



EVALUATION SUMMARY

INVESTING IN NEW VENTURES OF ENTREPRENEURIAL STUDENTS IN TANZANIA (INVEST)

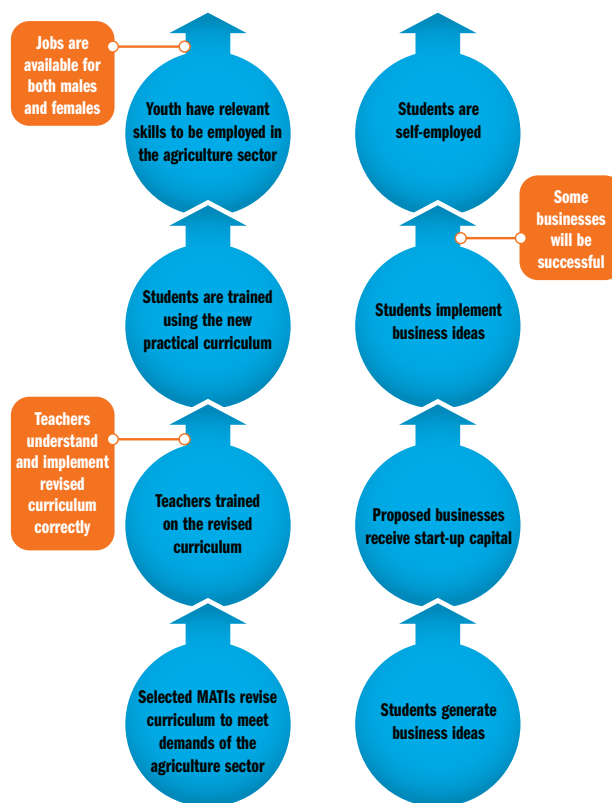
Overview

Lutheran World Relief implemented the Investing in New Ventures of Entrepreneurial Students in Tanzania (INVEST) project over a three-year period from October 2017 to June 2021. Between December 2020 – March 2021, Indepth Consulting conducted an independent endline evaluation of the INVEST project to assess its performance and to capture achievements, challenges and best practices to support programmatic expansion and inform future programming.

Project Summary

The INVEST project aimed to address the challenges facing the agricultural training education system in Tanzania, which was seen to be disconnected from labor market demands. INVEST's overall goal was to strengthen the long-term employment prospects of rural youth (male and female) enrolled in the Ministry of Agriculture Training Institutes (MATIs) so they are equipped for employment upon graduation.

GOAL: Strengthen the long-term prospects of youth in MATIs so that they are equipped for employment upon graduation.



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POINT OF ENTRY

CRITICAL ASSUMPTION

Through the INVEST project, a new Competency Based Education and Training (CBET) curriculum was created and implemented in all 36 MATIs, ultimately reaching more than 21,000 students. Training on the CBET curriculum was provided to 161 teachers with more than 80 choosing to adopt it moving forward. The project also established an internship program for MATI students with six companies. Over 280 internships were completed, and 89 of those led to employment. Additionally, the project awarded start-up capital to youth entrepreneurs who participated in a business idea challenge. The capital was used to launch 34 youth-owned businesses.

In total, 312 INVEST youth participants started 181 new businesses, 60% of which are already profitable, and 92 male and 56 female participants were employed within six months of graduation. The enrollment of women at MATIs has increased by at least 50% and there has been a 66% increase in students reporting that the new CBET curriculum addresses gender inequalities.

Methodology

For this evaluation, Indepth Consulting used a sequential mixed method approach, where quantitative and qualitative methods were integrated to triangulate and validate data collected. The scope of the evaluation was bound to the two MATIs where the project was implemented, namely Katrin and National Sugar Institute (NSI) in Kilosa (Kidatu) and Kilombero districts of Morogoro Region respectively. Respondents encompassed students in training, students who took part in internships, graduate students, tutors (and administrators) in the MATIs, private sector companies who partnered in the project, and government officials, including those from the Ministry of Agriculture (MoA) and National Council for Technical Education (NACTE).

