Camfed then verified the lists at the household-level by engaging the CDCs, village and ward executive officers, as well as MVCCs. In total, 300 girls were selected to receive scholarship support in 60 secondary schools across the three districts.

Supporting girls to attend school

The financial support provided to the girls covered school fees, uniforms, school supplies, and lodging. In addition, these young women – as all Camfed beneficiaries - were supported by community institutions that significantly increased the students' likelihood to succeed in school.

Teacher mentors

Teacher mentors are Camfed-trained teachers in each partner school who volunteer to serve as counsellors. In this role, they provided critical psychosocial and emotional support, monitored student attendance and performance, and taught life skills, reproductive health and HIV/AIDS. Teacher mentors

were also committed to mobilizing the communities to support girls' education and guarantee girls' safety and protection beyond the school day.

Life skills

The TYS students benefited from life skills lessons that were provided following life skills camps conducted by Camfed in collaboration with IYF in June 2013 in the three project districts. A total of 269 TYS students and 60 teacher mentors attended the camps. In each district, the camp was conducted during three days and covered topics such as values, self-awareness, effective communication, interpersonal relationships, peer pressure management, stress management, sexual reproductive health, HIV/AIDS, gender based violence, and setting career goals. Camfed also invited members of their alumni network, CAMA, to inspire the girls by sharing their life experiences and the strategies they used to overcome their challenges and hardships.

Following their participation at the camps, students and their teacher mentors shared the camp learnings with their school administration and facilitated the establishment of a life skills club at each school. Each life skills club had 30-60 members and met once a week to conduct life skills and reproductive health peer education as well as work on other initiatives such as starting income generating activities and conducting volunteer work in their school or community. The clubs were led by TYS beneficiaries and guided by teacher mentors but they were open to all students in the schools, including boys. At the end of the school term in 2015, 58 clubs (in 58 schools) were fully active. At the remaining two schools, the teacher mentors were transitioning schools, which affected the clubs.

In June 2014, Camfed, in collaboration with IYF, conducted life skills refresher trainings in all three districts. These refresher trainings involved TYS students' representatives from each school, teacher mentors, learner guides (who were responsible for Camfed's life skills program called *My Better World* (MBW)), and CDC members' representatives. Camfed's learner guides are peer mentors who have come from a similar background as Camfed students. The objective of involving the CDCs and learner guides was to enable them to explore creative ways to integrate the MBW program into the life skills clubs. The refresher trainings provided a forum for girls to discuss and address social and educational issues such as teenage pregnancy, gender discrimination, and sexual harassment. In addition, it provided an opportunity for the students to assess the progress of the life skills clubs as well as enable the girls to develop plans to improve their academic performance, in preparation for Form IV national examinations.

Parent Support Groups (PSGs)

At the schools, Camfed staff encouraged and organized the parents to provide financial and in-kind support for school meals so that all students received a hot meal during the day. To provide this support, the parents formed Parent Support Groups (PSGs) that developed income-generating activities and planted small gardens that provided food for the schools. The PSGs also worked together to track students at risk of dropping out and encourage them to stay in school, as well as advocated for the students' safety and security.

Remedial classes

TYS provided additional funding for remedial classes, which took place for one to two hours at the end of each school day and were open to all students at the school. This support was deemed critical to assist the project beneficiaries who needed additional instruction to succeed in class and pass the national exams at the end of Form II and Form IV.

1.2 Achievements by Indicator

IYF worked with the partners to ensure sound monitoring of activities and make necessary adjustments based on the learnings. While dropouts were a challenge throughout the program, concerted efforts were undertaken during the implementation to increase retention and reduce the dropout rate. These efforts proved successful as 89 percent of all TYS beneficiaries completed their program.

For youth who went through the training programs, TYS administered baseline surveys to all project beneficiaries and surveyed a sample through ex-post surveys with graduates six months after completion of their courses. In total, 841 (55 percent) of the graduates were surveyed, of which 40 percent secured either self-employment or salary employment.

Throughout the project, sixteen key indicators for the three intermediate results were tracked. Below is an analysis of the results. In addition, a summary of the results are presented in Annex B.

IR1: Increased Access to vocational, educational and life skills training programs.

IR 1.1 Vocational, entrepreneurship and life skills training programs provided

TYS exceeded the target of 1,500 by enrolling a total of 1,526 OVC in the vocational training courses. Looking at the sectors the TYS graduates enrolled in, this reflects the tendencies for men and women to enroll in sectors which are still traditionally associated with their gender. That being said, it is a positive sign that some young women –albeit a small number - did enroll in traditionally male-dominated areas such as mechanics & electrical, construction and transportation. Figures 2 and 3 illustrate the difference in enrollment between TYS young women and men by sector.

