Evaluation Report

Mid-Term Review

Skills for Employment Tanzania (SET)
Project Phase II Mid-Term Review

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Imprint

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Skills for Employment Tanzania (SET) Project Phase II Mid-Term Review

Final Report

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Embassy of Switzerland in Tanzania
Swiss Agency for Development and Cooperation

Rasheed Mbalamula, rasheed.mbalamula@eda.admin.ch

Authors:

Ha-My Nguyen, Michael Morlok, Eutropia Kalutu

With contributions by Abraham Mtongole, Tsinu Amdeselassie, and Valentina Gabella

Contact us at:

orange & teal

4054 Basel, Switzerland

hello@orange-and-teal.com

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Abbreviations

CBA	Cost-Benefit Analysis
CPD	Continuing Professional Development
DPG	Development Partners Group
EHM	Elimu Haina Mwisho
ENABEL	Belgian Development Agency
ESP	Education Support Programme
ESPJ	Education Support for Job Creation
FDC	Folk Development College
GESI	Gender Equality and Social Inclusion
KTO	Karibu Tanzania Organization
LGAs	Local Government Authorities
M&E	Monitoring and Evaluation
MATI	Ministry of Agriculture Training Institute
MoEST	Ministry of Education, Science and Technology
MoU	Memorandum of Understanding
NACTVET	National Council for Technical and Vocational Education and Training
NGO	Non-Governmental Organisation
NSDS	National Skills Development Strategy
OECD DAC	Organisation for Economic Co-operation and Development - Development Assistance Committee
PO-RALG	President's Office - Regional Administration and Local Government
PMO-LYED	Prime Minister's Office – Labour, Youth, Employment, and People with Disabilities
ProDoc	Project Document

ROI	Return on Investment
SDC	Swiss Agency for Development and Cooperation
SET	Skills for Employment Tanzania
SIDA	Swedish International Development Cooperation Agency
SIDO	Small Industries Development Organisation
Tsh	Tanzanian Shillings
USAID	United States Agency for International Development
VETA	Vocational Education and Training Authority

Executive Summary

The Swiss Agency for Development and Cooperation (SDC) commissioned a mid-term review of the second phase of the Skills for Employment Tanzania (SET) project. The evaluation was conducted between October and December 2024.

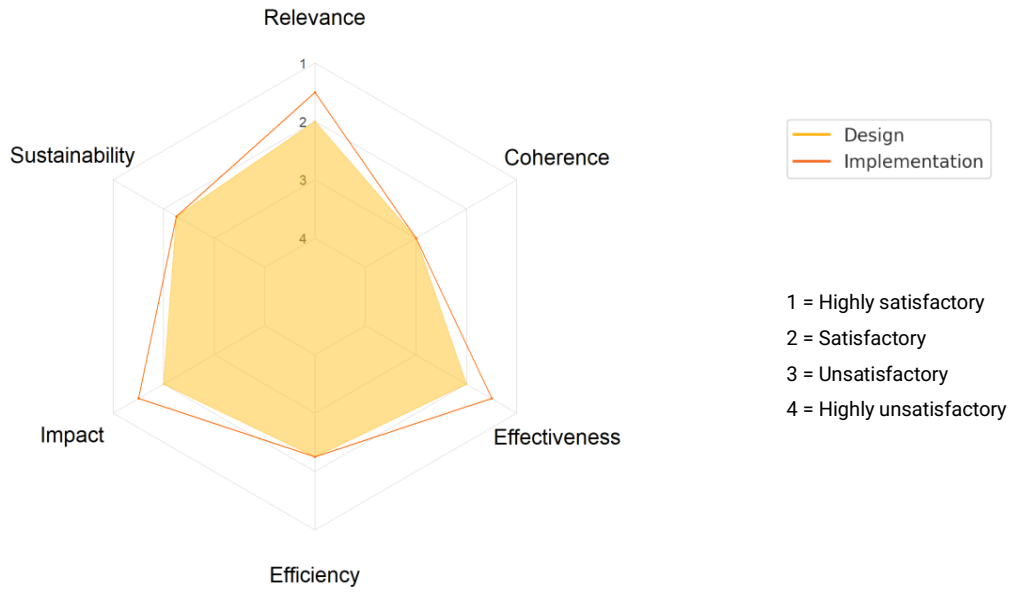
Evaluation approach

The objectives of the evaluation were to assess whether the project delivers against the ProDoc, inform whether the project's focus and approach create a systemic and sustainable impact, suggest adjustments for the remainder of phase II, and recommend changes for a potential phase III. These sources were used for the evaluation:

- **Document review:** analysis of project-related documents and studies.
- **Data review:** analysis of the SET II M&E framework and project data. An ex-post Cost Benefit Analysis for the component 3 was also conducted.
- **Interviews:** 90 stakeholders were interviewed individually, or took part in focus group discussions.
- **Online survey:** a survey was distributed to 34 stakeholders, with 25 persons responding (74%)
- **Peer-to-peer component:** six youth reviewers interviewed 55 participants in Morogoro province.

Milestones of the evaluation were the kick-off meeting (15 October 2024), the approval of the evaluation concept (4 November 2024), the validation and recommendation co-creation workshop with SDC and the SET team (28 November 2024), the submission of the draft report (5 December 2024), and the submission of the final report (30 January 2025).

Evaluation results



Relevance: The project effectively addresses the needs of vulnerable groups, such as school dropouts and young mothers, through practical training and support. Its diverse implementation measures, including CPD for FDC staff and targeted capacity-building, have been largely successful. Assessing the quality of the design more broadly, there are in-built limitations regarding scalability and sustainability (further discussed below).

Coherence: The SET II project aligns with government skills development priorities, but systemic issues in public sector coordination and donor collaboration limit external coherence. Fragmented government initiatives, bureaucratic inefficiencies, and a focus on per diems hinder effective planning. Poor coordination among donor-funded projects causes inefficiencies, missed opportunities for synergies are occasional duplication of efforts. Platforms like the DPG provide dialogue but lack actionable outcomes.

Effectiveness: The project is making good progress, exceeding capacity-building targets and involving more FDC staff in CPD than planned. Participatory approaches have enhanced relevance and stakeholder ownership. However, delays exist in curriculum development and private sector inclusion in component 3. Overall, effectiveness has exceeded expectations, but linkages between three components, and post-training support in component 3 could be improved. Gender inclusivity is strong, though some challenges remain, such as the demand-based approach to course selection sometimes reinforced stereotypes and limited environmental integration in curricula.

Efficiency: The project has been efficient in delivering quality services on time and collaborating with stakeholders. Cost-efficiency was achieved by leveraging local expertise and a peer-led approach. Challenges included data quality issues, administrative delays, and fragmented government collaboration. Private sector involvement faced limitations, primarily due to the focus on vulnerable groups which lead to a stronger emphasis on self-employment opportunities. A CBA showing a -18% ROI for component 3 suggests the need for modifications or strategic shifts to ensure economic viability.

Impact: The SET II project has significantly promoted employment, income generation, and empowered vulnerable youth, with ripple effects like community-level skill-sharing, highlighting its transformative potential. However, challenges like limited capital access, inconsistent market opportunities, and the dominance of informal (self-)employment continue to hinder participants' ability to grow and stabilise their livelihoods, even though informal employment can often provide viable income opportunities in Tanzania. Improved teaching through CPD in Component 2 shows promise, though measuring these effects remains difficult at this stage.

Sustainability: Stakeholder motivation is strong, but insufficient funding is a major barrier for sustaining SET's benefits. Component 1 needs better dissemination and coordination; Component 2 faces risks from staff turnover and limited ministry funding despite valuable CPD networks. Component 3 has promising approaches, like youth savings groups, but short cycles and inadequate post-training support limit sustainability. Training is likely to stop without external funding, and systemic sustainability remains limited due to the vulnerable target groups. Overall, sustainability is rated just below "Satisfactory," but could improve with targeted interventions.

Recommendations

Recommendation 1: Enhance Component 1 by establishing pragmatic linkages and coordination for non-formal course materials dissemination. Currently, Component 1 operates as a small supporting element for Component 3, primarily producing VSD course materials that, while beneficial for Component 3, have limited impact on the broader ecosystem. While discussions with PMO-LYED suggest using their planned archive for storage, without an active dissemination strategy, these resources risk being underutilised. A structured mechanism would add value and address fragmentation.

Recommendation 2: Identify the best mix of activities to maximize benefits in Component 3 and achieve a positive Return on Investment. With two years of experience from Phase 2 and four years from Phase 1, and extensive data, the project is now well-positioned to determine the most effective "mix" of activities for the target group. In doing so, trade-offs between depth and breadth should be explored. In addition, more in-depth training and post-training supports could be piloted, and/or the project could focus on trades, formats, and providers which have proven particularly effective.

Recommendation 3: Strengthen sustainability in Component 3 through integrating selected FDCs and capacitating training providers. Currently, private providers (NGOs and CBOs) effectively deliver training, but rely on external funding, limiting sustainability. Given the target group, tuition fees are not feasible, but some practices could move towards more sustainable training provision. Additionally, involving selected FDCs in Component 3 would align better with their role in Component 2. Possible actions could involve pilot cost-sharing with selected FDCs and expand capacity building to all training providers.

Recommendation 4: Expand Component 3 stepwise to new trades and regions. Due to Tanzania's size, expansion across regions is costly, and the budget for Phase 3 will be significantly smaller. Many wards in the current regions remain underserved, making a deeper focus of the project there more practical than an expansion to new regions. Issues with coherence and ROI in Component 3 also support focusing on existing locations. However, compelling opportunities elsewhere can be pursued after careful assessment. Also, a possible action could be to introduce greater flexibility in participant age ranges, allowing providers to include older participants.

Recommendation 5: Strengthen collaboration with related projects and their donors to address challenges across components. Despite efforts by SET and SDC, coordination gaps remain, especially given the focus on similar regions, themes, and/or target groups. The current lack of coordination leads to missed opportunities for synergies, duplicated efforts, and resource inefficiencies. Improved collaboration would enhance coherence, efficiency, and potentially lead to more effective and sustainable outcomes. Possible actions could involve creating thematic donor exchange groups, establishing exchanges for related projects, and pilot joint initiatives.

1. Introduction

The Swiss Agency for Development and Cooperation (SDC) commissioned our team to conduct a mid-term review of the second phase of the Skills for Employment Tanzania (SET) project. The objectives of the mid-term review are to **1.** assess whether the project delivers against the ProDoc; **2.** inform whether the target group focus and the project's approach serve to induce a lasting, systemic and sustainable impact; **3.** inform possible adjustments required for the remaining time of phase II; and **4.** formulate recommendations about what should be designed differently for a possible phase III. The report contains the evaluation approach (chapter 2), findings (chapter 3), conclusions (chapter 4), as well as recommendations (chapter 5) of the review team.

We would like to thank all interviewees and survey participants for their valuable contributions to this evaluation. Our gratitude also goes to SDC and the SET team for their logistical support, and for their openness and constructive engagement in discussing the evaluation results.

Spotlight 1: Tanzanian context

Tanzania has one of the highest population growth rates globally, with a current population of 69.4 million, growing at 3.1% annually. By 2050, the population is projected to reach 120 million. The demographic composition highlights a youthful population, with 79% below the age of 35 and approximately 44% in the 15-24 age group (UNDS, 2024). While the economy demonstrates moderate growth (5.3% GDP increase for the second quarter 2024, year-to-year; Tanzania National Bureau of Statistics), it struggles with "jobless growth," reflecting limited job creation in the formal sector. Agriculture dominates the labour market, employing 58.4% of the population. Vulnerable employment is alarmingly high, affecting 83% of workers (World Bank and UNDP, 2023). Focussing on GDP per capita, purchase-power-parity adjusted, Tanzania remains one of the poorest countries, ranking 160 out of 191 (IMF, 2024).

Politically, the environment is transitioning. The fifth government under President Magufuli (2015-2021) was unfavourable to private sector and NGO engagement. However, the current administration under President Samia Suluhu Hassan has improved conditions for investment and international collaboration. The local government elections in 2024 and the general elections in 2025 create an atmosphere of political change and uncertainty.

The TVET system in Tanzania faces structural and systemic challenges. Low general education levels and high dropout rates remain major constraints, with only 27% completing secondary education in 2018 (NBS 2021. Integrated Labour Force Survey 2020/21). The TVET pathways provide alternatives but are limited in scope and impact. The Folk Development Colleges (FDCs), Vocational Training Centres (VTCs), and Technical Colleges (TCs) offer skills training; however, historical funding shortages and limited market relevance hinder effectiveness. Additionally, TVET courses predominantly focus on traditional trades with inadequate integration of life skills and employability training.

Governance of TVET is fragmented, shared among various ministries such as the Ministry of Education, Science and Technology (MoEST) and the Prime Minister's Office. The National Council for Technical and Vocational Education and Training (NACTVET) oversees accreditation and quality assurance. However, coordination challenges persist.

Key constraints include limited funding, lack of in-house training in companies, and a mismatch between skills provided by TVET and market demand. Moreover, the system does not sufficiently address the needs of the informal sector or equip graduates with skills to thrive in an evolving economy.

In summary, while Tanzania's youthful population and economic growth offer potential, systemic reforms in the TVET sector are crucial to address the disconnect between education, skills development, and employment opportunities.

Table 1: Project overview

SET II – Phase 2	Details
Budget	9,199,750 CHF (approximately 26,446,613,323 Tanzanian Shillings), allocated as follows: • Program Management and Technical Assistance: 31% • Component 1: Labour Market/Skills Needs Information – 10% • Component 2: Continuing Professional Development (CPD) – 17% • Component 3: Youth Training – 42%
Duration	July 2022-June 2026
Implementation	Swisscontact
Goal	Improve the prospects of gainful youth (self-) employment through a contribution to improved access, relevance, and quality of Vocational Skills Development (VSD)
Outcomes	• **Outcome 1 (Relevance):** Improved collection and analysis of labour market and skills needs, involving private sector, workplace practitioners and other labour market stakeholders, leading to improved, relevant and flexible VSD curricula • **Outcome 2 (Quality):** Improved motivation and adaptive teaching techniques and teaching environment allows for improved delivery of non-formal and formal programmes and training throughout the network of FDCs • **Outcome 3 (Access):** Increased access of youth, and young mothers, to relevant non-formal VSD • **Crosscutting:** Gender Equality and Social Inclusion (GESI), Climate change
Key stakeholders/partners	• **Outcome 1:** Prime Minister's Office – Labour, Employment, Youth and People with Disabilities (PMO-LYED) (planned). While Vocational Education and Training Authority (VETA) and National Council for Technical and Vocational Education and Training (NACTVET) were assumed in the ProDoc as implementation partners for this component, this is not the case in practice. Other key partners include local government, local private sector, state institutions (FDC, SIDO, MATI), NGOs, associations. • **Outcome 2:** Ministry of Education Science and Technology (MoEST); and Folk Development Colleges (FDCs), and FDC zonal management • **Outcome 3:** Training providers (NGOs / some private sector companies)
Target groups	Vulnerable youth aged 15 to 24, especially those who cannot access the formal VSD system and young mothers. Public and private training providers, as well as key government institutions like MoEST and FDCs.
Location	• **Outcome 1**: Morogoro and Iringa regions (linked to component 3) • **Outcome 2**: FDC Eastern Zone (pilot and year two) and Southern Highland Zone (year two) • **Outcome 3**: Morogoro and Iringa regions

Source: ToR; ProDoc; Presentation shared by the SET Team (08 November 2024)

2. Evaluation approach

The evaluation was guided by the OECD DAC Standards (including the Quality Standards for Development Evaluation, "Applying Evaluation Criteria Thoughtfully", and "Protection of people involved in evaluation" guidelines) as well as SDC guidelines for evaluations and Economic and Financial Analysis.

A mixed methods approach was applied, with the following key components:

- **Document review:** Design documents, progress reports, and other project documents were reviewed to find answers to the evaluation questions and to contextualise the findings, conclusions, and recommendations.
- **Data review:** The M&E framework was an important source of information and was used to assess target achievement. Data on training participation and outcome were used to discuss the performance of Component 3, and as inputs to the ex-post Cost Benefit Analysis.
- **Interviews**: We interacted with almost 90 institutional stakeholders (35 women and 52 men), almost exclusively face-to-face. The interviewees (see Annex 2) were suggested by SDC and the SET team.
- **Online survey:** An online survey was distributed to 34 stakeholders, with 8 women and 17 men responding (74% response rate). To encourage participation, reminders were sent via email, WhatsApp messages, and verbal communication during field visits. The contact list was provided by the SET team.
- **Peer-to-peer[1] component:** As part of the peer-to-peer (P2P) evaluation component, six peer reviewers conducted interviews with 55 participants in the Morogoro region. The peer reviewers were recommended by the SET team, while the interviewees were chosen through a randomized selection process.
- **Validation**: An online workshop with SDC and the SET team on 28 November 2024, interviews with SDC and the SET team, as well as the review of the draft evaluation report provided opportunities for participation and feedback.

The mid-term review was implemented in accordance with the inception report; almost all meetings took place as planned. There are therefore no special **challenges and limitations** to be reported, apart from those which are part of most evaluation processes:

[1] Peer-to-peer (P2P) research is a participatory method that involves youth learners who have a "lived experience" of the SET project conducting interviews with their peers and collecting data for the evaluation. This contrasts with traditional research, which is typically conducted by external experts. It improves data accuracy by using local knowledge, encourages honest sharing through peer-to-peer interactions, and fosters ownership by involving peers in shaping projects.

- **Limited familiarity**: Several interviewees were involved only in specific components and lacked a full understanding of the project. *Mitigation*: For the interviews and the survey, we were breaking down the questions to intervention or activity level. For most part, the report discusses the results component by component.
- **Response bias**: Responses may be influenced by power dynamics or vested interests. *Mitigation*: We ensured anonymity in data collection methods and triangulated findings with data from multiple independent sources. We emphasized the learning focus of the evaluation at the beginning of all interactions.
- **Limited access to remote areas**: Accessibility challenges hindered data collection in remote and hard-to-reach locations which could not be reached given time and resources. *Mitigation*: One group of interviewees (FDC Ifakara) travelled to meet the evaluation team; we used remote data collection methods (e.g., phone interviews and surveys) to engage with all stakeholders.

Despite these limitations, we believe that our data, gathered from diverse sources and perspectives, provides a solid foundation for this review. We adhered to **ethical guidelines** by implementing measures for informed consent, ensuring anonymity, and maintaining data security in the following ways:

- Interview, survey, and focus group participants received information on the purpose of the mid-term review, their involvement, and their rights.
- Participants received a generic link to the survey to prevent any possibility of identifying individual respondents; the survey included options to opt-out and delete responses.
- Recordings, transcripts, and other memos and contact information were deleted upon completion of the review.

3. Findings

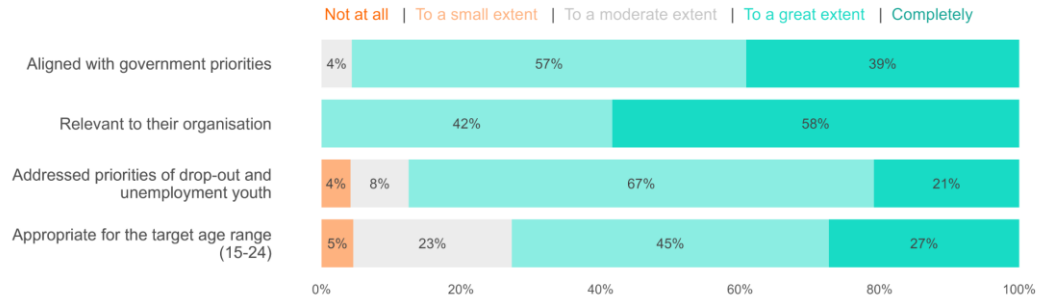
This chapter presents the findings related to the twelve evaluation questions (EQs, see Annex 1), structured around the six DAC evaluation criteria: relevance, coherence, effectiveness, efficiency, impact, and sustainability. The findings in each section are derived from the mix-method approach described in the section above.

3.1. Relevance

In terms of relevance, we primarily assess the extent to which the core design choices of the intervention reflect the needs of vulnerable youth (EQ 1), and the intervention has adapted to changes (EQ 2).

Overall, the SET II project is widely perceived as aligning well with government priorities, being highly relevant to stakeholders' organisations, and addressing the needs of vulnerable youth (*Figure 1*). Most survey respondents (88%) believe the project effectively addresses the needs of unemployed and school dropout youth, although there is some variation in their perceptions. Regarding the appropriateness of the target age range (15-24), 72% consider the project suitable, but 28% of respondents express some level of reservation.

Figure 1: In your view, to what extent have the project activities: aligned with government priorities?; been relevant to your organisation?; addressed important needs and priorities of school drop-out or unemployed youth?; been appropriate for the targeted age range of 15 to 24?



Note: Based on responses from 23, 24, 24, and 22 participants, respectively.

In terms of adaptations to change, it should first be noted that the project has undergone significant changes between phase I and phase II. During its initial phase, the project heavily relied on government institutions to drive systemic change, but this approach proved overly optimistic

given the limited capacity and willingness of these institutions to implement reforms. In response, the second phase of the intervention shifted its focus towards more localized, operational goals.[2]

During the second phase, some contextual changes took place, but they have not significantly impacted the intervention, and no major adjustments have been necessary. These changes include (potential) shifts in the perceived role of FDCs, particularly the risk that they may focus more on formal courses, the plans to introduce vocational training at secondary schools[3], and a policy change which makes it easier for young mothers who interrupted their education to return to school[4]. As a result, the intervention has only required ongoing refinement of activities rather than substantial changes.

Component 1

The labour market assessments (LMAs) were designed to support the identification and prioritization of economic activities that matched regional and local needs. This ensured that the new training VSD programmes addressed local opportunities, focusing on practical trades such as poultry, baking, and fish farming that could generate economic benefits for the youth. However, the process faced challenges due to inconsistent and incomplete data sources, while the primary data collection was cumbersome. Going forward, the plan is to rely more on qualitative insights and local knowledge to fill gaps efficiently: *"Common sense and guiding questions provide more actionable insights than extensive labour market surveys that rely on flawed data."*

Curriculum development focused on practical content, addressing youth aspirations and labour market needs. In the development of eight curricula and related training material up to now, the project focused on trades with high demand, and emphasized the economic relevance of the content, by involving occupational practitioners. For instance, the hairdressing curricula filled gaps in existing vocational training, addressing topics like advanced techniques and product selection. *"Hairdressing is not just braiding; you need to know the science of hair, which local schools don't teach,"* one practitioner explained. Participants were also able leveraging the skills

[2] The change was implemented during the beginning of the second phase, which led to small changes in the LogFrame. Concretely, one of the Outcome 1 indicators was reformulated from "Labour market analyses (LMA) of MoEST and MoA have been prepared with substantial private sector involvement." to "Relevant state institutions have prepared improved labour market and skills needs assessments with substantial private sector involvement".