QUANTITATIVE: A total of 121 respondents (students in training and internships, graduate students and tutors/instructors) digitally completed a Kobo survey translated into Kiswahili. Of the total respondents, 47% were from Katrin and 53% were from NSI.

QUALITATIVE: Government officials (MoA and NACTE), private sector companies, tutors, students and the CBET mentor participated in key informant interviews, focus group discussions and observations of the institutions themselves to triangulate and validate the quantitative data and provide deeper explanations.

Summary of Findings

The endline evaluation concluded that the INVEST project performed notably well and made demonstrable progress towards its desired goal with 94.7% (n=57) of graduates reporting that their lives had changed positively as a result of the skills they gained from MATIs, internships and business projects.

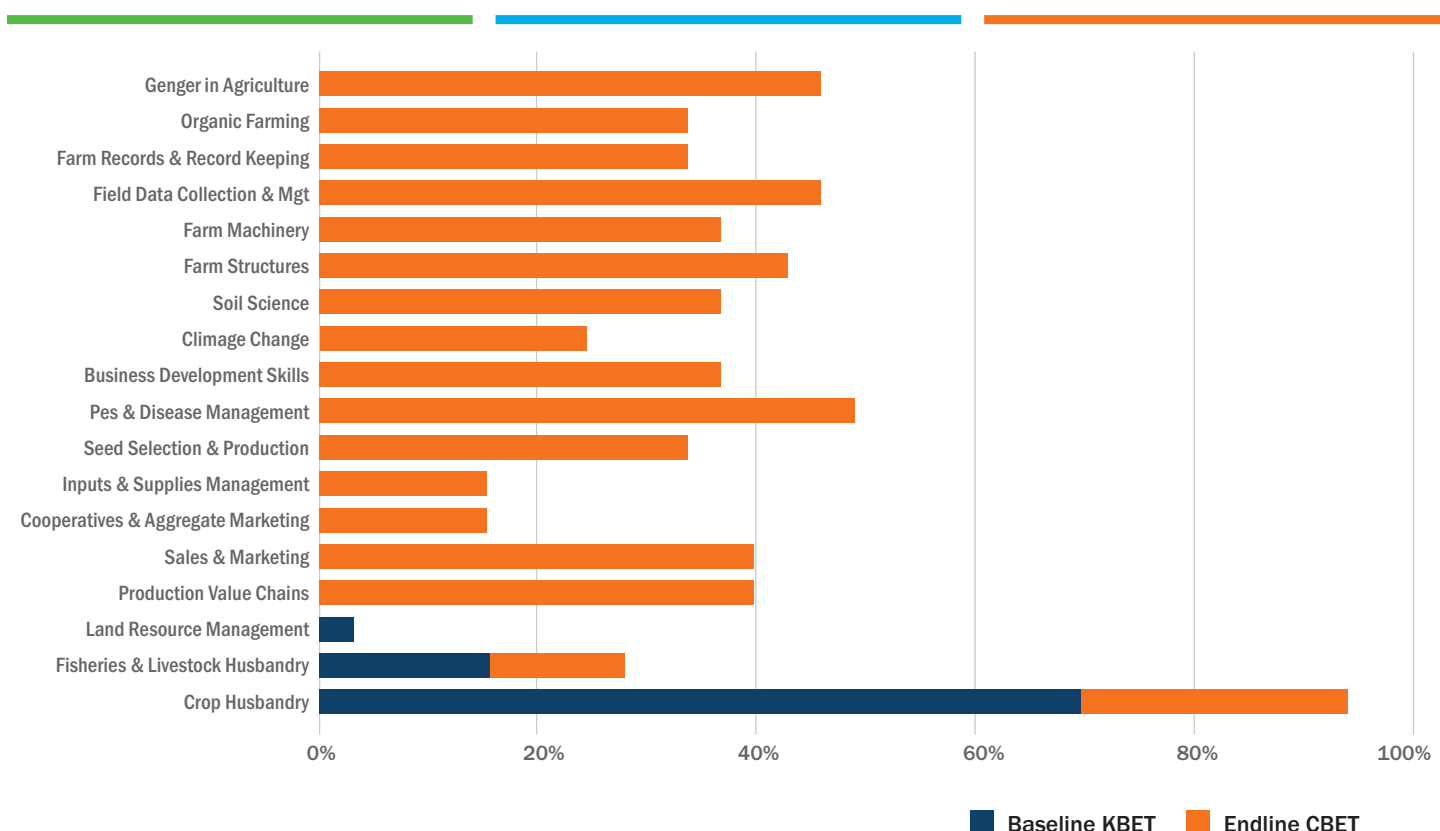
The CBET curriculum was successfully created through participatory labor market analysis and curriculum review. The project supported capacity building for tutors, provision of Start-up/Challenge Fund and internship opportunities for students. In addition, the evaluation concluded that the practical CBET curriculum encouraged young people to seek out self-employment as well as formal employment. Student exposure to internship programs, and the Start-up/Challenge Fund in particular, enabled students to build skillsets and confidence beyond what they would have experienced through the original Knowledge Based Education and Training (KBET) curriculum.