Figure 2: Enrollment by Sector, Female

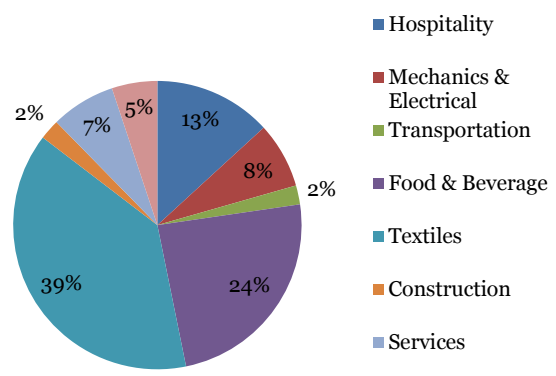
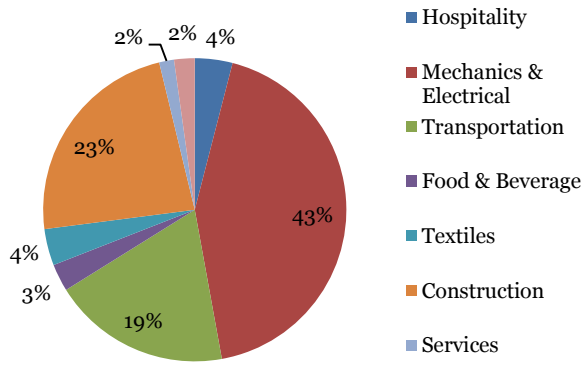


Figure 3: Enrollment by Sector, Male



Overall, 95 percent of short-course trainees and 64 percent of the long-course trainees graduated. The higher dropout rate among the long-course trainees reflects the challenges OVC face to remain in a training program for an extended period as there is often an urgent need for them to secure income in order to meet their basic needs, and often those of their families, in the short, if not immediate term. Other factors that contribute to the dropout rate are having to move and teenage pregnancy.

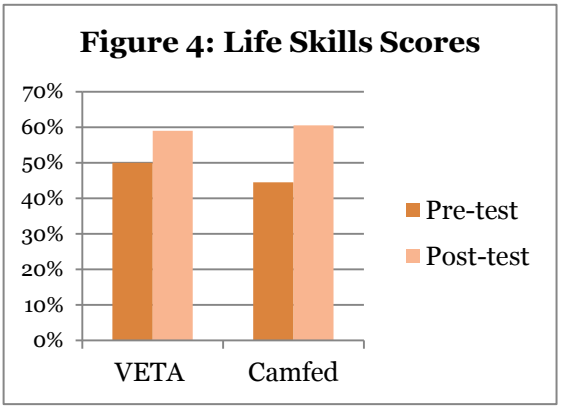
IR 1.2 Educational programs through scholarships delivered

TYS enrolled the target number of 300 secondary school students. While the enrollment target was met, 77 percent completed the four years of schooling, with 231 graduating in November 2015; eight continuing their studies after repeating a year, and; 61 having dropped out. The reasons for the students dropping out were: no longer reporting to school (28 students), pregnancy (26 students), changing schools or moving village (six students), and prolonged illness (one student). While Camfed was not able to establish contact with the 28 students who no longer reported to school, they believe pregnancy is one of the primary reasons. As the dropout rate increased over the initial years (as the girls got older), IYF worked with Camfed to implemented strategies to redress the situation and reduce the rate, including involving the parents and teachers. As a result, dropouts were reduced by half in 2015. While retention was a continual challenge, the 23 percent dropout for secondary school girls over the course of four years compares favorably with the a study by UNICEF which showed a 38 percent dropout rate over the same schooling period.[1] Likewise, the fact that many girls left school due to pregnancy is a challenge that is reflected across the country as 40 percent of girls are bearing children by age 18 and one in six girls, ages 15 to 19, is married.[2]

Out of the 231 girls who were eligible to take the Form IV national examination, 156 received an aggregate score indicating that they passed their exams. The scores are awarded in divisions, with the division I being the best score and division IV being the lowest passing score. TYS students who passed received division II, III, or IV, the majority of which (130 students) received division IV; 66 students did not pass; seven missed the exam; and two were awaiting for their results to be released due to administrative challenges. It should be noted that the students from the districts of Iringa and Kilolo outperformed the students from the district of Rufiji on the exam. Camfed noted that students who attend school in Rufiji are from more economically disadvantaged communities and thus face additional barriers to education that may contribute to the lower exam scores. Camfed further noted that these schools are less likely to have boarding rooms and girls have to walk longer distances to attend school.

IR 1.3 Reproductive Health Education and HIV Prevention Programs Provided

Virtually all of the beneficiaries (98 percent) were trained in life skills and reproductive health including HIV prevention, and 81 percent of the beneficiaries demonstrated improved knowledge on life skills based on the pre- and post-tests that were administered. Figure 4 indicates the change in the score for all Camfed students and VETA trainees. Life skills classes were often the first exposure the project beneficiaries had to many health and hygiene concepts. In interviews that IYF conducted, graduates pointed out that the session on self-awareness, during which they identified their personal goals, was particularly impactful.



