

RAPID MARKET ASSESSMENT GUIDELINES



Photograph: Stella Oguma

YES!
YOUTH EMPLOYMENT THROUGH
SKILLS ENHANCEMENT

Authors: Abraham Mtongole, Doreen Kimbe, Omary Suleiman, Africanus Chalamila, Daniela Lilja

These guidelines have been developed by the Youth Employment and Skills Enhancement (YES) project team in Tanzania.

First Version: 2024

Contents

Abbreviations.....	4
1. Introduction.....	1
1.1. Rationale of the Rapid Market Assessment (RMA).....	1
1.2. Who are these guidelines for?.....	1
1.3. Purpose of the Rapid Market Assessment.....	1
RMA within YES Project.....	2
1.4. Expected Outcomes of the RMA.....	3
2. Step-by-step planning of the RMA.....	4
2.1. Overview over the process.....	4
2.2. The steps explained.....	4
2.2.1. Define the goal of the RMA and plan the process.....	4
2.2.2. Market Location.....	6
2.2.3. Identify key informants.....	6
2.2.4. Collect secondary data.....	6
2.2.5. Develop interview questions.....	6
Collect data.....	8
2.2.6. Analyze data.....	8
2.2.7. Report writing.....	8
3. Methodology.....	9
3.1. Data collection methods and tools.....	9
3.1.1. Semi-structured interview.....	9
3.1.2. Focus Group Discussions (FGD).....	9
Introducing text for interviews and informal exchanges.....	10
Guiding questions to employers.....	10
Guiding questions to associations and institutions.....	11
Guiding questions to government partners.....	11
Guiding questions to product consumers.....	12
Guiding questions to training providers.....	12
Guiding questions to entrepreneurs/small enterprises.....	13
Guiding questions for focus group discussions with youth.....	13
Report template.....	15
Data analysis sheet employers' questionnaire.....	17

Abbreviations

FGD	Focus Group Discussion
RMA	Rapid Market Assessment
SSI	Semi - Structured Interview
TVET	Technical and Vocational Education Training
VETA	Vocational Education and Training Authority
VTC	Vocational Training Centre
YDF	Youth Development Fund
YES	Youth Employment and Skills Enhancement

1. Introduction

1.1. Rationale of the Rapid Market Assessment (RMA)

Tanzania's labor force is expected to double over the next 20 years; with up to a million new job seekers entering the job market annually. Similarly, growth of the informal and private sector is slow and new job creation is minimal. The Technical and Vocational Education Training (TVET) sector in Tanzania faces many challenges such as the lack of labor market-oriented training courses. This has resulted in low employment opportunities for graduates. The few youths who are employed after graduation do not perform well due to skills mismatches. The skills they learn at vocational training institutions differ from the skills they need to apply in the world of work. Therefore, there is a huge need for training providers to conduct market assessments regularly to assess the skills demand of the market and to ensure the graduates get wage or self-employment opportunities.

Further, a better skilled labor force is needed to sustain the growth of key economic sectors and in turn accommodate and improve life conditions of the large number of youth entering the labor force every year.

1.2. Who are these guidelines for?

These RMA guidelines help **vocational training providers** to understand the market situation and adapt skills training to be based on the market demand. **This enables them to improve their training and ensure that their graduates have higher chances to find employment.** The RMA determines the **skills gap and labor market needs**, and this information will later be used to design tailor-made training courses that will be delivered to selected youth during project implementation. An RMA can help vocational training providers to improve their training offers in two ways:

- a. **improve existing** vocational courses by identifying what skills are needed in the world of work and how the training offer has to be adapted,
- b. **identify new** vocational courses which are in demand and offer employment opportunities for graduates of the vocational school.

1.3. Purpose of the Rapid Market Assessment

The overall purpose of the RMA is to improve the quality of vocational training offers by analyzing the demand of the labor market and to identify areas of employment opportunities for vocational school graduates. This includes the assessment of the skill training requirements, linkages with financial institutions, and discover the occupations of interest to youth in a defined geographical area.

The specific objectives of the RMA study are as follows:

- Analyze the characteristics and composition of the labor market in a defined geographical area.
- Understand the overall market situation of particular occupations.
- Analyze area potential/feasibility for setting up enterprises (self-employment of graduates).
- Analyze market demand of employers in terms of skills and knowledge of potential employees.