Of the students who participated in the evaluation, 50.9% (n=57) graduated in 2020, and 19.3% and 29.8% graduated in 2018 and 2019 respectively. Of these graduates, 41.6% were employed within six months of graduation. Of those employed, 19.3% were self-employed, while 22.3% were in formal employment. The average income per month for self-employed graduates was found to average TZS 264,000 while those in formal employment earned an average of TZS 366,000 per month.

Outcome 1: Targeted MATIs produce skilled agricultural labor force that meets market needs

The evaluation found that 61.8% (n=45) of in-training and internship students were satisfied with the CBET curriculum against the baseline's KBET curriculum value of 23%. Noting the significant satisfaction with the CBET curriculum, students indicated that the CBET approach built their confidence, helped them to express themselves well during interviews and paved the way for improved employment opportunities. The evaluation determined that internship opportunities increased student skills in new technologies, as well as their chances of being retained as employees or employed post-graduation. Of the students surveyed who were involved in the internship program, 81.2% (n=16) said their professional ethics were significantly improved, and 87.5% said that CBET curriculum meets labor market demands as it exposes students to "learn-by-doing" approaches.

A multiple response analysis of students' endline data (n=45) showed students had gained a diversity of new skills through the CBET curriculum. The most significant (above 30%) were: pest and disease management – 47.1%; field data collection



& management – 44.1%; gender in agriculture – 44.1%; farm structures – 41.2%; sales and marketing & production value chains (both 38.2%); farm machinery, soil science and business development skills (all 35.3%); and organic farming and seed selection and production (both 32.4%). The figure below illustrates that CBET provided new and additional skills, which were lacking in the previous KBET curriculum and identified as needed in the labor market.

The project succeeded in developing six MOUs between MATIs and private sector companies. Representatives from the private sector expressed through interviews that they were satisfied with the dedication of staff and skills provided through to internship program. When students were asked about additional skills learned during the internship program, they highlighted: value chain and improved production techniques, the use of organic farming, new technologies in agriculture including animal keeping (poultry hatching), pest and disease management, entrepreneurship, and marketing of produce. These skills acquired from the internship program were found to not only help graduates to secure formal employment, but also prepare students for self-employment. In terms of formal employment of graduates, evidence indicates that the internship program led to greater opportunities.

A notable achievement on gender-related issues was also observed. The baseline assessment indicated that only 2% perceived that gender inequalities had been addressed in the previous KBET curriculum, while at endline, 68% of respondents indicated that gender inequalities have been

addressed by the project. This demonstrated that significant efforts have been made through the CBET curriculum implementation to mainstream gender, especially in regard to students' enrolment into agricultural courses.

