

**IMPACT OF INTERNATIONALLY FUNDED YOUTH INTERVENTIONS  
ON YOUTH EMPLOYMENT AND EMPLOYABILITY IN TANZANIA:  
CASE STUDY OF KISARAWA DISTRICT**

**JOKATE URBAN MWEGELO**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF INTERNATIONAL  
COOPERATION AND DEVELOPMENT  
DEPARTMENT OF POLITICA SCIENCE AND PUBLIC  
ADMINISTRATION  
THE OPEN UNIVERSITY OF TANZANIA**

**2023**

**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled, **Impact of Internationally Funded Youth Interventions on Youth Employment and Employability in Tanzania: Case Study of Kisarawe District**, in partial fulfillment of the requirements for the award of Degree of Master of International Cooperation and Development.

.....

Prof. Deus Ngaruko  
(Supervisor)

.....

Date

**COPYRIGHT**

“No part of this Dissertation may be reproduced, stored in any retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the author or The Open University of Tanzania in that behalf”.

**DECLARATION**

I, **Jokate Urban Mwegelo** declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine.

.....

**Signature**

.....

**Date**

**DEDICATION**

This Dissertation is dedicated to my late father; the great Urban Constantine Ndunguru and mother; Bernadetta Nangonyani Ndunguru. It is through them that I found the doors of education from a tender age. Their insistence and guidance throughout the years on prioritizing education in my life has helped me to pursue this journey diligently and intentionally with prudence. Also, to all the youth of Tanzania tirelessly pursuing their dreams unapologetically.

## **ACKNOWLEDGEMENT**

My utmost gratitude goes to Prof. Deus Ngaruko for his tireless assistance, patience, and the many hours spent supervising me during the entire process of preparing this academic work. I would equally like to thank everyone at the Open University of Tanzania especially the members of the Faculty of Arts and Social Sciences and the department of Political Science of which I undertook my postgraduate studies.

I thank the Kisarawe District council management team for their assistance during the data collection phase. They were pivotal at this point of this academic work.

I want to thank my entire family and coworkers for their never-ending inspiration and support while I was completing this dissertation. However, throughout the research period, I acknowledge God's unending grace that saw me through the entire process despite my taxing job of being a district commissioner.

Last but not least, I want to thank everyone who helped me accomplish this in any manner. May the omnipotent, omnipresent God bless you all.

## ABSTRACT

This research is oriented towards studying the impact of internationally funded local interventions on Youth Perceptions, Youth Employability and Employment; with a particular focus on Youths of Kisarawe District, Pwani Region, Tanzania. This study was conducted in Kisarawe District, a rural-urban set-up area in Pwani Region involving cross-sectional survey of percent of 192 youth who participated in various employment interventions conducted by international in governmental organizations in Kisarawe district percent Data were collected through a self-administered structured questionnaire. The study used descriptive statistics to analyse describe results. The RII rates and percentages were used to rank and rate perceptual extremities. It was found that 75 per cent of youths agreed on an improved skill level post-training. 72 percent of youths were trained by NGOs, where 44.8 percent were vocational skills, and 48.4 per cent were apprenticeship skills. This was a positive perception. It was also noted that the interventions had resulted in Improved Employability where a 98percent of youths noted an increased level of Employability compared to Pre-training, and 95percent of youths signaled a higher client management than before. Finally, Improved Employment was also highly perceived where at least 88 per cent of youths showed an increased level and sustainability of earnings, while 62 per cent showed a higher competitive advantage in Employment over others. Conclusively, this research study has demonstrated that internationally funded interventions exhibit a direct positive influence on Youth's perceptions and Knowledge, Employment chances and Employability. It is thus recommended that an improved collaboration between the Government and Development Stakeholders to expand these interventions in scope, area and content should be extended to more rural areas to boost the Government's ongoing efforts to curb rural employment and unemployment challenges

**Keywords:** *Internationally Funded, Interventions, Youth Employment,*

## TABLE OF CONTENT

<b>CERTIFICATION .....</b>	<b>ii</b>
<b>COPYRIGHT .....</b>	<b>iii</b>
<b>DECLARATION.....</b>	<b>iv</b>
<b>DEDICATION.....</b>	<b>v</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>TABLE OF CONTENT.....</b>	<b>viii</b>
<b>LIST OF TABLES.....</b>	<b>xii</b>
<b>LIST OF FIGURES.....</b>	<b>xiii</b>
<b>LIST OF ABBREVIATIONS AND ACRONYMS .....</b>	<b>xiv</b>
<b>CHAPTER ONE.....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
1.1 Background Information .....	1
1.2 Statement of the Research Problem.....	4
1.3 Research Objectives .....	4
1.3.1. General Objective.....	5
1.3.2. Specific Objectives.....	5
1.4 Research Questions .....	5
1.5 Significance of the Study .....	6
1.6 Scope of the Study .....	7
1.7 Limitations of the Study.....	7
<b>CHAPTER TWO.....</b>	<b>9</b>
<b>LITERATURE REVIEW.....</b>	<b>9</b>



2.1.	Chapter Overview .....	9
2.2.	Conceptual Definitions.....	9
2.2.1.	Youths.....	9
2.2.2.	Youth Employment.....	10
2.2.3.	Youth Employability.....	10
2.2.4.	International Funds.....	11
2.3.	Theoretical Literature Review.....	11
2.3.1.	Neo-socialists Approach on Youth Unemployment.....	11
2.3.2.	Neoclassical Labour Market Approaches to Youth Unemployment.....	12
2.4.	Empirical Literature Review and Research Gap.....	14
2.5.	Conceptual Framework .....	17
	<b>CHAPTER THREE.....</b>	<b>19</b>
	<b>RESEARCH METHODOLOGY.....</b>	<b>19</b>
3.1.	Chapter Overview .....	19
3.2.	Research Design.....	19
3.3.	Study Area and Population.....	20
3.4.	Sample Size Determination.....	20
3.5.	Primary Data Collection Tools .....	21
3.6.	Data Analysis .....	22
3.6.1.	Validity and Reliability.....	23
3.6.2.	Relative Importance Index.....	24
3.7.	Ethical Consideration .....	24
	<b>CHAPTER FOUR.....</b>	<b>26</b>
	<b>RESEARCH FINDINGS DISCUSSION.....</b>	<b>26</b>

4.1.	Chapter Overview .....	26
4.2.	Respondents' Characteristics .....	26
4.2.1.	Gender Distribution of Respondents.....	26
4.2.2.	Age of Respondents.....	27
4.2.3.	Marital Status of Respondents.....	28
4.2.4.	Respondents' Education Level.....	28
4.2.5.	Ethnicity Groups.....	30
4.2.6.	Relationship between Gender and Age of Respondents.....	31
4.2.7.	Gender of Respondents and the Level of Education.....	32
4.2.8.	Ethnicity and Level of Education.....	32
4.3.	Content and Perceptions on Internationally Funded Programs.....	33
4.3.1.	Content in Term of Skills and form of Training after basic Education.....	34
4.3.2.	Perceptions held by Youths on Internationally Funded Programs.....	35
4.4.	Employability Skills Reflecting Youth's Competitiveness .....	36
4.6	Youth's Employment Sustainability and Earnings from Internationally.....	40
	<b>CHAPTER FIVE.....</b>	<b>43</b>
	<b>SUMMARY, CONCLUSION AND RECOMMENDATIONS.....</b>	<b>43</b>
5.1.	Chapter Overview .....	43
5.2.	Summary of the Study Findings.....	43
5.2.1.	Youths' Perceptions and Content on Internationally Funded Programs.....	44
5.2.2.	Reflection of Youths' Skills obtained towards Employability.....	44
5.2.3.	The Extent of International Exposure through Networks .....	45
5.2.4.	Youths' Employment Sustainability and Earnings .....	46
5.3.	Conclusions .....	46

5.4. Recommendations .....	47
5.5. Area for Further Studies .....	48
<b>REFERENCES.....</b>	<b>49</b>
<b>APPENDICES.....</b>	<b>53</b>

## LIST OF TABLES

Table 3.1 Cronbach’s Alpha Computed.....	25
Table 4.1: Gender of Respondents .....	29
Table 4.2: Age of Respondents.....	30
Table 4.3: Marital Status .....	31
Table 4.4: Level of Education .....	31
Table 4.5: Ethnic Groups .....	33
Table 4.6: Gender of Respondents and Age Cross Tabulation.....	34
Table 4.7: Gender of Respondents and Level of Education Crosstabulation.....	35
Table 4.8: Ethnicity and Level of Education Crosstabulation.....	36
Table 4.9: Skills Training after basic Education.....	38
Table 4.10: Youth Perception on International Funded Training Programs.....	39
Table 4.11: Youths’ attitudes on Employability Skills.....	40
Table 4.12: International Exposure after Trainings.....	42
Table 4.13: Employment Sustainability, Performance and Earnings.....	43
Table 4.14: Employment and Self-employment.....	44

**LIST OF FIGURES**

Figure 2.1: Conceptual Framework.....18

Figure 4.1: Respondents by Age.....30

Figure 4.2: Highest Level of Education.....32

Figure 4.3: Respondents by Ethnic Groups.....34

**LIST OF ABBREVIATIONS AND ACRONYMS**

AU	African Nations
BOT	Bank of Tanzania
CCBRT	Comprehensive Community Based
CODERT	Community Development and Relief Tanzania
GDP	Gross Domestic Product
ICT	Information and Communication Technology
ILO	International Labor Organization.
IMF	International Monetary Fund Rehabilitation Tanzania
INGOs	International Non-Government Organizations
MKUKUTA	Mpango wa Kukuza Uchumi na Kuondoa Umasikini Tanzania
MOE	Ministry of Education
MOF	Ministry of Finance
NBS	National Bureau of Statistics
RII	Relative Importance Index
SPSS	Statistical Packages for Social Sciences
TYDP	Tanzania Youth Development Policy
URT	United Republic of Tanzania
USD	United State Dollar
USAID	United state AID
VETA	Vocational education Training Authority
YEE	Youth Economic Empowerment

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Chapter Overview**

This Chapter provides: The overview, Background information of the study, Statement of the research Problem, Research Objectives, Research Questions, Significance of the Study, Scope and Limitations of the study.