- Collect suggestions on training requirements for available and future vocational skills.
- Explore the support services required for assisting graduates in employment and enterprise development.
- Explore the interests and goals of youth.

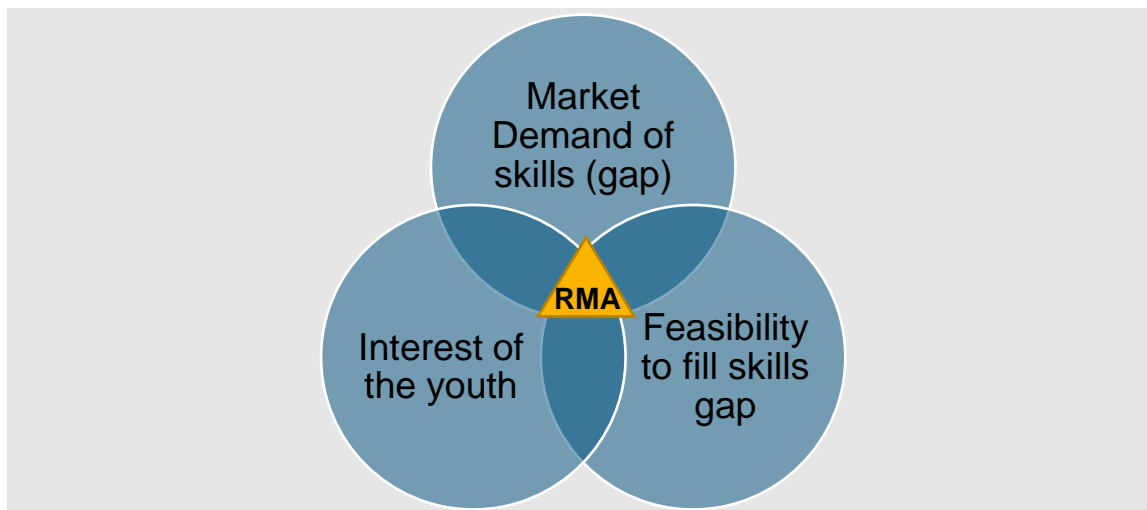


FIGURE 1: THE SCOPE OF THE RAPID MARKET ASSESSMENT (RMA)

Interest of youth: What skills would youth like to learn? Are they willing and financially able to spend money on learning new skills? The information is collected through focus group discussions.

Market Demand of skills (gap): Identify the economic opportunities in the area. Where will graduates find employment? How many graduates can the labor market absorb? Is there possibility for self-employment for graduates?

Feasibility to fill skills gap: How high is the competition from other Vocational Training Centres (VTCs)? Are there well-established ones? Can our offer be competitive? Do we have the required instructors and if not, where do we get them from? Do we have the required equipment and if not, where do we get it from?

RMA within YES Project

Youth Employment through Skills enhancement (YES) is a project funded by Helvetas Swiss Intercooperation, implemented in three districts in the central corridor of Tanzania. It has the goal of increasing employment opportunities for marginalized youth by equipping them with skills that are relevant for the labor market. The project works in collaboration with the respective District councils, public and private skills development partners, vocational training providers and youth minded change agents. To accomplish this, market led skills training should be imparted to selected youth and Market oriented vocational training products developed.

At the beginning of the project, the RMA was carried out by selected project partners, in collaboration with the YES project team.

1.4. Expected Outcomes of the RMA

Figure 2 shows what possible outcomes of an RMA. **It is important that you, as a training institution, define the clear objective of what you want to find out with your RMA.** See chapter 2 for the planning process.

All the information will be put in a very simple report (max. 10-15 pages), which can be used to promote your institute and to show how you will ensure that your graduates will find employment.