[3] In July 2023, the government announced plans to establish 100 specialised vocational secondary schools nationwide. The MoEST oversees this initiative, with the Tanzania Institute of Education developing a curriculum for Secondary Education Forms I–IV that includes both General Education and Vocational Education streams. The Vocational Education stream is divided into fifteen main fields, which are Electrical Engineering, Mechanical Engineering, Civil Engineering, Automotive Engineering, Transport and Logistics, Clothing and Textile, Agriculture and Food Processing, Hospitality and Tourism, Commercial and Business Support Services, Printing, Mineral Extraction and Processing, Cosmetology, Creative Arts, Electronics and Computer, and Sports.

[4] In November 2021, MoEST issued Education Circular No. 2, reversing a longstanding policy that barred pregnant students from returning to formal education. This circular permits girls who have dropped out due to pregnancy to re-enrol in formal schooling within two years of giving birth. In February 2022, the Ministry released guidelines to facilitate the re-entry process, aiming to support young mothers in resuming their education. *Source: Havard University*

immediately to generate income: *"One mother shared that she's been able to pay for her child's school fees using profits from the crisps she learned to make here."*

Component 1 demonstrates good collaboration practice. Working with various stakeholders - including private training providers, government institutions (FDCs, MATI, and SIDO), and especially practitioners - showcases effective and participatory processes for curriculum development. Diverse and up-to-date expertise was leveraged to align curriculum development and training needs. However, systemic challenges persist in developing and rolling-out relevant non-formal curricula. For instance, many training providers will likely be unable to fully implement the new curricula without financial support due to lacking skilled trainers, essential infrastructure, and other resources. This gap creates difficulties in sustaining the training programmes, even when curricula are well-developed and well-aligned with local needs. Component 1's achievements are seen as notable, but also as "one-off activity" due to challenges in scalability and sustainability. The impact of practical curricula was substantial within targeted interventions, but broader implementation across regions remained limited.

Component 2

The CPD programme aligns well with the national push for improving vocational education embedded in policies such as the National Skills Development Strategy (NSDS) and the Tanzania Development Vision 2025, which emphasise youth employability, particularly for underserved populations. CPD supports this by improving teacher capacity to deliver skill-based training, directly contributing to these priorities, as highlighted by a government representative: *"SET complements what we are doing, helping us vocationalise education to better meet the needs of vulnerable youth."* However, these frameworks are broad enough that almost any intervention in the skills sector could claim alignment. Questions remain about the specific role of FDCs within the vocational skills ecosystem and the extent to which the government prioritizes their development (Spotlight 2).

The CPD programme is highly practical, addressing immediate gaps in administration, teaching methodology, and technical skills. The approach introduces teachers to modern pedagogical techniques, such as inquiry-based learning and lesson planning. This is particularly important given that many part-time teachers and tutors do not have a formal teaching qualification, and the lack of government funding for FDCs, including for recruiting and employing qualified staff. An instructor highlighted, *"CPD has transformed my approach to teaching by making me focus on the needs of individual students."* Interviewees further explained how these changes are relevant for students, such as increased student engagement and reduced dropout rates.

While the CPD programme addresses many critical needs, fundamental gaps in infrastructure, equipment, and teacher qualifications remain significant barriers to creating an effective learning environment at FDCs. One interviewee observed, *"Instructors often share outdated methodologies, leading to blind people leading blind people. Without better facilities, they are forced to teach using makeshift materials, which limits their effectiveness."* These challenges are compounded by inconsistent support from school administrations, which affects the sustainability and implementation of CPD learnings. As one interviewee put it, *"Sometimes there is a gap between the potential of what CPD teaches can achieve and the support we get from school*

administrators to implement it effectively." This feedback does not question the value of CPD but raises concerns about how effectively it can address the needs of vulnerable youth within the constraints faced by FDCs.

The new FDC administrative system is tailored to FDC capacity and needs. The system is well-aligned with government mandates for data standardization, effectively bridging the gap between institutional data collection and national reporting systems. One respondent emphasized, *"Every time when the government needed the data, they had to phone these individual institutions... Using the system right now, they don't have to really do that."* The tool's design incorporated stakeholder input, ensuring it is both practical and adaptable to on-the-ground requirements.

Spotlight 2: Folk Development Colleges

The FDCs in Tanzania were established in 1975 with the aim of enabling adults to read, write, and engage in socio-economic activities to foster self-reliance and self-employment [5]. Initially, they received substantial support from the Swedish International Development Cooperation Agency (SIDA) for over two decades. However, the withdrawal of SIDA's funding in the late 1990s posed significant financial challenges. Subsequently, FDCs underwent multiple administrative transitions, moving between various government ministries, such as Education, Community Development, Labour, and Youth and Culture. These shifts often led to changes in policy focus, with mandates ranging from vocational training to community development and youth empowerment, as well as inconsistent resource allocation.

Today, there are 54 FDCs, primarily located in rural and semi-rural areas. The FDCs, operated under the Ministry of Education, Science and Technology (MoEST), are being integrated more firmly into Tanzania's vocational education framework, with efforts focused on improving training quality, addressing unemployment, and aligning their operations with the national development agenda, such as the Tanzania Development Vision 2025.

The FDCs generate income through student fees, which are capped by the government. They offer both short courses (Folk Education, up to 90 days) and longer courses (Vocational Education and Training, up to two years). Open to individuals aged 18 and above, regardless of educational background, participants receive a certificate of attendance upon completion (short courses), or a VETA certificate (long courses).

Typical short courses offered include computer application, driving, tailoring and cookery, while long courses cover topics such as electrical installation, motor vehicle mechanics, and again tailoring and cookery. The courses differ between the FDC (see overview in the SET report, "A short assessment on short course curriculum development in selected Folk Development Colleges", May 2023). These technical subjects are complemented by transversal topics like Kiswahili, English, Business/Entrepreneurship Studies, Civic Education, Culture, Environmental Conservation, Social Health Education, Gender and Development, Self-Help Knowledge, and Life Skills.

One notable course is the Teenage Mother Course (Mama Course). This programme, offered in nine colleges, provides teenage mothers—expelled from the formal education system before completing primary or secondary school—with a two-year vocational training opportunity in a chosen trade. Accommodation is provided for both the mother and child throughout the program, allowing them to re-engage with education in a supportive environment.

Several initiatives have been introduced to strengthen FDCs and support their outreach to vulnerable groups. For instance, the Elimu Haina Mwisho (EHM) project, funded by Swedish International

[5] FDCs were established to serve as: a) Vocational Training Centres, b) Adult Education Institutions promoting lifelong learning in their communities, and c) Contributors to local and national socio-economic development. Their model drew inspiration from the Scandinavian Folk High Schools, particularly from Sweden, Denmark, and Norway, focusing on life skills education.

Development Cooperation Agency (SIDA) and led by the Karibu Tanzania Organization (KTO) — a national NGO (though primarily donor-funded) serving as the umbrella body for FDCs — focuses on providing educational opportunities for young women who have dropped out of school, enabling them to resume and complete their secondary education. The ESP (Education Support Programme) 2021–2028 project, funded by Canada, supports 12 FDCs, while the World Bank has also provided assistance under past projects, with potential support anticipated in a forthcoming phase currently under design.

It remains unclear what the future plans for FDCs entail. Concerns of the SET project team entail that FDCs may increasingly focus on formal, longer courses, reducing their relevance to the SET target group. The focus on short courses might be to generate additional funds, which again makes the FDC less accessible for the target group. Further concerns are whether the FDC are capable and/or willing to provide the quality and the support is needed, as well as whether they would allow the project to conduct effective monitoring to this end. Any focus on the target group might be brief, and no more sustainable than providing training through NGOs.

These are all valid concerns and questions, grounded in the experience of working together over the past years. From the evaluation team's perspective, two key points must be acknowledged. First, these arguments apply to all three components of the project — if collaborating with FDCs in Component 3 makes little sense, it would also seem futile to do so in Components 1 and 2. Second, there is notable variation among FDCs, with some demonstrating significantly stronger capacity than others, as highlighted in the project reports on FDCs. There is also a general interest in short courses, as evidenced by the support FDCs requested during visits (see the report referenced above for more details).

This does not eliminate the risk that MoEST might formalize short courses in the future. Given that FDCs are public institutions mandated to provide training for vulnerable groups — and that some public resources are already available for short courses through existing teaching infrastructure for long courses — it seems worthwhile to take that risk and pilot active collaboration with selected FDCs under Component 3 (see Recommendation 1)..

Component 3

Training directly addresses youth's immediate income needs through proven, widely adopted approaches. The SET program prioritizes practical skills such as tailoring, agro-processing, and livestock farming, which are tailored to the realities of rural and peri-urban markets. These short courses equip participants with market-relevant skills that can generate immediate income. One participant noted, *"The training transforms lives. Participants come here jobless, and after graduation, they start making money—some even before finishing the course."* Practical training delivered by experienced practitioners strengthens its impact, as trainers bring real-world expertise, ensuring the skills are relevant to the local economic context. Additionally, post-training support, such as mentoring and access to local community finance systems, ensures that beneficiaries can sustain their ventures. For example, fish farming participants learned not only technical skills but also value chain processes, which a beneficiary described as *"training the youth on how to process, fry, and market fish."*

The training is seen as a valuable addition to traditional educational pathways, particularly for vulnerable groups like young mothers or school dropouts, who are often excluded from formal education systems**.** By providing targeted skills training, such as tailoring or briquet making, the programme enhances employability of the participants, offering a practical alternative to the traditional educational model. As one training provider remarked, *"This project has challenged the*

status quo … because we are empowering those who may have little or no chance at formal education." However, the use of private training providers which are often dependent on donor-funding also raises concerns regarding the sustainability and systemic impact of the initiative. Also, the question was raised as to why FDCs, which have the potential for a more systemic and long-term impact, do not play a more prominent role in Component 3.

Inclusivity or equitable access remains a core strength of the SET project, particularly through measures aimed at young mothers and other underserved groups. By offering support services like childcare, breastfeeding breaks, and psychosocial assistance, SET significantly reduces the barriers to participation faced by these vulnerable demographics. These services allow young mothers not only to attend the training but also to engage fully and complete it. Gender-focused training further empowers participants by building confidence and challenging societal norms that often limit women's economic independence. As one participant noted, "*We train them on gender because many young mothers feel inferior to men, especially regarding roles and responsibilities.*"

However, there is a growing recognition among training providers and companies that the current focus on self-employment is less suitable for younger participants, particularly those aged 15 to 18, who often lack the maturity required to manage entrepreneurial ventures effectively and lack access to loans and other benefits due to age requirements. As one respondent put it, "*Younger participants (15–17 years) often lack the maturity and focus needed for the training, making outcomes less effective for this age group.*" Expanding the age bracket is seen as a way to enhance the program's overall impact. However, the regression results (Spotlight 3**Error! Reference source not found.**) show that while the effect of age on income progression is largely positive, it is not statistically significant. Therefore, enhancing support within the current age range, and remaining flexible about including older youth, may be a more effective approach for achieving the project's goals.

3.2. Coherence

This section covers external coherence, i.e. the complementarity and co-ordination with projects of government and other development partners' interventions (EQ 3).

There is general alignment between the SET II project and government priorities in skills development; however, public initiatives are fragmented, involving multiple ministries and levels of government. As noted earlier, questions persist about the government's specific priorities within the broad framework of the National Skills Development Strategy (NSDS), particularly as the current strategy is nearing its conclusion and a new one is under development. For the project, the role of the FDCs and the extent to which the FDCs focus on SET's target group are particularly critical (Spotlight 2). Efforts to collaborate with government institutions have been partially hindered by lack of capacity, bureaucratic inefficiencies, and an overfocus on per diems.

Coordination with other donor-funded initiatives has been minimal, despite the number of active projects. Donor projects often operate independently, targeting similar regions and groups without collaboration. Examples of development partners operating in the same "space" include ENABEL (Wezesha Binti 2023-2028, IncluCities 2023-2028), Global Affairs Canada (ESP 2021-

2028), USAID (Kijana Nahodha, 2022-2026), and World Bank (ESPJ 2017-2023, currently designing a new ESPJ phase). This fragmentation has led to overlapping activities, for instance with "*multiple labour market assessments conducted in the same regions by different organisations without coordination or knowledge of each other's activities.*" Beyond direct overlaps, the situation reflects missed opportunities for coordination and cooperation, which hinders mutual learning, the exchange of valuable resources, and the ability to capitalize on potential synergies.

Despite the presence of platforms like the Development Partners Group (DPG), meaningful coordination both on policy dialogue (donors) and technical and operational level (implementation teams) remains elusive. Meetings have lacked a unified vision, making it challenging to translate dialogue into active collaboration. Interviewees emphasised that *"everyone [is] doing their own little thing,"* and repeated attempts by SDC and the SET team to foster cooperation have seen limited success. Additionally, other donors seem disinterested in changing the current state of collaboration, indicating that significant work is still needed to drive meaningful progress. This persistence might be due to systemic barriers to collaboration, such as conflicting donor agendas, fragmented initiatives, and the absence of a leading donor to unite stakeholders around a shared agenda.[6]

3.3. Effectiveness

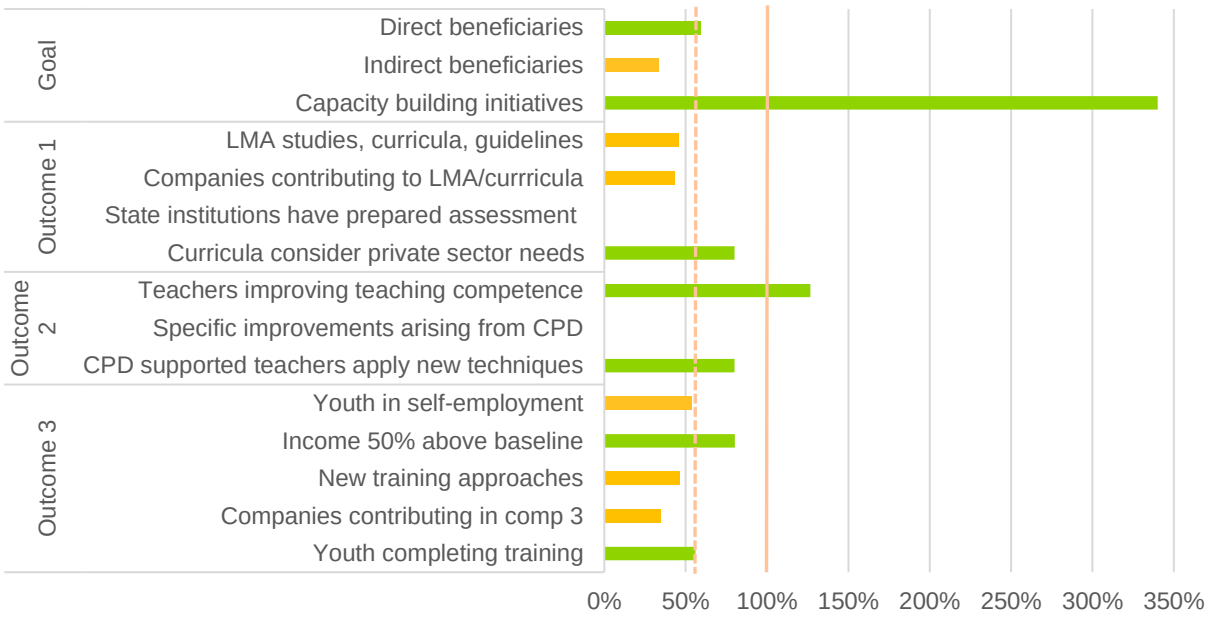
Under effectiveness, we discuss the extent to which SET II is on track to achieve its output and outcome targets (EQ 4), including its transversal objectives of gender equality and environmental issues (EQ 5). In addition, there's a particular interest in whether and how the intervention could increase its effectiveness, e.g. by adapting the geographical or sectoral focus, and/or by adjusting the age focus (EQ6).

Project's targets and outcomes

Figure 2 summarizes the progress achieved to date by comparing current achievements against the overall phase targets. A target is considered "on track" if it meets or exceeds 56%, reflecting the proportion of the project's duration that has elapsed (9 quarters from the project's start in July 2022 to September 2024, the time of the last M&E update, with 7 quarters remaining until the project's expected completion in July 2026). A detailed table showing the status of indicators for each outcome and output, along with notes on any discrepancies, can be found in Annex 5.

[6] In their feedback to the report, the SET team highlighted that it made several attempts to engage with different projects and organizations. However, these efforts have been challenging due to differing mandates, priorities, and funding cycles, which have led to conflicting agendas that hinder alignment and coordination. Additionally, there is a perception that each organization tends to prioritize the visibility of its own project and its relationship with the government over collaboration with other partners. This reluctance to coordinate may, in part, also stem from a hesitation to share credit for successes. Furthermore, the government has shown little interest in coordinating donors, possibly due to concerns that effective coordination could expose duplications and reduce the need for frequent consultation workshops. This reluctance may be partly driven by the financial incentives associated with these events, such as the per diems received by government representatives.

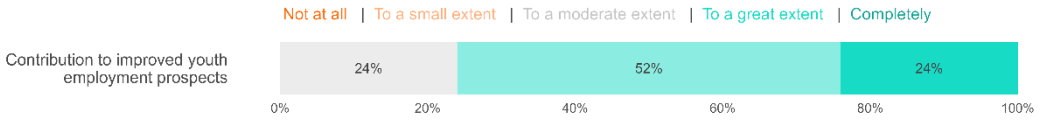
Figure 2: Achievements measured against the LogFrame targets (status end of Q3 2024) – overview



Note: The dashed orange line represents 56% which is the time passed since the start of phase 2, as % of the total duration (9 quarters of a total 16). The solid orange line represents 100%, the target values to be achieved at the end of the project.

The SET II project has demonstrated significant progress by the time of the MTR, with the number of capacity-building initiatives exceeding expectations, achieving three times more than planned for the entire second phase. For example, the project involved staff from government institutions, including FDCs, a Ministry of Agriculture Training Institute, and SIDO in workshops on occupational skills needs and curriculum development. Other notable successes include the number of FDC teachers taking part in CPD, which currently stands at 380 (total phase target: 300). Outcome 3 also shows promising progress, with 80% of youth completing training and 86% of youth participants achieving a monthly income at least 50% above the baseline, surpassing the original target of 60%. However, certain areas, such as the LMA studies and curricula – and related, the number of companies contributing to these studies and curricula, resp. the number of indirect beneficiaries – as well as company involvement and the adoption of new training approaches, such as youth incubation facilities, partnerships with private companies, and private sector training initiatives, in Component 3, are slightly behind schedule. These aspects, however, are considered less critical to the project's overall effectiveness and impact, as discussed in later sections. Overall, the majority of survey participants felt that the project is progressing well and is likely to enhance the prospects for gainful youth (self-) employment (Figure 3).

Figure 3: To what extent has the project contributed to the following objectives? Improve prospects of gainful youth (self-) employment

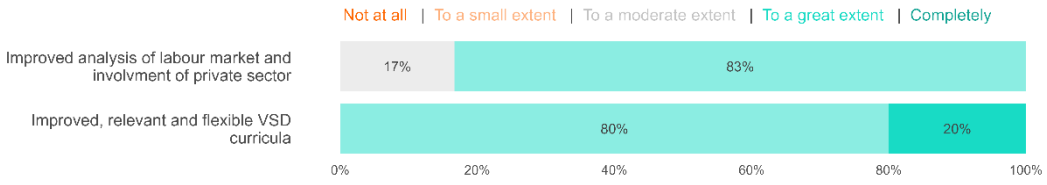


Note: Based on the responses of 25 participants.

Component 1

All survey participants agreed that SET II has contributed to improved, relevant, and flexible VSD curricula. Furthermore, five out of six participants involved in this component thought that the project contributed greatly or completely to improved analysis of labour market, involving private sector, workplace practitioners and other labour market stakeholders (*Figure 4*).

Figure 4: To what extent has the project contributed to the following objectives? Improved collection and analysis of labour market and skills needs, involving private sector, workplace practitioners and other labour market stakeholders; Improved, relevant and flexible VSD curricula



Note: Based on responses from 6 and 5 participants, respectively.

The project developed eight LMAs and eight curricula, with two curricula fully finalised and translated into English and Swahili. These curricula included both training manuals and guides designed to enhance teaching quality and the practical delivery of skills. The clear distinction between content and methodology was particularly helpful for trainers, who valued having both conceptual and practical resources to draw upon. Despite challenges, such as limited resources at training institutions—including inadequate equipment and a shortage of trained staff—the demand and interest from training providers for these materials was strong. Even before the final versions were completed, curricula like those for baking and hairdressing were adopted and tested by training providers, demonstrating their immediate practical value.

The LMAs, while extensive, were found to be cumbersome to develop, and were often not utilised effectively by the stakeholders who could benefit from them. As intended in Phase I to inform policy and guide national development planning, the LMAs faced significant challenges, such as poor data quality, limited policymaker capacity, weak private sector involvement, and the high resources required to conduct them. Additionally, instead of generating new insights, the

LMAs frequently reinforced existing knowledge, which was not always efficiently translated into action. Due to much of their output being underutilised by relevant stakeholders, the shift in phase II to focus LMAs on supporting local curriculum development was a pragmatic response. This change allowed LMAs to concentrate on achievable goals and ensured that training programmes were better aligned with local economic needs, particularly for curriculum selection at FDCs.

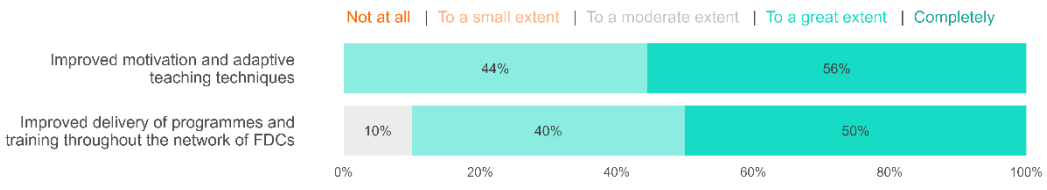
The development chain—including LMAs, curriculum development, and implementation—was noted to be fragmented. There were challenges in sequencing, which affected the integration of these stages and subsequently the effectiveness of the curriculum. One significant issue was sequencing: "*Curricula were developed simultaneously with or ahead of labour market assessments, which reduced the ability to tailor the content precisely to market demands.*" Despite these sequencing challenges, the project still managed to produce relevant outcomes. However, stakeholders highlighted that more integrated timing could have better ensured that the content aligned with labour market needs, enhancing the impact and relevance of the training provided.

An effective "learning by doing" approach was central to this component, with potential application beyond the initial eight occupational analysis and curricula. This approach equipped the involved training providers with practical skills to independently continue analysing specific occupational needs and developing curricula. Involved staff from these institutions noted that the participatory workshops and new methods helped them adapt and innovate beyond the initial content. *"Workshops demonstrated the effectiveness of hands-on, participatory training for both public and private stakeholders."* The success of this method suggests potential if applied on a wider scale, but the current scope is too small to achieve widespread impact.