#### **1.2 Background Information**

Youths in Tanzania comprise of Tanzanians under the age of 35 years and according to recent census, this group comprises about 34.5percent of the total population implying that majority of Tanzanians are youths (NBS, 2022). In recognition of this potential, the government and development partners have had progressive programmes to enable youths be employable but also be able to employ themselves and employ others. Development partners from all over the world have been instrumental in fostering youth employment and employability for years now.

Tanzania is the third and seventh largest economy in Eastern Africa and Africa respectively, having a GDP of over USD 50 billion growing at a minimum rate of 6.6percent since 2002 (Citizen, 2018). It is home to close to 60 million people averaging at an age of 18 years, where over 34percent of them are youths between the ages of 15 to 35 years. Tanzania's economic rise on the recent decades has been driven by three sectors, namely; Telecommunications, Construction and Financial Services (Citizen, 2018). However, Agriculture remains as the backbone of the household economy, employing over 75percent of Tanzanians in its value chains,

despite its reduced dominance in the Country's GDP falling to around 30percent Unlike Telecommunications, Construction and Financial Services sectors which largely employ professional labor, and are largely capital intensive; Agriculture remains the single largest labor-intensive strategic sector with the practical impact on alleviating the larger populations from poverty, malnutrition and fragile labor market (Banda, 2020).

The country's recent rapid population rise at a 3percent growth rate, produces an entry of over 800,000 youths each year into the labor market, over 60percent of them lacking professional skills who fall into rampant employment or low-paying informal labor in the agriculture value chains or urban informal jobs (URT-MOE 2014); while the rest 40percent mostly graduates from colleges are found with unmatched and incompetent skills required for professional labor in the growing but fragile labor market; of which studies refer the causes from unabridged relations between Private Sector and Higher Education Institutions (URT-NYDP, 2007, URT-MOF, 2020).

However, being one of the fastest growing economies in the World, the country's economic capacity to employ such yearly youth demographic boom is seemingly most difficult, and has therefore caused the need for intensive study, exploration, policy experimentations and implementations both at a national and international level; with the view to finding the most feasible strategy to reducing a rapidly growing unemployed youth population (URT-BOT, 2019, IMF Report, 2017). Various interventions on youth unemployment have been enacted, developed and executed by stakeholders such as Development Partners and Organizations in



partnership with the Government. Ranging from financing youth-small businesses and small holder farmers, to providing short vocational and technical training on entrepreneurship, business management and technical industrial level skills (URT-MOE ,2014). Such efforts have been running on the recent decades on various parts of the Country, with the directed impact that such businesses will be sustainable, and such skills will enable youths to compete in a yet fragile labor market (URT-MOF, NSGRP II, 2010). One such particular intervention has been the European Union funded Youth Economic Employment program, organized by Plan International and Partners: VETA, VSO, HIKI, CODERT, CCBRT and the Government; which ran for 3 years between 2015 and 2018 in 4 coastal regions and Morogoro, covering 9 Districts; of which Kisarawe District is of a particular interest to this research.

The program benefited by providing industrial level technical training and entrepreneurship to about 137 youths on a gender balance basis, inclusive to special groups where 10percent were disabled; with the approach that the beneficiaries are finally employable (Feed the Future-AY, 2018). The approach is a common denominator to various interventions by the Government and International Stakeholders, founded on the premise that, growing Youth Populations in Tanzania are increasingly suffering from poverty, unemployment and underemployment because they either or both, lack required skills or and capital to enter the labor market and start businesses, respectively (URT-NBS ILFS 2014).

Therefore, this study seeks to explore on the general and specific impact of such internationally funded youth interventions across the country in general, and in particular Kisarawe District. The study will assess on whether internationally funded

interventions have had an effective impact to influence Youth's Perceptions and Attitudes, Employability and Performance Skills, as well as the quality and sustainability of Employment Earnings and Incomes.

### **1.2 Statement of the Research Problem**

Youth Unemployment in Tanzania poses a significant socio-economic challenge, creating a domain for socio-political threats. Despite efforts by the Government, Private Sector and Development Stakeholders to foster economic growth, create opportunities, and enhance education, the rate of youth unemployment growth rate remains alarmingly high at annual rate of 4.5percent (URT-NBS, 2016). A number of literature reveal a complex array of factors contributing to this issue including rapid demographic growth rates, inadequate skill development and challenges in aligning the workforce with market demands (URT-NBS, 2014). Understanding the nuances and dynamics of youth unemployment is critical to formulate targeted policies, programs, and interventions aimed at mitigating this pressing concern and fostering sustainable socio-economic development in Tanzania (URT-NSGRP I, 2005).

### **1.3 Research Objectives**

This study was designed to assess the impact of internationally funded youth interventions on youth employment and employability in Tanzania with reflections from interventions undertaken in Kisarawe District. The study had general and specific objectives as outlined in the subsequent subsections.

### **1.3.1. General Objective**

The general purpose of this study is to assess the impact of internationally funded interventions on Youths concerning Employment, Employability and their respective Perceptions, among Youths in Kisarawe District, Pwani Region, Tanzania.

### **1.3.2. Specific Objectives**

This study will be guided by the following specific objectives:

- i. To describe the perceptions and contents held by the youth on internationally funded programs in the study area.
- ii. To describe extent to which employability skills reflect the youths' competitiveness in being employable.
- iii. To examine the extent of international exposure through networks and youth's engagement in the global market. [the types of skills provided vis a vis demand (appropriate) skill].
- iv. To examine the youth's employment sustainability and earnings from internationally funded programs in the district.

## **1.4 Research Questions**

This study originates from the need to respond to the following key questions:

- i. What are the content and perceptions held by the youth on internationally funded programs in Kisarawe District?
- ii. To what extent the youths' employability skills reflect the youths' competitiveness in being employable?
- iii. To what extent the international exposure through networks affects youths' engagement in the global market?

- iv. What are the youth's employment sustainability and earnings from internationally funded programs?

### **1.5 Significance of the Study**

This study has the potential to advance on the traditional approaches on the concepts of Youth Employment, Employability and Development. It seeks to contribute on ways to approach Youth Unemployment, and further informs proper Policies and Actions, as well as bringing new insights on various fields of Development Research in and outside Kisarawe and Tanzania at large. This study further explores and advances on the existing gaps within national policies and program frameworks with respect to Youth Employment and Development, which in the recent decade is experiencing exponential demographic budging, and calls for radical measures. Exploring implementation and policy gaps on Youth Development based on the prevailing relevance of key socio-political issues with respect to youth employment, the research seeks to uncover gaps and obstacles to policies such as the National Policy on Youth Development (2007).

This is in as far as their relations to other more general national policies and programs related to youth employment, development, poverty eradication, capacity building and education. The research then carries the potential to provide unified perspectives and propositions regarding youth employment and employability, and the measures taken this far to address the challenges of policies and programs by international financing partners and stakeholders to Tanzania while suggesting the way forward.

## **1.6 Scope of the Study**

The scope of this study is limited by the general territory of the District of Kisarawe, specifically Four Wards namely: Kisarawe, Masaki, Kibuta and Maneromango. Other factors limiting the scope are the socio-cultural nature of the populations, majority rural native tribes of Pwani regions with cultures invariably discouraging push for higher and technical education. Majority target population are rural and largely do not have education credentials higher than Ordinary Level Secondary Education.

## **1.7 Limitations of the Study**

This study presents notable limitations, in scope, demographics and geography. This study is piloted in Kisarawe District a largely rural area, with a small urban community connected directly to the City of Dar Es Salaam. This may impair the representation of large urban communities and cities of Tanzania. The rural socio-economic structure of Kisarawe's youth population, the level of accessibility to vocational and technical education provided by governments, development stakeholders, and the private sector, and the size of the labor market have a greater impact on the employability of the study's target population, invariant to the socio-economic situations of large urban and cities across the country.

As a result, this study may fall impropportionate when compared to the general and specific relationships between expanding urban youth populations, variables influencing change in youth unemployment and employability, and the extent to which internationally financed programs affect youth employment. The research study has minimized the respective limitations by integrating and coalescing various

national and international literature, thereby homogenizing the limited contextual perspective of Kisarawe, with data sets, findings and policy level opinions at the country level. The District level local context and findings therefore compliment national perspectives cross-cutting socio-economic and geographical disparities.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. Chapter Overview**

The completion of this study involves collecting information and concepts from authors of different readings from the internet, journals, reports and books. Hence, this study reviewed various readings that are associated with this study. This chapter presents various definitions of the key concepts, theoretical review of the literature, the review of empirical literatures as well as exploring research gaps and developing the conceptual framework.

#### **2.2. Conceptual Definitions**

This subsection presents a number of key concepts and definitions as they have been used in various literatures. The concepts like youth, youth employment, employability and the international fund have been well defined. It presents the definitions and concepts under subsections as detailed below:

##### **2.2.1. Youths**

Different institutions in the World define the population segment called 'youths', differently with respect to political, demographic and economic situations. The United Nations and its Agencies define Youths as a global population of people aged between 15 and 24 years old. This perspective governs respective international policies and actions of nations and organizations (ILO, 2016). On the other hand, the East African Community and the United Republic of Tanzania define youths as a population section of the East African Community and Tanzania aged between 15

and 35 years old, and this is reflected in Youth and Development policies and actions across East Africa and Tanzania, especially on unemployment and education (URT-TYDP, 2007). This study advancing the local context to add insights and highlight gaps for possible policy level practices, approaches the concept of Youths from the basis of Tanzanian Policies and Implementations Descriptions. However, the study retains the relevance of international definitions as they are integral to both the Tanzania age range, as well as advances the goals and objectives of international interventions.

### **2.2.2. Youth Employment**

Youth Unemployment refers to a situation where the youth population segment of a defined territory seeking for sustainable income earning/generation decent work or jobs or opportunities with the conclusion of either lacking or finding temporary unsustainable opportunities (ILO, 2015). With the rapid global demographic increase of young people, especially from Africa, Youth Unemployment has become an acute global and national challenge in many countries including Tanzania, taking the central role in redefining the socioeconomic policies of governments and development stakeholders (ILO, 2016). In the United Republic of Tanzania, the current Youth Unemployment Rate stands at 9 percent, largely driven by the im-proportionate relationship between the speed of youth demographic growth and the national youth development actions or economic policy implementations.

### **2.2.3. Youth Employability**

The International Labour Organization (ILO) defines employability as "portable competencies and qualifications that improve an individual's ability to take



advantage of available education and training opportunities in order to secure and retain decent work, to advance within the enterprise and between jobs, and to cope with changing technology and labor market conditions" (Shamchiyeva, 2014). Individuals with broad-based education and training, basic and transferrable high-level abilities, such as teamwork, problem solving, information and communications technology (ICT), and communication and language skills, are the most employable. This mix of abilities allows people to adapt to changes in the workplace (ILO, 2018).