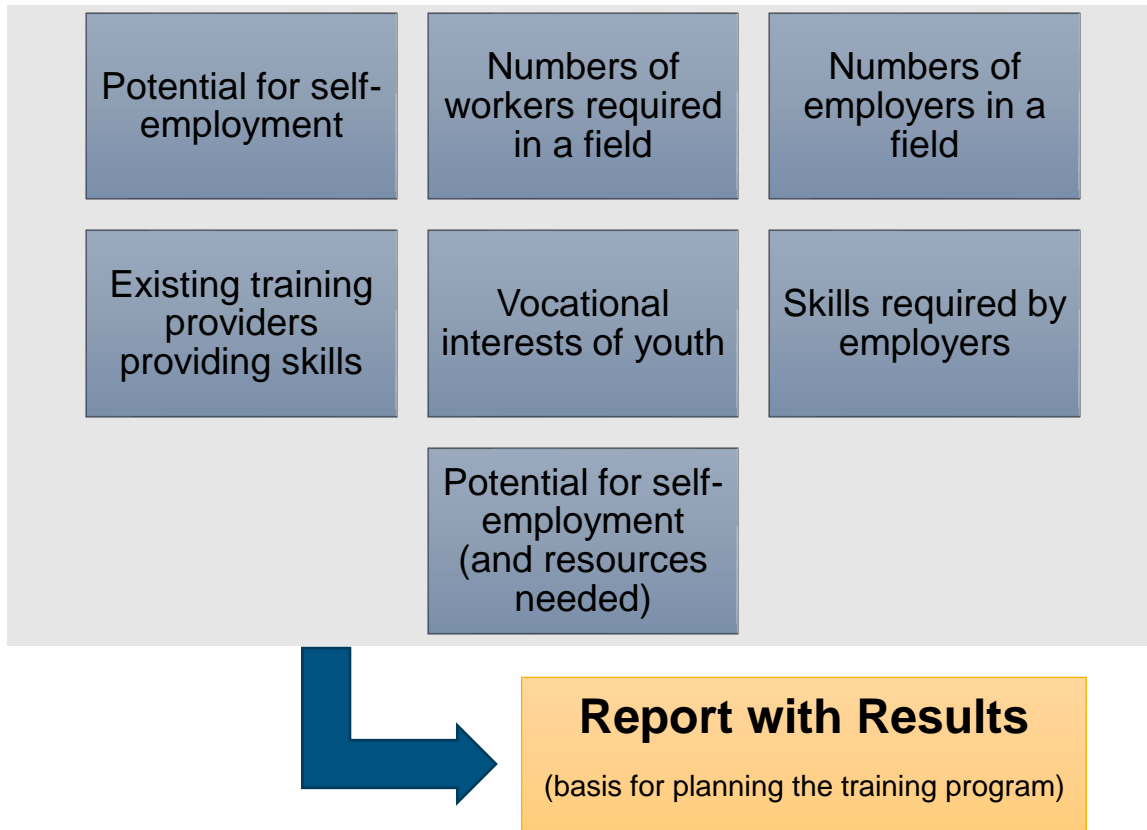


FIGURE 2: POSSIBLE FINDINGS OF THE RMA

2. Step-by-step planning of the RMA

A well-planned RMA provides an accurate and concrete understanding of the proposed intervention as it provides guidance questions of what you want to accomplish. This includes the goal of the RMA, what needs to be done, what we expect to achieve, where to collect information, whom to meet and by when the study needs to be completed (RMA plan).

RMA planning is the most important phase in the entire RMA study, as it gives the direction for the RMA study. It describes the purpose and the scope of it.

The RMA planning answers the following questions:

- *What do I need to do?*
- *Where do I need to go to collect information?*
- *What information do I need to collect? Whom do I need to meet? What do I expect to achieve?*
- *When do I need to complete the steps (time plan)?*

2.1. Overview over the process

Figure 3 gives an overview over the steps that lead to a successful RMA. Follow the steps, which are explained in the following sub-chapters.