It is important to note that, based on IYF's extensive work on life skills, which includes the use of pre and post tests, young people tend to over-estimate their understanding of an issue/topic and that following exposures to the issue/lessons, realize that their initial

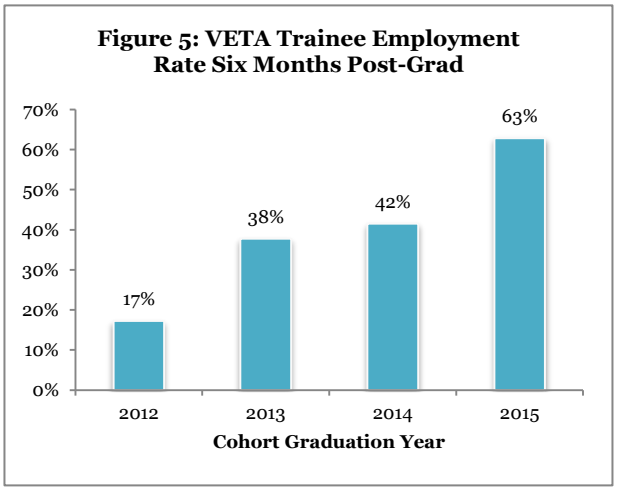
[1] UNICEF, *Adolescence in Tanzania*, 2011, Dar es Salaam, Tanzania, p. 22.
[2] UNICEF, *Adolescence in Tanzania*, 2011, Dar es Salaam, Tanzania, p. 4.

assessment during the pre-test was inaccurate. This may help explain the fact that the difference between pre and post test scores while important is not large.

IR 2: Increased job placement and entrepreneurship services and support for targeted youth

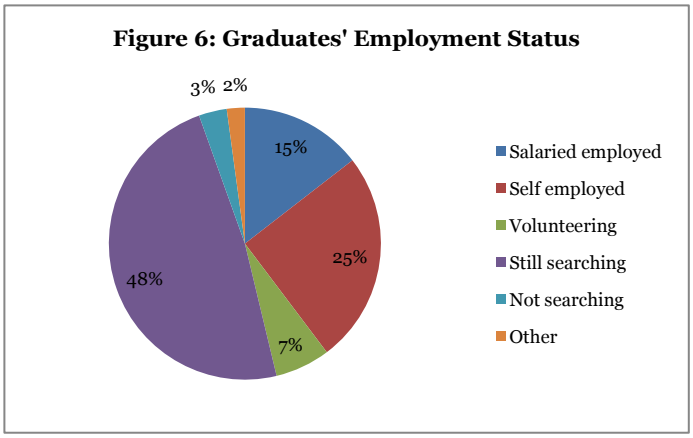
IR 2.1 Job placement and entrepreneurship opportunities provided to youth

As noted previously, across all the VETA centers, 79 percent of trainees were placed in internships after completion of the class training. The average internship lasted two months, though some youth received extensions from their employers. In the interviews, youth credited the internships as having a positive impact on their employment status or prospects. This assessment was reflected in the survey results. Of the trainees who did not have an internship, only 26 percent were employed at ex-post, compared to 41 percent who did complete an internship.

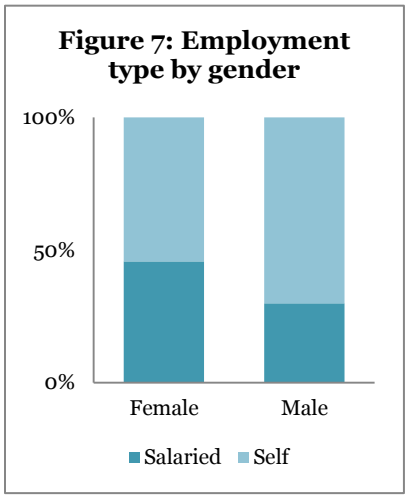


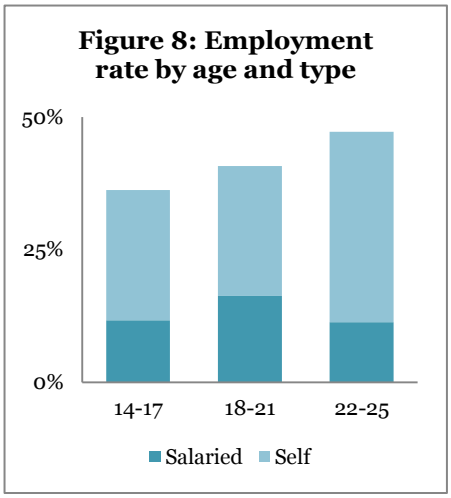
Over the course of TYS, 40 percent of surveyed graduates were employed six months after completing the program. While this falls short of the 50 percent project goal, TYS partners showed clear and continuous improvements, with the employment rate steadily increasing every year, as seen in Figure 5. Technical support from IYF combined with VETA's increased focus on internships and job placement; improved trainee and stakeholders engagement to mitigate dropouts; and support provided to trainees in areas such as psychosocial and life skills, are factors that contributed to this increase.