#### **2.2.4. International Funds**

International Funds as applied in this researches context refers to the utilization of foreign financial aid and services from foreign Governments or International Organizations (Development Stakeholders) to implement international policy actions reflected within national goals of recipient target nations and populations. The funds are explicitly directed in the form of special policy or action program to help resolve by reduction or omission certain agreeable challenges pertinent to international policies and national interests (Brookings, 2017).

### **2.3. Theoretical Literature Review**

#### **2.3.1. Neo-socialists Approach on Youth Unemployment**

Youth Unemployment is a 21st Century growing challenge, whose approach to resolve or at least contain largely invites different, if not contradictory schools of thoughts; most of which rotate around the classical conflicting ideas of Free Economics and Socialism (Graham, 2019). Despite casted doubts on its today's relevance, neo-socialists approach Youth Unemployment as a product of years of failures to equally distribute wealth across human societies, driven by the

exploitation of the many by the few who control the means of production, as well as the views on consumption (Pedro, 2007). However, the global dominant approach of economics cover Youth Unemployment as an unending function of unemployable human labor, as well as slow expansion rates of labor markets, derived and maximized by independent numerical expansions of populations; whose resolve is proposed to either expand labor markets (rapidly grow labor-based economies) and developing relevant skilled labor force. These conclusions take different practical forms in their implementations as policies or actions, in different geographic and demographic situations of the world (Luke, 2016). This study appreciates the neo-socialist approach which is congruent to certain historical and political perspectives of Tanzania regarding Youth Unemployment; however the study synthesises the unequal distribution of wealth with the youth employability factors inherent to the demands of any labor markets.

### **2.3.2. Neoclassical Labour Market Approaches to Youth Unemployment**

The Neoclassical Concept of Unemployment includes various views such as neoliberal and the theory of efficient wage. Neoliberal view argues that the person is not willing to work in the wage offered and prefers to remain unemployed (because s/he hopes to find soon a better job-job search), or that the employer refuses to employ him because his salary cannot be reduced due to national collective agreements. Also, according to theory of efficient wage for the determination of the salary, it should not only be taken into account, the amount of work offered but also its quality as determined by the intensity of labor, labor productivity, etc. (UKEssays, 2015). Borrowing from global dominant approaches, Tanzania is seen to have largely

implemented collaborative actions and policies that target a change in the 'production' or supply side of the Labor Markets whereas resources have been located on education, employability and entrepreneurship skills development, as well as on funding programs for seed and growth support for youth-led businesses. Such programs are in line with international spending, such as the World Bank group and its recipient governments which invested nearly \$9 billion in over 90 skills training projects between 2002 and 2012, with an average programme costing of \$100 million; and around 4.5 million people who have participated in the ILO's Start and Improve Your Business programme (Blattman and Ralston, 2015; Twose, 2015). Tanzania is a leading beneficiary of such international financing programs aimed at contributing solutions to youth unemployment.

However, despite the dominant approach that youth unemployment in Tanzania and Sub-Saharan Africa is a function of deficiency of needed skills, and a lack of creative financial assistance; some observers consider this as a mere drive of only a single side of the equation--the Supply Side. The approach is considered to only respond to the qualitative requirements of the Labor Markets, while at large ignoring the principal pivotal factor of human labor quantity whose exponential increase contradict the rate of expansion of the labor markets (Blattman and Ralston, 2015). Experts of the Demand Side argue that Youth Unemployment is directly proportional to the imbalanced functions of the demographic growth rates against the rate of expansion of the markets of labor, products and services, and their determinant relations to the production functions of human capital, products and services (Dercon, 2016). This different approach takes an upper eye to observe the mechanics

of youth unemployment as products of failing relations between relatively contracting labor markets, services and products markets, with respect to exponentially expanding demographic rates of young people (Flynn et al., 2017). This view summarily concludes that youth unemployment is a quantitative problem that requires quantitative solutions such as reforming relations of labor markets, services and products chains with the view of rapidly expanding them to accommodate mass new entrants; unlike the dominant qualitative approach that largely focuses on skills development producing skilled labor that finds almost impossible chances to enter the competitive labor market (Marjoke, 2018). Therefore, this research seeks to explore on such differing schools of thoughts and approaches; by first assessing the functions and outputs of implemented policies, programs and actions; financed by international stakeholders collaborating with domestic development partners and public authorities; hence then finding possibilities for structuring reforming methods and strategies based on a different line of thought which may provide more rapid and practical measures proper to the worsening youth unemployment situation in Tanzania and Africa.

#### **2.4. Empirical Literature Review and Research Gap**

In this part, the study will be based on reviewing parallel research findings that the researcher wants to study. Hence, the key intention is to have an insight into information found by other scholars and identify the gap to develop further information. Mihayo et al. (2020) noted how employment continues to be one of the world's most pressing public policy challenges, with its primacy driven as much by the direct livelihood consequences it has on the population. The authors go on to claim that the success of employment strategies around the world is typically

assessed by their ability to balance the supply of jobs with demand in an economy. Although Mihayo et al. (2020) have well answered and defended their arguments, particularly the first argument in which the authors stated that employment policies remain one of the most pressing public policy concerns in the World with changing Global Demographics on Youths, policies to counter the challenge are needed. The Authors have not been able to identify the public opinion on the employment policies and its effectiveness to the community. Hence, this study used the people of Kisarawe district to identify the public opinion on the employment policies in the country and its effectiveness to the community. Pieters (2013) discussed the impact of youth unemployment to the community.

According to the author, some of the consequences include a loss of social position and access to social networks, as well as a sense of disempowerment. Job losses have been shown to erode social bonds and even foster mistrust within communities (Pieters, 2013). The impacts mentioned by Janneke Pieters are genuine in nature because that is really what happens to jobless people in the community. This study will go further to discuss with jobless people in Kisarawe district on how they handle the pressure to face such challenges for being discriminated in the community due to unemployed and efforts taken by them to overcome the situation. Phororo (2013) discussed about the need for coordinating different conferences especially international conferences to discuss about measures that could be used to counter youth unemployment. For instance, Phororo (2013) discussed how the Youth Employment Summit 2006, which was attended by 2000 people, mostly young people from more than 100 countries, helped pave the way for the creation of the

YES Fund, a Global Fund for Youth Entrepreneurship. Other tangible deliverables included a report on the "State of the YES Campaign" that was presented by 45 YES Country Networks. In addition to presenting and publishing more than 400 publications, the Kenyan government also established the Youth Employment Fund to support young people's business. Given that no conference of this size on youth employment had ever been held, this was a historic event for East Africa (Phororo, 2013). Many youth conferences for employment opportunities even in Tanzania have been coordinated but the assessment on these conferences have not been analyzed so far. Hence this study will assess the impact of youth conferences in the country and the youth response towards those conferences using youth in Kisarawe district.

By 2050, 29 percent of all young people in the world are expected to live in Africa, according to Dan (2011). Future economic growth will also be driven by youth, but only if policies and programs are in place to expand their prospects and promote smaller families (Dan, 2011). With population growth continuing, this enormously positive potential might become a terrible momentum in the lack of adequate infrastructure and public commitment. Most importantly, ensuring that young people have access to fundamental amenities like health and education as well as quality employment is essential for regional peace, stability, and security as well as economic prosperity. The issue is getting worse as the number of young people without jobs rises (Dan, 2012). According to Dan, African governments should invest into youth well-being by preparing environment that will enhance youth community to take part into development activities in the country because youth contain a large population in many African countries. Hence, this study will use the

youth community in Kisarawe district to make an assessment on the efforts made by the government of Tanzania to create conducive environment to enhance youth community in the country to take part in development activities in the country.

### 2.5 Conceptual Framework

This section presents the conceptual frame work. It explains the relationship between the variables under the study. The conceptual frame work is shown in Figure 2.1.