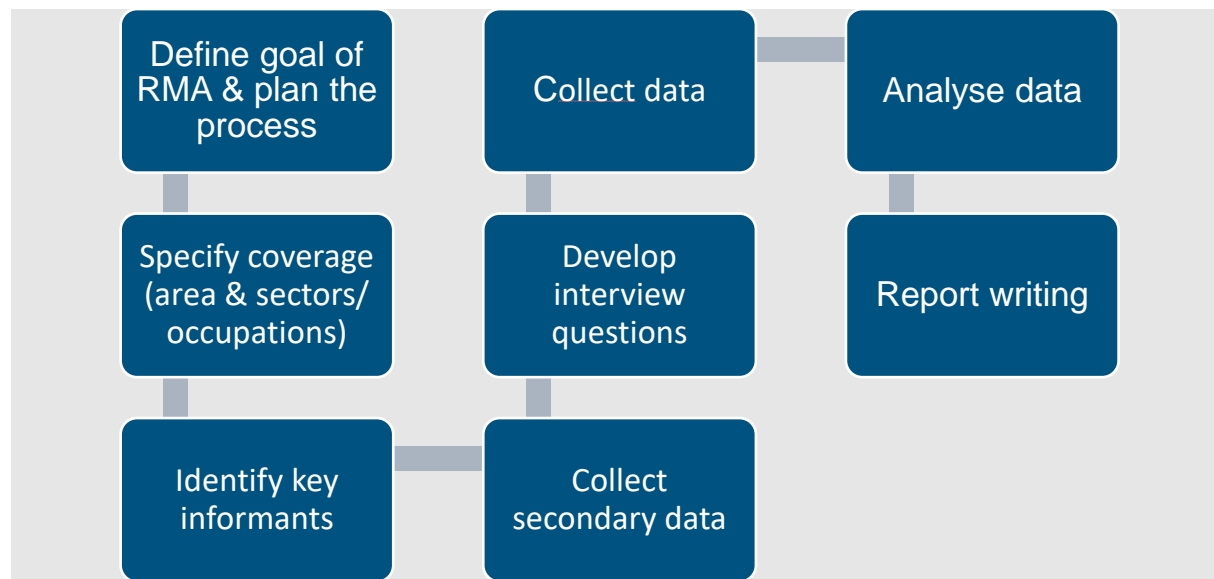


FIGURE 3: STEPS OF AN RMA

2.2. The steps explained

Each step is crucial for a successful implementation. Follow them carefully.

2.2.1. Define the goal of the RMA and plan the process

Depending on the orientation of your vocational training institute, an RMA can look different. Clarify the following questions:

- *Are you interested in exploring new professions? In the same sector you already offer courses in? Or maybe even in a different sector?*
- *Do you want to improve the training you already have? Maybe add some elements to make it more attractive by identifying skills gaps between what you offer and what your graduates will need in the world of work?*
- *What is the demand for the courses you already offer?*
- *What is the skills gap (in your sector or specific occupations) your VTC can fill?*

Sectors	Sub-sectors	Occupation
Agriculture	Livestock keeping Horticulture Agronomy	Poultry rearing Banana cultivation Farm manager, seedling producer
Construction	Building Road Irrigation	Bricklayer/mason Surface road workers Well technician
Electrical	Domestic electrical Industrial electrical	Building Electrical, Solar Installation Transformer Repair Technician

FIGURE 4: EXAMPLES OF DIFFERENT SECTORS, SUB-SECTORS AND OCCUPATIONS

In this step, also define **who** will be part of your RMA-team. Teachers, administration staff, maybe even older students?

Duration and execution of the RMA

The duration of the RMA depends on how many sectors and/or occupations you are planning to cover and how many interviews you will conduct. Take this table and adapt it to your specific RMA goals. Be as specific as possible when mentioning the activity. The person responsible can be the principal of the colleges, management or administration staff or teachers. It is important to have the people responsible involved in the whole process.

It is important to have the team on board as early as possible. Orient them about the goal of the RMA. Everybody has to fully understand what this exercise is about. Involve them in the planning and make it clear who has which tasks.

Duration	Activity	Person(s) involved
1-2 days	Preparation and planning of RMA - Collection of secondary data (e.g. through government institutes, type of business and companies available, etc.) - identification of key informants - development of interview questions	All
2-5 days	Collection of primary data (interviews) <i>(no of days needed dep. of no. of people involved)</i>	...
2 days	Analysis of data and report writing	...

2.2.2. Market Location

The RMA may be carried in various administrative structures like in wards, neighbourhood and villages which form the council. It is important that the exact geographic scope is defined beforehand and should make sense for the VTCs. This may for example be the area where VTC students usually come from.

The Sample size should be determined beforehand based on the time and resources available.

2.2.3. Identify key informants

The key informants for the RMA are all people within the target population, who may have valuable opinions, facts or feelings regarding the RMA study. This includes, **employers, chambers of commerce and business associations, youth groups, employees' association, employers' association, technical training providers, self-employed entrepreneurs in the identified field, local and International NGOs and product consumers** (find more information under chapter 2.2.3).

The intended number of key informants to be interviewed depends on the number of sections and occupations you choose. Make sure the number is realistic: If you have too few, the outcomes may not be clear, if you have too many, it will be too much work for the team.