The development process was highly participatory, involving the practitioners, FDCs, and local government. This collaboration fostered positive dynamics among stakeholders and contributed to the success of the curriculum's adoption and implementation. The practitioners' role was especially highlighted, with the SET team making substantial efforts to engage them, even offering financial incentives (i.e. per diems) to secure their participation, reflecting the recognition of their expertise and the opportunity cost of their involvement. While effective in the short term, stakeholders noted potential issues with scaling and sustainability given the limited resources available to most training providers and FDCs (see section 3.4 and 3.6).

Component 2

Figure 5: To what extent has the project contributed to the following objectives? Improved motivation and adaptive teaching techniques and teaching environment; Improved delivery of programmes and training throughout the network of FDCs



Note: Based on responses from 9 and 10 participants, respectively.

The participant-led methodology resonated well and fostered a strong sense of ownership, reflected in high attendance rates, active participation, and much positive feedback from the FDCs. Attendance across CPD sessions was notably high, reaching 90-97%, suggesting a robust commitment from participants. Key factors driving this success include the participatory nature of the sessions, which encouraged active involvement, and the perceived value of the programme as a professional development opportunity. It should be noted that the per diems, estimated to equal half the annual income of a fixed-term contracted teacher, may have influenced some of the positive feedback. Although the project offered per diems that were lower than those typically provided in government-led CPD programs or by other donors, the payments remained significant. This is particularly relevant in a context where CPD opportunities for FDCs are often deprioritised, leaving participants with limited chances to receive such financial incentives.

The CPD programme has been seen as improving teacher morale, teaching methodology, and technical skills, with many believing this leads to better student comprehension, motivation, and learning outcomes, as well as improved enrolment. Teachers embraced new techniques, such as incorporating projectors and videos into lessons, to enhance student comprehension and engagement. As one principal explained*, "I now ask tutors to project videos showing how injection systems work. This helps students understand complex mechanisms better than drawings alone."* Moreover, CPD fostered stronger relationships between staff and management, creating a collaborative environment that improved communication and morale. Teachers also demonstrated their commitment to practical skill-building by bringing equipment like sewing machines and diagnostic tools to workshops, ensuring sessions were grounded in real-world applications. Moreover, a sense of empowerment emerged as teachers adopted innovations inspired by their peers, such as fee adjustments to boost enrolment: *"One FDC enrolled 120 students by lowering fees, an approach that inspired others to adopt similar strategies."*

While the CPD programme effectively improved general teaching methods and administrative practices, its methodology revealed limitations in addressing specialised vocational training needs. Subjects like welding and electrical work require technical expertise and updated equipment, which CPD alone could not provide. As one participant observed, *"The CPDs are happening, but much of the discussion centres on administrative matters like leave policies, rather than improving the technical content of trades like welding or electrical work."* [7]Some interviewees argued that these gaps highlight the need for complementary interventions, such as technical skills training for FDC staff provided by experts and modern equipment, to enhance the project's overall impact and address specific vocational demands.

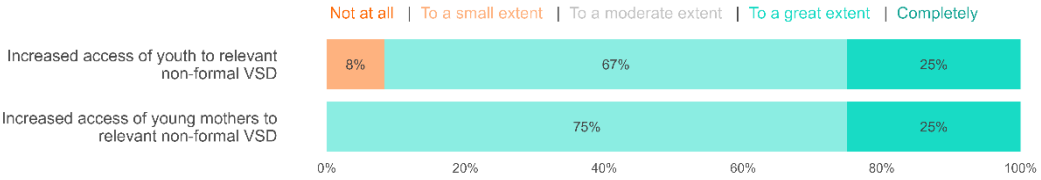
The FDC admin system, designed through a participatory and bottom-up approach, has the **potential to greatly improve data management at FDCs**. Although the rollout is not yet complete, the tool has been well-received and appreciated for improving efficiency. The procurement of

[7] In their feedback to the report, the SET team pointed out that sub-group sessions were technical, while plenary sessions focused on crosscutting topic relating to the FDC operations, so that both administrative and technical areas were covered.

computers, facilitated by resolving the VAT issue, has been crucial in enabling the system to function effectively, particularly as many FDCs previously lacked access to computers.

Component 3

Figure 6: To what extent has the project contributed to the following objectives? Increased access of youth to relevant non-formal VSD; Increased access of young mothers to relevant non-formal VSD



Note: Based on the responses of 12 participants.

Many participants report improved income and self-employment outcomes post-training. As indicated by the project's M&E data, at the end of the third quarter 2024, 67% of the participants were in gainful (self-)employment six month after training, and the vast majority (86%) had a monthly income of at least 50% above their baseline income. Participants have successfully applied their training in various fields such as fish farming, hair dressing, and tailoring, and have reported noticeable improvements in their income. Young mothers who participated in hairdressing training have started generating income, demonstrating that even a short training period can lead to tangible outcomes. The SET team has collected rich data, through tracer and impact studies, to evidence these changes.

Post-training support, including financial linkages and mentoring, as well as soft skills training like entrepreneurship education, financial literacy, and gender-awareness training are seen as key factors driving success. This support not only boosts participant confidence but also enhances employability and the ability to sustain businesses. *"Post-training support ensures that enterprises are sustainable. Even after the contract ends, we try to continue assisting youth to ensure they succeed,"* shared one trainer, underscoring the importance of follow-ups. Moreover, soft skills training emerged as a critical element, with one respondent observing, *"Soft skills training had a transformative effect, benefiting not just trainees but also farm employees."* Gender-awareness training, in particular, contributed to inclusivity, which was especially beneficial for young mothers and other vulnerable groups.

However, perceived challenges remain, particularly related to the constraints imposed by limited budgets. These limitations affect various aspects of the training, such as the duration of the sessions, infrastructure quality, the availability of startup kits, and the depth of post-training follow-up support, which collectively reduce the effectiveness of the training programmes. Many training providers, for instance, shared their view that 6-15 days for entrepreneurship and soft skills is too short. Additionally, issues such as shared resources diluted training impact. For instance, large group sizes and shared equipment (e.g., *"one refrigerator for 20 youths"*) were

highlighted as hindrances to effective learning and practical application. Other training providers expressed frustration with limited startup resources, which hampers the youth ability to achieve full financial independence, *"Capital access remains a major barrier for youth aspiring to start their own farms."* The lack of startup kits has also been cited as a key factor leading to participant disengagement. *"The delay in startup kits can cause youth to lose focus or shift to other survival means before implementing their training"*. Addressing these challenges will likely involve adjustments, such as reducing the number of participants to provide more targeted and impactful support for each individual. Understanding these trade-offs, discussed in greater detail in Conclusions (see also Figure 13), are essential for refining SET's strategy, ensuring it delivers sustainable impact while maintaining cost-effectiveness.

SET strengthens training providers, boosting capacity and market profile, strengthening effectiveness and sustainability. Capacity building for training providers has enhanced the quality-of-service delivery, focusing on teaching methodologies, gender sensitivity, and market alignment. The enhanced capacity of training providers has also improved their market profiles, helping them to attract more participants and improve programme reach. Challenges remain regarding collaboration with the private sector and government which will be further discussed in the Efficiency section.

To enhance the intervention's effectiveness, **adjustments in geographical or sectoral focus, as well as refining the target age group, should first be guided by the project team's observations, field insights, and simple data analysis to identify potential leads.** The project team has done an excellent job in this regard, leveraging their expertise and contextual understanding. These initial findings can then be validated through a targeted statistical analysis, such as regression, to determine whether changes in focus or target groups are warranted. This iterative approach ensures that recommendations are both grounded in practical field realities and supported by robust evidence. However, given the constraints on resources, extensive and complex analyses should only be used strategically, focusing on areas where they can provide the most value.

Spotlight 3 delves into key factors influencing youth income. By closely examining this data, opportunities for targeted adjustments become evident - such as highlighting persistent systemic barriers faced by women despite project support, refining underperforming courses, and leveraging regional strengths to enhance outcomes. These insights will also guide our specific recommendations presented in the Recommendations section.

Spotlight 3: Factors influencing youth income

The SET participant dataset captures variables such as age, gender, education level, marital status, attendance, parental status, council, course name and income at two time points: prior to joining the training and six months after completion. At the moment of evaluation, the dataset covers 1,757 participants.

To determine factors influencing transitions across income categories, binary logistic regression was applied. For the analysis, the dependent income variable was recoded into two levels: achieving an income "Above TSh 150,000" versus "Below TSh 150,000" at six months (threshold set by the SET team

for a minimum decent income[8]). The model estimates the odds of achieving a higher income category based on variables like baseline income, gender, marital status, council of residence, and training program.[9] It is important to note that some sub-groups have low observation numbers, and certain variables, such as location and course, are interrelated. This correlation makes it challenging to isolate the individual contribution of each factor. These factors, however, are associated with changed income six months after training (see Annex 6 for more details):

- **Gender**: Gender disparity is pronounced, with women being 84% less likely than men to achieve income exceeding TSh 150,000, reflecting systemic barriers (Odds ratio: OR= 0.161, p=0.011).
- **Location**: Participants in Gairo, Kilosa and Mvomero are more likely to be in the higher income category compared to those in Chalinze, but the effect is not statistically significant(p=0.99). The results suggest structural advantages in certain regions which warrant further exploration to understand successful practices that could inform strategies.
- **Courses:** Participants in Dairy Products Making (OR=0.078, p=0.023) have significantly decreased odds of achieving higher income levels: The likelihood is 92.2% lower compared to participants in agro-processing and marketing of fruits and legumes trainings (reference category), potentially suggesting a misalignment with market demand or ineffective implementation. Other courses, such as commercial poultry production (OR=0.429, p=0.531), food processing and marketing skills for horticultural crops and legumes (OR=0, p=0.996), horticulture production (OR=0.429, p=0.253) and maize production (OR=0.347, p=0.274), show non-significant negative trends. While this means that there is no strong evidence that these courses truly have a negative impact on income improvement compared to reference category, given the negative trends, it may be valuable to review the content, approach, and alignment of these courses with market demand.
- **Other factors:** Demographic and socioeconomic factors like education, age group, and marital status further shape income progression. Lower education levels did not significantly impact income progression. Age group effects, while positive, lacked statistical significance in this model, but older participants (18-24, and 24+) consistently showed higher odds of progressing to the higher income brackets, reflecting the value of experience and maturity in converting training into financial gains. The odds are so high that this might also indicate data issues (e.g., very small sample sizes, sparse data), which may require careful investigation. Marital status and having children show a positive but non-significant effect, indicating minimal impact on income progression.

These findings emphasize the need for being mindful of the systemic barriers faced by women and refining underperforming courses to improve training program outcomes, while considering broader demographic and socioeconomic contexts to enhance program effectiveness.

Note: We also ran Ordinary Least Squares (OLS) regression to analyse income differences between baseline (0 months) and 6 months as the dependent variable. We use mid-point of the income bracket for both income baseline and 6 months after. The model uses the same predictors as the binary regression model. This approach captures income growth, providing insights into factors driving financial progress. The results of the binary and OLS models align in many aspects such as identifying gender, and course effects as key factors influencing income progression. Both models highlight gender disparities, with female participants facing challenges, Mvomero and Gairo councils stand out as a region where many participants are successful, and Dairy Products Making as an underperforming course. On the other hand, baseline income is the strongest predictor of income growth according to this OLS model. The negative estimate suggests that higher initial income levels are significantly associated with smaller income growth, indicating diminishing returns for those who start with higher incomes. This suggests the need for focused interventions on participants with lower incomes,

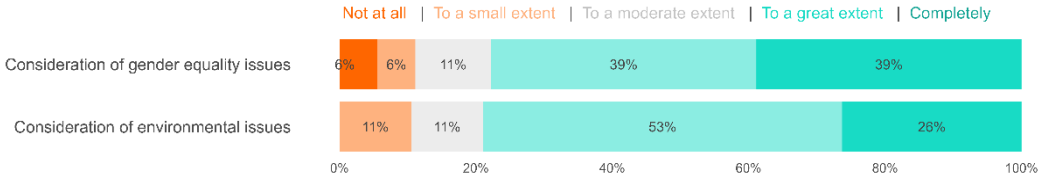
[8] This amount is roughly equal to 2.15 USD per day and has traditionally been used to measure extreme poverty (World Bank, 2022).

[9] Apart from recoding the income variable, the following modifications were implemented: Age was divided into three groups, 15-18 years, 18-24, and 24+, to explore whether older age groups react more or less positively to the training. Parental status was simplified into binary values (0 = no children, 1 = with children) to examine its general impact without overcomplicating the model. Education levels were categorised into Low (no education, primary school) and High (secondary school, university, or vocational training) to streamline comparisons.

who tend to experience more significant gains. Additionally, being partnered is associated with a significant increase in income difference, indicating that partnered individuals may experience greater income growth compared to others.[10]

Transversal themes: Gender equality and Climate change

Figure 7: How well has the project: taken gender equality issues into consideration?; taken environmental issues into consideration?



Note: Based on responses from 18 and 19 participants, respectively.

The project has a strong focus on young women, with 79% of component 3 training participants being women, including 47% who are young mothers. Tracer study data shows that six months after completing the training, 67% of young women are employed - a success rate that aligns with the 67% overall program employment rate (which is slightly below the target of 70%). Despite this progress, significant challenges remain: women are still 86% less likely than men to attain higher income levels above TSh 150,000 after training (Spotlight 3), highlighting persistent systemic barriers that need to be addressed.

Training providers have shared numerous examples of how they have adapted their courses to make them more accessible to women, particularly mothers. Initiatives such as flexible schedules, childcare support, and tailored learning environments were highlighted as effective practices. Moreover, the programme's gender and PSEAH (Prevention of Sexual Exploitation, Abuse, and Harassment) focus was commended by several training providers as a model of best practices with the potential for replication in other contexts.

[10] The SET team has also conducted in-depth analysis with the data, including using logistical regression on these binary dependent variables: unemployment, increased income, course completion. The variables that were significant throughout were course types and whether a participant had a child. Gender and age were not significant in these regressions. In our view, different models can yield varying results due to differences in the choice of dependent variables, predictors, and analytical approaches. For example, using "income above TSh 150,000" as a dependent variable focuses on reaching a specific threshold, while analysing "increased income" highlights income growth over time. Ultimately, the differences in results across models provide an opportunity to explore multiple perspectives, uncover patterns, and validate findings. The key is to align the choice of the dependent variable and model structure with the specific research objectives or practical decisions being considered, ensuring that the analysis remains relevant and actionable.

However, some challenges remain. While course were demand-driven and open to all participants, this approach sometimes reinforced gender stereotypes, with women and men opting for courses based on their traditional preferences. This demand-based approach, however, also increased the likelihood of participants completing their training, as they were able to choose fields aligned with their perceived interests and aspirations. In a similar vein, the recent SET gender/PSEAH review noted positive outcomes in promoting gender equality and life skills for young women but identified gaps in addressing broader systemic gender norms and community-level PSEAH impacts.

However, while achieving systemic, gender-transformative change is beyond SET's primary scope, it focuses on achieving gender-positive impacts by fostering inclusivity and addressing gender norms in a realistic and resource-conscious manner, with actions such as incorporating gender-sensitive messaging into training sessions and providing tailored support for young mothers.

In terms of the environment and climate action, examples shared in interviews were specific training like briquette making in component 3, as well as transversal skills and awareness, in recycling and agro-processing. Some training providers have the environmental focus in their "DNA", including Sustainable Agriculture Tanzania (SAT), while for others this is less of a focus. There were also some challenges raised, particularly the cooking with charcoal. There seem to be missed opportunities to integrate environment-related actions more comprehensively into existing training programmes, such as embedding sustainability practices and skills that can enhance income-generating activities. Related to component 2, environmental action plans at FDCs (e.g., tree planting) were mentioned. While SET facilitated discussions and provided guidance on potential actions, the actual implementation of these initiatives was carried out independently by the FDCs.

Spotlight 4: What else could be done?

To strengthen the project's environmental focus, lessons can be drawn from the ILO's guideline on incorporating environmental sustainability into TVET. Actions could focus on two key pathways:

1. Deepening efforts in existing areas: This could include accelerating the development and implementation of programmes targeting green occupations, supported by data analysis and engagement with industry stakeholders to identify skills in demand for green jobs. For example, expanding briquette-making training or introducing solar-powered cooking solutions could directly address the challenges with charcoal use.

2. Expanding into additional pillars of sustainability: For instance:

- **Greening the Campus:** Collaborating with FDCs and other training providers to integrate guidelines for reducing carbon footprints, improving energy efficiency, and managing water use could create greener learning environments.
- **Greening Research:** Collecting and disseminating data on market demands for green skills and occupations would help align training offerings with future labour market needs.
- **Greening Institutional Culture:** Embedding sustainability principles throughout project operations by setting incremental goals and incentivising environmentally friendly practices could foster a broader cultural shift.

While these actions have strong potential to enhance SET's environmental focus, any expansion should be carefully prioritised to avoid overburdening existing resources or diverting from other critical project goals (see below).

Given the project's limited budget and the diverse array of competing priorities – and the currently negative cost-benefit-ratio, see section on efficiency – it is essential for SDC and the SET team to adopt a selective and strategic approach. This involves prioritising activities that align most closely with the project's core objectives and have the greatest potential for impact. For transversal themes such as gender and climate change, SET should focus on practical, high-impact measures that complement its broader goals without stretching resources too thin. For example, it could prioritise expanding training in green skills like sustainable agriculture, waste management, or eco-friendly agro-processing, while maintaining support for successful gender-sensitive initiatives such as childcare services.

3.4. Efficiency

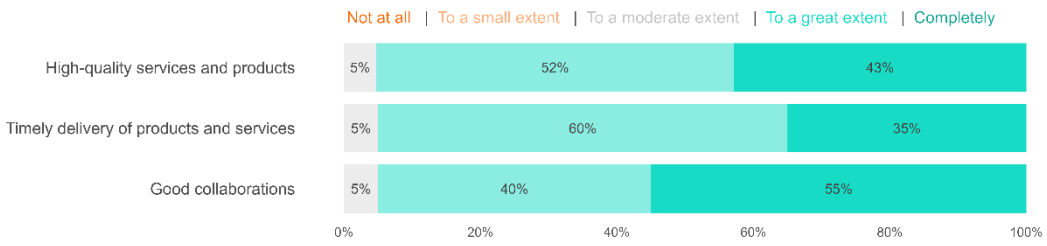
In this section we discuss to what extent the project delivers the results in a cost-efficient manner (EQ 7), and how well the engagement of stakeholders (government, private sector, local training providers) works (EQ 8). SDC was particularly interested in whether the right partners being involved to achieve the desired outcomes (EQ 9). In addition, SDC requested an updated Economic and Financial Analysis which we summarize below.

Quality services, timeliness, and cost-effectiveness

We begin this section with discussing the survey results on key efficiency factors: the quality and timeliness of product delivery, and the stakeholders' perception of the collaboration with the

project team. **The data shows strong alignment across these three aspects, with 95% of the respondents affirming that the project met their expectations to a significant or complete extent** (Figure 8). This is aligned with interview feedback, confirming the positive perception of both the project's delivery capabilities and its collaborative approach. Capacity-building efforts are a good example for the quality of the services provided. They were appreciated by all involved; specific elements, such as the gender and PSEAH focus and MRM tools, were also highlighted as best practices that could be replicated elsewhere.

Figure 8: Reflecting on the project, do you think that: the project delivers high-quality services and products?; the project delivers its services in a timely manner; any delays were justified?; the project works well with you and your organisation?



Note: Based on responses from 21, 20, and 20 participants, respectively.

There were various examples shared by interviewees underlining efficient implementation:

- **Outcome 1:** Rather than relying on exhaustive data collection, targeted guiding questions often yield 80-90% of the needed insights for LMAs, suggesting that the streamlined approach effectively support curriculum development and reduce resource consumption. Efficient implementation was also evident through targeted interventions in specific regions, trades, and providers. This targeted approach allowed the project to maximise impact with focused resource allocation, ensuring that the support reached those areas where it was most needed.
- **Outcome 2:** Interviewees highlighted how the integration of peer-led information exchange and learning helped keep costs low while maintaining impact. *"Using internal trainers reduced CPD costs and made the sessions more accessible."* One participant shared how leveraging digital solutions like WhatsApp reduced logistical costs while maintaining ongoing support: *"Even post-SET, the WhatsApp groups continue sharing teaching notes and experiences, ensuring continuity."*
- **Outcome 3**: Leveraging existing infrastructure and partnerships enabled the project to stretch the limited budget effectively. Flexible group arrangements, such as sharing start-up kits and using local trainers, were mentioned as a key strategy. Utilising local resources, such as training venues and local trainers, allowed for continuity and efficient cost management without compromising the quality of training. One training provider remarked, *"Even with minimal equipment, we've managed to train over 50 students in tailoring each year. Imagine what we could do with better resources."*

There were also examples of what could be done better:

- **Outcome 1:** The challenges related to data collection, and ultilising the analysis, as discussed in the Relevance section; the project team has taken steps to make this process more practical and adaptable to inform decision-making and strategic adjustments.
- **Outcome 2:** Delays in securing VAT exemptions resulted in a lack of computers, a critical component of the FDC admin system, which in turn delayed its rollout and operation. Inconsistencies in per diem payments for FDC teachers was also a notable issue, with some teachers unable to arrange their travel and attend CPD sessions due to delays in receiving their payment.
- **Outcome 3:** Some training providers mentioned that the frequent need to re-tender disrupted the continuity of planning and operations. In their view, extending the re-tendering cycle could have provided more stability and better supported training providers. Additionally, some unsuccessful tenderers also highlighted the lack of feedback as a barrier to improving future proposals.[11] Delays in equipment distribution further disrupted the momentum, leading to disengagement among some participants.

Collaboration and stakeholder engagement

Collaboration with the SET team received overwhelmingly positive feedback across all stakeholder groups. The team is seen as knowledgeable, highly responsive, and focused on "what matters." This prioritisation ensured that limited resources were allocated efficiently, leading to positive outcomes across various components. Limited meaningful **government** involvement reduced insights, and collaboration with government bodies was frequently described as challenging, including the varied nature of collaboration across different ministries, where some were approachable while others posed significant hurdles. The preference to work through NGOs instead of directly with government entities also led to tensions and contributed to a sense of distrust between the project and government partners. Government partners often perceived that NGOs were prioritised, which hindered collaborative efforts. Moreover, the entrenched per diem culture added to the frustrations within the project and further exacerbated this distrust. As one interviewee observed, *"In Tanzania, per diems dominate budgets and hinder efficiency,"* indicating how such practices distorted development priorities.

Additionally, reforms in decentralised governance have led to overlapping mandates among the main actors involved in vocational education and training—MoEST, PMO-LYED,and PO-RALG. This overlap creates ambiguity regarding the roles of each entity especially in non-formal VSD,

[11] In their feedback to the report, the SET team emphasizes that feedback was consistently provided as part of the evaluation process. However, the team acknowledges that the challenge may lie in the feedback being more general in nature and not specifically tailored to individual proposals.

complicating the identification of appropriate partners for different project activities[12]. However, interviews suggest that **the current partnership approach is appropriate**. PO-RALG's role in overseeing implementation of non-formal TVET at regional and local levels aligns well with the project's objectives, reinforcing the value of continued collaboration. Engagement with MoEST also appears crucial, especially for the CPD component, and should be further explored, particularly if FDCs play a more active role in Components 1 and 2 (see conclusion and recommendation).