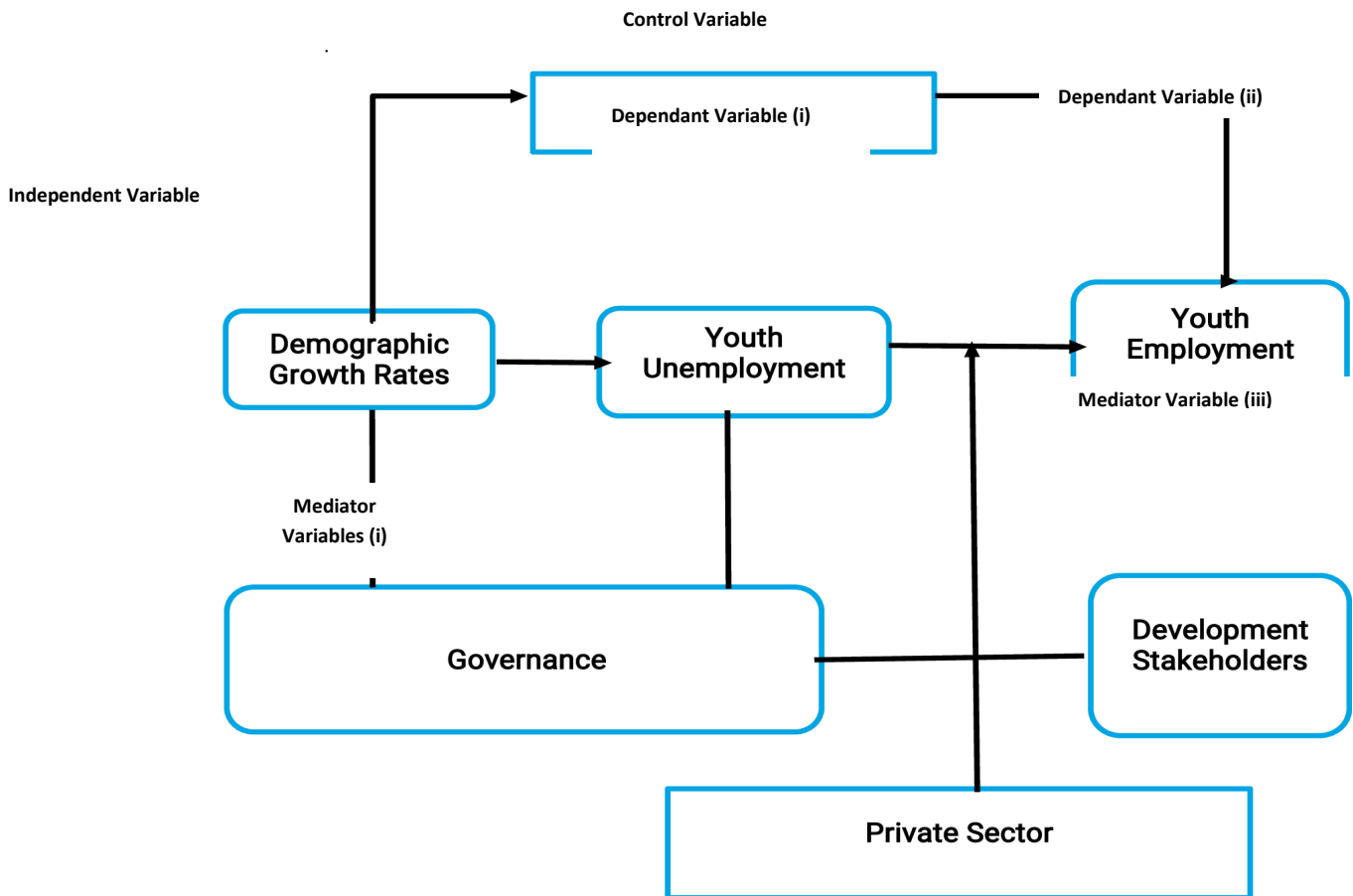


Figure 2.1: Conceptual Frame Work

This Conceptual Framework demonstrates an interplay of four key variables. Below is the description of this interplay:

- i) Independent Variable: This research suggests Demographic Growth Rates is the key Independent Variable. Where populations grow, market dynamics change due to demands and supplies, governments and stakeholders are forced to take measures to build relations and resources to accommodate growing youth unemployment.
- ii) Dependent Variable(s): This research suggests that Youth Unemployment and Youth Employment are key Dependent Variables outcomes. Actions related to Governance to build skills, and Stakeholders Development Initiatives, to train and finance as well as Private Sector investments to expand value chains; may result in the creation of more Youth Employment or Youth Unemployment.
- iii) Control Variable: This research suggests that Market Economics is a Control Variable. Demand and Supply are assumed as a constant influence on the factors that determine unemployment, and those factors that determine employment. The study and response to Market Dynamics may guide proper interventions to create utility and scale up Youth Employment.
- iv) Mediator Variable(s): This framework suggests Governance, Private Sector and Development Partners as the key mediating variables. These three key variables mediate through policies, actions and Interventions the relations between Demographics Growth Rates and Market Economics on one side, against Youth Unemployment and Employment on another side.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1. Chapter Overview**

The methodology employed in the study is summarized in this chapter. The research design, study area, target population, sample size determination, sampling processes, data collecting, and tools are all topics covered in this chapter. Any study project must explain the approach used in order to guarantee that the data is accurate, dependable, and systematically obtained and assessed.

#### **3.2. Research Design**

A research study's thorough strategy of how it will be conducted in order to efficiently address research questions is called a research design (Orodho, 2005). This framework keeps track of the data collecting and analysis. Descriptive cross-sectional study design was used in this investigation. In order to determine the link between knowledge of internationally sponsored youth interventions on youth employment and employability in the Kisarawe district, the researcher utilized a cross-sectional design in this study. The study combined a descriptive research design. This is because the factors under research were not altered or controlled; they were simply measured as they occurred naturally. The researcher was able to generate information about consistency with the aid of a descriptive research strategy. The design made it easier for the researcher to determine the respondents' attitudes toward young employment. It was done using a quantitative study approach. The focus of a quantitative approach is measurement, and data is numerically evaluated to provide a clear definition. It offers details on the topic under

investigation and establishes patterns, trends, and linkages based on the data acquired. Additionally, it gives responses and comprehension more depth, establishing a connection with responders. It was suitable because it provided a researcher's outline to specify important elements of the events from a specific institute.

### **3.3. Study Area and Population**

This study was carried out in Kisarawe District, in Pwani Region, Tanzania, an area with a sq. km 5,03, and a population of 159,226, 33percent of whom are youths between 15 to 35 years old. The District is largely rural, with a small urban community, where Agriculture is the dominant economic activity followed by others (URT-NBS, 2022). The District of Kisarawe is suitable and convenient to the study for several reasons including, it's near matching youth population at 33percent closer to the national average of 35percent ; further it represents the larger national population in rural areas, and how rural economy largely integrates to urban economy, where Kisarawe case integrates to Dar Es Salaam (URT-NBS, 2022). However, Kisarawe has a considerable notable history of intervention programs carried out by Development Partners targeting youths (REPOA, 2010). These factors influence the need and convenience to conduct the study in Kisarawe District.

### **3.4. Sample Size Determination**

A sample is a part of a statistical population whose properties are studied and analysed in order to learn more about the overall population (Saunders at el, 2009). This research study is based on a general Kisarawe youth population 52,211, which represents 33percent of the total district Population. The target population of this

study is 1800 youths (Europa, 2018), who participated in various Non-Government Youth Employment Interventions in Kisarawe District. The study applied statistical principles and formulas such as the Z-test for proportions, to calculate a sample size of 192, based on an estimated population proportion of 0.293 and a margin of error of approximately 4.14percent. This calculation was performed to achieve a 75 percent confidence level. Below is procedure for sample size determination:

### **Data**

Total Population: 52,211, Target Population: 1800

Confidence Level (Z): 75percent at Z-score (Z) rounds to  $\approx 1.15$

The margin of Error (E): 0.0414 or 4.14 per cent, Estimated population proportion (p) = 0.293. Sample Size (N)=?

**Formula:**  $N = (Z^2 \times P \times (1-P)) / E^2$

**Solution: (substituting values)**

$N = (1.15^2 \times 0.293 \times (1-0.293)) / 0.0414^2$

$N \approx 0.3298 / 0.00171716$

$N \approx 192$ ; **Therefore, Sample Size (N) is 192.**

The study sampled out 192 participants of an Internationally funded project in Kisarawe (YEE), who were interviewed based on the structured questions.

### **3.5. Primary Data Collection Tools**

Using questionnaires that were independently created and included four main domains relating to the main factors under investigation, the primary data were gathered from respondents. Through the use of structured questionnaires, primary data was gathered. Demographic data, including gender, age, education level, ethnic

group, and marital status, were included in Section A. The information on knowledge, views, and attitudes concerning the internationally financed youth training programs was gathered using Section B of the questionnaire. The purpose of the questionnaire's section B was to gather information about the youngsters' level of knowledge, viewpoints, and attitudes toward the internationally funded training programs. The respondents were asked to rate how much they agreed or disagreed with the statements in this section using a Likert scale. The statements were rated on a scale of 1 to 5, with 5 denoting the most disagreement and 1 the strongest agreement, and were intended to gauge the degree of attitude, knowledge, and perception.

### **3.6. Data Analysis**

To process data, and to produce meaningful quantifiable quality and statistical information for this Research, the study used Statistical Package for Social Sciences (SPSS). The data analysis was mainly descriptive and categorical and to some extent the Cronbach's Alpha was used to assess reliability of the statements in data collection instrument which contains people's perceptions or attitudes. Demographic characteristics and other respondents' characteristics were analyzed in a descriptive way in which percentages, averages, tables and graphs were provided. Frequency tables and bar charts for categorical variables were produced to visualize the characteristics and responses of the respondents on each specific research question. However, the relative importance index (RII) was computed to rank the responses based on the scale used (from 1 to 5, 1 being strongly disagree and 5 being strongly agree).

### 3.6.1. Validity and Reliability

A pilot study was carried out in the Kisarawe District to evaluate the reliability and validity of the research instrument. The acquired data was examined for responsiveness to the goals and issues of the study. The length of time needed to complete the questionnaire was also evaluated, and all questions that respondents found challenging were altered. According to Cable and DeRue (2002), an instrument's validity refers to how well it measures the variables it was designed to measure. A pretest was carried out to determine the validity of the questionnaires. The test-retest approach was used to conduct the reliability test. Using the Pearson moments correlation approach, the results from the two tests were correlated, and Cronbach's reliability values were at least 0.70. (Pallant, 2001) states that a value of 0.70 or higher is appropriate. The study employed Cronbach's alpha to calculate the consistency of the data as well as the reliability of the scales used in the tool. It has been applied to the analysis of respondents' questionnaire Likert-scale questions. Here is the Cronbach statistics, which illustrates reliability using Cronbach's alpha.

**Table 3.1: Cronbach's Alpha Computed**

ITEMS	Cronbach's Alpha	N of Items
Scale: skills and motivation	.744	5
Scale: motivation and job sat	.766	4
Scale: job sat and performance	.700	3
Scale: Better employment	.769	5
Scale: International exposure	.770	5

Source: Field Data (2023)

Cronbach's Alpha requires that alpha to be at least 0.7 to attain reliability. This criterion has been met as it seems that, no value which is less than 0.7. This implies that our levels are reliable.

### **3.6.2. Relative Importance Index**

The most weighted responses were determined to be the most important using the relative important index (RII). The relative importance index is an acceptable index to quantify the extremely important responses because the questionnaires included likert-scale questions with responses ranging from "1=strongly agree" to "5=strongly disagree". From the most significant to the least important response, it ranks the responses. The relative important index is calculated using the following formula.

$$\text{"Relative Important Index} = \frac{5n_5 + 4n_4 + 3n_3 + 2n_2 + 1n_1}{A * N}$$

Where;  $n_i$ ,  $i = 1,2,3,4, \text{ or } 5$  is the weight given by respondent to each of the statement under each objective,

$n_5$  = Number of respondents for Strongly Agree

$n_4$  = Number of respondents for Agree

$n_3$  = Number of respondents for Neutral

$n_2$  = Number of respondents for Disagree

$n_1$  = Number of respondents for Strongly Disagree"

A= the highest weight (In this case A is 5) and N is the total number of respondents.

### **3.7. Ethical Consideration**

The administration and authority of the University and Kisarawe District were asked for ethical clearance. The goal of the research was thoroughly explained to the

respondents before they agreed to participate in the study by signing a consent form. The respondents' privacy was properly protected. Respondents were given the option to participate in the study or not, and they were given the assurance that the data would only be utilized for academic purposes and wouldn't be used for anything else. The information gathered was kept strictly confidential and only used to advance the research. If the respondent took part, consent was presumed.