Observation - Apart from one-on-one interviews and focus group discussions, the team will apply observation methodology to get details which might be difficult or seem confidential to be provided by the respondent.

2.2.4. Collect secondary data

This is the type of data that has already been collected in previous studies. It can be found through government offices, NGO's, employers' associations, employees' associations, VET authorities, chambers of commerce, both in-person/via phone calls and over the internet.

The following are examples of information that can be obtained through secondary data (all in your specific area):

- ▶ labor market data (included number of unemployed young people)
- ▶ the number and type of registered businesses and industries
- ▶ self-employed entrepreneurs

Secondary data provides a basis of the information that can later be verified through primary data sources.

Do not forget to also check **regulations** in place for specific sectors or professions!

2.2.5. Develop interview questions

The primary data source, which are persons, businesses and institutions is most important to reach the goal of the RMA. The needs of the society and the economy are constantly changing and interviews are the best way to find out the current needs. Occupations constantly change and so do the requirements for vocational training. Thus, to get an accurate picture of any occupation we must look into those industries and businesses. **Use the interview guides in the annex** to

prepare interview guidelines for the different groups of people you want to interview. Here are some suggestions for people and institutions to interview:

- a. **Employers** – Employers are the most accurate source of information. Obtain a list of all organizations, businesses and companies that can employ or do have employment opportunities for the occupations or sectors under study. The employers will provide information like number of jobs available currently and in the future, type of skills that are needed for someone to get employed, nature of skills gap currently prevalent, nature of emerging technologies etc.
- b. **District/Regional Chamber of Commerce (employers' and employees' associations and other institutions)** – Find out what associations and institutions can be found in the region you want to conduct the RMA and check whether they are relevant for your goal. The district/regional chamber of commerce maintains specific information on all industries and businesses in the area. This information includes the number of employees at each industry or business, average wages paid to each, worker turnover rates by company, and district/regional census data. Employers' and employees' associations can provide the current status of supply and demand situation of the workers of the study areas. They can help in identifying the employers and employees for the interviews.
- c. **Local Youth** - If the trainings are as per the need of local youths, they become interested in the training. The RMA study will collect information from youth groups which are already formed, but also from other youth who are uneducated and struggling to find employment opportunities. Also include questions regarding the purchasing power of the youth (how much are they and their families willing and able to pay?). High priority should be given to young women.
- d. **Technical training providers** – Speaking to other training providers can help you to find out more about potential competition, especially when you are entering a new sector, so that you do not replicate what already exists. There might even be a possibility of collaboration. These institutions can provide valuable information on training demand, content, curriculum, etc.
- e. **Self-employed entrepreneurs** – This can be former VTC graduates, who are currently having their own business. It helps you to assess how easy it is for graduates to start their own businesses and what kind of support they need to get into self-employment.
- f. **Local NGO and INGO's** - Available NGO's focusing on skills development in the project area will provide information that will help to determine existing gaps and how to aggregate the existing work, as well as looking for potential opportunities for collaboration.
- g. **Product Consumers** –Product consumers should be interviewed so as to determine market trends and preferences of different products and services. They can help you determine what products and services are of high demand and thus what occupations are in need. They are key in finding out the nature of value addition in already existing products in the market.



Limit your questions to a minimum to avoid taking too much time!

2.2.6. Collect data

Make a clear plan who collects the data where to save time. Adapt the introduction text (see in annex) to explain to your interview partners for what you are collecting the data.



If needed, inform relevant authorities, like ward officers about the study you are doing. Encourage them to get involved, this information may also be useful for them! Community Development Officers, for example, can help graduates to access the Youth Development Fund.

2.2.7. Analyze data

The aim of the data analysis is to have the data in a way that can help you take decisions on how to continue with the offer of the VTC (adapting existing courses and/or adding new ones). The information will then be presented in a short report.

Start with making a list of all occupations, sub-sectors and sectors mentioned, no matter who mentioned them. Then, use the table in the annex and fill it in for each profession. Try to put them in order, starting with the most promising professions and ending with the least promising ones.

With the data collected, try to answer the RMA goal you set when you started the assessment.

Additional data, which may not be directly used (e.g. how much income people in a certain sector earn), can be used to promote the courses of the VTC, e.g. by showcasing how much graduates usually earn when working in the profession.