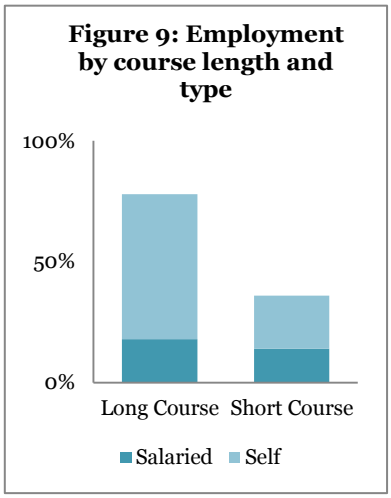
While the ex-post surveys focused on the employment status at the six-month mark, a deeper analysis of the employment data reveals valuable lessons from TYS. TYS VETA graduates were more likely to be self-employed than have salaried employment (see Figure 6). This reflects, in part, the limited absorption capacity of the formal job market in many of the regions, compelling young men and women to explore self-employment options. Of those who were not employed at the time of the surveys, the majority were still actively seeking employment or self-employment opportunities and seven percent were volunteering; only three percent had stopped searching for employment. This highlights that for the youth who are still seeking employment their participation in the program has also had a positive impact on their outlook. This is further corroborated by the interviews IYF conducted with TYS graduates who when asked what they were doing before enrolling in the project, frequently stated that they were sitting at home.



Looking at the gender breakdown in Figure 7, young men were much more likely to be self-employed. Interviews conducted with the youth highlight the reasons. One reason is that young women were more likely than young men to look for the security of salaried employment. In addition, the sectors that offer salaried employment are often those that are more attractive to females such as hospitality, while the sectors that were more attractive to males, such as construction, provided many opportunities for self-employment.



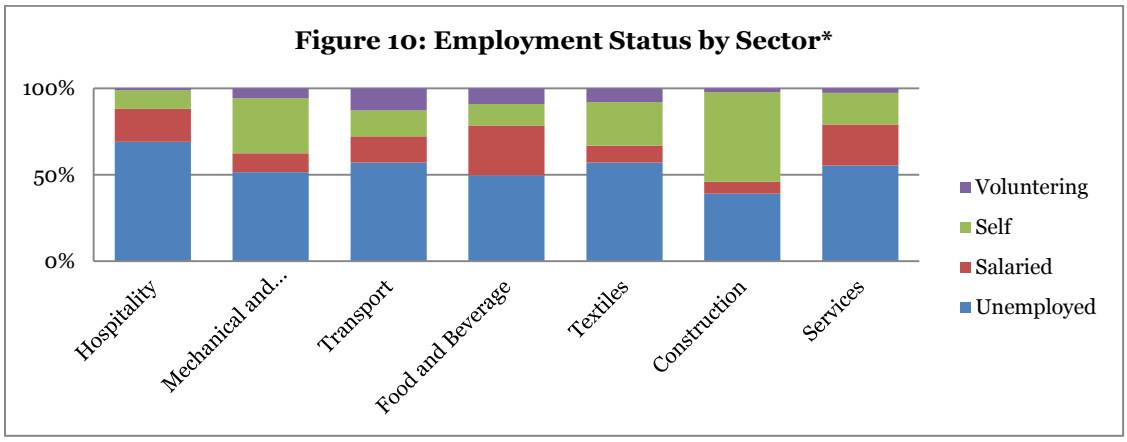




As expected, age played a role as older graduates were more likely to be employed, primarily through self-employment as seen in Figure 8. Feedback from focus groups and results from interviews highlight the challenges young people had, especially those under 18, in establishing their own businesses.

An interesting aspect is the duration of the courses, as seen in Figure 9. While long courses had a much higher dropout rate, if trainees were able to complete the training program, they were more likely to be working, primarily through self-employment.

Employment opportunities varied by sectors. As highlighted in Figure 10, most of the TYS graduates were employed in the Construction and Food & Beverage sectors. Women were employed primarily in Food & Beverage and Hospitality while men were in Construction, Mechanics & Electrical, and Transportation.