Collaboration with **private training providers** was largely successful due to their adaptability. One participant explained, *"Private sector training takes a lot of effort but comes with employment opportunities as a package,"* suggesting that private partners could efficiently bridge gaps in implementation. Although efficient, the reliance on private providers sometimes missed opportunities to create stronger ties across different components of the project. By involving public institutions more comprehensively, the project could enhance long-term sustainability and sector-wide improvements.

Engagement with the **private sector** has been partially successful, at least with smaller enterprises. The focus on self-employment for vulnerable youth meant that the skills provided were often tailored to basic or entry-level requirements, which did not always align with the demand from companies for more educated and highly skilled employees. One interviewee highlighted the hesitancy among larger firms, remarking that even mid-sized companies expect to be compensated for taking interns, which limited the scope of private sector engagement beyond Corporate Social Responsibility (CSR) initiatives or short-term internships. Some practitioners or private companies were also concerned about creating competition by training youth in similar fields. This apprehension was described as a barrier to deeper involvement. Expanding incentives and aligning training more closely with industry needs could help bridge this gap. Given the project's constrained budget and focus on sustainability, addressing these challenges could involve non-monetary incentives, such as public recognition, certifications, or establishing formal partnerships that highlight mutual benefits, to foster stronger and longer-term private sector engagement without straining financial resources. However, given the limited interest of the private sector, these measures are likely to achieve only modest success and should therefore be applied selectively and strategically.

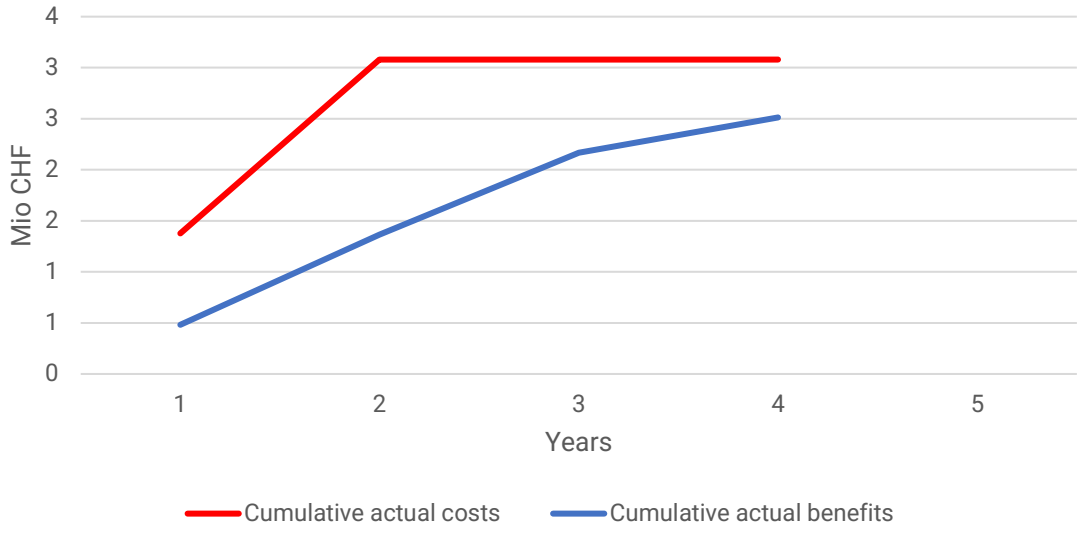
[12] MoEST is responsible for formulating policies, developing curricula, and setting standards for education and vocational training. PMO-LYED is in charge of overseeing labour policies, promoting employment, supporting youth development, and ensuring the welfare of persons with disabilities. It also manages social protection systems, including workers' contributions to social security funds, and safeguards workers' rights. It is also responsible for developing programmes, guidelines, and plans to promote employability skills. coordinating stakeholders, maintaining skills databases, and ensuring inclusive vocational training, particularly for persons with disabilities, to promote employability. PO-RALG oversees the implementation of government policies at regional and local levels, including the administration of educational services through Local Government Authorities LGAs. This involves managing the delivery of education and vocational training programmes within their jurisdictions. Under the decentralisation framework, LGAs are tasked with the on-the-ground implementation of educational and vocational training services. They work in conjunction with PO-RALG to ensure that local needs are met in alignment with national policies.

Cost-effectiveness of the intervention

We conducted an Economic Financial Analysis (EFA) during this evaluation as per the ToR requirement. The EFA is guided by SDC's How-to Note (2021) and is informed by data from the second phase. We focused our Cost-Benefit Analysis (CBA) on the benefits derived from Component 3, specifically better employment and income opportunities for Tanzanian youth. These benefits can easily be quantified in monetary terms. However, the other components, such as LMAs, curriculum development, and CPD, were more challenging to monetise, and thus were excluded from the CBA.

The CBA results can be considered conservative as we do not cover all intended and unintended benefits. As discussed in the Effectiveness and Impact sections, youth empowerment generates positive outcomes beyond individual success. These include positive outcomes for families - improving household income, health, and educational opportunities - as well as broader benefits for local communities. Through improved services provided by youth-led businesses and increased spending power within the area, for instance. Further positive spill-over effects are observed among suppliers, consumers, and training providers through enhanced service access and capacity building. However, all of these are very difficult to quantify and monetize, which is why we stay close to the initial (self-)employment and income effects.

Figure 9: Cost Benefit Analysis of Component 3



We further considered potential challenges and limitations like displacement effects among training participants and existing informal micro-businesses, as well as the "counterfactual effect" which captures what would happen in the absence of training. These are very difficult to observe and discuss. However, since these factors were rarely identified as significant issues in

our interviews, we maintained the low parameters of 20% for displacement and 10% for counterfactual impact, as set in the initial ex-ante model.

Based on the available data, two years into phase two, the investment of 3 million CHF into Component 3 activities, including administrative and cross-cutting costs[13], yielded a return of 2.6 million CHF. When adjusted for inflation (for past costs) and discounted for future cash flows, the present value of the costs stands at 3.1 million CHF, while the benefits amount to 2.5 million CHF—resulting in a net loss of 0.6 million CHF. The calculated return on investment (ROI) is -18%.

These values do not meet SDC's minimum requirements for economic feasibility, indicating that, from an EFA perspective, the current investment is not economically viable. To break even, the benefits would need to increase by approximately 23%. This underlines the necessity for a strategic reassessment to improve the efficiency and effectiveness of the interventions.

With limited resources, the project faces trade-offs between expanding reach and enhancing the depth of training interventions. To achieve a 23% increase in net benefits, the project could focus on interventions that shown potential—prioritising sectors that yield the highest individual income growth and replicating successful practices from high-performing districts. This, however, might not fully bridge the gap. Another potential approach could involve focusing on fewer participants while providing more in-depth support to maximise individual outcomes (see discussion in the conclusions section). This could include targeted post-training support, advanced skills development, market linkages and business development. While deeper support may increase costs per participant, a selective approach that slightly reduces outreach in favour of more intensive interventions for a smaller group could strike a balance between inclusivity, efficiency, and cost-effectiveness.

As mentioned, while the broader community and social benefits of working with vulnerable youth are well acknowledged, they remain anecdotal. Given that the percentage of youth earning less than 150,000 TSh per month — a threshold used to measure extreme poverty — was reduced from 99% to 90% after the project (Impact evaluation on Outcome 3, Swisscontact, 2024), the improvement, while significant, still represents a relatively small proportion of the overall target group. Therefore, it can be argued that the intangible spillover effects may also be limited in scale. Hence, we believe that the CBA results remain valid and should be considered as a reliable basis for assessing the project's efficiency and effectiveness.

[13] The costs were divided equally among the three components, assuming each incurs the same overhead expenses. Given the significantly higher spending in Outcomes 2 and 3 compared to Outcome 1, this represents a conservative approach to estimating costs for Component 3.

3.5. Impact

This section covers the extent to which the intervention is on track to contribute to the intended higher-level effects (EQ 10). Given that Component 1 in its current form is primarily as support activity for Component 3, we discuss Component 2 and 3 below.

Component 2

The CPD programme notably enhanced teachers' confidence, enabling them to address institutional challenges more effectively and inspire their students. As one teacher shared, *"CPD gave me the confidence to inspire my students and help them achieve more."* This improvement in morale translated directly into the classroom, with teachers reporting better academic performance and a more engaging learning environment. For example, student retention rates increased from 70% to 85% in one FDC due to *"more engaging teaching methods introduced through CPD."*

CPD exchanges also broadened teachers' perspectives, fostering the adoption of standardised practices across FDCs. A teacher noted, *"CPD exchanges boosted awareness and gave us something new to apply,"* illustrating how collective engagement contributed to systemic improvements. For instance, tracer studies have become a key tool for ensuring the relevance of training programmes by aligning curricula with labour market needs. A CPD coordinator explained *"Through tracer studies, we're now tracking graduates to see if they're working in their trades. If not, we know there's an issue with the curriculum that we need to fix."*

The CPD programme effectively established sustainable networks among teachers, which has encouraged ongoing collaboration and exchange of knowledge. Many interviewees highlighted the role of WhatsApp groups as a tool for maintaining these connections: *"Teachers now share everything, even videos and links, through WhatsApp groups."* This type of knowledge exchange ensures that the benefits of CPD are not confined to formal sessions but continue to grow organically. However, some expressed concern over potential disruptions if part-time teachers leave, which *"could weaken the established networks."* (See discussion in Section 3.6)

Despite notable successes, the full potential of CPD has been hampered by resource constraints and limited follow-up. Teachers frequently pointed to inadequate tools and facilities as significant barriers, particularly in technical courses. One instructor remarked, *"limited tools and facilities constrain the breadth of courses offered."* citing advanced automotive repair as an example where outdated equipment impedes students' ability to apply their skills. Additionally, there is a pressing need for better systems to support graduates post-training. As one teacher explained, *"We need better systems to track and support these graduates."* This suggests that while CPD has initiated important improvements, increased investment in resources and support systems is essential to realise its broader ambitions fully.

The direct impact of CPD on vulnerable youth remains difficult to fully measure at this stage, but incremental changes suggest meaningful long-term effects. Limited resources and challenging environments have constrained CPD's reach, particularly in practical skills

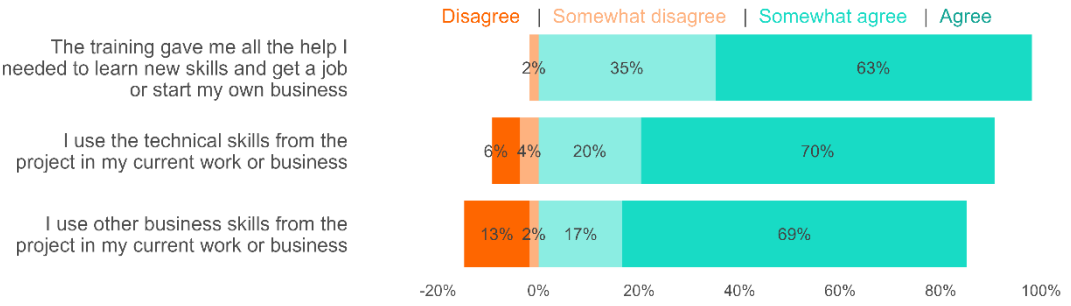
acquisition. However, improvements such as better lesson planning, increased students' engagement, and enhanced student motivation indicate the potential for greater systemic change over time. Even modest adjustments—such as integrating environmental awareness into curricula and adopting interactive teaching methods—are fostering inclusion and growth for underserved youth. While small, these changes lay a foundation for broader educational and social transformation. Teachers' efforts to engage communities and adapt their lessons to local contexts signal a growing alignment between FDCs' work and the needs of vulnerable populations.

Component 3

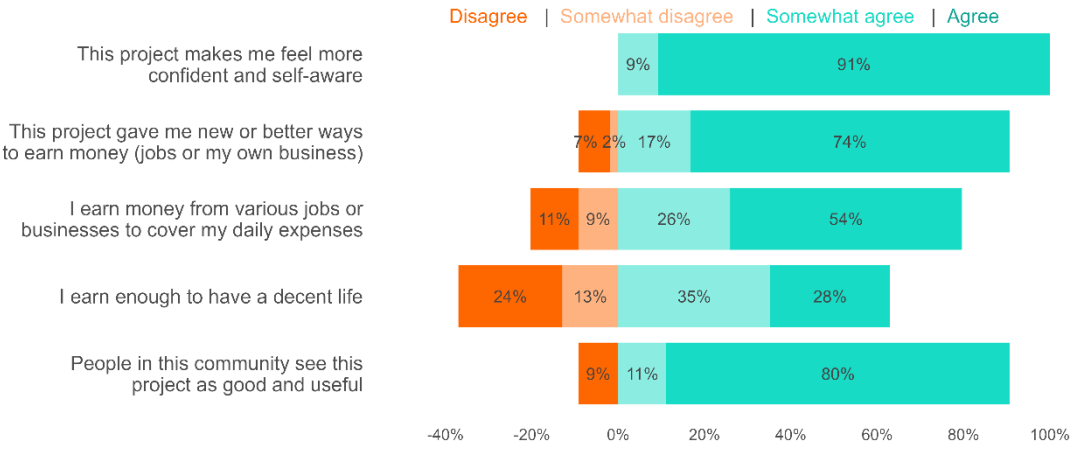
The P2P results corroborate the findings of the recently concluded Impact Study that youths attended VSD were more likely to find **new or better (self)-employment** and had increased income afterwards. The findings further align well with the testimonies of training providers. For example, several training providers shared that they saw tangible improvements in youth employment opportunities, with one stating, *"The programme has changed a lot of lives."* However, only 63% of P2P youth respondents feel they earn enough for a decent life (

Figure *10*), highlighting ongoing **challenges related to economic stability and income sufficiency**.

Figure 10: Peer-to-peer survey



Note: Based on the responses of 54 participants.



Note: Based on the responses of 54 participants.

Spotlight 5: Results of P2P interviews

Before joining the SET project, the vast majority of young participants (90%) mentioned during interviews that they were involved in informal work, often combining small-scale farming and subsistence activities to support their families. Many (75%) indicated they were engaged in family agriculture, cultivating crops like maize, beans, rice, and vegetables or selling local produce at the market. Informal small businesses were also common, with 65% of participants mentioning that they made and sold items such as soap, batik, and biscuits. However, the work was seasonal and inconsistent, leaving many with unstable incomes and limited opportunities for growth. A significant number (78%) reported having no access to formal employment or education, which left them feeling constrained by a lack of opportunity and skills.

The SET project has been transformative for many of these young participants. Nearly all (91%) reported gaining practical skills such as tailoring, modern agriculture, poultry farming, and fish farming, which have enabled them to pursue new or better income-generating activities (

Figure 10). Additionally, 44% highlighted in the interviews the value of financial literacy training, explaining that it helped them manage their resources more effectively. Many participants (66%) also received further support in the form of tools and materials, which were instrumental in helping them apply their newly acquired skills. These changes have been more than just economic: all participants reported increased self-confidence and awareness, reflecting a profound shift in how they view their capabilities and future prospects (

Figure 10).

One of the most significant impacts of the SET project has been the shift towards economic independence. Many participants (79%) reported during the interviews that they have moved from subsistence activities and reliance on family members to running small businesses that provide a stable source of income. However, despite these positive changes, 80% of the youths have juggled many jobs in order to meet end needs (

Figure 10). While diversification can be a positive strategy to reduce risks, this finding highlights the challenges youth encounter in achieving financial stability through a single source of income. 63% of participants indicated that they were able to generate sufficient income to meet their basic necessities and improve their quality of life meaningfully, while the rest continue striving for a more stable and sustainable financial footing (

Figure 10). The challenges of access to capital (79%) and inconsistent market opportunities (60%) continue to hinder their progress, making it difficult for them to fully stabilise their financial situation. Some participants (34%) also reported struggling with access to the necessary tools and resources, which forced them to rent or make do with limited resources, further affecting their productivity.

Most participants (82%) expressed aspirations to expand their existing businesses and diversify their income. Yet, many noted that achieving these goals would require more comprehensive resources, such as financial grants, access to stable markets, and continued mentorship to build upon the initial foundation laid by the SET project. Additionally, 38% of participants mentioned their interest in furthering their education or acquiring new skills, particularly in agriculture, entrepreneurship, and value addition, to improve their prospects and increase the profitability of their ventures. Several participants also aspire to mentor or employ others within their communities, with the hope of not only becoming financially independent but also contributing more significantly to the local economy.

The experiences shared by these young people highlight both the successes and the ongoing struggles following their participation in the SET project. The skills training and vocational support have laid a strong foundation, but participants have voiced a desire for more comprehensive resources to sustain their growth. Their journey reflects both resilience and ambition, along with a realistic understanding of the barriers that remain. Rather than viewing this desire as merely a request for "more," it can be seen as an opportunity to refine the project's focus on sustainability and ensure that the resources provided enable participants to build on the foundation already established. Their insights offer valuable guidance for enhancing future phases of the SET project, ensuring it continues to support meaningful and lasting change while addressing the critical challenges that many still face.

Similar insights were shared by other key stakeholders, including representatives from the government, training providers, and the private sector:

Economic empowerment is a core outcome for many youths. A recurring theme across interviews was improved financial resilience, with one training provider noting, "*Young mothers save enough daily to cover their expenses and reinvest in their businesses.*" Additionally, increased membership in saving groups, such as Village Community Banks (VICOBA) and Village Savings and Loan Associations (VSLAs), demonstrates broader financial inclusion and resilience. Yet, the path to broader success remains uneven, with participants in some sectors still struggling to generate consistent profitability (Spotlight 6).

The skills acquired by participants have indeed had **far-reaching effects beyond individual success**. A compelling example comes from a training provider who shared, *"One graduate taught their entire village modern irrigation methods, doubling their agricultural output."* Such ripple effects are echoed across multiple interviews, where participants described the cascading benefits of their skills on local communities. As one interviewee noted, *"Our graduates are not just improving their own lives—they're transforming their communities,"* underscoring the communal impact of skill-building initiatives. However, there are also concerns about the concentration of youths with similar skill sets in nearby vicinities, which can lead to market saturation and reduce their ability to generate sustainable income from the skills they have acquired.

Empowering vulnerable populations has been a notable success. Young mothers, who were previously excluded from economic activities, now contribute actively to their households. One interviewee commented, *"Young mothers now see opportunities to generate income and take responsibility for their families."* This has led to shifts in their own families and community attitudes, where previously marginalised individuals are now viewed as valuable contributors.

Despite the progress, not all outcomes have been ideal. Some participants voiced concerns over the nature of employment available post-training. One training provider stated, *"The informal nature of many businesses limits their potential for growth and access to formal financial services,"* suggesting that the lack of formal employment opportunities may perpetuate a cycle of precarious livelihoods. Moreover, *"Short funding cycles limit the scope for extended follow-up and mentorship for participants after project completion,"* which further exacerbates the difficulty of transitioning from informal work to secure, stable employment.

Spotlight 6: Youth journeys with SET

Among the 55 P2P youth interviewed, we selected the stories of three men and three women, representing varying degrees of success and even challenges, to highlight the diverse impact of the SET project on their lives.

Participant 1

"Before joining the SET project, I was engaged in pottery, making clay pots. That was my primary work, and I didn't have any other activities," participant 1 recalls. With the support from SET, she not only improved her pottery skills, but also learned fish farming and processing. She then began fish processing, benefiting from equipment like scales and pans. However, it wasn't always easy. She faced challenges in adapting to the new business, especially learning how to handle the financial aspects and marketing her products.

"At first, I struggled with keeping track of expenses and finding buyers," she admits. Over time, with the support from the project and her own determination, she learned how to manage her business effectively. The most remarkable transformation she experienced was the confidence to manage a business, engage with stakeholders, and take on new challenges. *"My plan for the future is to continue growing my business and making progress. I want to seize opportunities and make the most of them to improve my life and that of my children,"* she adds.

Participant 2

Before joining the SET project, she was involved in small-scale soap making and occasional farming: *"After finishing school, I tried different things to support myself, especially since I came from a community where opportunities were limited,"*. She also worked at the local market and participated in a youth group to learn soap making. SET provided her with new opportunities on fish farming, specifically how to handle fish ponds, process fish, and manage a small business. However, she chose to focus primarily on her soap-making business, which she had some experience in prior to joining SET. After the project, she gained business management skills that gave her the confidence and practical know-hows to return to soap making and expand her business by supplying liquid soap to guest houses and local households. The biggest challenge she faced was maintaining a consistent supply of raw materials. *"Sometimes I couldn't afford the ingredients for the soap, which made it hard to keep the business going,"* she explains. To overcome this, she formed partnerships with local suppliers and negotiated better prices for bulk purchases. She has also diversified into selling clothes, but her core activity remains her soap business. *"I want to have a bigger impact, not just for myself but also for the community,"* she shares. She dreams of expanding her business further and providing opportunities for other young people, ensuring they have a better start than she did.

Participant 3

Participant 3 spent his days farming and selling small items before the SET project gave him a new direction. *"I was involved in small-scale business and farming. We grew mangoes and other crops, but there weren't many opportunities to expand,"* he explains. When he joined SET, he was introduced to valuable skills like poultry farming and batik making, but it wasn't without challenges. One of the biggest obstacles he faced was the high cost of poultry feed. *"I had the knowledge and the chicks, but I couldn't always afford the feed, and that slowed down my progress,"* he recalls. To address this issue, he began producing his own feed using locally available ingredients, which reduced his costs significantly. Poultry farming eventually sparked a significant change in his life, allowing him to start his own poultry business and become more self-sufficient. *"My plan is to expand my poultry farm, perhaps even start rearing goats or cows. I want to grow and diversify my farming activities,"* he envisions. The project instilled in him the ambition to keep growing and diversifying his farming activities, despite the financial challenges he continues to face.

Participant 4

For Participant 4, the SET project meant moving from mere survival to building a thriving business. Before SET, he was engaged in selling basic household items and farming cocoa, cassava, and cardamom. *"With SET's help, I learned how to feed the fish, how to construct fish ponds, and how to take care of the fish in general,"* he explains. By gaining technical, business, and life skills, he built the confidence to identify new opportunities and eventually ventured into the meat-selling business. This transition allowed him to move from selling small items to establishing a successful enterprise, providing him with a stable income. However, this journey was not without challenges. One of the biggest obstacles he faced was securing enough capital to grow his business. He recalls, *"I wanted to expand, but the lack of funds was always a barrier. It was difficult to get the resources needed to take my business to the next level."* To overcome these financial hurdles, he joined a local cooperative that allowed him to pool resources with others in similar situations. Through the cooperative, he was able to access a small loan, which he used to purchase better equipment and increase his stock. He is now focused on expanding his meat-selling business even further. He has set his sights on improving his marketing strategies, establishing a larger distribution network, aiming to supply meat to more markets and potentially even local restaurants. He shares, *"My goal is to build a larger, thriving enterprise, showing resilience in the face of financial and logistical barriers."* He hopes to create employment opportunities for others in his community, thereby giving back in the same way SET helped him.