2.2.8. Report writing

The report will show your findings in a simple format. Use the template attached (you can copy it into a new word document and fill it in). The report can be used to plan the future of the vocational training institute and promote it to potential investors and partners.

Keep the report short and avoid a lot of text. The report should give a quick overview of the main results of the RMA.

The RMA findings can be used to develop a marketing strategy to promote the college. This can include showcasing potential workplaces and income opportunities for VTC graduates.

3. Methodology

3.1. Data collection methods and tools

Ideally, government officers will be involved in the data collection process to have a sense of what the youth need. This will help the district, youth and community development departments to have tailor made plans when addressing youth unemployment. There are different methods for data collection, depending on the group of informants. Two main methods can be used in this study:

3.1.1. Semi-structured interview

The Semi-Structured Interview (SSI) is a form of guided interviewing where only some of the questions are predetermined. RMA interviews do not use a formal questionnaire but at most a **checklist of questions** as a flexible guide.

RMA interview guide will be carefully designed to identify problems, causes, and solutions. Semi-structured interviewing will involve two types of skills. The first is questioning skills. By asking the right types of questions in the right sequence, we can elicit more complete information from informants than likely without these techniques. The other is rapport building skills. These skills will help to build relationship with informants so that they build trust and feel free to share information. Unlike a structured interview where all informants are asked the same set of questions, a semi-structured interview will allow data collectors to ask follow-up questions to probe more deeply into problems, causes and solutions.

The semi-structured interview method will be applied to employer's association, employers, employee association, chambers of commerce, Businesses, Product Consumers and Training Providers.

Recommended tools: See the guiding questions for different target groups in the annex.

3.1.2. Focus Group Discussions (FGD)

Focus group discussion is a group interview. A small group of people (five to seven) who are knowledgeable and interested in the selected topics of RMA will be invited to participate in the focus group discussion.

A facilitator will be chosen to ensure that the discussion does not diverge too far from the original issue and that no participant dominates the discussion. It is the way of listening to people and learning from them. FGD will help us to understand people feelings, attitudes and impressions. The focus group discussions under YES RMA will generally take between one to three hours.

The purpose of focus group discussion will be to gain knowledge about a particular topic or issue under RMA study through interviewing a group of people directly affected by the issue. FGD is useful for exploring ideas and obtaining in-depth information about how people think about an issue. It will be conducted in order to obtain qualitative data such as opinions, experiences, views, feelings and ideas from a small, targeted group of people. FGD guide checklist will be used to keep discussions on track.

ANNEX

You can find this ANNEX in word-format here: https://docs.google.com/document/d/1NOHdCpXII1U67M8C0S04rE-JQFeBki6E6/edit?usp=drive_link&oid=102555845333263982580&rtpof=true&sd=true

Introducing text for interviews and informal exchanges

This introduction text can be used to explain the reasons of the RMA and why you are interviewing different people and businesses. Please adapt the text to the specific goals of your RMA.

Dear Sir/Madam

You are kindly requested to spare some few minutes to help complete a survey and to provide short and true response regarding the market for youth employment. The purpose of this labor market survey is to conduct and identify marketable vocational skills for youth. It will help us, as a VTC, to ensure that we train the youth in professions that are useful and that they are ready to work with the skills they need to find employment.

The data obtained will assist us (...) as a VTC to implement market-relevant training plans. All information will be kept confidential and used only for the purpose of this study. It is your right to refuse or discontinue from participating in this survey. Thank you in advance for participating!

Guiding questions to employers

Please adapt these questions to the specific goals of your RMA.

- Nature of business (short description of activities)
 - Type of ownership
 - Type of occupations/professions represented in the company
 - Title and name of the interviewee
1. How many youth, women and men work in your enterprise?
 - a. Women
 - b. Men
 - c. Total
 - d. How many thereof are below 30?
 2. Does the number of workers fulfill your needs?
 - a. If no, specify.
 3. Do you have any plan to hire more youth workers in the next year? Please specify why (not)?
 4. How many graduates from TVET centers have you employed?
 - a. In what occupation? With which certificate?
 - b. From which VTCs and why from there?
 - c. Are you satisfied with the quality of the skills of those labors? Why (not)?
 5. What terms of employment do you provide for your workers?