## **CHAPTER FOUR**

### **RESEARCH FINDINGS DISCUSSION**

#### **4.1. Chapter Overview**

The chapter presents the findings of the study. The chapter has different sections with a discussion for the results obtained. The analysis ranges from descriptive statistics where, the percentages, mean, minimum and maximum values have been computed) to the Relative Importance Index which was used to analyze the youth perceptions and attitude towards various issues (skills and training) given by the international funded organizations.

#### **4.2. Respondents' Characteristics**

The characteristics of the respondents are described in this section through the descriptive statistics where tables and figures are drawn. The results analyzed were given ranges from averages, frequencies, percentages, tables and graphs. This section describes the respondents' characteristics. The socio-demographic information of all the respondents is presented in Tables 4.1, 4.2, 4.3, 4.4 and Table 4.5.

##### **4.2.1. Gender Distribution of Respondents**

The study takes into consideration gender balance on a purposely selected sample size as it can be seen in Table 4.1 that male and female were 50 percent each. This happened to reflect the National Male/Female Population ratio which approximates to 1. The Researcher was interested on gender based insights against the objectives of the research across the sample population. The researcher equally allowed the participation of respondents from both genders so that to have representative opinions towards these interventions.



**Table 4. 1: Gender of Respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	96	50
Female	96	50
Total	192	100

Source: Field Data (2023)

#### **4.2.2. Age of Respondents**

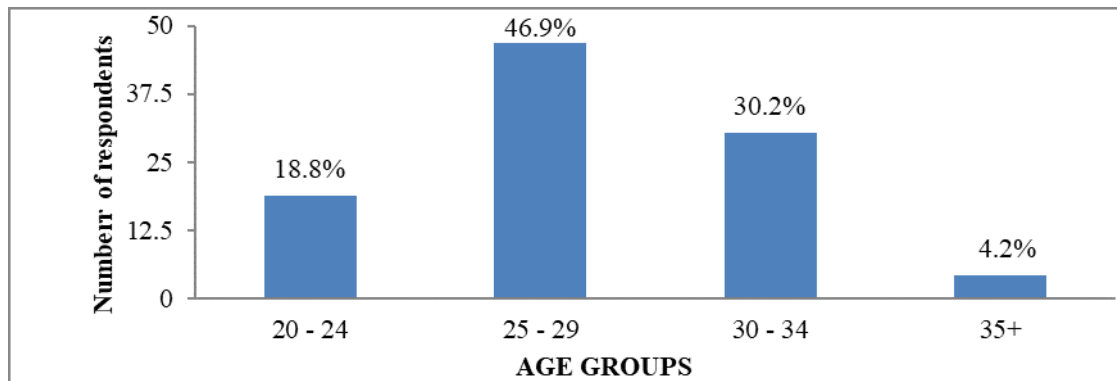
The results in Table 4.2 show that the majority of youth (about 46.9 percent) engaged in different training (internationally funded training programs) were aged between 25 and 29 years and 30.2 percent of the youths were aged between 30 and 34 years. It can be observed from Table 4.2 that there were fewer youths with age more than 35 years who attended this training compared to other age groups. Older People with age greater than 35 years were only 0.5 percent.

This implies that, some of the people with age more than 35 years tend to consider themselves as the youths and participated in these international funded training programs. The results in Table 4.2 show that more than 98 percent of the Youth engage in these international funded training programs are of age between 20 years to 35 years. This shows the need for these empowerment training programs as the response seem to be higher on youth group than those old youth of age more than 35 years. The results show that the average age is about 28 years with minimum being 20 years and maximum age is 36 years and there was only 1 (0.5%) of respondents with 36 years old.

**Table 4. 2: Age of Respondents**

Age category	Frequency	Percent
20-24	36	18.8
25-29	90	46.9
30-34	58	30.2
35	7	3.6
35+	1	0.5
Total	192	100
Average Age (27.9)	Min Age (20)	Max Age (36)

Source: Field Data (2023)

**Figure 4.1: Respondents by Age**

### 4.2.3. Respondents' Education Level

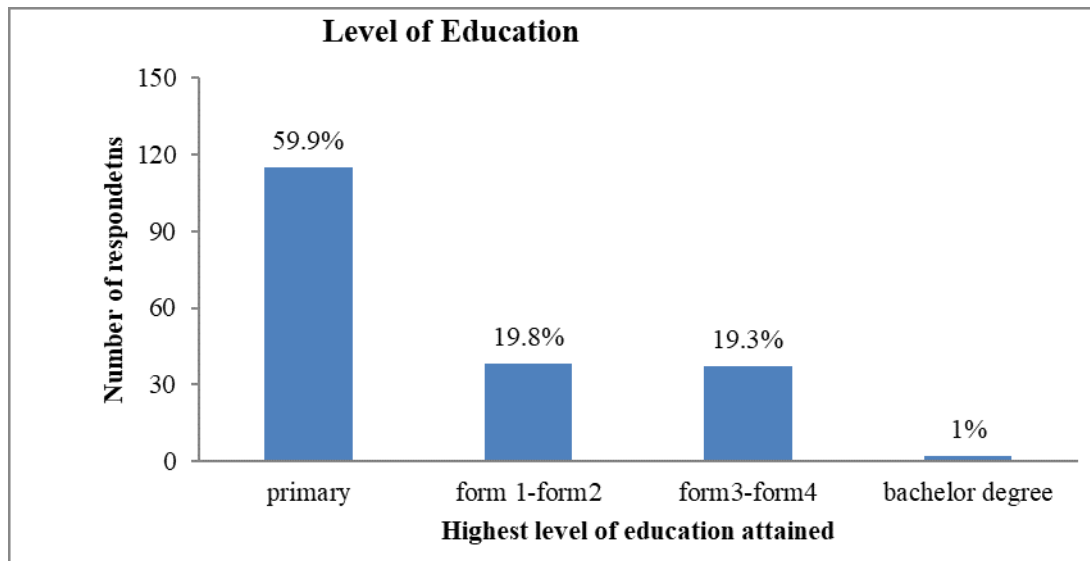
The findings in Table 4.4 shows that the largest number of Youth who have undergone these programs have primary level of education. Results shows that about 59.9 percent of respondents have primary education. Those with secondary education (drop out form two) and those with form four education are 19.8 percent and 19.3 percent respectively.

**Table 4. 4: Level of Education**

<b>Highest level of Education</b>	<b>Frequency</b>	<b>Percent</b>
Primary	115	59.9
form 1-form 2	38	19.8
form3-form4	37	19.3
bachelor degree	2	1.0
Total	192	100

Source: Field Data (2023)

It can easily be portrayed in the Table 4.4 and Figure 4.2 (a bar chart) that participants are fewer in higher level of education and they are higher in lower levels. There are very few respondents who went for a bachelor (first) degree. The results in Figure 4.2 and Table 4.4 shows that only 1 percent of respondents have at least a bachelor degree. This implies that most of the youths might not be able to secure formal employment due to their level of education and so these trainings are of much important for the youths' self-employment. The findings by Mbagwa (2021) suggested that youths suitable for the employment trainings are those uneducated and for them vocational training are of great important. This contradict the findings by Dummert (2020) who focused on the impact of these trainings to educated youths individuals and found that for the educated youths' trainings are much effective.



**Figure 4.2: Highest Level of Education**

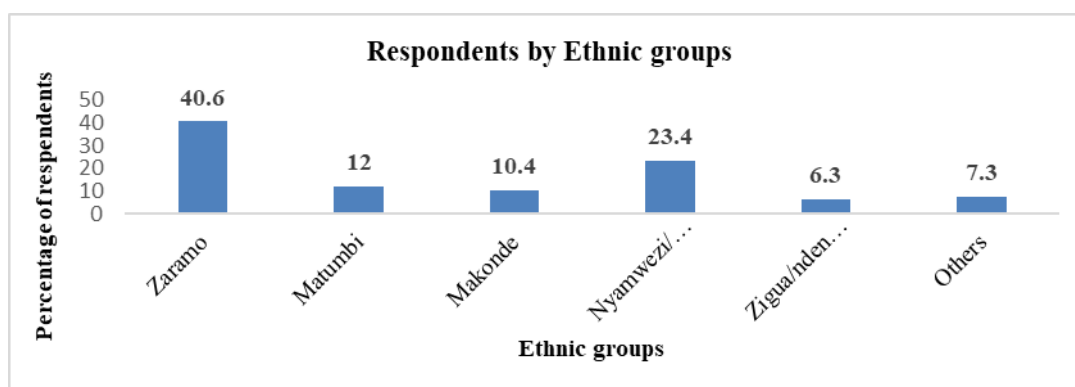
#### **4.2.4. Ethnicity Groups**

Including racial and ethnic minorities in research is critical for generalizability of results and for providing equal opportunities to all people who may benefit from participation in research. The study participants were from various ethnic groups as shown in Table 4.5 and Figure 4.3. More than 61 percent were from Coastal regions (Pwani, Dar es Salaam, Lindi and Mtwara). These includes the ethnic groups of Wazaramo, Matumbi and Makonde. There are few originated from other (noncoastal) regions, and these are Nyamwezi, Sukuma, kurya, Ngoni and others. Figure 4.3 and Table 4.5 show that more than 30.7 percent were people from noncoastal regions like Mwanza, Shinyanga, Mara, Arusha, Rukwa, Mbeya and others. This implies that the participation in these trainings based on equal opportunities for all the groups and not only those from Kisarawe (or Pwani and Dar es Salaam) districts.

**Table 4. 5: Ethnicity Group**

Ethnicity	Frequency	Percent
Zaramo	78	40.6
Matumbi	23	12.0
Makonde	20	10.4
Nyamwezi/sukuma/kurya	45	23.4
Zigua/ndengereko/ngoni	12	6.3
Others	14	7.3
Total	192	100

Source: Field Data (2023)

**Figure 4.3: Respondents by Ethnic Groups**

#### 4.2.5. Relationship between Gender and Age of Respondents

The assessment done through the cross tabulation where the information was explored as in Table 4.6. However, in Table 4.6 most of the youths (43 percent of male and 47 percent of female) are aged between 25 and 29 years. This shows that for both gender the age group 25 to 29 highly participate in these internationally funded programs. This is due to the fact that this group of youth face the employment challenges and they really need the skills for self-employment. Another group is from 30 to 34 which for both genders they are about 30.2 percent for male and female.