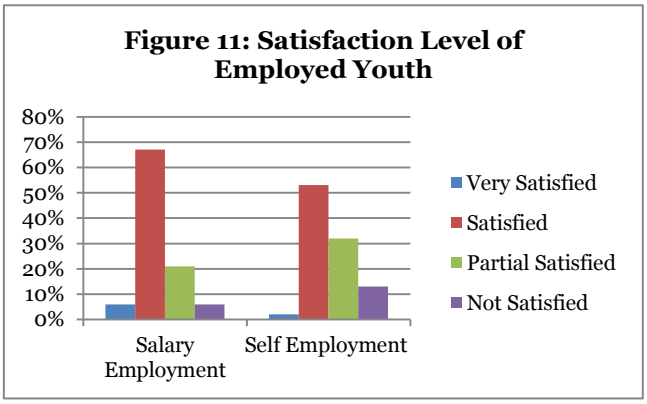


*The sectors are those in which the graduates were trained.

IR 2.2 Career guidance and counseling services provided

All TYS beneficiaries who enrolled in vocational training received career guidance. This was critical in allowing these young people to assess their interest, determine the technical areas to focus on, better understand career opportunities and define their career path.

While some trainees changed the focus of their course during training, most pursued the area they had selected. Of the youth who were employed six-months after graduating, 95 percent were working in the sector which they had studied. Figure 11 shows that job satisfaction was high overall, and that it was higher among those in salaried employment.



IR3: Increased capacity of partners to effectively coordinate, deliver and manage programs targeting OVC

Strengthening the capacity of IYF's implementing partners has been crucial to successfully carrying out the TYS program. Regular communication with the training centers and secondary schools through monitoring visits, follow-up meetings and workshops ensured effective program management and grant compliance. Over the course of the program, IYF delivered 14 workshops on issues ranging from M&E to internships and job placement; IYF sponsored partner representatives to attend a entrepreneurship conference in Dar es Salaam in June 2015 titled "*Youth Entrepreneurship: Promoting Job Growth in Africa*", and; IYF held five annual partners meetings to share best practices, discuss challenges, identify solutions and gather lessons learned. In addition, through USAID's support, IYF collaborated closely with Measure Evaluation in 2013 to conduct Data Quality Assessments (DQA). The assessments found that TYS generally performed well, and had a strong M&E plan and process in place. The DQA provided recommendations for improvement, particularly around better adherence to reporting, which IYF used to roll-out M&E trainings with partners. IYF also facilitated linkages with 20 stakeholder institutions and organizations. More details are presented below in the Stakeholder Engagement and Sustainability sections.

3.0 INTEGRATION OF CROSS-CUTTING ISSUES

3.1 Gender, Child Protection, and Psychosocial Support

Gender

TYS partners worked to provide equal opportunities to young women and men throughout the program. During the beneficiary selection, partners made efforts for gender equality by recruiting young women and men. During the course selection, young women tended to select courses in sectors that were traditionally female-dominated such as tailoring and food production, while young men were selecting

trades such as masonry, plumbing, carpentry, and welding that are traditionally male-oriented. IYF worked with partners to ensure career guidance was provided to the youth early on, during enrollment and orientation so that they could consider a wide range of training options, including those that are not traditionally associated with their gender. As seen in the previous section, young people enrolled in courses that still tended to be within traditional gender roles; but the efforts helped open doors to men and women who wanted to explore non-traditional jobs, and increased the centers' staff's capacity to be more effective in delivering career guidance. The life skills were also an opportunity for the staff to mainstream gender issues. Life skills included gender lessons that enabled young men and women to understand issues such as gender roles, gender stereotypes, and gender-based violence. Furthermore, as noted previously, matrons and patrons at each center provided support to the young men and women. However, prior to TYS, VETA centers often had either matrons or patrons (not both), so ensuring that both men and women available to the youth was an important and strategic decision.

Child Protection

Child protection or child safeguarding has been critical to the TYS program given the ages and profile of the beneficiaries. IYF staff attended child safeguarding training organized by USAID in 2012. Following the training, IYF developed a child protection policy, which has since been further developed and can be found in Annex C. IYF provided orientation to the partners on child protection issues that highlighted the importance of having a policy. While Camfed had its own child protection policy, VETA as an institution did not, and committed to developing such a policy. Throughout the program, Camfed, continued to integrate child protection issues by conducting training to all Camfed stakeholders in the community. In addition, TYS beneficiaries were trained on child protection issues during the life skills camps and the training continued through life skills clubs.

Psychosocial Support

Psychosocial support was mas made available for TYS beneficiaries given their difficult circumstances. These youth needed a great deal of counselling, guidance and continued support to address mental and emotional challenges, which could impede them from taking full advantage of the training program or schooling and ultimately curtail their success. Through the teacher mentors, Camfed provided this key support to the students, and VETA provided psychosocial support to the youth enrolled in the vocational training program through matrons and patrons.