Participant 5

Life for Participant 5 was focused on home-based work and small sales before joining the SET project. "I used to do minor tasks here and there, like selling fried dough and groundnuts. Occasionally, I would sell other small items to make ends meet," she says. The SET project gave her training in modern farming techniques and business management. However, she faced numerous obstacles in applying these new skills. *"My biggest challenge was the lack of initial capital. I learned how to improve farming, but I didn't have the money to buy the necessary tools or seeds,"* she admits. She tried to save small amounts from her earnings, but progress was slow, and she found it difficult to fully implement the new techniques. Despite learning valuable skills, the biggest change for her was her increased confidence in using modern irrigation techniques that allowed her to farm effectively even in dry seasons. However, she still struggles with limited income and finds it hard to significantly elevate her business. She shares, *"My goal is to expand my activities and make a greater impact on my family's well-being, but financial challenges remain a significant barrier to my progress."*

Participant 6

Caught in the cycle of informal work and small-scale farming, this participant struggled to secure a stable livelihood. When he joined SET, he hoped for change but knew it wouldn't be easy. The first major hurdle was poultry diseases, which quickly threatened his new venture. *"When I started poultry farming, I faced issues with diseases affecting the chickens, and finding solutions was not always straightforward."* Thanks to SET, he received critical training and contacts for specialists who offered much-needed support. This guidance became his lifeline, helping him overcome these initial setbacks. Space was another challenge—his small plot limited growth. With patience, he saved diligently and built connections within the community, looking for affordable land. Despite all obstacles, he dreams of running a larger poultry farm on a commercial scale. *"My plan is to have a larger farm where I can raise chickens more effectively,"* he says. He also reflected on how the poultry business has transformed his life, providing him with a consistent income throughout the year—unlike before, when his earnings were mostly seasonal.

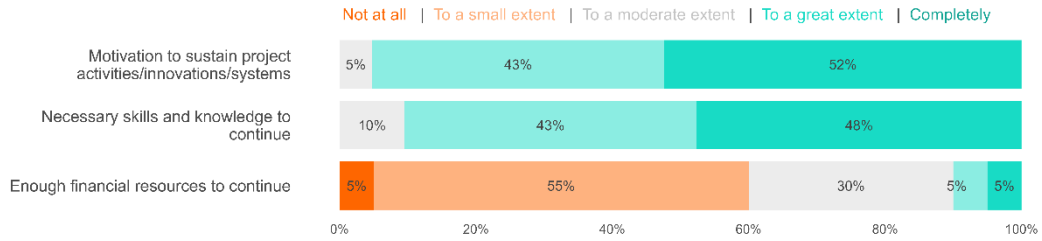
3.6. Sustainability

This chapter examines the extent to which stakeholders are adequately prepared to sustain the intervention's benefits over time (EQ 11). Additionally, it explores whether the political context is conducive to sustaining these benefits and if sustainability is achievable in Tanzania (EQ 12).

Sustaining results

In the survey, stakeholders were asked about their motivation, capability, and financial readiness to sustain the project's activities, innovations, and systems—limited to the areas in which they were personally involved. The majority of respondents (90-95%) confirmed their motivation and capability to continue; however, only 10% reported having sufficient financial resources to maintain the project outcomes. This low percentage indicates a **significant challenge to the long-term sustainability of the project.**

Figure 11: After the project ends: Do you feel motivated to continue the activities, innovations, and /or systems introduced by the project?; Do you believe you have the necessary skills and knowledge to continue?; Do you have enough financial resources to sustain these activities, innovations and/or systems?



Note: Based on responses from 21, 21, and 20 participants, respectively.

Component 1

The sustainability of Component 1 is currently limited by the scope of its reach, with a small number of training programmes curricula developed and a limited set of stakeholders trained. The long-term success of this component relies on both the "shelf-life" of the developed materials and the capacity of local stakeholders to support future curriculum development. For additional systemic sustainability, a more robust dissemination strategy would be necessary (see Recommendation 1).

The sustainability of the Component 1 currently hinges on embedding the materials within government frameworks, such as the PMO-LYED's national labour market information system. However, the current lack of an active centralised mechanism for the dissemination, coordination and exchange of non-formal curricula development presents a major limitation. Without a streamlined system —such as a central repository or coordination platform—these efforts remain fragmented, limiting the ability of stakeholders to effectively utilise, share, and build upon the curricula. This gap ultimately undermines broader adoption, scalability, and the long-term sustainability of this component.

Another significant challenge noted is the reliance on external consultants for curriculum development and training methodologies. This dependence raises concerns about the ability of local training institutions to maintain and expand these efforts independently, especially given the limited resources, the lack of adequately trained staff, and/or challenges in retaining such staff. As highlighted in the interview, *"The lack of resources in many institutions highlights the gap between curriculum development and actual implementation."* Nonetheless, there have been positive steps towards building local capacity. One interviewee noted, *"We've trained 10 local trainers who now conduct workshops independently,"* which shows progress in reducing reliance on external experts. However, sustained investment in human capital is crucial to ensure that these trainers have the resources and skills necessary to continue developing and adapting curricula in response to local needs.

Component 2

High turnover among the technical staff, especially part-timers, poses a significant challenge for the FDCs. The turnover risks weakening established networks, particularly because many part-time teachers move on to other opportunities.[14] As one interviewee pointed out, "*Part-time teachers' mobility may weaken the networks, although those remaining are likely to maintain relationships and collaboration.*" This suggests that while continuity may suffer, some relationships forged during the project are likely to persist. Furthermore, there is a risk that morale may decline if teachers view CPD activities as isolated events tied to project funding, rather than part of a sustained institutionalized effort. The phased-out zone offers an opportunity to observe these sustainability dynamics in different dimensions – continuation of CP activities, changes in the way teachers/tutors teach, activities in (WhatsApp) groups etc - providing insights into the resilience of the networks and the potential risk of diminishing motivation over time.

Collaboration among FDCs is facilitated by pre-existing forms of exchange, such as principal meetings, sports competitions, and informal networks. These activities offer substantial potential for sustainability, particularly among nearby colleges. One interviewee emphasised that *"The network we have created will always be there, as teachers value these connections beyond the project."* Digital platforms such as WhatsApp groups further enhance the sustainability of these networks. Teachers continue to share resources, ideas, and best practices, ensuring that collaboration persists even after project funding ends. These tools act as cost-effective solutions for maintaining communication and knowledge exchange, bridging the gap left by reduced financial support and formal structures.

The lack of dedicated ministry funding for CPD activities presents a major barrier to sustainability. Even though CPD has been integrated into the ongoing educational strategy, including a budget line for professional development, actual funding remains limited due to competing national priorities. One participant noted, *"CPD is already part of our operational framework, and training is a government mandate—but the availability of funds is a challenge."* Despite these financial limitations, efforts have been made to formalise CPD within FDC operations. Revised guidelines for FDC management now embed CPD as a key performance indicator (KPI), ensuring its inclusion in planning processes. However, while this integration provides a framework for continuity, the low prioritisation of CPD within government agendas raise concerns about its feasibility. Without consistent funding and support from the ministry and external stakeholders, the formalisation of CPD risks becoming symbolic rather than actionable.[15]

[14] In their feedback to the report, the SET team points out that even when trainers move on, their continued use of skills in new contexts reflects another form of sustainability, showing the broader reach of the project's impact.

[15] Finally, it's important to acknowledge that CPD is a broad term encompassing various forms of capacity building and training. While this flexibility may increase the likelihood of integrating CPD into agendas and workplans, it also carries the risk of defaulting to more top-down, less intensive approaches once external support is phased out.

Component 3

The sustainability of the current self-employment efforts significantly depends on participants' ability to apply skills independently. Formation of groups, savings initiatives, and mentoring are effective means of providing support to participants, but challenges like short project cycles and inadequate post-training follow-up remain critical issues. Interviewees highlighted the importance of savings mechanisms, such as the Youth Savings and Loans Associations (YSLAs), as a sustainable approach to help youth pool resources and fund their ventures. One participant explained, *"The YSLA approach allows youth to save and invest collectively, building financial independence.*

Additionally, structured mentoring is crucial for continuity, with another interviewee noting, *"Mentoring by experienced trainers ensures continuity of support, even after formal training ends."* However, many emphasised that short project timelines hamper the long-term sustainability of businesses. One comment summarised this well: *"Six months isn't enough. If SET could extend training to a year, including follow-up, it would have a greater impact."* Extending mentorship and providing structured post-training support could thus significantly enhance the sustainability of these efforts (see Section 4 on Conclusion and Figure 13 on making trade-off between outreach and individual impact).

Spotlight 7: Co-Designing Training: Ideas from P2P Youth

If young people were given the opportunity to co-design the trainings, they suggested several enhancements to make the programme more effective. A significant number (74%) expressed the desire for extended training, incorporating more hands-on practical workshops and advanced business development support. This would cover key skills such as financial planning, scaling up businesses, as well as improved packaging and marketing to make their products more competitive in the market.

Around 55% of participants emphasised the importance of improved access to funding, such as microloans or grants, and practical resources like materials or equipment to better support their ventures. Additionally, 41% highlighted the need for a robust mentorship programme, proposing partnerships with experienced business owners or involving SET graduates as mentors to inspire and guide new participants with real-life success stories.

Participants also emphasised the value of ongoing follow-ups, periodic refresher courses, and establishing links to potential markets to generate consistent demand for products. They further suggested forming cooperatives to facilitate greater market access and provide mutual support. Several participants recommended offering more individualised support in addition to group-based assistance to cater more specifically to individual needs.

Many participants also wanted the programme to be community-specific, with customised training that directly reflects the needs of their local context, ensuring greater relevance and impact. They believed that a more collaborative approach to training design would effectively address the specific needs of their communities, ultimately leading to more sustainable outcomes.

While reliance on donor funding continues to challenge the long-term sustainability of training provision, the capacity-building efforts undertaken by SET for local training providers show signs of progress. These efforts have led to improved professionalism and an enhanced market profile

for local organisations, thereby increasing their access to funding opportunities. Yet, the absence of FDCs has been identified as a key gap, with multiple interviewees stressing the need for their inclusion to drive systemic change. Strengthening FDC capacities could foster more systemic sustainability, aligning better with approaches used by other donors, for instance the World Bank and ultimately embedding project outcomes in local institutions.

Overall sustainability

Systemic sustainability of initiatives focussing on skilling vulnerable youth in Tanzania is currently constrained by contextual and political factors**.** While the government has expressed a commitment to skills development through policies such as the National Skills Development Strategy, prioritisation of non-formal training for disadvantaged youth remains low. The overall limited resources are heavily directed toward formal TVET institutions like VETA and MATIs, leaving institutions such as FDCs, which are central to non-formal skills training, underfunded and unable to fully sustain CPD or curricula adoption, as well as effectively deliver VSD programmes. Bureaucratic inefficiencies, a focus on per diems, and fragmented donor initiatives further hinder the potential for systemic sustainability, with the small scale of SET limiting its ability to advocate for change at the national level effectively.

Additionally, the private sector, a critical player in fostering sustainability, shows limited engagement, as many companies prioritise hiring more educated candidates or investing in their own training pipelines for specific skills gaps. For disadvantaged youth, this leaves self-employment as a primary outcome, which, while valuable, does not pay for itself (see CBA), let alone make it possible for the young people to pay the required money for this training themselves, in absence of public and private sector support.

While the political context offers some opportunities — such as the decentralised role of PO-RALG in non-formal TVET implementation — systemic sustainability is not currently achievable due to limited resources, inconsistent prioritisation of non-formal training, and fragmented coordination between government entities. Partnerships with PO-RALG are promising, but greater collaboration with MoEST and public training providers is needed to institutionalise the project results and ensure their long-term viability.

When it comes to **organisational sustainability**, the project has contributed to enhancing the NGOs and private training providers' expertise and capacity to deliver similar interventions in the future. While these NGOs are likely to tailor their work to the priorities of new donors, their strengthened capacity ensures that elements of SET's approach, such as practical, community-focused training, can continue to be adapted and applied. However, relying primarily on NGOs also risks sidelining the role of public institutions, which are better positioned to integrate vocational training into national strategies and ensure continuity.

At the same time, SET demonstrates potential for **individual sustainability** by equipping disadvantaged youth with skills they can independently use to generate livelihoods and improve

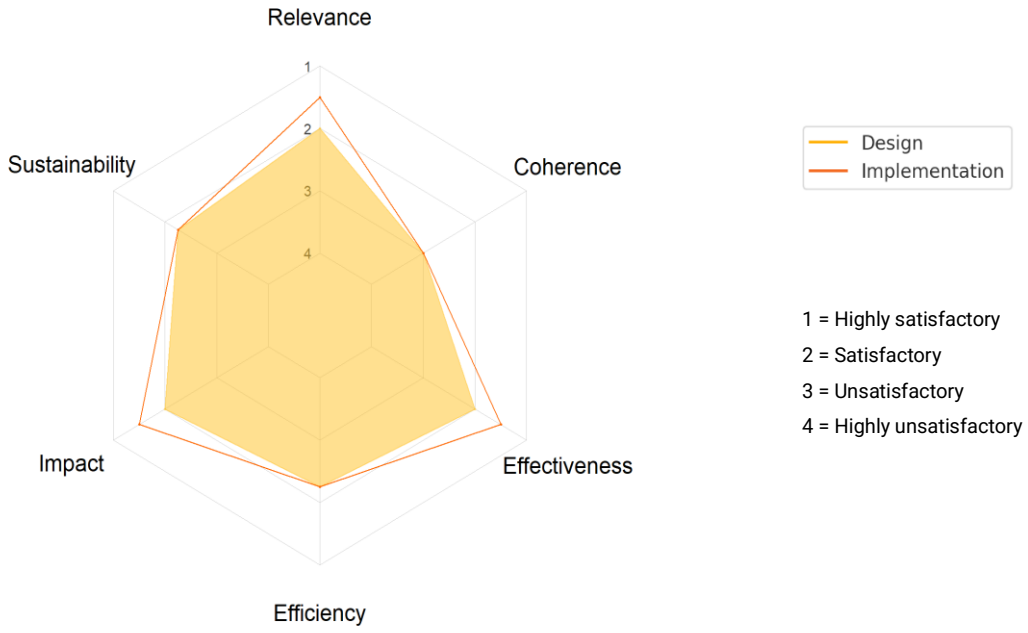
their economic stability. As the peer-to-peer survey (Figure 10) has shown, most participants continue to use the skills they have learned.

Achieving broader systemic sustainability would require stronger coordination between government agencies, prioritisation of non-formal training within national strategies, and the availability of resources to implement such training. Until these systemic barriers are addressed, SET's sustainability will be limited to the long-term self-reliance of individual beneficiaries and the strengthened capacity of its training partners.

4. Conclusions

The following visualization summarizes the ratings of the evaluation team, distinguishing between the initial design, and the implementation. We are applying the same rating system that SDC uses for the Assessment Grid (see Annex 7), on a scale from 1 to 4.

Figure 12 Overall rating of the evaluation team



Conclusion by DAC criteria

- **Relevance**: The project's design effectively addresses immediate and practical needs, particularly for vulnerable and underserved groups such as school dropouts and young mothers. Its implementation further enhanced this relevance through diverse training and post-training support measures, the use of CPD methodology for FDC teachers and tutors, and targeted capacity-building measures across all three components, all of which have demonstrated significant success. Assessing the quality of the design more broadly, there are challenges regarding scalability and sustainability (further discussed below) due to the lack of a dissemination, coordination and exchange mechanism in Component 1, the broader learning environment challenges and limited funding for the continuation of CPD activities at FDCs in Component 2, and the limited financial sustainability and overemphasis on private training providers in Component 3.
- **Coherence**: While the SET II project broadly aligns with government priorities in skills development, systemic challenges in public sector coordination and donor collaboration significantly hinder external coherence. Fragmented government initiatives, compounded by bureaucratic inefficiencies and a focus on per diems, limit effective collaboration and reduce the potential for integrated planning. Similarly, the lack of coordination among donor-funded projects operating in overlapping regions and target groups leads inefficiencies, missed opportunities for synergies and the occasional duplication of efforts. Platforms like the Development Partners Group (DPG) offer a space for dialogue, but a seeming lack of actionable outcomes undermines their effectiveness.
- **Effectiveness**: The SET II project is making notable progress toward achieving its targets. Key successes include surpassing capacity-building targets, achieving high levels of income improvement among youth, and including more FDC teachers in CPD than initially estimated. The participatory and learning-oriented approaches, particularly in VSD course development and CPD, have enhanced the relevance and practicality of training, fostering ownership and adaptability among stakeholders. Areas where the project is behind plan are the number of curricula to be developed, and the inclusion of the private sector in component 3, which has turned out more difficult than assumed and anticipated. Yet, overall, we think that the effectiveness of the implementation has surpassed what could be expected from the design, and therefore give it a higher rating. The project could strengthen the linkages between the three components and explore whether overall results could be improved through increased training and post-training support to sustain and scale individual outcomes. The project demonstrates a strong commitment to gender inclusivity. While the project's gender focus and PSEAH practices were commended, limited integration of environment-related actions into curricula highlight areas which could be further strengthened.
- **Efficiency**: The second phase of SET has demonstrated notable efficiency in delivering quality services, meeting timeliness expectations, and fostering strong collaboration with stakeholders. Efficiency is also considered high given a cost-efficient implementation through leveraging local expertise and using a peer-led training approach. However, there were also challenges, such as data quality issues, administrative delays, and fragmented collaboration with government bodies. Engagement with the private and public training providers has been effective, but expectations to include the private sector might have

been too high given the target group and the current focus on self-employment. The Cost-Benefit Analysis which resulted in a -18% ROI for component 3 indicates the need for selected modifications or maybe even strategic shifts to achieve economic viability. It is important to note, however, that the CBA does not capture the full scope of the project's impacts, such as the positive effects on families and communities, which are important but difficult to quantify and might be rather limited in scale.

- **Impact:** The SET project has made significant progress in promoting employment, income generation, and broader high-level outcomes, with notable success in empowering vulnerable youth. Ripple effects, such as community-level skill-sharing, underscore the intervention's potential to drive transformative change. However, persistent challenges, including limited access to capital, inconsistent market opportunities, and the dominance of informal (self-)employment, continue to hinder participants' ability to grow and stabilise their livelihoods, even though informal employment can often provide viable income opportunities in Tanzania. In Component 2, improved teaching practices through CPD show promise in enhancing learning environments and improving outcomes for learners at FDCs, although these effects remain challenging to measure at this stage.
- **Sustainability:** The evaluation highlights both the potential and challenges of sustaining the SET project's benefits beyond its duration. Stakeholder motivation to sustain activities are high, but insufficient financial resources pose a significant barrier to long-term sustainability. Component 1's limited dissemination mechanisms underscore the need for stronger coordination frameworks. For Component 2, while CPD activities have built valuable networks, staff turnover and limited ministry funding risk undermining these gains. Component 3 demonstrates promising approaches, such as youth savings groups and mentoring, but short project cycles and inadequate post-training support hinder the sustainability of self-employment efforts. Beyond individual sustainability (i.e. participants continuing to use the skills they have obtained), there are some small promising signs that some elements of the training provision and post-training support might be sustained, but overall, it can be expected that training will stop to be offered without external funding. We give sustainability a rating just below "Satisfactory" to reflect a) that little systemic sustainability can be expected at this point and b) that this is also in-built to some degree given the focus of the intervention is on vulnerable groups. Despite this limitation, we believe the project can be strengthened in this regard.

Broader reflections on SET Phase II potential for systemic change and sustainability

SET operates in a challenging context, focusing on vulnerable youth and young women and mothers in rural and peri-urban areas with limited employment opportunities and private sector growth. The project demonstrates a strong understanding of its target group's needs, with practical, market-driven, and multi-dimensional training and support solutions. However**, financial sustainability of the intervention is a central issue**, as no stakeholders - participants, the private sector, or government institutions - are able or willing to bear the costs of such training.

Participants have limited resources to invest and already struggle with the absence of income during the training. The private sector has limited interest due to the self-employment focus of the trainings. Companies typically prefer to recruit young individuals with advanced education, either conducting their own training or hiring graduates from formal courses for specific roles where skills shortages exist. These pathways remain out of reach for SET's target group, and therefore, companies have little incentive to invest into training for the target group. Government institutions, **such as VETA, FDCs, and MATIs** do offer short-term training at subsidised rates, but these efforts are underfunded and fragmented. **Government-funded initiatives**, for instance those under the PMO-LYED Skills Development Fund, provide additional opportunities, but systemic sustainability is constrained by limited resources, bureaucratic inefficiencies, and inconsistent prioritisation of non-formal training within national strategies.

Despite these systemic barriers, piloting collaborations with public training providers could offer valuable insights and help lay the groundwork for systemic sustainability and change in the future.

At present, SET's three components appear somewhat disconnected, raising questions about the rationale for partnering with different entities across components. For instance, if FDCs are deemed unprepared to deliver quality training in Component 3, is the support for CPD in Component 2 still justified? Could the contacts or processes established in Component 2 have been leveraged to disseminate the newly developed curricula?

Based on lessons from SET Phase I, the project's reluctance to fully engage with (central) government agencies is understandable, given the bureaucratic inefficiencies experienced, and the heavy focus on per diems that consumed much of the project's budget. The project's comparatively small scale inherently limits its transformative potential, especially in influencing government systems and policies. The decision to actively collaborate with PO-RALG appears sound, given their oversight of non-formal TVET implementation, and continuing to strengthen this partnership is a logical step. To enhance sustainability and foster systemic change, the project should also maintain its engagement with MoEST, however, particularly for the CPD component. This collaboration could potentially be deepened, especially if the FDC take a more active role in Component 1 and 2.

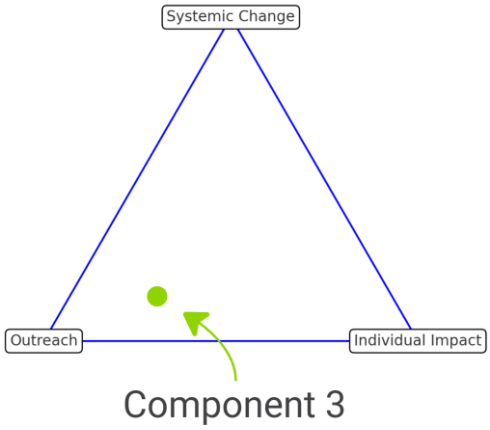
Being mindful of financial constraints, a selective approach may be required to strike a balance between achieving short-term results for the target group and fostering systemic change. This has to be seen as trade-offs: Moving the balance within the triangle illustrated below will likely come at the cost of one or two of the other dimensions.