- a. What is the average monthly salary your company pays to full-time/ part time employees (entry level)?
6. What skills and qualities are you looking for in a new employee?
7. What level of skills should potential employees have, to work in your enterprise? (skilled, semi-skilled, unskilled) Please specify.
8. Which sectors do you think are more likely to provide jobs for youth in the community?
9. Does your company provide apprenticeship or internship opportunities to TVET graduates? Why (not)?
 - a. If YES, what are conditions for accepting apprenticeship or internship?
10. How do you ensure your staff are up to date with the change in technology and market needs?

Guiding questions to associations and institutions

Please adapt these questions to the specific goals of your RMA.

- Region
 - Type of association/institution
 - Name of interviewee
1. What are the main factors of youth unemployment in your area?
 2. What are the main economic sectors -both formal and informal- in terms of employment?
 - a. Which ones are emerging, which ones are declining?
 - b. Do you have any numbers/data on businesses in your area?
 3. What is the women participation in the jobs identified and what are the obstacles women are facing to access these jobs? (in terms of skills and other hinderances)?
 4. What are the jobs along the supply chain of those sectors and **what are the skills required?**
 5. Is there a skills gap or do young people (VTC graduates) come with the right skills?
 6. What training providers are in your area?
 - a. Do they provide adequate answers to the demand for skills?
 - b. What services/training do they offer?
 7. What marketable opportunities for vocational skills exist in your area?
 8. What occupations are projected to grow the fastest (in your opinion)?
 - a. Do you have any data available?
 9. What type of training do employers require from prospective employees? (ask for source of data – opinion? Where did they get it from? Based on what knowledge?)

Guiding questions to government partners

Please adapt these questions to the specific goals of your RMA.

- Government entity
- Name and position of interviewee

1. How many youths (15 to 30 years) do you have in your area (include their gender and if applicable, disability)?
2. How many unemployed youths do you have in your area?
3. In your opinion, which occupation are most youth in your area engaged in?
4. How many TVET institutes exist in your area?
 - a. How many TVET graduates do you have in your area?
5. Which skills are needed to produce goods and services appropriately highly demanded in your area?
6. How do you describe your partnerships with different stakeholders in supporting TVET graduates and non-educated?
7. What kind of support are you providing to youth graduates from TVET?
8. What do you consider to be the biggest challenges faced by youth in the district?
9. What are plans to minimize the youth unemployment in the community?

Guiding questions to product consumers

Please adapt these questions to the specific goals of your RMA.

1. Which products are mostly available in your area? Which services?
2. How is the quality of the available products (or services)?
3. What products (or services) are in high demand but not available?
4. Where do people get products (or services) which are not available in your area?
5. What are the causes that hinder availability of the highly demanded products (or services)?
6. What do you think can be done to have that product (service) available?
7. What is your suggestion to help unemployed youth in your area?
8. What skills can help to increase the quality of products (services) needed in your area?
9. Which sector provide employment to most youth in your area?

Guiding questions to training providers

Please adapt these questions to the specific goals of your RMA.

- name of institute (registration status)
 - name and position of interviewee
1. In what sector are you working? What occupation/trainings do you offer?
 2. How do you get trainees at your institution?
 3. What is the basis of selecting trainees in your institution? (Age, education level, gender, etc.)
 4. How many youth trainees do you currently have? (Segregated by sex)
 5. Do you use any innovative ways to attract female trainees? Please explain.
 6. What is the enrolling capacity in your institution?
 7. What is your graduation rate?
 8. Where do trainees typically get jobs / employment after graduation?
 9. Do you think that the trainees have benefited from your training? How?
 10. Do you support graduates to find employment? If so, do you face challenges?

11. How do you interact with the private sector? e.g. microfinance institution, employers, successful businesspeople, etc.

Guiding questions to entrepreneurs/small enterprises

Please adapt these questions to the specific goals of your RMA.

- type of business
 - name of interviewee (business owner)
1. What (vocational) training did you do and where?
 2. Did you feel prepared for your current job?
 3. Did you have the right (technical and entrepreneurial) skills? Why (no)t? Please elaborate.
 4. What was most useful during your training (skills, experience, etc.)?
 5. What was lacking (what technical and other skills)?
 6. How much capital is needed to start a business in your field of work?
 7. How difficult is to set up a business?
 - a. What would you recommend to young graduates following in your path?
 8. What is needed to start a business in your field of work? What tools, etc. (also e.g. land)? What are the tools and infrastructure that are needed to start a business of your nature?