4.0 STAKEHOLDER ENGAGEMENT /PARTICIPATION

IYF and its partners worked with relevant stakeholders including central government, local government authorities, NGOs and CBOs. The national government was involved in the official project launch and invited to attend the TYS Annual Partners' meetings. The national government was represented by the following ministries: Ministry of Health and Social Welfare (MoHSW), Ministry of Education and Vocational Training (MoEVT), Ministry of Information, Youth, Culture, and Sports (MIYC), and Ministry of Labor and Employment (MOLE).

Local government authorities were involved through district, municipal, and city councils in all the project sites. They played a critical role in mobilizing and selecting TYS beneficiaries as well as following up on those who dropped out or were at risk of dropping out. They also facilitated internship and job placements

to VETA trainees as well as provided guidance to the youth business groups. The Muheza District Council, for example, provided internships and employment to two young people and the Mbeya City Council provided internships to six youth. Financial contribution of 1,400,000 TShs was also provided by the Mkinga District to support trainees' examination costs at FDC Kiwanda.

In each TYS district, IYF engaged Social Welfare Officers (SWOs) and Youth Development Officers (YDOs) who are responsible for supporting OVC and youth. These officials were engaged in beneficiary selection and supporting youth businesses; they attended annual partner meetings, and; they were provided updates on project activities and results. The SWOs and YDOs are essential for sustainability of TYS activities.

TYS also collaborated with NGOs that were USAID implementing partners to assist with the process of identifying OVC in various regions through a project known as Pamoja Tuwalee. The USAID implementing partners included PACT, FHI360, and WEI. PACT collaborated with VETA Mwanza; FHI360 sub-grantees WAMATA and YAM collaborated with VETA Dar es Salaam; and WEI sub-grantee HOSPICE collaborated with VETA Tanga in the selection of beneficiaries in the Muheza district. The SWOs and USAID partners also informed OVC about the scholarship opportunity and coordinated the application process, including sending applicants to VETA for interviews.

As highlighted previously, parents and/or guardians of the youth beneficiaries were involved in the project in various ways. They were being consulted during the selection of beneficiaries and participated in the TYS orientations at VETA centers. The program stressed to them the critical role they have to play and the importance of their involvement in the success of the program. This included monitoring and following up with their children, ensuring their children's full participation in the project, covering some additional costs if needed, supporting the search for internships and job placement for the youth, and supporting youth business groups to secure space.

Camfed also involved stakeholders throughout their project implementation. Camfed stakeholders included the District Executive Directors, District Education Officers, SWOs, village and ward executives, school management committees, CDCs, teacher mentors, CAMA members, and parents/guardians. Government officials were active in ensuring the successful implementation of Camfed activities in cooperation with local communities, including providing follow-up and support on issues of attendance, performance, and retention. Parents and guardians and local communities were involved through the Planning for School Excellence (PSE) and Parent Support Group (PSG) structures. These programs played an important role in mobilizing their communities to identify and address challenges at their schools and participate actively as opportunities arise.

4.1 Public-Private Partnerships (PPP)

IYF and its implementing partners collaborated to develop and strengthen partnership with both public and private stakeholders in order to support the program and improve services to youth. As a result of the partnerships, the district, municipal, and city councils were able to provide youth with internships and job placements in some of their departments. They also agreed to mentor the youth groups and provide them with services such as follow-up visits to their business, more entrepreneurship training, and access to loans and grants. IYF developed a formal relationship with the company ARAMEX who provided

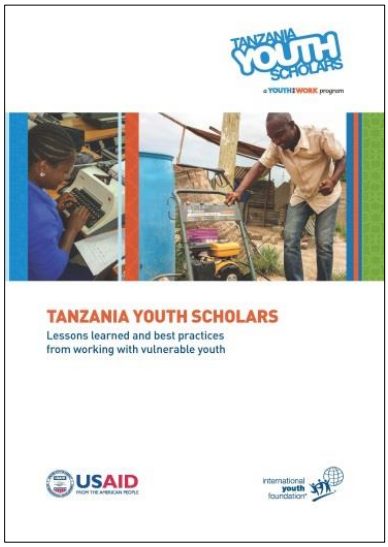
internships and employment to trainees who were in the driving, mechanics and computer courses. ARAMEX's Human Resources Manager, Ms. Jane Njagi, played an active role in providing motivational speeches to trainees at VETA Dar, and sharing information on job readiness and employers' expectations. ARAMEX developed a scholarship for OVC to study at VETA Dar, and six youth were awarded the scholarships and an internship at the company, with potential opportunities for employment. IYF also coordinated donation of four vehicles from USAID to VETA Dar and one vehicle each to VETA Songea and VETA Iringa to improve training on driving mechanics. The vehicles improved each center's quality of training by using more modern vehicles, and the additional resources led to increased enrollment for the motor vehicle courses. IYF will submit a separate report on the vehicle status as requested by USAID.