**Table 4.6: Gender of Respondents and Age Group Cross Tabulation**

Category		Age group (years)				Total
		20-24	25-29	30-34	35+	
Gender	Male	19 (19.8%)	43 (44.8%)	29(30.2%)	5(5.2%)	96(100%)
	Female	17(17.7%)	47(49%)	29(30.2%)	3(3.1%)	96(100%)
	Total	36(18.8%)	90(46.9%)	58(30.2%)	8(4.2%)	192(100%)

Source: Field Data (2023)

#### 4.2.6. Gender of Respondents and the Level of Education

Table 4.7 shows that 62.5 percent of the male respondents have primary education. On the other hand, 57.3 percent of female have primary education. This shows that most of the respondents have primary school education. In this case the employability for them will be a problem and so the need of these programs is important. Only 2.1 percent of male (1 percent of all youths) a have degree, and so are employable and the rest are not.

**Table 4.7: Gender of Respondents and Level of Education Cross Tabulation**

Category		Highest level of Education				Total
		Primary	Form 1-2	Form 3– 4	Degree	
Gender	Male	60(62.5%)	14 (14.6%)	20(20.8%)	2(2.1%)	96(100%)
	Female	55(57.3%)	24(25.0%)	17(17.7%)	0(0.0%)	96(100%)
	Total	115(59.9%)	38(19.8%)	37(19.3%)	2(1.0%)	192(100%)

Source: Field Data (2023)

#### 4.2.7. Ethnicity and Level of Education

The findings indicated in Table 4.8 show that most of people from coastal areas have primary school education compared to other areas of Tanzania. Although, generally the education level seems to be very low among the youths in Kisarawe most of the

Individuals with lower education level have the origin from coastal regions. The results in Table 4.8 show that 66.7 percent of Zaramo and 70 percent of Makonde have primary school education whereas other regions have small number of primary school leavers. Those youths from other regions other than coastal regions have form four secondary education. Table 4.8 shows that more than 71 percent of youth from ethnic groups other than coastal regions have at least form four secondary educations. About 14 percent of them are employable as they have bachelor degree.

**Table 4.8: Ethnicity and Level of Education**

Category		Highest level of Education				Total
		Primary	Form 1-2	Form 3– 4	Degree	
Ethnicity	Zaramo	52(66.7%)	15(19.2%)	11(14.1%)	0(0%)	78(100%)
	Matumbi	14(60.9%)	5(21.7%)	4(17.4%)	0(0%)	23(100%)
	Makonde	14(70%)	4(20%)	2(10%)	0(0%)	20(100%)
	Nyamwez/ Sukuma/ kurya	25(55.6%)	11(24.4%)	9(20%)	0(0%)	45(100%)
	Zigua/ Ndengereko/ Ngoni	6(50%)	3(25%)	3(25%)	0(0%)	12(100%)
	Others	4(28.6%)	0(0%)	8(57.1%)	2(14.3%)	14(100%)
	Total	115(59.9%)	38(19.8%)	37(19.3%)	2(1%)	192(100%)

Source: Field Data (2023)

### **4.3. Content and Perceptions on Internationally Funded Programs**

This section describes the content in term of the skills and training obtained from the internally funded training programs among the youth in Kisarawe District. It also presents the perceptions of youth on these internationally funded training programs. The presentation is divided into two subsections. The first subsection presents the skills and forms of trainings acquired by youths. The presentation is descriptive as the percentages and frequencies were given in Tables.

#### **4.3.1. Content in Term of Skills and form of Training after basic Education**

International Funds as applied in this research context refers to the utilization of foreign financial aid and services from Governments or International Organizations (Development Stakeholders) to implement international policy actions reflected with national goals of recipient target nations and populations. Table 4.9 shows the skills obtained by the youths after the basic education from various organizations or institutions. Table 4.9 also shows that most of the youth (72.4 percent) got skills training after basic education from the International Non-Governmental Organizations (INGOs).

Those received the training from Government organizations are very few (only 2.1 percent). This implies that most of the trainings provided are from other organizations than government organizations and more specifically the INGOs. The trainings were divided into three categories namely; Vocational, Technical and Apprenticeship. It shows that apprenticeship and vocational are most form of trainings youths attended. It is shown in Table 4.9 that 48.4 percent of youths attended apprenticeship and 44.8 percent attended vocational training. Only 6.8 percent of these trainings were technical trainings.

These findings are similar to the findings by Dummert (2020) who argued that the vocational training to youths is the basis for their employability. Also, the similar findings suggested by Sigu (2017), Cheng (2010) and Ferguson (2013). The findings by Sigu (2017) indicate that most youths are employed (more than 64percent) are employed after getting vocational skills. However, Sigu (2017) state found that the beneficiaries of the vocational trainings are about 87percent. The implication is that



more technical and vocational trainings are needed so that the youths might be able to employ themselves in various technical activities like computer skills for those with at least secondary education. Youths need more skills from these trainings especially vocational trainings and technical skills for them to be able to fit in the labour market. It either help them in self-employment or being employed in various sectors including public and private sectors.

**Table 4.9: Skills Training after basic Education**

Category		Form of Training			Total
		Vocational	Technical	Apprenticeship	
Skills/training after basic education	INGOs	62(44.6%)	3(2.2%)	74(53.2%)	139(100%)
	NGOs	14(40%)	8(22.9%)	13(37.1%)	35(100%)
	Government	2(50%)	1(25%)	1(25%)	4(100%)
	Formal Edu	0(0%)	0(0%)	2(100%)	2(100%)
	Combination of 2+	8(66.7%)	1(8.3%)	3(25%)	12(100%)
	<b>Total</b>	86(44.8%)	13(6.8%)	93(48.4%)	192(100%)

Source: Field Data (2023)

#### 4.3.2. Perceptions held by Youths on Internationally Funded Programs

The youths engaged in the international funded training programs have positive perception towards these training. Table 4.10 shows the youths' responses on the programs. The statement given had the response scale 1-5 (form 1= most agree to 5=not at all). It is shown in the Table 4.10 that in each statement majority either agreed or most agree. More than 75 percent either agree or most agree to each statement in Table 4.10 which indicates their perceptions on these trainings and youths seem to be more motivated to work than before training as this statement is ranked the most important than the rest. Trainings helps youths being equipped with more skills or various employment. This is indicated in Table 4.10 by more than

75percent of the respondents being either agree or strongly agree to the statement " Trainings equip youth with more skills enough for any employment". Similar results obtained by Dummert (2020) which argued that trainings for youth is the way for them to be flexible in doing various economic activities or businesses which may lead to the increase of their personal income. The higher their personal income the higher the growth of the national income at large. Therefore, these trainings for youths are very crucial.

**Table 4.10: Youth Perception on International Funded Training Programs**

<b>Responses</b>	<b>Most agree</b>	<b>Agree</b>	<b>Don't know</b>	<b>Not agree</b>	<b>Not at all</b>
Trainings equip youth with more skills enough for any employment	24%	51.6%	7.8%	15.1%	1.6%
I qualify for a variety of jobs now than before training	26%	55.7%	15.1%	2.6%	0.5%
Training enables to seek another job/business	23%	60.9%	6.3%	8.9%	1%
I am more motivated to work now than before training	42%	53.1%	1.6%	3.1%	0%

Source: Field Data (2023)

#### **4.4. Employability Skills Reflecting Youth's Competitiveness in being Employable**

The respondents' responses on the employability skills that reflect their competitiveness in being employable were gathered using the questions that were designed in form of statements which they have to agree, most agree, not agree or not at all agree with them. Table 4.11 shows responses on the attitude and employability skills obtained from the international funded training programs on youths. The relative importance in each of the statement which assess the specific objective were

rated using scale with 1-5 (“1 being most agree” to “5 being Not at all”). The column named **RII** stand for the “relative importance index” which shows how each statement received relative importance compared to the others. Relative importance index (RII) with small value indicates relative more important is the statement than the others. In this case, in skills and attitude the statement “With training, I can now have the ability to encourage and inspire other team members to perform better” is relative more important (most of the respondents have positive response on it) as is shown in Table 4.11. It is shown that 62 percent of respondents most agreed to this statement with at least 94 percent of respondents agree or most agree to it.

It also shows that their problem-solving ability improved due to the training given. As the results show in Table 4.11 the statement “I consider various ways of approaching and resolving problems” has received rank of 2 and so it is the second more important. The results shows also that this statement most agreed by 55.7 percent of respondents and those most agree or agree to this are more than 98 percent. Also, respondents are now able to learn more after training than before training (more than 96 percent agree or most agree this). Therefore, these trainings improve the skills and attitude of youths and may help to increases their employability qualities.

**Table 4.11 Youths Attitudes on Employability Skills**

<b>Skills and Attitude</b>	<b>Most agree</b>	<b>Agree</b>	<b>Don't know</b>	<b>Not agree</b>	<b>Not at all</b>	<b>RII</b>	<b>Rank</b>
After training I am more able to set, plan and reach my own learning goals than before training	29.2%	55.2%	1%	13%	1.6%	0.405	5
After training I am able of learning what I don't know more than before	44.8%	52.1%	2.6%	0.5%	0%	0.318	3
I can use strategies and skills (communication skills) to work effectively with others more than before training	38.5%	57.8%	2.6%	1%	0%	0.332	4
With training, I can now have the ability to encourage and inspire other team members to perform better	62%	32.8%	4.7%	0.5%	0%	<b>0.288</b>	<b>1</b>
I consider various ways of approaching and resolving problems	55.7%	43.2%	0%	1%	0%	0.293	2

Source: Field Data (2023)

The findings (discussed above) of the current study relate to those obtained by Cheng (2010) and Ferguson (2013). Similar results by Cheng (2010) and Ferguson (2013) indicated that youth empowerment through various training has positive impact on the youths' employability and lead them to secure job or self-employment and hence growth. Through these trainings' youths' employability is enhanced much by expose them to vocational trainings, in which youth obtain the practical skills and enable them to engage in various trades. Vocational education is very important for the youth to secure their life employment, either by self-employed, employed in private sector and in public organizations.

#### **4.5 International Exposure through Networks and Youth's Engagement in the Global Market**

Training programs with international funding broaden the range of exposure for young people. The networks that the youth form throughout these trainings help them stay in touch. The respondents' level of exposure to globally financed training programs was evaluated. The replies match those in Table 4.12. The table uses the relative importance index (RII) to balance the statements' conclusions. The response of the respondent is indicated by the weight based on the scale employed (1=most agree, and 5=Not at all). The RII with the lowest value is therefore regarded as having the greatest relative importance. Results in Table 4.12 show that youths have increased exposure and networks after training.