The current focus of Component 3 is closer to the "outreach" side of the triangle, meaning efforts are spread across a broader group of participants, which limits the depth of individual impact and the potential for fostering systemic change.

To optimise the outcomes, the project may need to shift its focus toward the "individual impact" dimension. This would involve prioritising comprehensive post-training support, such as mentoring, advanced skills training, and market linkages, for a smaller group of participants. While this approach reduces the breadth of outreach, it increases the likelihood of achieving meaningful and sustainable outcomes for individuals.

Simultaneously, efforts to leverage these individual successes into broader systemic changes, such as integrating successful models into public training systems or influencing policy, could gradually move the project closer to the systemic change apex of the triangle. This strategic shift would allow SET to create a stronger balance between achieving immediate results and fostering long-term impact. However, this might not be possible in Tanzania at this stage.

Figure 13: Strategic trade-offs within the intervention



Note: Concept initially developed by Matthias Jäger.

Looking ahead, it seems critical to refine SET's approach within these trade-offs. The project could focus on fewer participants while providing more in-depth support. Similarly, the involvement of public providers and the selection of partners will require critical decisions on where SET's interventions can deliver the most value, balancing immediate benefits for participants with the potential for systemic adoption of training models and curricula. SET's rich dataset offers a valuable resource for such analysis, enabling decisions based on evidence of what works best, for whom, and in what context. For example, identifying high-performing trades, locations, or training formats can inform where resources are best allocated, ensuring the greatest return on investment. This selective approach enables SET to maximise its impact within current constraints while aligning with its long-term goals of systemic change and sustainable development.

Spotlight 8: Strategic assessment of the SET project – in a nutshell

Delivery against ProDoc objectives: The SET project effectively addresses its objectives, delivering relevant and high-quality skills training for disadvantaged youth. Progress has been made in youth empowerment, capacity-building, and gender inclusivity, but systemic sustainability and financial viability limit its broader transformative potential. Coordination challenges within and between the project's components also hinder the achievement of objectives.

Target group focus and lasting impact: The project's focus on vulnerable youth is highly relevant, with promising individual-level sustainability through initiatives like savings groups and mentoring. However, systemic sustainability is constrained by reliance on external funding, fragmented government support, and limited private sector engagement. NGO partners show potential to sustain elements of SET's work, albeit adapted to donor priorities, while FDCs require further capacity-building.

Adjustments for Phase II: To strengthen outcomes in the remaining time of Phase II, the project should focus on:

- **Integrating Components:** Foster stronger linkages between components, particularly by integrating selected FDCs into Component 3 and leveraging Component 2 as a feedback loop for training material dissemination in Component 1.
- **Piloting trade-off between outreach and individual impact:** Providing more comprehensive post-training services, such as mentoring, advanced skills, and market linkages, to deepen individual impact, even if it requires scaling down outreach to a smaller target group.
- **Improving dissemination**: Establish mechanisms for disseminating non-formal curricula and training materials to expand the project's reach and influence.

5. Recommendations

The recommendations presented in this chapter have been formulated based on the findings and the conclusions of this evaluation.

Recommendation 1: Enhance Component 1 by establishing pragmatic linkages and coordination for non-formal course materials dissemination.

Justification: Currently, Component 1 operates as a small supporting element for Component 3, primarily producing VSD course materials that, while beneficial for Component 3, have limited impact on the broader ecosystem. These activities are largely "one-off" and lack the potential for sustained influence. Discussions with the PMO-LYED have explored the use of their planned "archive" to store and disseminate the curricula and teaching materials produced. However, without an active and structured dissemination strategy, these resources risk underutilization. Establishing a pragmatic dissemination and coordination mechanism could address this gap, offering significant value in an otherwise fragmented space.

Possible actions: Actions to implement this recommendation could entail:

- **Leverage existing platforms and partnerships:** Assess a range of active dissemination approaches for the materials developed under SET to identify the most effective methods for reaching the target audience. This process should include, as is already planned, consultations with both PMO-LYED and MoEST to explore the use of their existing platforms. Additionally, the Karibu Tanzania Organization (KTO), as the umbrella organization for FDCs, could serve as a valuable dissemination channel. Emphasizing the

importance of active and targeted dissemination will be critical to ensuring the materials achieve their intended impact.

- Explore a phased and scalable approach for coordination mechanisms: In phase 2, pilot small-scale dissemination mechanisms focused on FDCs. For instance:
    - Share locally aligned materials directly with select FDCs, which either demonstrate strong income-generating activities or offer courses aligned with SET training materials as a trial.
    - Evaluate the impact and feasibility of scaling up to other FDCs.
    - Build a strategy for a broader coordination mechanism among FDCs in Phase 3, based on lessons learned from these pilots.
- Integrate dissemination efforts with other components: Strengthen linkages between Component 1 and Components 2 and 3 to maximise the utilisation of materials produced. For example, include FDCs in Component 3 to test and utilise the training materials, and leverage Component 2 as a feedback loop to refine the coordination mechanism.

Recommendation 2: Identify the best mix of activities to maximize benefits in Component 3 and achieve a positive Return on Investment.

Justification: With two years of experience from Phase 2 and four years from Phase 1, the project is now well-positioned to determine the most effective "mix" of activities for the target group. The wealth of data generated, including tracer and impact studies, provides a strong basis for identifying strategies that enhance both the effectiveness and cost-efficiency of training under Component 3. The quantitative analysis and discussions showed that the project outcomes are influenced by numerous (partly unmeasurable) factors and vary significantly depending on the area of skills provided and the characteristics of the target group, yet, leveraging the available data to refine the programme's approach remains valuable for improving results.

Possible actions:

- **Evaluate trade-offs between depth and breadth:** Using the CBA model from the evaluation, the SET team could identify outreach and impact combinations that result in neutral or positive ROI. The team can then use insights and data analysis to discuss which of these options are feasible. While it is acknowledged that a definitive "game changer" may not emerge, piloting targeted approaches—such as enhanced mentorship, financial literacy training, or linking participants to local markets and financial institutions—can generate valuable insights into refining these strategies.
- **Piloting more in-depth training and post-training supports**: Feedback from training providers and youth suggests piloting a more comprehensive support package could be worthwhile. A pilot could test whether enhancing the Return on Investment is possible, potentially even including activities that guide successful participants to the next stage, deepening income effects and potentially enabling employment effects beyond initial self-employment. These activities should focus on practical, cost-effective initiatives to support participants in transitioning from training to sustainable livelihoods by leveraging local resources and networks. Examples include pairing participants with local entrepreneurs for mentorship and hands-on guidance, connecting graduates to market opportunities like cooperatives or value chains (e.g., agro-processing or eco-friendly

businesses), and linking them to microfinance institutions for small loans and financial literacy support. Additional activities could involve guiding high-potential participants into existing business incubators or collaborating with Business Service Development Providers (BSDPs) to offer affordable business planning and marketing support. Group-based ventures, such as cooperatives in poultry farming or soap-making, can also be encouraged to align with local value chains, fostering shared growth and income generation.

- **Focus on high-performing trades, formats, and providers**: Focus on expanding specific trades, training formats, or post-training support activities that have proven particularly effective. Prioritize scaling up training efforts with providers that demonstrate consistently strong results.
- **Generate and disseminate evidence**: Produce practical guidelines based on lessons learned in Phase 3 and share these insights to inform future efforts.

Recommendation 3: Strengthen sustainability in Component 3 through integrating selected FDCs and capacitating training providers.

Justification: Component 3 is currently using private training providers, primarily NGOs and CBO, to roll-out trainings. Given their flexibility, familiarity with the target group, and existing networks, this has proven a very effective way to do so. However, it comes at the cost of perpetuating donor dependency, as these private training providers need external funding, often from development partners, for their operations. Given the focus on vulnerable youth, asking for tuition fees is not a way forward, however there are several practices which might help to go at least some steps into the direction of a sustainable training provision. Exploring partnerships with FDCs could offer an opportunity to leverage their government support, as part of their fixed costs and permanent staff salaries are already subsidised by the government. While FDCs do charge fees, their lower operational costs compared to fully private providers create potential for cost-sharing mechanisms that could reduce overall programme expenses.

Although concerns about FDCs' additional needs for a conducive learning environment and more complex contracting/monitoring are valid, piloting partnerships with selected FDCs could test their ability to deliver cost-effective training when supported with complementary resources. Moreover, it seems inconsistent to focus on the FDCs as a partner in component 2 and not give them any role in component 3.

Possible actions:

- **Pilot cost-sharing models with selected FDCs**:
    - Explore how to include selected high-capacity FDCs; establish MoUs with FDCs that define clear terms for cost-sharing, where the project covers a portion of tuition fees and post-training supports, while FDCs leverage their government-subsidised structure to minimise additional costs. If FDCs do not provide post-training supports, these can be outsourced to private training providers or NGOs.

- Focus on FDCs with alignment with Component 3 training programmes, and potential to deliver high-impact courses without significant additional investment.

- **Expand capacity building to all training providers**:
  - Equip both public and private training provider partners with strategies on how to improve sustainability of provision of training and post-training services. This might include income-generating activities, Public-Private Partnership (PPP), alumni networks, community-based cost sharing, and leveraging low cost (digital) solutions.
  - Focus rolling out trainings through providers who have the potential to implement such activities.

Recommendation 4: Expand Component 3 stepwise to new trades and regions.

Justification: Tanzania's vast size makes implementing projects across multiple regions costly, particularly due to transportation and per diem expenses for traveling project partners. Additionally, the estimated budget for Phase 3 is significantly smaller than that of Phase 2. Given the availability of wards within the current region that remain underserved, there is no pressing need to expand to new regions. Furthermore, challenges in ensuring coherence with other donor-funded interventions, and in achieving a positive ROI in Component 3 suggest that deepening the focus on existing regions is a more prudent approach. That said, if compelling opportunities in other locations emerge, these should be pursued based on a thorough assessment of associated benefits and risks. Training providers strongly advocated for including older age groups in the programs, a recommendation partially supported by data (Spotlight 3), though the observed effects were not statistically significant.

Possible actions:

- Prioritize high-quality outcomes in current locations and trades, while strengthening the capacity of existing partners.
- Avoid a complete shift in focus, such as transitioning to more formal training provision, as initially explored in the evaluation ToR, to ensure continuity and consolidation.
- Introduce greater flexibility in participant age ranges, allowing providers to include older participants. Continue gathering data to assess and refine criteria based on evidence.

Recommendation 5: Strengthen collaboration with related projects and their donors to address challenges across components.

Justification: While the SET project team and SDC have made efforts to collaborate with other projects and donors, significant gaps in coordination persist. This is particularly concerning given the overlap in geographical focus, thematic areas, partner institutions, and target groups among various development partners and initiatives. The current lack of coordination leads to missed opportunities for synergies, duplicated efforts, and resource inefficiencies. Strengthening

collaboration, even through pragmatic and resource-conscious efforts, would not only improve coherence and efficiency but might also help identifying solutions towards more effective and sustainable outcomes.

Possible actions:

- **Create thematic exchange groups**: SDC to explore whether a smaller, focused donor coordination (sub-)group could be formed, with a more actionable agenda. This could focus, for instance, on non-formal VSD, or vulnerable youth, or interventions in rural areas (or a combination of the above).
- **Establish exchanges for related projects**: Explore what mechanisms could work best to exchange between project teams – potentially based on the thematic exchange groups of the donors mentioned above, but potentially also separate from the exchange between donors. Use the mechanisms to align efforts and sharing good practices. This could be Tanzania-wide, but it could also focus on specific regions, if that is more feasible. It might well be the case that not all project teams are interested, but even if some can be gained over, this would help bring about the positive change mentioned above.
- **Pilot joint initiatives**: Identify one or two shared challenges and pilot collaborative actions to address them. Entry points could be Recommendation 1 on non-formal course material dissemination and coordination as well as Recommendation 3 on identifying and sharing best practice.

Annex 1: Evaluation questions

Table 2: Evaluation questions

Criterion	No	Question
Relevance	1	How well do the core design choices of the intervention reflect the needs of vulnerable youth?
	2	How effectively has the intervention adapted to changes?
Coherence	3	How compatible is the intervention with other actors' efforts in the field?
Effectiveness	4	Is the intervention on track to achieve its intended outputs and outcomes?
	5	What has been achieved in terms of gender equality and environmental issues?[16]
	6	How could the intervention increase its effectiveness, e.g. by adapting the geographical or sectoral focus, and/or by adjusting the age focus?
Efficiency	7	To what extent did the intervention deliver its results in a cost-efficient manner?
	8	How well does the engagement of stakeholders (government, private sector, local training providers) work?
	9	Are the right partners being involved to achieve the desired outcomes?
Impact	10	Is the intervention on track to contribute to the intended higher-level effects?
Sustainability	11	To what extent are the stakeholders adequately prepared to sustain the intervention's benefits over time?
	12	How conducive is the political context to sustaining the intervention's benefits over time?

[16] We focus primarily on the intended goals for gender equality and environmental issues, as formulated in the ProDoc and LogFrame, comparing these with the project's actual delivery. Additionally, we examine actions taken beyond the original plan. In light of the interest in climate change measures, we propose a discussion on potential further actions, benchmarking these measures against the areas of actions outlined in ILO's Greening TVET and Skills Development: A Practical Guidance Tool (ILO, 2022). Download: www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_847095.pdf

Annex 2: Interviewees internal only

All the meetings held in Tanzania took place from the 11th to the 20th of November 2024. The following table is organized by the location and the date of each meeting. Besides the face-to-face meetings, there were also virtual sessions conducted with SDC and the SET team, as well as donors.

Institution	Name	Position	Location
SDC			Online
FDC Kigamboni			Kigamboni
USAID			Online
Bridge			Dar es Salaam
PMO-LYED			Dodoma
MoEST			Dodoma
MoEST			Dodoma
Morogoro regional Office			Morogoro
Mbogo farms			Online
SDC			Online
FDC Bigwa			Morogoro
FDC Ifakara			Morogoro
GAPS			Morogoro
PO-RALG Morogoro			Morogoro
SET team			Morogoro
SAT			Morogoro
ENABEL			Online

Kinara	Charles Salu	Director	Morogoro
	Eliza & Agness	Coordinators/ Trainers	
Practitioner	Jackline Kiwory	Small business owner (hairdressing salon)	Morogoro
MVIWAMORO	Joseph Sengasenga	Regional coordinator Also interviewed: Trainer	Morogoro
TESIFA	Jesca Punguti	Director Also interviewed: Coordinator and Trainer	Morogoro
Practitioner	Violet Mutasa	Small business owner (crispy snack maker)	Morogoro
FDC Kilosa	Winnie Shabani Kisanga	Principal Also interviewed: Nine tutors, including the CPD coordinator	Kilosa
MATI Ilonga	Hamisi Ramadhani	Tutor	Ilonga
FDC Ilula	Anna Kabuje	College Principal Also interviewed: 6 tutors, and the CPD coordinator	Dar es Salaam Ilula
Lyra	Nora Mkenda	Project manager Also interviewed: 5 team members	Iringa
Don Bosco	Joseph Ngomite	Project coordinator	Iringa
PO-RALG Iringa	Dolis Kalasa	Regional Administrative Secretary	Iringa
Restless	Ridhione Juma	Deputy hub director and program manager Also interviewed: Trainer	Iringa
WIFO	Amir Kachenje	Project manager Also interviewed: two trainer (female)	Iringa
MoEST	Frederick Salukele	TVET Director	Online
FDC Kasulu	Fridegarda Kokutungunika	College Principal	Online
FDC Njombe	Tulinagwe Mwanjondo	Southern Highland Zone CPD coordinator and tutor	Online

Annex 3: Data collection tool

Survey questionnaire

No.	Question	Response items
	Background Information	
1	What is your gender?	Female Male
2	What kind of organisation do you work for?	Central/regional government Public training provider Private training provider (NGOs and for-profit) Private sector (not training provider) Other (please specify)
3	Which project activities are/were you involved in? (Multiple answers possible)	Labour market and skills needs assessments, curricula development (Outcome 1) Continuing Professional Development for Folk Development College teachers (Outcome 2) Training of youths (Outcome 3)
	Relevance	
4	In your view, to what extent have the project activities: - aligned with government priorities? - been relevant to your organisation? - addressed important needs and priorities of school drop-out or unemployed *youth*? - been appropriate for the targeted age range of 15 to 24?	Not at all To a small extent To a moderate extent To a great extent Completely
	Effectiveness	
5	*Note: the following questions are only directed to those stakeholders involved (see question 3 above).* To what extent has the project contributed to the following objectives? - Improve prospects of gainful youth (self-) employment *(all)* - Improved collection and analysis of labour market and skills needs, involving private sector, workplace practitioners and other labour market stakeholders *(Outcome 1 stakeholders)*	Not at all To a small extent To a moderate extent To a great extent Completely

	- Improved, relevant and flexible VSD curricula *(Outcome 1 stakeholders)* - Improved motivation and adaptive teaching techniques and teaching environment *(Outcome 2 stakeholders)* - improved delivery of programmes and training throughout the network of FDCs *(Outcome 2 stakeholders)* - Increased access of youth to relevant non-formal VSD *(Outcome 3 stakeholders)* - Increased access of young mothers to relevant non-formal VSD *(Outcome 3 stakeholders)*	
6	What are the most important changes that you associate with the project? Were there any negative effects?	
7	How well has the project: - taken gender equality issues into consideration? - taken environmental issues into consideration?	Not at all To a small extent To a moderate extent To a great extent Completely
	Efficiency	
8	Reflecting on the project, do you think that: - the project delivers high-quality services and products? - the project delivers its services in a timely manner; any delays were justified? - the project works well with you and your organisation?	Not at all To a small extent To a moderate extent To a great extent Completely
	Sustainability	
9	After the project ends: - Do you feel motivated to continue the activities, innovations, and /or systems introduced by the project? - Do you believe you have the necessary skills and knowledge to continue? - Do you have enough financial resources to sustain these activities, innovations and/or systems?	Not at all To a small extent To a moderate extent To a great extent Completely
10	What else could be done to strengthen the project? Please share your ideas, opinions, and recommendations.	

P2P quantitative survey

Participant name: _____ Gender _____ Training date: _____

	I completely agree	I partly (sort of) agree	I partly (sort of) disagree	I completely disagree	I don't have an opinion
The training gave me all the help I needed to learn new skills and get a job or start my own business.					
I use the technical skills from the project in my current work or business.					
I use other skills from the project, like starting a business, helping customers, and managing money, in my current work or business.					
This project makes me feel more confident and self-aware.					
This project gave me new or better ways to earn money, either through jobs or my own business.					
I earn money from various jobs or businesses to cover my daily expenses					
I earn enough to have a good and decent life					
People in this community see this project as good and useful					
Peer reviewer to complete:	District:			Date:	

P2P interview questionnaire

Past:

- Before you joined the SET project, what were you doing? Did you have other opportunities to study or work?
- What did you learn during the SET project? Did you receive any other support? What was the most valuable part for you? Is there anything you wish was different?

Present

- What is the biggest change in your life since joining the SET project? Why do you think these changes were big?
- What helped you make this change? Which parts of the SET program were most helpful to you?
- Have you faced any problems finding a job or starting your own business? How did you deal with these challenges?
- What are you currently doing? Is the income enough for your daily needs and to improve your life?

Future

- What are your plans for the future? What would you like to do?
- Do you have any recommendations for the project? What would you do differently? If for example, SET would have go for 3rd phase, what would you add to the program if you were given a chance to co-design or advise?

Interview questionnaire

FDC Principal & Coordinator

Introduction (principal only)

- Can you introduce your organisation, and your mandate? (by whom)
- What trainings to you provide (short/long), for whom? What entry requirements?
- Who else provides trainings like you? (public & private)
- Have you adjusted these courses over the last years, and/or plan to adjust them going forward?
- How do you work together with the private sector?

LMA and curriculum development (Outcome 1)

- Did you participate in LMA or curriculum development in the SET project?
- What aspects of your participation in LMA or curriculum development did you find most beneficial or useful?
- How are you making use of the available LMA studies and curricula?

CPD (Outcome 2)

Participation and Development **(coordinator only)**

- What does CPD typically involve?
- Who typically participates in CPD, and how often do they engage in these activities?
- Were you involved in the development of CPD, or can you describe how it was introduced within your team?

Achievements and Changes

- What do you see as the most significant changes the project has introduced? Which achievements are you particularly proud of?
- Were there any unexpected effects of the project, either positive or challenging?

CPD Programme Impact

- How has the CPD programme impacted FDC staff, especially in terms of motivation and teaching quality? Could you share a specific example of how it has benefited students?

- What makes CPD particularly valuable for teachers?
- Are there other forms of in-service training that you implement?
- How has the programme influenced teaching practices, student learning, and overall learning outcomes? Do you track graduate progress to measure impact?

Sustainability and Scaling

- Besides SET, do you have support from any other development partner for CPD / in-service training.
- Do you have plans to replicate or scale the activities?
- What strategies are in place to maintain the project's results after it concludes?
- Looking forward, what additional changes or improvements would you like to see the project implement?

Gender and Environment

- How have considerations of gender and environmental impact influenced the project's activities or outcomes?

FDC Dashboard (principal only)

- How useful is the new electronic dashboard for improving reporting and management at your FDC?
- What do you resp. your counterparts use this information for (e.g., LMIS)?
- What are your future plans for using and expanding the dashboard?

Cooperation with the SET team

- What has worked well, what has not, in engaging stakeholders?
- Do you feel supported (accompanied) within the project? Is there sufficient engagement with the project team? What would you like more of/less of?

Teachers

Achievements and Changes

- What do you see as the most significant changes the project has introduced? Which achievements are you particularly proud of?
- Were there any unexpected effects of the project, either positive or challenging?

Personal Impact of CPD

- How has the CPD programme influenced your own motivation and teaching practices? Can you give an example of a new technique or approach you've adopted through the programme?
- In what ways has CPD made a difference for your students? Have you noticed changes in their engagement or learning outcomes?

Teaching Quality and Classroom Practices

- Which aspects of the CPD training have you found most useful in your day-to-day teaching?
- Have you seen changes in how students respond to your teaching since you started CPD training? Could you describe an instance?
- How do you see CPD influencing the overall school environment, including areas like teamwork among teachers or school culture?

Involvement and Development

- How were you introduced to the CPD programme?
- How often do you participate in CPD activities, and do you feel the frequency is sufficient for ongoing improvement?

Support and Additional Needs

- Are there any challenges you've faced in applying CPD practices in your classroom? What support would help you implement these methods more effectively?
- Looking forward, are there specific areas or skills or other types of support you would like the CPD programme to cover in the future?

Government

Background

- Can you provide a brief overview of what your organisation doing and what is your involvement in SET?

Outcome 1: How are curricula developed (non-formal, FDC)?

What kind of information collect? (Management Information System, LMIS) What are gaps?

Relevance

- How well do SET II's activities (like skills needs analysis, CPD, and VSD for youth) fit with government policies and the needs of vulnerable young people?

Coherence

- Are there other government TVET initiatives that help disadvantaged youth? If yes, what are they? If no, why not?
- How could this project collaborate, leverage synergies better with government initiatives or those of other donors?