5.0 BEST PRACTICES AND LESSONS LEARNED

Throughout the course of the program, IYF monitored the project's implementing partners and provided critical capacity building support through training workshops, technical assistance, including during monitoring visits, mentorship/coaching of project staff and virtual support. Throughout the process, IYF captured lessons and developed best practices for improving project implementation. The TYS model and lessons learned were also captured in a case study, which is included in Annex D. Lessons identified in the case study include:

- Provide support services that respond to OVC needs
- Track and address the issue of dropout
- Implement a comprehensive and integrated approach for training
- Use interactive methodology
- Provide entrepreneurship "toolkits"
- Partner with the public and private sectors to link youth to services and opportunities
- Use data to track beneficiary progress and improve program approaches

Retention and consistent attendance of the TYS beneficiaries were challenges for both VETA and Camfed. Some beneficiaries lacked family support to help them meet some school needs that the project could not fully cover, such as meals. Other beneficiaries skipped classes or dropped out in order to find work and earn money to support themselves and their families. Given the poverty level of the families, many of them relied on the youth to provide for their basic needs. While other trainees dropped out due to prolonged sickness, some of them had psychological issues resulting from having sick parents, and some faced abuse and mistreatment from guardians who were taking care of them. Girls, on the other hand, had more challenges including pregnancy, which also led to early marriages.



IYF ensured support such as provision of life skills and sexual and reproductive health (SRH) training, psychosocial assistance, and remedial classes were provided so as to address the challenges. To make these interventions more effective, IYF conducted training workshops on life skills and SRH as well as psychosocial support in order to equip partners with increased knowledge and skills on how to deliver those programs effectively.

A key lesson learned relates to internships and job placement support for youth in the vocational training programs. While internship placements rate exceeded the target throughout the program, VETA centers did not have an established employer network and had not previously adequately prepared trainees for internships. In addition, job placement, in general, was not their priority area. To address these issues, IYF conducted a training workshop on internship and job placement services to VETA principals and other project staff. This training enabled VETA to understand the importance of providing comprehensive and integrated vocational training that includes job placement services.

Self-employment was the primary mode of employment for VETA graduates. IYF conducted entrepreneurship training workshops for VETA to enable them to critically assess their entrepreneurship training curriculum and ensure the training provided enables youth to become entrepreneurs and start their own business. The toolkit activity was successful, but there were several learnings over the course of the program. The groups experienced challenges in obtaining work spaces, maintaining the groups and managing competition. It was equally important to ensure youth groups have mentors and were linked to local district authorities and other institutions that provide such services to youth business groups.

6.0 SUSTAINABILITY

Throughout the program, IYF has been working with partners to strategize and identify ways in which TYS best practices can be sustained. Workshops, training sessions, annual partner meetings, regular communication, and frequent field visits were an essential component of the program to ensure IYF and partners developed and exchanged knowledge and skills that will be used moving forward. At the end of the program, VETA centers were considering continuing to offer scholarships for OVC through their own resources. VETA Songea has already provided two long course scholarships for TYS beneficiaries that completed short courses in 2014, and the center will continue offering at least five scholarships to OVC on an annual basis.

The acquired knowledge, skills, and experience gained through TYS are supporting VETA centers to improve the delivery of vocational training. And workshops delivered by IYF to VETA are having a continual impact. Trainers will continue to improve the life skills and SRH training, utilizing IYF's Planning for Life curriculum as a reference during SRH lessons. In addition, life skills will continue to be provided to trainees pursuing short courses in VETA centers, a topic that was only provided to long course trainees prior to the TYS project. Through PSS training, matrons and patrons will continue providing PSS to youth who require this support and they will use the PSS information materials provided during the TYS workshop. The workshop on internship and job placement enabled VETA to understand the importance of providing comprehensive and integrated vocational training that is demand driven. VETA centers are thus not only committed to continuing to improve the quality of their vocational training to reflect the labor market demands but also work to build relationships with employers so as to improve internship and job placement services at VETA centers. VETA centers are also implementing the TYS practice of providing internships to short-course as well as long-course trainees. VETA will also utilize M&E training that strengthened their capacity in data collection, improving centers' data quality, storage, and usage. VETA centers' principals specifically referenced M&E as a high priority.

Camfed has been sustaining TYS best practices through various ways. Starting with life skills training, Camfed collaborated with school administration, teacher mentors, CDCs and education officers to ensure that life skills clubs are formed in all schools with TYS beneficiaries. Life skills and reproductive health lessons continue through clubs and are available for other students in the schools. Camfed became aware that life skills and reproductive health training are critical to all youth and play an important role in addressing school related challenges such as drop out due to pregnancy or poor academic performance. Life skills training and life skills clubs have also been extended in other schools supported by Camfed. Provision of remedial classes is another area that Camfed, in collaboration with other stakeholders, will continue providing so as to improve students' academic performance. This will be done in collaboration with Camfed community partners and their institutions such as PSEs, PSGs, and teacher mentors.