The majority of responders indicated that they are positive to this claim. More than 88 percent of respondents agree (or strongly agree) with this. Additionally, 87.5 percent of respondents reported that they still communicate with the organization that gave them with training, which is crucial information. The statement that "the international funded training opened the employment opportunities outside the country" is debatable, nevertheless. A sizable portion of respondents (37.5 percent) disagree or are not sure whether these chances for youngsters to receive training outside of the country exist. Although there is communication, as more than 87 percent of respondents said, they do not assist them in finding employment abroad.

**Table 4.12: International Exposure after Training**

<b>International Exposure</b>	<b>Most agree</b>	<b>Agree</b>	<b>Don't know</b>	<b>Not agree</b>	<b>Not at all</b>	<b>RII</b>	<b>Rank</b>
The training exposed me to opportunities and networks outside Tanzania	9.4%	40.6%	7.3%	37.5%	5.2%	0.577	5
I feel that the training I received is global that i can apply/market the skills anywhere in the world	22.9%	51.6%	19.8%	3.6%	2.1%	0.421	3
I have more exposure and network than I received after training	21.4%	67.7%	2.6%	6.8%	1.6%	<b>0.399</b>	<b>1</b>
I have more network within and outside Tanzania now than before the training	18.8%	47.9%	6.3%	18.8%	8.3%	0.500	4
I still maintain contacts/communication with the organization that provided training to me	22.4%	65.1%	2.1%	7.3%	3.1%	0.407	2

Source: Field Data (2023)

#### **4.6 Youth's Employment Sustainability and Earnings from Internationally Funded Programs**

The development of any household economy and the whole national economy depend greatly on employability. The youth must possess a variety of abilities that will make them useful and possess the traits necessary to find employment. The employment sustainability and revenues from internationally funded trainings were among the goals of this study. According to the study's findings, the majority of young people increased their performance at work, making their clients happier than they were before the training. This remark above is listed as the most frequently referenced by respondents in the relative importance index (RII) column of Table 4.13. According to the data, 95.8 percent of respondents strongly agree that their performance has improved since receiving training, and their clients are happier than

before. The findings also show that youths now earn significantly more than they did prior to training. The majority of respondents (62 percent) concur that earnings have improved recently.

**Table 4.13: Employment Sustainability, Performance and Earnings**

<b>Job Sat and Performance</b>	<b>Most agree</b>	<b>Agree</b>	<b>Don't know</b>	<b>Not agree</b>	<b>Not at all</b>	<b>RII</b>	<b>Rank</b>
I currently earn much more than I earned before a month	28.6%	62%	4.7%	4.2%	0.5%	0.372	2
After training I feel I am the best performer compared to my peers	26%	50%	10.9%	6.3%	6.8%	0.435	3
M superior/clients are happier now with my performance than before training	40.6%	55.2%	3.1%	1%	0%	<b>0.329</b>	<b>1</b>

Source: Field Data (2023)

The results also show that these trainings assist young people in getting better jobs and self-employment. Additionally, the fact that individuals now have employment requiring the training-related abilities helps them perform better. The trainings give the youngsters the skills they need to have better-quality employment or businesses than they had before the training, so they are able to maintain their employment. This is shown in Table 4.14, which has the smallest RII of all and is listed as the one that respondents most frequently cited as being of greater relative importance. According to the findings, 88.5 percent of respondents (or the majority) believe that the quality of employment currently is higher than it was before the training. It appears that following training, self-employment opportunities increased because young people view themselves as skilled. The statement above has 87.5 percent agreement, and it is the second most frequently mentioned by responders. International trainings give

youths the most useful skills while also increasing their employment and earning potential.

**Table 4.14: Employment and self-employment**

<b>Better Employment and Self Employment</b>	<b>Most agree</b>	<b>Agree</b>	<b>Don't know</b>	<b>Not agree</b>	<b>Not at all</b>	<b>RII</b>	<b>Rank</b>
I consider my post-training job better, and would not consider a different/better than this	19.8%	44.8%	8.3%	21.9%	5.2%	0.496	4
My current work/business relates with my added skills	21.4%	54.2%	12.5%	7.8%	4.2%	0.439	3
I consider self-employment better aligned with my acquired skills	27.1%	60.4%	5.2%	7.3%	0%	0.385	2
The quality of my current employment/business is better than one previous before the training	25%	63.5%	6.8%	3.6%	1%	<b>0.384</b>	<b>1</b>

Source: Field Data (2023)



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1. Chapter Overview**

This chapter presents the summary of the study and makes the conclusions in accordance to the objectives' findings obtained from the analysis. This chapter also gives the recommendations based on the results obtained in each objective. Furthermore, the chapter presents the suggested area for further researches. This chapter includes the following subsections: chapter overview, study summary, conclusions, recommendations and the suggestions for area for further researches.

#### **5.2. Summary of the Study Findings**

This section presents the summary related to the key findings obtained from the analysis. The study aimed at assessing the impact of internationally funded youth interventions on youth employment and employability. The study specifically intended: To describe the content and perceptions held by the youth on internationally funded programs in the study area, to describe extent to which employability skills reflect the youths' competitiveness in being employable, to examine the extent of international exposure through networks and youth's engagement in the global market and to examine the youth's employment sustainability and earnings from internationally funded programs in the district. The analysis for each objective was performed and the presented in details in the previous chapter. The summary of the findings presented in the following subsections.

### **5.2.1. Youths' Perceptions and Content on Internationally Funded Programs**

The study interested to know the content and perceptions held by youths on these internationally funded programs. The results revealed that more than 72 percent of youths obtained their skills from International Non-Government organizations (INGOs). It was found that very few of them (not more than 2 percent) receive the skills from trainings given by Government Organizations. The findings show that apprenticeship and vocational skills are mostly provided by these internationally funded programs. The findings show that 44.8 percent of the training skills are vocational skills and 48.4 percent are apprenticeship training skills.

The perceptions of youths towards these programs seem to be very positive. The findings indicate that more than 75 percent of the youths generally agreed that these internally funded programs help them in the following ways; In equip them with more skills enough for any employment, enable them qualifying for a variety of jobs now than before, enable them to seek for any other job/business and also youths become more motivated to work now than before training. From these findings, the point that youths mentioned more than others is that the trainings make them more motivated to work now than before, and about 94 percent positively agreed to this.

### **5.2.2. Reflection of Youths' Skills obtained towards Employability Competitiveness**

The respondents were given the statements that they have to rate using the scale 1 to 5 so as to measure the skills obtained and the employability competitiveness. The findings obtained from relative importance index revealed the statement that need to be given more attention as it has been mentioned or given more weight by the

respondents. The findings obtained show that 62 percent most agree that skills they obtain from the programs enable them to compete and even give the ability to encourage other to perform better. This is then enabling the youths to be competent and qualify for any jobs/employment. The statement “With training, I can now have the ability to encourage and inspire other team members to perform better” was ranked the 1<sup>st</sup> as it was given more weight by the respondents.

Next to this the statement “I consider various ways of approaching and resolving problems” was ranked the second, and so the skills obtained enabling them to have skills for solving various problems and so they become more competitive and employable. The findings show that 55.7 percent most agree to this statement, however combine with those who agree, more than 98 percent either agree or most agree to the fact that the training they receive help them to be employable as they are now consider various ways of approaching and resolving the problems.

### **5.2.3. The Extent of International Exposure through Networks and Youth’s Engagement in the Global Market**

The findings shows that 87.5 percent of the youths still communicate with the organizations (trainers) from the internationally funded training programs. Although the exposure they have to these organizations seems not really give them the chances for them to be employed outside but they are potential here withing the country. About 37.5 percent of the youths are not sure or they disagree that there are chances for them to be receiving these trainings and work outside the country.

#### **5.2.4. Youths' Employment Sustainability and Earnings from Internationally Funded Programs**

The study findings indicated that Youths performance and earnings have improved after they received the trainings from the internationally funded programs. The youths may now make their clients happier than before due to their performance. This was indicated as the highest ranked statement by RII. The results also shows that more than 95 percent are now perform well and make their clients happier than before training. They perform well and satisfy the clients and this led to the improvement in their earnings. The findings revealed that, more than 88 percent of the Youths agree (or most agree) that they earn more after the trainings than before and 76 percent of them they feel comfortable and their performance improved.

#### **5.3. Conclusions**

The study objective was to assess the impact of the internationally funded Youths' training programs on youth employment and employability. The Youths concluded seem to have adequate information on the levels of knowledge based on internationally funded youth intervention on average however it is not at 100 percent . Most of the youths hold positive attitude towards internationally funds provided, despite the existence of few with negative attitude especially those children of rich people. There is a positive correlation between actual internationally funded youths' interventions, knowledge and attitude. The internationally funded youths' interventions contribute to the improvement of the economic status of the youths in Kisarawe district and the economy of our country at large. These training are of great important as they help to create more job/employments slots especially self-

employment among youths and hence reduce the problem of underemployment and unemployment.

#### **5.4. Recommendations**

Based on the findings obtained in the course of this study, the following recommendations are hereby suggested:

The study recommends that Kisarawe District through the responsible department should raise the awareness on these internationally funded youths' trainings and interventions so that large number of them will be involved and hence the benefits to the Kisarawe community be broaden up. The involvement of youths in these trainings enable them to improve in terms of skills and attitude as a results employability and earnings chances are maximized. The study also recommends;

- i) The government to provide the funded youths interventions and not to rely only on the internationally funded programs (INGOs).
- ii) The trainings programs to stress much importance to the vocational and technical skills so that the youths will be self-employed and reduce the problem of unemployment.
- iii) The awareness to be raised on youths on the applicability of the skills they obtained from the programs, to use the skills in a way that will be more potential for employment in our country and not to think of having the opportunities outside the country since within the country there is lots of opportunities. Them to think of opportunity outside the country after training may demoralize their participation if the opportunity won't happen.

### **5.5. Area for Further Studies**

This study has explored the relationship between the impact of internationally funded interventions on youths Perceptions and Knowledge, Employability and Employment in the District of Kisarawe. Despite unraveling important insights underpinning development interventions on youtu employment, the study remains limited in its scope: geography, socio-economics and demographics. Further similar or advanced studies should be done across the country to expand the scope.