Effectiveness

- What value do you see in the project? What do you 'get out' of the project?
- What do you see as the most significant changes the project has introduced? Which achievements are you particularly proud of?
- Were there any unexpected effects of the project, either positive or challenging?

Collaboration

- How has working with the SET team been? What has gone well, and what could be improved?
- How is the collaboration between the government and other donors?
- How is the government working with the private sector on TVET initiatives? Is there a plan to involve the private sector more formally? If not, do you think that could happen soon?
- Are the right partners involved in the project? Is anyone missing or not as involved as they should be?

Sustainability and Scaling

- What helps secure funding, and what makes it difficult, specifically for disadvantaged youth?
- What plans are in place to keep the SET project's results going after it ends?
- What changes or improvements would you like to see as the project moves forward?

Training providers

Background

- Could you provide a brief overview of your organisation's mission and activities, and explain your role in the SET project?

- Aside from SET, what other types of training programmes do you offer (short/long)? What are your focus areas, target audiences, funding sources, and entry requirements? Do you track the outcomes of your programmes, such as employment rates or other success indicators?
- What is your current training capacity (e.g., geographical focus, number of students and trainers)?
- How much do your courses typically cost, and is there a lot of competition in this area? **(for-profit only)**

Cooperation with the SET team

- How and why did you participate in SET project?
- What kind of support or training did SET provide to you, and was it helpful? Have you made any changes based on this? Do you use any of these practices in your other training programmes? Any examples?
- What has worked well, what has not, in working with SET team? What can be improved?

Training focus and activities

- What training model / curriculum do you use for the SET training? Any support activities?
- How does your organisation work with private companies in general, and within SET?
- Have the SET project identified the right market opportunities/ trainings for the youth? Have these opportunities been addressed well through the training and support activities? Can you give examples of what worked well and what didn't?
- Is the project focus on specific youth aged 15-24 adequate, especially if the goal is for the youth to attain sustainable (self)-employment?
- Are Morogoro, Iringa, and Mbeya the right locations, or should the project expand or change the regions?

Achievements and Changes

- What do you see as the most significant changes the project has introduced? Which achievements are you particularly proud of?
- Were there any unexpected effects of the project, either positive or challenging?

Gender and Environment

- In the SET project, how have you included gender and environmental considerations in your training? What are your thoughts on this, and do you have any suggestions for improvement?

Sustainability and Scaling

- Apart from SET, do you get support from other development partners for TVET or non-formal training courses?
- Going forward, are you planning to offer more of a certain type of training? How has SET influenced this?
- What plans do you have to keep the trainings of the SET project going after it ends? Do you think this type of training could attract more funding from the government or private sector, or the youth themselves? Is the market for this kind of training getting saturated, or is there still room?
- What's your view on the capacity of public and private training providers in your field? Do you see strengths or gaps that could affect the success of projects like SET?
- Looking ahead, are there any changes or improvements you'd like to see in the project?

Private sector

Background

- Could you briefly introduce your company?
- How and why did you participate in SET project? What activities are you involved in?
- How do you recruit your employees? Do you invest in training?

Collaboration

- How has working with the SET team been? What has gone well, and what could be improved?
- What is your view on the collaboration between the government and private sector? What can be improved?
- Are the right partners involved in the project? Is anyone missing or not as involved as they should be?

Achievements and Changes

- What do you find most useful about the SET project?
- What do you see as the most significant changes the project has introduced? Which achievements are you particularly proud of?

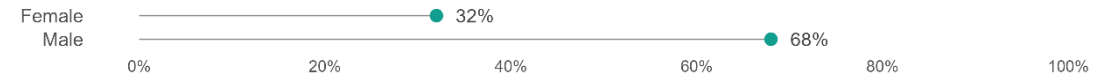
- Were there any unexpected effects of the project, either positive or challenging?

Sustainability and Scaling

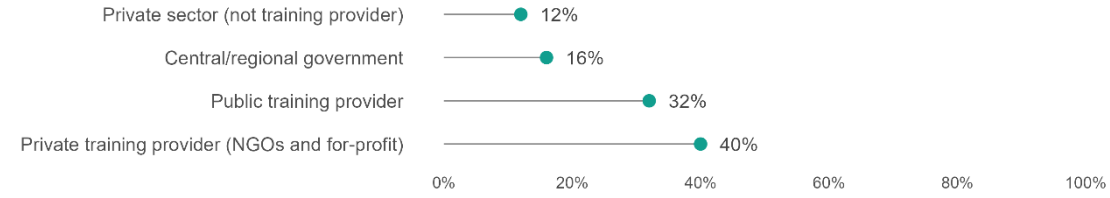
- Going forward, are you interested in funding young people training for your future employees?
- What plans are in place to keep the SET project's results going after it ends?
- Is the project focus on specific youth aged 15-24 adequate, especially if the goal is for the youth to attain sustainable (self)-employment?
- Are Morogoro, Iringa, and Mbeya the right locations, or should the project expand or change the regions?
- What changes or improvements would you like to see as the project moves forward?

Annex 4: Additional survey information

Figure 14: Survey participant background



Note: Based on the responses of 25 participants.



Note: Based on the responses of 25 participants.

Annex 5: Target achievement

Table 3: Achievements measured against the LogFrame targets (status end of Q3 2024) - overview

Goal	Direct beneficiaries	59%
	Indirect beneficiaries	33%
	Capacity building initiatives	340%
Outcome 1	LMA studies, curricula, guidelines	46%
	Companies contributing to LMA/currricula	43%
	State institutions have prepared assessment	-
Outcome 2	Curricula consider private sector needs	143%
	Teachers improving teaching competence	127%
	Specific improvements arising from CPD	-
	CPD supported teachers apply new techniques	143%
Outcome 3	Youth in self-employment	96%
	Income 50% above baseline	143%
	New training approaches	47%
	Companies contributing in comp 3	35%
	Youth completing training	100%

Table 4: Achievements measured against the LogFrame targets (status end of Q3 2024)

Logframe indicator	*Achievements (cumulative)*	*Comments*
Goal: Improve prospects of gainful youth (self-) employment through a contribution to improved access, relevance and quality of Vocational Skills Development (VSD)		
70% of youth who directly benefitted from improved VSD are in gainful (self-) employment six months after completion of the intervention	67% (1,016/1,517) (67% (807/1,205) of female and 65% (462/711) of young mothers in (self-) employment)	On target (Note: we note a significant drop from Q2, where this value was 75%, which indicates some risks)
60% of youth who benefitted from VSD and are in gainful (self-) employment six months after the completion of the intervention have a monthly income of at least 50% above the baseline	86% (874/1,016) (88% (710/807) of female and 89% (411/462) of young mothers with increased income)	Beyond target
Total direct and indirect project beneficiaries: 25,000 - Direct project beneficiaries (Component 3): 10,000; of which female youth: 6,000; young mothers: 1,000 - Indirect beneficiaries: 15,000 (Youth participating in programmes improved or newly introduced as a result of Outcome 1 activities, youth enrolled in programmes where teaching staff has improved its capacity as a result of Outcome 2 activities)	- 5,907 youth attended training: 4,650 (79%) female, 2,770 (47%) young mothers - Outcome 1: Youth participating in programmes improved or newly introduced are 86 (m: 0; f; 86). Outcome 2: Youth participating in programs where teaching staff has improved capacity are 4,833 (m: 2,821, f: 2,012)	On target (Note: 59%, while 56% of the project's duration has passed) At risk (Note: 33%)
At least 60 contributions towards a more inclusive or more labour market relevant VET system: - at least 35 LMA studies, curricula and guidelines - at least 10 capacity building initiatives with key stakeholders including courses for VETA and NACTEVT officers	- 8 LMA studies and 8 curricula; - 17 capacity building initiatives with key stakeholder	On target (Note: 46% for LMA/curricula, 340% capacity building initiatives, 47% new training approaches)

- at least 15 new training approaches introduced through sub-project funding	- 7 new training approaches	
At least 80 companies or professional organisations contributing to relevant VSD: - 60 contributing to LMA and curriculum development; - 20 participating in youth skills development sub-projects supported by the project	26 contributing to LMA and curriculum development; 7 participating in youth skills development sub-project	At risk (43% for LMA and curriculum development, and 35% for sub-projects)
At least 300 teachers in non-formal VSD including FDC teachers improved their teaching competence	380 (m: 237, f: 143) of which 256 (m: 181; f: 75) FDC teachers and 124 (m: 56; f: 68) teaching staff from training providers improved their teaching competencies	Beyond target (Note: 127%)
Indirect of outcome 3: Household members of direct beneficiaries	11,817 (m: 5,602, f: 6,215) indirect beneficiaries as a result of 2,417 beneficiaries that completed training under outcome 3.	No target values
Outcome 1: Improved collection and analysis of labour market and skills needs, involving private sector, workplace practitioners and other labour market stakeholders, leading to improved, relevant and flexible VSD curricula		
Relevant state institutions have prepared improved labour market and skills needs assessments with substantial private sector involvement	None yet	Target dropped
70% of non-formal VSD curricula being newly developed or revised by relevant state institutions (are based on improved labour market and skills needs assessments and) consider the needs of the private sector	100% of non-formal VSD curricula newly developed by relevant state institutions consider the needs of the private sector	Beyond target

Outcome 2: Improved motivation and adaptive teaching techniques and teaching environment allows for improved delivery of non-formal and formal programmes and training throughout the network of FDCs		
Specific improvements in teaching environment, including teaching & learning materials, course curricula, materials availability, course delivery, and FDC Admin & MIS systems, arising from the implemented CPD programme	None yet	No target values (Note: improvements have been made in course delivery and FDC Admin, based on discussions with interviewees during MTR)
70% of CPD supported teachers apply new teaching strategies and techniques	100% of CPD supported teachers, based on the assumption that all who attended the CPD programme do apply new teaching strategies and techniques	On target (Note: based on discussions with interviewees during MTR)
Outcome 3: Increased access of youth, and young mothers, to relevant non-formal VSD		
80% of youth benefitting from newly introduced VSD programs in the project regions are completing their training (among them at least 60% are female and at least 10% are young mothers)	80% (2,962/3,673) of youth benefitting from VSD programs completed their training (among them 2,304 (78%) female, and young mothers 1,359 (46%))	On target

Annex 6: Regression results

Binary Logistic Regression Results					
Predictor	**Estimate**	**Std. Error**	**Odds Ratio**	**p-value**	**Significance**
(Intercept)	-21.291	2,821.219	0.000	0.994	
income_status_0m_ordered.L	29.801	4,638.912	8,760,589,891,426.430	0.995	
income_status_0m_ordered.Q	9.057	3,261.319	8,582.582	0.998	
income_status_0m_ordered.C	-4.047	1,649.493	0.017	0.998	
eduLow education	-0.659	0.534	0.518	0.218	
age_group18-24	16.375	2,135.004	12,924,607.700	0.994	
age_group24+	16.641	2,135.004	16,877,517.741	0.994	
sexFemale	-1.825	0.715	0.161	0.011	**
marital_statPartnered	0.526	0.515	1.692	0.307	
children_no1	0.889	0.780	2.432	0.255	
councilgairo	19.937	1,722.767	455,764,631.664	0.991	
councilkilosa	19.273	1,722.767	234,483,174.502	0.991	
councilmorogorodc	1.760	2,807.531	5.812	0.999	
councilmorogoromc	1.194	6,746.313	3.300	1.000	
councilmvomero	19.363	1,722.767	256,651,754.262	0.991	
course_nameCommercial Horticultural Crops Production	15.692	6,522.639	6,528,438.157	0.998	
course_nameCommercial Poultry Production	-0.846	1.351	0.429	0.531	
course_nameDairy products making	-2.557	1.129	0.078	0.023	*
course_nameDigital flowers	0.709	7,118.395	2.033	1.000	
course_nameFish Farming and Processing	1.309	9,224.404	3.703	1.000	

Binary Logistic Regression Results					
Predictor	**Estimate**	**Std. Error**	**Odds Ratio**	**p-value**	**Significance**
course_nameFood processing and marketing skills for horticultural crops and legumes	-17.674	3,729.921	0.000	0.996	
course_nameHorticulture production	-0.846	0.739	0.429	0.253	
course_nameMaize production	-1.058	0.967	0.347	0.274	
course_namePoultry keeping	NA	NA	NA	NA	
course_nameProcessing and value addition of Orange Fleshed Sweet Potatoes (OFSPs)	16.302	6,522.639	12,021,851.578	0.998	
course_nameSustainable improved goat raising and herding	NA	NA	NA	NA	
course_nameTailoring	NA	NA	NA	NA	

Null deviance: 190.09 on 183 degrees of freedom

Residual deviance: 135.19 on 160 degrees of freedom

AIC: 183.19

*Note: The **odds ratio (OR)** quantifies how a predictor influences the odds of being in a higher category of the outcome variable compared to a reference group, holding other factors constant. It is calculated as the exponential of the predictor's coefficient: OR=eβOR = e^{\beta}OR=eβ, where β\betaβ is the regression coefficient from the model. An OR>1OR > 1OR>1 indicates increased odds, OR<1OR < 1OR<1 indicates decreased odds, and OR=1OR = 1OR=1 means no effect.*

The Akaike Information Criterion (AIC) value is a metric used to assess model fit, balancing complexity and goodness of fit. A lower AIC value indicates a better model, as it suggests a more optimal balance between explaining the data well without overfitting.

OLS Model Results: Income Difference							
Predictor	**Coefficient**	**Std. Error**	**t-value**	**p-value**	**Lower CI**	**Upper CI**	**Signif.**
(Intercept)	-0.279	0.463	-0.604	0.547	-1.193	0.634	

OLS Model Results: Income Difference							
Predictor	**Coefficient**	**Std. Error**	**t-value**	**p-value**	**Lower CI**	**Upper CI**	**Signif.**
scale(income_status_0m_midpoint)	-0.397	0.074	-5.349	0.000	-0.543	-0.250	***
eduLow education	-0.163	0.163	-0.997	0.320	-0.485	0.160	
age_group18-24	0.094	0.336	0.281	0.779	-0.570	0.759	
age_group24+	0.152	0.374	0.405	0.686	-0.588	0.891	
sexFemale	-0.239	0.198	-1.208	0.229	-0.631	0.152	
marital_statPartnered	0.321	0.156	2.053	0.042	0.012	0.630	*
children_no1	0.058	0.207	0.282	0.778	-0.351	0.468	
councilgairo	0.895	0.433	2.067	0.040	0.040	1.750	*
councilkilosa	0.674	0.359	1.877	0.062	-0.035	1.383	.
councilmorogorodc	-0.064	0.454	-0.142	0.888	-0.962	0.833	
councilmorogoromc	0.001	0.937	0.001	1.000	-1.849	1.850	
councilmvomero	1.057	0.375	2.819	0.005	0.317	1.798	**
course_name Commercial Horticultural Crops Production	-0.125	0.944	-0.133	0.895	-1.989	1.739	
course_name Commercial Poultry Production	-0.842	0.412	-2.045	0.042	-1.655	-0.029	*
course_name Dairy products making	-0.995	0.324	-3.072	0.002	-1.634	-0.355	**

OLS Model Results: Income Difference							
Predictor	**Coefficient**	**Std. Error**	**t-value**	**p-value**	**Lower CI**	**Upper CI**	**Signif.**
course_name Digital flowers	-0.342	0.961	-0.356	0.723	-2.240	1.557	
course_name Fish Farming and Processing	0.656	1.245	0.527	0.599	-1.802	3.114	
course_name Food processing and marketing skills for horticultural crops and legumes	-0.826	0.533	-1.551	0.123	-1.879	0.226	
course_name Horticulture production	-0.609	0.264	-2.303	0.023	-1.131	-0.087	*
course_name Maize production	-0.397	0.325	-1.222	0.223	-1.038	0.244	
course_name Poultry keeping							
course_name OFSPs	-0.305	0.948	-0.321	0.748	-2.177	1.568	
course_name Sustainable improved goat raising and herding							
course_name Tailoring							

Residual standard error: 0.8683 on 162 degrees of freedom
Multiple R-squared: 0.3325
Adjusted R-squared: 0.246
F-statistic: 3.843 on 21 and 162 DF, p-value: 4.79e-07

Annex 7: Assessment grid

The assessment grid below provides ratings for the elements identified as primary interests of the evaluation. Other elements, for which the evaluation gathered less evidence, are marked as 'not determined.' As the grid uses only four fixed scores, these ratings may differ slightly from those presented in the conclusion chapter, where decimal values have been applied.

DAC criteria and SDC/SECO sub-criteria	Score	Justification
1 Relevance: Is the intervention doing the right things? Summary: The extent to which the intervention's objectives and design (at the time of design and at time of evaluation) respond to beneficiaries' and involved stakeholders' needs and priorities, and continue to do so if circumstances change. *Note: Understanding gendered power dynamics and reflecting on the SDG commitment to "leave no one behind" are crucial in understanding relevance.*	*Please do not write anything here. The DAC criteria score will automatically be calculated as the arithmetic mean of sub-criteria.*	
1.1 ***Responsiveness to needs, policies and priorities***: the extent to which the objectives (at output, outcome and impact levels) of the intervention respond to the needs and priorities of the beneficiaries (target group), involved stakeholders (involved in funding, implementing and/or overseeing the intervention) and, when relevant, to indirectly affected stakeholders (e.g. civil society, etc.). *Note: A particular emphasis should be placed on beneficiaries. If there are trade-offs, please describe them in the justification.*	0 - not determined	
1.2 ***Sensitiveness and responsiveness to the context and capacities of the beneficiaries and involved stakeholders****:* the extent to which the context was considered in the design of the intervention (e.g. economic, environmental, equity, social, cultural,	0 - not determined	

DAC criteria and SDC/SECO sub-criteria	Score	Justification
political economy and last but not least capacity considerations). *Note: Evaluators are encouraged to describe which contextual factors are most pertinent to the intervention.*		
1.3 ***Quality of design***: the extent to which core design elements of the intervention (such as objectives and their related indicators, logframe, theory of change including related assumptions, choice of services and intervention partners, exit strategy) reflect the needs and priorities of the target group, are appropriate, realistic, clearly defined, measurable and feasible (technical, organisational and financial feasibility). *Note: the exit strategy should be planed from the outset of the intervention to ensure the continuation of positive effects as intended, whilst allowing for changes in contextual conditions.*	2 - satisfactory	The project's design effectively addresses immediate and practical needs, particularly for vulnerable and underserved groups such as school dropouts and young mothers. Its implementation further enhanced this relevance through diverse trainings and post-training support measures, the use of CPD methodology for FDC teachers and tutors, and targeted capacity-building measures across all three components, all of which have demonstrated significant success. While each component is relevant, the potential for scalability and sustainability is limited due to the lack of a dissemination, coordination and exchange mechanism in Component 1, the broader learning environment challenges and limited funding for the continuation of CPD activities at FDCs in Component 2, and the limited financial sustainability and overemphasis on private training providers in Component 3.
1.4 ***Adaptation over time***: the extent to which the intervention has meaningfully adapted to changes over the course of its lifespan (e.g. evolving policy and economic contexts, change of funding, new opportunities, outbreaks of conflict or pandemic, etc.).	1 - highly satisfactory	During the second phase, some contextual changes took place, but they have not significantly impacted the intervention, and no major adjustments have been necessary. These changes include (potential) shifts in the perceived role of FDCs, particularly the risk that they may focus more on formal courses, the plans to introduce vocational training at secondary schools, and a policy change which makes it easier for young mothers who interrupted

DAC criteria and SDC/SECO sub-criteria	Score	Justification
		their education to return to school. As a result, the intervention has only required ongoing refinement of activities rather than substantial changes.
2 Coherence: How well does the intervention fit? Summary: The compatibility of the evaluated intervention with other interventions in a country, sector or institution, i.e., the extent to which other interventions (in particular policies) support or undermine the intervention and vice versa.	*Please do not write anything here. The DAC criteria score will automatically be calculated as the arithmetic mean of sub-criteria.*	
2.1 ***Internal policy alignment***: the extent to which the intervention aligns with the wider policy frameworks of the Swiss Development Cooperation, including the most recent Swiss international cooperation strategy overall and at country level, as well as to relevant international norms and standards to which Switzerland adheres (international law, international agreements, etc.).	0 - not determined	
2.2 ***Internal compatibility***: the extent to which the intervention is compatible with other interventions of Swiss development cooperation in the same country/region and thematic field (consistency, complementarity, synergies, avoiding duplication of efforts, subsidiarity). *Note: if feasible, evaluators are encouraged to also take into account compatibility with the interventions of different levels / departments of the Swiss government in the same operating context (e.g.: development, diplomacy, trade, security, etc.)*	0 - not determined	

DAC criteria and SDC/SECO sub-criteria	Score	Justification
2.3 ***External compatibility***: the extent to which the intervention is compatible with interventions of other actors in the country and thematic field (complementarity, synergies, overlaps and gaps, value-added, use of existing systems and structures for implementing activities, harmonization, coordination, etc.).	3 - unsatisfactory	While the SET II project broadly aligns with government priorities in skills development, systemic challenges in public sector coordination and donor collaboration significantly hinder external coherence. Fragmented government initiatives, compounded by bureaucratic inefficiencies and a focus on per diems, limit effective collaboration and reduce the potential for integrated planning. Similarly, the lack of coordination among donor-funded projects operating in overlapping regions and target groups leads to duplication of efforts and resource inefficiencies. Platforms like the Development Partners Group (DPG) offer a space for dialogue, but a seeming lack of actionable outcomes undermines their effectiveness.
3 Effectiveness: Is the intervention achieving its objectives? Summary: The extent to which the intervention achieved, or is expected to achieve, its objectives and its results, including any differential results across groups.	*Please do not write anything here. The DAC criteria score will automatically be calculated as the arithmetic mean of sub-criteria.*	
3.1 ***Achievement of objectives***: The extent to which the intervention achieved or is expected to achieve its intended objectives (outputs and outcomes) as originally planned (or as modified to cater for changes in the environment), including its transversal objectives (e.g. gender, climate) *Note: If some – but not all – of the objectives were achieved the evaluators will need to*	1 - highly satisfactory	The SET II project is making notable progress toward achieving its targets. Key successes include surpassing capacity-building targets, achieving high levels of income improvement among youth, and including more FDC teachers in CPD than initially estimated. The participatory and learning-oriented approaches, particularly in curriculum development and CPD, have enhanced the relevance and