IYF engaged local government authorities in TYS districts to continue providing scholarship support to OVC to attend vocational training. Government officials, including district, municipal and city directors, have been accepting this challenge and promised to take the discussion further by engaging other authorities and mobilize resources. Local government stakeholders agreed to continue supporting youth business groups with opportunities available for youth in their councils. The available support include the provision of small loans through youth development funds and small grants in the form of cash or working tools, as well as entrepreneurship training and mentorship.

IYF and VETA are partnering on a new employability program in partnership with The MasterCard Foundation. The *Via*: *Pathways to Work* program will strengthen the capacity of VETA to deliver quality training and support services to youth. This program is building on the experience of and best practices developed under TYS. IYF looks forward to continue to engage USAID/Tanzania beyond TYS as we share learnings from this new initiative.

7.0 ANNEXES

Annex A: Program's Geographical Coverage
Annex B: Indicator Table
Annex C: IYF Child Protection Policy (attached)
Annex D: Case Study (attached)

Annex A: Program's Geographical Coverage

Implementing Partners	Districts	Regions
Camfed	Iringa Rural and Kilolo	Iringa
	Rufiji	Coast
VETA	Kinondoni, Ilala and Temeke	Dar es Salaam
	Kigoma Municipal and Kigoma District Council	Kigoma
	Mbeya MC	Mbeya
	Mtwara Municipal and Mtwara District Council	Mtwara
	Ilemela and Nyamagana	Mwanza
	Songea Municipal and Songea District Council	Ruvuma
	Tanga Municipal, Muheza* and Mkinga District Council	Tanga

* FDC Kiwanda is also in the Muheza district

Annex B: Indicator Table

Program Element	Indicator	Program Cumulative Target	Program Cumulative Actual	Comments
OVC	Number of eligible children (OVC) provided a minimum of one OVC core program area	1,800	1,826	

Program Element	Indicator		Achievements		Remarks
			Program Cumulative Target	Program Cumulative Actual	
IR 1: Increased access to vocational education and life skills training programs					
IR 1.1	Number of youth enrolled in vocational/entrepreneurship programs		1,500	1,526	
IR1.1	Number of youth trained in life skills and other topics		1,800	1,794	
IR1.1	Number of youth provided scholarships and/or material support		1,800	1,826	
IR1.1	Percentage of youth who have successfully graduated from vocational and entrepreneurship programs	VETA Short Courses	90% (1,143/1,270)	95% (1,261/1,323)	
		VETA Long Courses	80% (184/230)	64% (129/203)	
IR1.1	Percentage of youth who have successfully graduated from formal education programs		88% (264)	77% (231/300)	231 Secondary School girls graduated from the program. Eight students, who had not previously progressed, completed Form III this year, and will continue to be supported by Camfed beyond TYS.
IR1.1	Percentage of youth exhibiting knowledge gains in reproductive health and life skills		70%	81% (1106/1,370)	
IR1.2	Number of youth enrolled in formal education program		300	300	
IR1.3	Number of youth trained in reproductive health and HIV prevention		1,800	1,794	

IR2: Increased job placement and entrepreneurship services and support for targeted youth				
IR2.1	Percentage of targeted youth employed in quality jobs or started their own business six months after graduation	50%	40% (334/841)	
IR2.1	Percentage of youth who have job satisfaction after job/ business placement	70%	95% (317/332)	This indicator includes youth who responded to the ex-post survey that they are partially satisfied, satisfied, or very satisfied.
IR2.1	Percentage of youth who have participated in internships or as apprentices in various sectors	75%	79% (1,206/1,526)	
IR2.2	Percentage of youth who have been provided with career guidance	85% (1,275/1,500)	100% (1,526/1526)	All TYS beneficiaries received career guidance before they began their training.
IR 3: Increased capacity of partners to effectively coordinate, deliver and manage programs targeting OVC				
IR3.1	Number and types of technical trainings provided to partners on various topic	5	14	IYF continued to provide follow-up and support on key issues but did not introduce new trainings in FY16.
IR3.2	Number and type of linkages established with government and private sector	10	20	Linkages were established with the following private and public entities: Private sector: Aramex, HACREF Finance Ltd., Uhuru One, CV People Africa, and American Chamber of Commerce. Public sector: Ministry of Information, Youth, Culture and Sports, Mkinga District Office, Ilemela Municipality, Nyamagana Municipality, Kigoma Municipality, Tanga City, Muheza DC, Mtwara Municipal, Mtwara DC, Temeke DC, WAMATA, YAM, Mbeya City, Songea DC, Songea Municipal.