## REFERENCES

- Blattman, C., & Ralston, L. (2015). Generating employment in poor and fragile states: Evidence from labor market and entrepreneurship programs. *Available at SSRN 2622220*.
- Brewer, J. K., & Sindelar, P. T. (1988). Adequate sample size: A priori and post hoc considerations. *The Journal of Special Education, 21*(4), 74-84.
- Cable, D. M., & DeRue, D. S. (2002). The convergent and discriminant validity of subjective fit perceptions. *Journal of applied psychology, 87*(5), 875.
- Cheng, I. H. (2010). Case studies of integrated pedagogy in vocational education: A three-tier approach to empowering vulnerable youth in urban Cambodia
- Common Wealth (CN), (2006). Common Wealth Plan of Action for Youth Empowerment 2006-2015, [www.thecommonwealth.org](http://www.thecommonwealth.org). Retrieve 7 September 2018.
- Dummert, S. (2020). Employment prospects after completing vocational training in Germany from 2008-2014: A comprehensive analysis. *Journal of Vocational Education and Training*.
- Efem, N. (2007, October). African Youth Charter: Prospects for the development of the African youth. In *Workshop on the Appropriation, Dissemination and Implementation of Regional Instruments and Endogenous Democratic Governance and Conflict Prevention Mechanisms in West Africa, Dakar and Senegal*.
- Europa (2018). YEE Project Report, Dar Es Salaam. [www.europa.eu](http://www.europa.eu). Retrieved 11 February 2019.
- Ferguson, K. M. (2013). Using the Social Enterprise Intervention (SEI) and

Individual Placement and Support (IPS) Models to Improve Employment and Clinical Outcomes of Homeless. *Soc Work Ment Health* 11(5).

ILO (2015), Key Indicators of the Labour Market. Retrieved, 2018. Geneva: UN-ILO HQ.

International Labour Organization (ILO). 2018. World Employment and Social Outlook: Trends 2018. Geneva: International Labour Office. 2018. *Geneva: ILO*.

Mbagwa, C. (2021). *The Impact of Youth Economic Empowerment Programme on Employability of Marginalised Youth: A case study of Ilala Municipality in Dar Es Salaam* (Dissertation, The Open University of Tanzania).

Ministry of Finance and Planning, Tanzania National Bureau of Statistics and President's Office - Finance and Planning, Office of the Chief Government Statistician, Zanzibar. The 2022 Population and Housing Census: Age and Sex Distribution Report. Tanzania, December 2022

Morisset, J., Isis, G., & Waly, W. (2013). Youth in Tanzania: A growing uneducated labor force. *Africa Can End Poverty*. Retrieved from Available at: <http://blogs.worldbank.org/africacan/youth-in-tanzania-a-growing-uneducated-labor-force>.

Orodho, A. J. (2005). Techniques of writing research proposals and reports in Educational and Social Sciences, Nairobi: Kaneja HP Enterprises.

Pallant, J. (2001). SPSS survival manual. Milton Keynes: Open University press.

REPOA, 2010. Ophelia Mascarenhas, Huruma Sigalla. Poverty and the Rights of Children at Household Level. Research on Poverty Alleviation (REPOA, Dar Es Salaam, Tanzania).



- Saunders, M., Lewis, P., Thornhill, A., & Bristow, A. (2019). Research Methods for Business Students" Chapter 4: Understanding research philosophy and approaches to theory development. *Research Methods for Business Students. Pearson Education*, 128-171.
- Shamchiyeva, L., Kizu, T., & Kahyarara, G. (2014). *Labour market transitions of young women and men in the United Republic of Tanzania*. Geneva, Switzerland: ILO.
- Tanzania Economic Outlook Report, (2018). Abidjan Côte d'Ivoire. AfDB HQ
- UN (2013). "Youth unemployment rate: Aged 15-24". United Nations Statistic Division. Geneva: UN HQ.
- United Nations (2012). World Youth Report: The UN Focal Point for Youth, 2012".
- United Republic of Tanzania (2014). Ministry of Education. Addressing Youth Unemployment through TVET: Policy Perspective in Tanzania. Ministry of Education. Dodoma.
- United Republic of Tanzania (BOT), (2019). Bank of Tanzania Annual Report 2018/2019. Bank of Tanzania, Dodoma.
- United Republic of Tanzania (BOT), (2018). Drivers of Economic Growth in Tanzania. Bank of Tanzania, Dodoma.
- United Republic of Tanzania (MOF), (2016). MKUKUTA II Assessment Report (2010-2015). Ministry of Finance, Dodoma.
- United Republic of Tanzania (MOF), (2005). Tanzania Development Vision 2025, Ministry of Finance, Dodoma.
- United Republic of Tanzania (MOF), (2010). Tanzania National Strategy for Growth and Reduction of Poverty II, Ministry of Finance, Dodoma.

United Republic of Tanzania (MOF), (2011). Tanzania Road to Middle Income Economy, Ministry of Finance, Dodoma.

United Republic of Tanzania (MOF), (2020). Minister of Finance Budget Speech. Ministry of Finance, Dodoma.

United Republic of Tanzania (NBS), (2014). Tanzania Mainland Poverty Assessment Survey, National Bureau of Statistics, Dodoma.

United Republic of Tanzania (NBS), (2016). Tanzania Formal Sector Employment & Earnings Survey, National Bureau of Statistics, Dodoma.

United Republic of Tanzania (NBS), (2014). Tanzania Integrated Labor Force Survey, National Bureau of Statistics, Dodoma.

United Republic of Tanzania (NBS), (2014). Tanzania National Panel Survey, National Bureau of Statistics, Dodoma.

United Republic of Tanzania (URT), (2007). Tanzania National Youth Development Policy, Ministry of Youths, Dodoma.

USAID (2018). Feed the Future: Advancing Youths Activities: Year I Annual Report. USAID: Tanzania

USAID (2019). Feed the Future: Advancing Youths Fact Sheet. USAID: Tanzania

World Bank (2016). World Bank Report: Youth Unemployment in Sub-saharan Africa.

## APPENDICES

### **Appendix 1: Structured Questionnaire**

Research questionnaire for the Youths in Kisarawe to assess the Impact of internationally funded youth interventions on youth employment and employability in Tanzania.

Consent

Dear respondent,

My name is **Jokate Urban Mwegelo**, a Master's student at the Open University of Tanzania. I am conducting academic research on "The Impact of Internationally Funded youth Interventions on Youths' employment and employability in Tanzania, case of Kisarawe District". You are kindly requested to participate in this study by responding to the following questions. It is with great assurance that all the information you will provide will be treated with the utmost confidentiality and be used for academic purposes only. Your responses will be highly valued.

Please Note: Your name shall not appear anywhere in the document.

#### **Instructions on how to complete this form:**

Where there are the boxes in any question below, please choose the correct answer.

Where there are blanks, please fill in the blanks.

**PART A:****Respondent's Characteristics (Information)**

Dear respondent you are kindly requested to fill in the information below.

*Please, put a tick (✓) where appropriate and fill in the blank where appropriate*

1. What is your age? \_\_\_\_\_

2. What is your Gender?

a) Male

b) Female

3. Marital Status?

a) Single

b) Married

c) Divorced

d) Living together

e) Widow

4. The Highest Level of education attained?

a) Not attended to school

b) Primary school education

c) Form1-form2

d) form3- form4

e) Form5- form 6

f) Bachelor degree

g) other (specify)

5. What is your Ethnic Group? \_\_\_\_\_

6. Skills or training after basic education (tick where appropriate)

INGOs	NGOs	Government	Formal Education	Combination of 2+

7. Forma Training attended? (Please tick where appropriate)

Vocational	Technical	Apprenticeship

**PART B:**

**Impact of Internationally Funded Training Programs on Youth Employment  
and Employability**

**1. Skills and Attitudes**

On a scale of 1 to 5, would you please rate each of the following statements on youth perception on Importance of categories of capacity building on their employability and self-employment?

Not at all=5, Not agree=4, Don't Know=3, Agree=2, Most agree=1

Statement	1	2	3	4	5
<b>Learning to learn (Lifelong learning) Skills</b>					
After training I am more able to set plan and reach my own learning goals than before training					
After training I am able of learning what i do not know more than before					
<b>Communication Skills</b>					
I can use strategies and skills to work effectively with others more than before training					
<b>Teamwork Skills</b>					
With training, I can now have the ability to encourage and inspire other team members to perform better					
<b>Problem-solving Skills</b>					
I consider various ways of approaching and resolving problems					

## 2. Motivation and Job Seeking

On a scale of 1 to 5, would you please rate each of the following statement on the Motivation and Job seeking perceived by youth from these trainings.

Not at all=5, Not agree=4, Don't Know=3, Agree=2, Most agree=1

Statement	1	2	3	4	5
After training I consider myself skilled enough for any employment					
I qualify for a variety of jobs now than before training					
As a result of training, I consider looking for another job/business					
I am more motivated to work now than before training					

## 3. Job Satisfaction and Job Performance

On a scale of 1 to 5, would you please rate each of the following statement on the Job satisfaction and Job performance by youths after trainings.

Not at all=5, Not agree=4, Don't Know=3, Agree=2, Most agree=1

Statement	1	2	3	4	5
I currently earn much more than I earned before a month					
After training I feel I am the best performer compared to my peers					
My superior/clients are happier now with my performance than before training					

## 4. Obtaining better Employment and Self-employment

On a scale of 1 to 5, would you please rate each of the following statements on how youths get better employment and self-employment after these trainings?

Not at all=5, Not agree=4, Don't Know=3, Agree=2, Most agree=1

Statement	1	2	3	4	5
I consider my post-training job/position/environment better, and would not consider a different/better than this					
My current work/position/business relates with my added skills					
I consider self-employment better aligned with my acquired skills					
I consider employment better aligned with my acquired skills					
The quality of my current employment/business is better than one previous I had before the training					

### 5. International exposure/Networking beyond Training Premises/Period

On a scale of 1 to 5, would you please rate each of the following statement on the youths' experiences and perceptions towards exposure after trainings.

Not at all=5, Not agree=4, Don't Know=3, Agree=2, Most agree=1

Statement	1	2	3	4	5
The training exposed me to opportunities and networks outside Tanzania					
I feel that the training I received is global that i can apply/market the skills anywhere in the world					
I have more exposure and network that i received after training					
I have more network within and outside Tanzania now than before the training					
I still maintain contacts/communication with the organization that provided training to me					



**Appendix 2: Research permit**