Guiding questions for focus group discussions with youth

Take notes in a notebook or on papers.

1. Which sectors or economic opportunities offer the greatest employment opportunities for youth in your community?
2. Why do you think that sector offers more compared to other sectors?
3. What are the biggest obstacles for youth to be employed in your community?
4. What are the skills which most of the youth have in your community?
5. Which skills youth think have potential in your community but are not available?
6. Is there a skill that would you like to learn but have not been able to learn yet? If yes, what skills/occupation? (You may choose more than one and prioritize them).

(first make a list with all courses mentioned, then let each youth prioritize 3 courses in a table like the one below)

Courses	Priority 1	Priority 2	Priority 3
Tailoring			
Masonry			
...			
...			

-
7. Why do you think that type of skills is important (so you will find a job with them)?
 8. Where can they get those skills?
 9. How much would/could you pay for such a course? Per month? Overall?
 10. What are income generating activities done by most of the youth in your community?

Report template

Copy this template into a new word-document and fill it in. Adapt it to your needs. Keep the report as short and concise as possible.

1. Introduction

Appr. 1 page.

(Include a short introduction about vocational college (for promotion purposes). This can include courses currently offered, registered, years of operation, number of students (ideally how many get employment afterwards, etc.).)

(Mention the goal of the RMA and why you do it. What professions and sectors does the RMA look at? Where (in what area) was the study conducted?)

2. Methodology of the RMA

Max. 1 page.

(Explain briefly how the data was collected and how many people were interviewed, as well as from institution they were.)

3. Results of the RMA

Appr. 4-6 pages (depending on the number of sectors, depth of RMA).

(Give an overview over labor market and possible employment opportunities, including the findings from the “desk”-study (secondary data).)

(Give the results for each group of interviews (see the table to help you in the annex). Summarize the main findings for each group.)

(In a second section, list all occupations named and write how often they have been mentioned. E.g.:

- Hairdressing and beautification (10 mentions: 3 from youth, 4 from businesses, 3 from NGOs)*
- Welding (8 mentions, 4 from youth, 2 by self-employed graduates, 2 by small businesses)*
-)*

(Then, for each occupation, copy and fill in the following template. Copy it for each occupation:)

Occupation 1: ... *(incl. sector and sub-sector)*

<p>Demand for employees</p> <p><i>(high – low)</i></p> <p><i>(name summed up numbers mentioned by companies)</i></p>	<p>Interest of youth</p> <p><i>(high – low)</i></p> <p><i>(no. of youth mentioning profession gender)</i></p> <p><i>(Willingness to pay?)</i></p>
---	--

<p>Services/products in demand</p> <p><i>(What services and products are in demand but scarce in this sector/occupation?)</i></p> <p><i>(Services/products were mentioned by how many?)</i></p>	<p>Potential for self-employment</p> <p><i>(high – low)</i></p> <p><i>(How much investment and equipment needed to start self-employment? Numbers available?)</i></p>
<p>Skills gap</p> <p><i>(skills and qualities needed, which are currently lacking) (skills gap)</i></p>	<p>Competition</p> <p><i>(Are existing TPs in your area offering the same/similar courses?)</i></p>
<p>Personal comments and thoughts</p> <p><i>(Honest assessment based on experiences of running a VTC)</i></p> <p><i>(Is it realistic and feasible to start offering these courses? Skills available? Equipment and space?)</i></p>	

4. Conclusion

Appr. 2 pages.

(Short summary of the personal comments and thoughts for each profession. Include the employment and self-employment opportunities for graduates of each profession. Include clear recommendations of what professions are promising and should be included by the VTC).

(Include clear strategies on how you will facilitate employment opportunities to graduates for each profession. This could for example include linking them to the Youth Development Fund (YDF)¹.

¹ The Youth Development Fund (YDF) has been established to support youth, women and disabled people in all district councils in Tanzania. The YDF fund is 10% of all the internal revenues of a district council. The requirements for the youth are: aged between 15-35, form a group and register with the council, have a business plan on how they will spend the fund. In all these processes; the community development officers are involved in supporting the youth, thus it is important to have them involved in the RMA.