DAC criteria and SDC/SECO sub-criteria	Score	Justification
*examine their **relative importance** to draw conclusions on the effectiveness.*		practicality of training, fostering ownership and adaptability among stakeholders. Areas where the project is behind plan are the number of curricula to be developed, and the inclusion of the private sector in component 3, which has turned out more difficult than anticipated. Yet, overall, we think that the effectiveness of the implementation has surpassed what could be expected from the design, and therefore give it a higher rating. The project could strengthen the linkages between the three components and explore whether overall results could be improved through increased training and post-training support to sustain outcomes. The project demonstrates a strong commitment to gender inclusivity. While the program's gender focus and PSEAH practices were commended, challenges such as reinforcing gender stereotypes in course topics and limited integration of environment-related actions into curricula highlight areas which could be further strengthened.
3.2 ***Unintended effects***: The extent to which the intervention has responded adequately to the potential benefits/risks of the positive/negative unintended results.	0 - not determined	
3.3 ***Differential results***: the extent to which the intervention results (outcomes) were inclusive and equitable amongst beneficiary groups and the extent to which key principles such as non-discrimination, accountability and leave-no-one-behind were taken into account during the implementation.	0 - not determined	

DAC criteria and SDC/SECO sub-criteria	Score	Justification
4 Efficiency: How well are resources being used? Summary: The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.	*Please do not write anything here. The DAC criteria score will automatically be calculated.*	
4.1 ***Economic efficiency*:** The extent to which the intervention delivered the results (inputs outputs; inputs outcomes) in the most cost-efficient way possible (including allocation of resources between target groups and time periods; available options for purchasing inputs according to market conditions, etc.).	2 - satisfactory	The second phase of SET has demonstrated notable efficiency in delivering quality services, meeting timeliness expectations, and fostering strong collaboration with stakeholders. Efficiency is also considered high given a cost-efficient implementation through leveraging local expertise and using a peer-led training approach. However, there were also challenges, such as data quality issues, administrative delays, and fragmented collaboration with government bodies. Engagement with the private and public training providers has been effective, but expectations to include the private sector might have been too high given the target group and the current focus on self-employment. The Cost-Benefit Analysis which resulted in a -18% ROI for component 3 indicates the need for select modifications or maybe even strategic shifts to achieve economic viability.
4.2 ***Timeliness*:** The extent to which the intervention delivered the results (outputs, outcomes) in a timely manner (within the intended timeframe or reasonably adjusted timeframe) and the extent to which efforts were made to mitigate delays. *Note: in case timeliness was unsatisfactory for reasons outside of the intervention's control, the rating should still be unsatisfactory and explanation provided in the justification field.*	0 - not determined	

DAC criteria and SDC/SECO sub-criteria	Score	Justification
4.3 ***Operational efficiency***: The extent to which management, monitoring and steering mechanisms supported efficient implementation (resource allocation, spending and redirection, risk management, logistics and procurement decisions, etc.)	0 - not determined	
5 Impact: What difference does the intervention make? Summary: The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects. Impact addresses the ultimate significance and potentially transformative effects of the intervention. It seeks to identify social, environmental and economic indirect, secondary and potential consequences of the intervention that are longer term or broader in scope than those already captured under the effectiveness criterion. It does so by examining the holistic and enduring changes in systems or norms, and potential effects on people's well-being, human rights, gender equality, and the environment. *Note: depending on the timing of the evaluation and the timescale of intended benefits, evaluators can assess for both actual impacts (i.e. already evident) and foreseeable impacts.*	*Please do not write anything here. The DAC criteria score will automatically be calculated as the arithmetic mean of sub-criteria.*	
5.1 ***Intended impacts*:** The extent to which the intended (planed and, where applicable, revised) 'higher-level effects' (i.e. lasting changes in the lives of beneficiaries) of the intervention were (or are expected to be) achieved. *Note: also consider the extent to which the intervention contributed to "holistic and enduring changes in systems or norms" and transformational change (addressing root causes or systemic drivers of poverty,*	1 - highly satisfactory	The SET project has made significant progress in promoting employment, income generation, and broader high-level outcomes, with notable success in empowering vulnerable youth. Ripple effects, such as community-level skill-sharing, underscore the intervention's potential to drive transformative change. However, persistent challenges, including limited access to capital, inconsistent market opportunities, and the dominance of informal (self-)employment, continue to hinder

DAC criteria and SDC/SECO sub-criteria	Score	Justification
inequalities, exclusion and environmental damage).		participants' ability to secure sustainable livelihoods. In Component 2, improved teaching practices through CPD show promise in enhancing learning environments and improving outcomes for learners at FDCs, although these effects remain challenging to measure at this stage.
5.2 ***Contribution to intended impacts:*** The extent to which the intervention actually contributed (or is expected to contribute) to the intended higher-level effects. *Note: results of contribution analysis, etc.*	2 - satisfactory	
5.3 ***Unintended impacts***: Has the intervention brought about (or is it expected to bring about) any unintended (positive and/or negative) higher-level development results? If yes, to what extent have these higher-level effects been positive (or are likely to be positive)? *Note: consider here any kind of unintended effects such as escalating or deescalating effect on a conflict or context of fragility, effect on the legitimacy of the state or non-state actors, effect on the inclusion or exclusion of vulnerable groups, unintended pollution, etc.* *If there wasn't any noteworthy unintended impact (higher-level effect), mark this question as non-applicable (n/a) and do not give a rating.*	2 - satisfactory	
5.4 ***Differential impact***: the extent to which the intervention's intended and unintended higher-level results (impacts) were (or are expected to be) inclusive and equitable amongst beneficiary groups and the extent to which key principles such as non-discrimination, accountability and leave-no-one-behind were taken into account during the implementation. *Note: Keep in mind that positive impacts overall can hide significant negative distributional effects.*	2 - satisfactory	

DAC criteria and SDC/SECO sub-criteria	Score	Justification
If an additional sub-criteria is relevant please formulate it here	select	
6 Sustainability: Will the benefits last? Summary: The extent to which the net benefits of the intervention continue or are likely to continue. Includes an examination of the enabling environment for sustainable development, i.e. financial, economic, social, environmental, and institutional capacities of the systems needed to sustain net benefits over time. Involves analysis of resilience, risks and potential trade-offs. *Note: depending on the timing of the evaluation and the timescale of intended benefits, evaluators can assess for both actual sustainability (i.e. the continuation of net benefits created by the intervention that are already evident) and prospective sustainability (i.e. the net benefits for key stakeholders that are likely to continue into the future)*	*Please do not write anything here. The DAC criteria score will automatically be calculated as the arithmetic mean of sub-criteria.*	
6.1 ***Capacity and resilience development***: The extent to which the beneficiaries and development partners have strengthened their capacities (at the individual, community, or institutional level), have the resilience to overcome future risks and external shocks that could jeopardise the intervention's results and have improved their ownership or political will.	0 - not determined	
6.2 ***Financial sustainability***: The extent to which development partners have the financial resources to maintain the intervention's net benefits over time (e.g. increased national, and where applicable subnational, financial or budgetary commitments).	0 - not determined	

DAC criteria and SDC/SECO sub-criteria	Score	Justification
6.3 ***Contextual factors***: The extent to which the context is conducive to maintain the intervention's net benefits over time (e.g. policy or strategy change; legislative reform; institutional reforms; governance reforms; increased accountability for public expenditures; improved processes for public consultation in development planning). *Note: It includes assessing the trade-offs associated between instant outcomes and potential longer-term effects as well as the trade-offs between financial, economic, social and environmental aspects.*	2 - satisfactory	The evaluation highlights both the potential and challenges of sustaining the SET project's benefits beyond its duration. Stakeholder motivation to sustain activities are high, but insufficient financial resources pose a significant barrier to long-term sustainability. Component 1's limited dissemination mechanisms underscore the need for stronger coordination frameworks. For Component 2, while CPD activities have built valuable networks, high staff turnover and limited ministry funding risk undermining these gains. Component 3 demonstrates promising approaches, such as youth savings groups and mentoring, but short project cycles and inadequate post-training support hinder the sustainability of self-employment efforts. Beyond individual sustainability (i.e. participants continuing to use the skills they have obtained), there are some small promising signs that some elements of the training provision and post-training support might be sustained, but overall, it can be expected that training will stop to be offered without external funding. We give sustainability a rating just below "Satisfactory" to reflect a) that little systemic sustainability can be expected at this point and b) that this is also in-built to some degree given the focus of the intervention is on vulnerable groups. Despite this limitation, we believe the project can be strenghtend in this regard.
7 General comments Summary: this section is only for free text (no score). The evaluator may provide an overall assessment of the evaluated intervention,		

DAC criteria and SDC/SECO sub-criteria	Score	Justification
explore and reflect on relationships and synergies between different criteria (this includes considering if and how they are causally related).		

Rudolf Nuetzi
Acting Country Director and Team Leader of SET
Swisscontact Tanzania
P.O. Box 48, Plot 105, Pamba Street
Morogoro, Tanzania

Our reference: 7F-09765.02.04_TAUHO/INA/MBR

Dar es Salaam, 23.07.2025

Management Response to the Mid-Term Review of SET Project Phase II

Dear Mr. Nuetzi,

We are pleased to inform you that the Mid-Term Review (MTR) of the Skills for Employment Tanzania (SET) Project Phase II has concluded, and the final report has been approved by the Embassy of Switzerland in Tanzania. This report presents valuable insights and recommendations regarding the project's alignment with the project document, its capacity to generate systematic and sustainable impact, potential adjustments for the remainder of Phase 2, and recommendations for a possible Phase 3.

The Embassy of Switzerland wishes to express its gratitude to the SET team for their cooperation, transparency, and constructive engagement throughout the evaluation process, including the development and finalization of the report. We expect that the recommendations put forward in the MTR will enhance the relevance, coherence, effectiveness, efficiency, sustainability, and impact of the project. Please refer to the attached management response, which is included in Annex 1.

We are eager to continue our discussions on how the project can effectively apply the recommendations of the MTR. The management response will establish a framework for a collaborative action plan, and its implementation will be regularly assessed and evaluated.

We are eager to continue working together for the remainder of this project.

Yours Sincerely,

For the Embassy of Switzerland

Holger Tausch
(Head of International Cooperation)

Annex:

- Management Response to the Mid-Term Review of the SET Project Phase II

Annex 1:

Management Response to the Mid Term Review of the Skills for Employment Tanzania Project

In August 2024, the Swiss Agency for Development and Cooperation (SDC) commissioned the Mid Term Review (MTR) of Phase 2 of the Skills for Employment Tanzania (SET) project. The evaluation was conducted from October to December 2024, and the final report was submitted in early February 2025.

The evaluation aimed to assess the project's alignment with the project document, determine if its focus and approach generate systemic and sustainable impact, propose adjustments for the remainder of Phase 2, and recommend changes for Phase 3. The MTR was guided by the OECD/DAC Criteria[1] relevance, coherence, effectiveness, efficiency, sustainability and impact.

Management Response

The Management Response (MR) outlines the SDC's stance on the MTR's recommendations for the SET project. The MR provides a solid basis for strategic decision-making, and the SDC is consulting with relevant stakeholders regarding its implications.

Assessment of the Evaluation

The evaluation was conducted by "Orange and Teal" in accordance with international standards. The evaluation process was well managed and included the close involvement of the SDC's reference group, which included Peter Sidler (later replaced by Andrea Inglin), Ayoub Timila, and Rasheed Mbalamula.

The evaluators met the objectives of this evaluation. The SDC appreciated the evaluation report's comprehensiveness and sound analysis of key elements related to the SET project's performance. The SDC particularly appreciated the open and constructive exchanges during and after the field mission, some of which included the SET project team. The analysis and resulting recommendations in the report are considered useful for strengthening the SET project's strategic orientation The SDC would have appreciated more insight regarding the integration of climate change as a cross-cutting issue and how to further strengthen it, as well as the project's overall sustainability and exit strategy.

Main Findings

Out of five recommendations, the SDC "fully agrees" (green) with four, "partially agrees" (orange) with one and none is "not agreed" (red) – see the table below. The SDC agrees to seize this opportunity to improve its results by taking specific measures in line with the recommendation.

No	Recommendation/s	Response/s
1.	Enhance Component 1 by establishing pragmatic linkages and coordination for non-formal course materials dissemination.	
2.	Identify the best mix of activities to maximize benefits in Component 3 and achieve a positive Return on Investment.	

[1] OECD/DAC Network on Development Evaluation: Better Criteria for Better Evaluation. Revised Evaluation Criteria Definitions and Principles for Use (2019).

3.	Strengthen sustainability in Component 3 through integrating selected FDCs and capacitating training providers.	
4.	Expand Component 3 stepwise to new trades and regions.	
5.	Strengthen collaboration with related projects and their donors to address challenges across components.	

Fully agree | Partially agree | Disagree

Overview of the Recommendations, MR and Measures

Recommendation 1:		
Enhance Component 1 by establishing pragmatic linkages and coordination for non-formal course materials dissemination. *Justification*: Currently, Component 1 operates as a small supporting element for Component 3, primarily producing vocational skills course materials that, while beneficial for Component 3, have limited impact on the broader ecosystem. These activities are largely "one-off" and lack the potential for sustained influence. Discussions with the PMO-LYED[2] have explored the use of their planned "archive" to store and disseminate the curricula and teaching materials produced. However, without an active and structured dissemination strategy, these resources risk underutilization. Establishing a pragmatic dissemination and coordination mechanism could address this gap, offering significant value in an otherwise fragmented space.		
Management response		
Fully agree	Partially agree	Disagree
An active and structured dissemination strategy through established, pragmatic linkages is important to ensure the maximum utilization of the course and teacher materials developed within the project. The same applies to other materials, such as labor market studies. However, regarding a broader coordination mechanism, the SDC is not sure if the project is the appropriate entity to undertake such a task, particularly since the PMO-LYED holds the mandate. Nevertheless, the project team should elaborate on how it can support or facilitate such a mechanism with the respective authorities, potentially as part of the project's third and final phase. The consultants suggest leveraging existing platforms and partnerships by assessing a range of active dissemination approaches to identify the most effective methods for reaching the target audience. The proposed measures for the remainder of Phase 2 are listed below. These results and conclusions will inform the SDC on if and how to continue implementing Component 1 in Phase 3 of the SET project.		
Measures	Responsibility	Timing
In consultation with PMO-LYED and MoEST[3] explore the use of existing platforms and their effectiveness	Swisscontact	Q4 2025
Asses the "Karibu Tanzania Organization" as an umbrella organization for the Folk Development Colleges (FDCs) as a potential dissemination channel	Swisscontact	Q4 2025
Pilot a small-scale dissemination mechanism focused on FDCs	Swisscontact	Q4 2025
Integrate dissemination efforts with other components: Strengthen linkages between Component 1 and	Swisscontact	Q4 2025

[2] Prime Minister's Office Labour, Youth, Employment and Persons with Disability

[3] Ministry of Education, Science, and Technology

Components 2 and 3 to maximize the utilization of materials produced		
Use the insights from the measure above to determine if and how to continue with Component 1 in Phase 3	SDC	Planning of Phase 3

Recommendation 2:		
Identify the best mix of activities to maximize benefits in Component 3 and achieve a positive Return on Investment. *Justification*: With two years of experience from Phase 2 and four years from Phase 1, the project is now well-positioned to determine the most effective "mix" of activities for the target group. The wealth of data generated, including tracer and impact studies, provides a strong basis for identifying strategies that enhance both the effectiveness and cost-efficiency of training under Component 3. The quantitative analysis and discussions showed that the project outcomes are influenced by numerous (partly unmeasurable) factors and vary significantly depending on the area of skills provided and the characteristics of the target group, yet, leveraging the available data to refine the project's approach remains valuable for improving results.		
Management response		
Fully agree	Partially agree	Disagree
The SDC believes that the project's overall monitoring and results management (MRM) has improved significantly since the project began, partly due to actions taken after the MTR of Phase 1 in 2021. The current MRM system allows for sophisticated data analysis, which the project team regularly performs to improve the project's effectiveness and cost efficiency. Furthermore, in March 2024, the SDC, the project team, and the consultants held a call to discuss the economic and financial analysis results of the MTR report in detail. The consultants' proposed measures (see below) align with that call's conclusions and the project team's ongoing efforts. The SDC will use the findings and conclusions of these measures to determine the most effective way to implement Component 3 in Phase 3 of the SET project.		
Measures	Responsibility	Timing
Using the CBA model from the evaluation and the project's MRM system, analyze the trade-offs between "depth" and "breadth" of activities in Component 3. Then, identify combinations of outreach and impact that could result in a neutral or positive ROI	Swisscontact	Until the end of Phase 2
Piloting more in-depth training and post-training support to deepen income and employment effects by leveraging local resources and networks, e.g., by enhancing mentorships and linkages to financial institutions or by collaborating with business service development providers or incubators	Swisscontact	Until the end of Phase 2
Focus on expanding specific trades, training formats, or post-training support activities that have proven particularly effective	Swisscontact	Until the end of Phase 2
Generate and disseminate practical guidelines based on lessons learned in Phase 2 and share these insights to inform future efforts	Swisscontact	Q4 2025 & Q1 2026
Use insights and data analysis from the measures above to determine which of these options are feasible and can be replicated or scaled up in Phase 3	SDC	Planning of Phase 3

Recommendation 3:

Strengthen sustainability in Component 3 through integrating selected FDCs and capacitating training providers.

Justification: Component 3 is currently using private training providers, primarily NGOs and CBO, to roll-out trainings. Given their flexibility, familiarity with the target group, and existing networks, this has proven a very effective way to do so. However, it comes at the cost of perpetuating donor dependency, as these private training providers need external funding, often from development partners, for their operations. Given the focus on vulnerable youth, asking for tuition fees is not a way forward, however there are several practices which might help to go at least some steps into the direction of a sustainable training provision. Exploring partnerships with FDCs could offer an opportunity to leverage their government support, as part of their fixed costs and permanent staff salaries are already subsidised by the government. While FDCs do charge fees, their lower operational costs compared to fully private providers create potential for cost-sharing mechanisms that could reduce overall programme expenses.

Although concerns about FDCs' additional needs for a conducive learning environment and more complex contracting/monitoring are valid, piloting partnerships with selected FDCs could test their ability to deliver cost-effective training when supported with complementary resources. Moreover, it seems inconsistent to focus on the FDCs as a partner in component 2 and not give them any role in component 3.

Management response

Fully agree	**Partially agree**	Disagree

The SDC agrees that working with FDCs in Component 3 could lead to synergies and improve the project's overall cohesion. However, the SDC does not believe that this integration would solve the project's inherent sustainability challenges. Like NGOs and CBOs, FDCs have limited funding and often depend on donors to provide training courses like those implemented by the project. Nevertheless, the SDC believes that exploring partnerships with select, high-capacity FDCs is worthwhile. Furthermore, the SDC believes the project team should consider the potential for greater FDC involvement in Phase 3 considering Tanzania's new Education and Training Policy (revision of 2023), which mandates FDCs to assist vocationalized secondary schools in providing practical trainings in their centers.

The SDC recognizes the validity of the recommendation to capacitate training providers and the proposed measure to expand the current support to public and private training providers. However, this approach was tried in Phase 1 of the project with limited success, which is why it was discontinued. The SDC does not believe it makes sense to resume it for the remainder of Phase 2.

Measures	Responsibility	Timing
Pilot cost-sharing models with (a) selected FDC(s)	Swisscontact	Until the end of Phase 2
Analyze the role of FDCs within Tanzania's new Education and Training Policy and explore their potential involvement in Phase 3	Swisscontact and SDC	Until the end of Phase 2
Use insights from the measures above for the planning of Phase 3	SDC	Planning of Phase 3

Recommendation 4:		
Expand Component 3 stepwise to new trades and regions. *Justification*: Tanzania's vast size makes implementing projects across multiple regions costly, particularly due to transportation and per diem expenses for traveling project partners. Additionally, the estimated budget for Phase 3 is significantly smaller than that of Phase 2. Given the availability of wards within the current region that remain underserved, there is no pressing need to expand to new regions. Furthermore, challenges in ensuring coherence with other donor-funded interventions, and in achieving a positive ROI in Component 3 suggest that deepening the focus on existing regions is a more prudent approach. That said, if compelling opportunities in other locations emerge, these should be pursued based on a thorough assessment of associated benefits and risks. Training providers strongly advocated for including older age groups in the programs, a recommendation partially supported by data (Spotlight 3), though the observed effects were not statistically significant.		
Management response		
Fully agree	Partially agree	Disagree
The SDC agrees with the above recommendation and the provided justification, except for the argument regarding flexibility with respect to the age group. Additional analysis and discussion are required for this matter. The SDC believes that market opportunities and the potential to collaborate with the private sector as an employer should be the primary factors in selecting trades and locations. This underscores the importance of labor market studies. Given the rapid pace of technological and market advancements, as well as the challenges posed by climate change, it is imperative that the project and its training providers proactively generate innovative ideas that can adapt to these evolving conditions. Encouraging creative solutions linked to training opportunities will enhance the project's relevance and foster resilience in a changing environment.		
Measures	Responsibility	Timing
Prioritize high-quality outcomes in current locations and trades, while strengthening the capacity of existing partners	Swisscontact	Until the end of Phase 2
Avoid a complete shift in focus, such as transitioning to more formal training provision	Swisscontact	Until the end of Phase 2
Test the introduction of greater flexibility in participant age ranges, allowing providers to include older participants, if evidence shows that age really makes a difference, this can be considered for the planning of Phase 3	Swisscontact and SDC	Until the end of Phase 2
Gather insight regarding the integration of climate change as a cross-cutting issue in Phase 2, its potential for upscaling and role in Phase 3.	Swisscontact and SDC	Until the end of Phase 2

Recommendation 5:
Strengthen collaboration with related projects and their donors to address challenges across components. *Justification*: While the SET project team and the SDC have made efforts to collaborate with other projects and donors, significant gaps in coordination persist. This is particularly concerning given the overlap in geographical focus, thematic areas, partner institutions, and target groups among various development partners and initiatives. The current lack of coordination leads to missed opportunities for synergies, duplicated efforts, and resource inefficiencies. Strengthening collaboration, even through pragmatic and resource-conscious efforts, would not only improve coherence and efficiency but might also help identifying solutions towards more effective and sustainable outcomes.

Management response		
Fully agree	Partially agree	Disagree
Ineffective coordination among projects and donor agencies can lead to missed opportunities for collaboration and partnerships, which could enhance overall productivity. When projects work in isolation, efforts may be duplicated, wasting valuable time and resources. The SDC tries to avoid this by actively participating in the donor partner group on TVET and, agenda-based, in the larger donor partner group on education in general. Furthermore, the SDC maintains bilateral contacts with other donors and stakeholders. An additional thematic exchange group, as suggested by the consultants, would not add much value. The challenges related to stronger collaboration stem from different missions, mandates, priorities, and target populations; varying timelines; and political considerations. These are not issues that can be solved by the SDC (or the project team) alone. However, especially in light of the planning of Phase 3 of the project, the SDC will step up its efforts to improve collaboration and asks the project team to do the same.		
Measures	Responsibility	Timing
Establish exchanges for related projects	Swisscontact	Q4 2025/Q1 2026
Pilot joint initiatives, e.g. recommendation 1 (on non-formal course material dissemination) and recommendation 2 (generate and disseminate practical guidelines)	Swisscontact	Q4 2025/Q1 2026
Set up bilateral meetings with other donors active in TVET to share ideas about Phase 3 of the project and explore the potential to collaborate better	SDC	Q3/Q4 2025 & Q1 2026