The satisfaction levels of tutors on the implementation of the previous KBET curriculum indicated 50% were moderately satisfied, compared to the endline with CBET, where 48% (n=19) were moderately satisfied. Whereas the baseline focused on curriculum implementation, tutors' competence and students' attainment of curriculum goals, the endline generally focused on CBET content and tutors' pedagogies as they relate to meeting labor market needs. It is therefore difficult to directly compare the responses. However, the slight decline on moderate satisfaction in implementation can be attributed to inherent challenges of inadequate teaching materials, facilities, equipment and appropriate technologies needed to support effective implementation of CBET curriculum. Tutors also indicated that the duration of the CBET training they received was inadequate and that they were in need of refresher training.

Outcome 2: Targeted youth are equipped for self-employment upon graduation

Of the students who responded to the survey, 82.2% (n=45) reported that they were trained in business development and planning skills. Among the courses that these students selected to be specifically trained on were entrepreneurship (83.3%), budgeting (43.3%) and business planning (40%), while other courses ranked below 33.4%, including: financial

management, costing and pricing, and branding and marketing. A document review indicated that 61 students (Katrin, 26 and NSI, 35), as winners of the start-up/business challenge, were trained in March 2020. This included record keeping, marketing and branding, group dynamics and cohesion, and costing and pricing.

The evaluation noted that through the process of generating business ideas and running businesses that students were equipped with entrepreneurial and business skills for self-employment. Some of these skills specifically mentioned by students include: discipline, interpersonal relations & negotiation, processing and marketing skills, innovation and creativity, and ability to compete, all of which were attributed to capacity building on business development and planning.

The Challenge Fund focused on stimulating innovation, competitiveness and creativity among young entrepreneurs to generate unique but realistic agribusiness ideas. 64.7% (45) of students who participated in the endline received start-up funds/challenge funds; of that total, 55.9% received the fund in groups while 8.8% received as individuals.

In terms of students realizing profitability of their businesses, 38.2% (n=45) said they were making a profit from the business they are running, while 26.5% said their businesses were not yet profitable. Some of the reasons students indicated for losses include: (i) some started the business when they were almost leaving the institute and so the businesses have not matured; (ii) the timing of crop production was not conducive, as it was during the hot season, thus resulting into poor performance (e.g., Bambara nuts); and (iii) the nature of the start-up business (like it is not easy to predict profit margins for hatchery projects).

Recommendations

The following 10 recommendations are seen as key for the success of the project if the CBET curriculum is to be scaled to a national level:

- Carefully consider the design of tutor training and on-going support to ensure that it is contextual, relevant and fit for purpose to increase traction against older KBET practices.
- Review the resource constraints of MATIs and seek to fill them or innovate around them through local partnerships.
- Continue to use the Challenge Fund and expand it, in order to instill qualities of competitiveness and business acumen in more graduates and prepare them for the world of work.
- Consider a coordinated monitoring, evaluation and learning (MEL) framework in generating rapid feedback loops from students (including graduates), tutors and private companies to inform curriculum delivery, reviews and adaptation.
- Consider building mechanisms for graduate students to receive mentoring and coaching from business leaders and their former tutors to entrench agribusiness skills among youth.
- Consider continued a longitudinal tracer study of graduates from the program into the workplace to generate data on ultimate impact.
- Explore innovative ways to engage more female tutors, mentors and/or guest speakers in the program to encourage gender mainstreaming and women enrolment in MATIs as a way to address the gender inequalities that exist.
- Leverage the opportunity with the MOA and NACTE to scale up MATIs across the county and organise nationally coordinated MOUs with private sector industries.
- Engage actors such as the Tanzania Private Sector Foundation and Association of Non-State Actors Forum in order to boost impact of the project through shared strategic objectives.
- Explore international cooperation agreements to secure more opportunities at an international level for interns to broker knowledge on agriculture practices and standards in country.



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