

Chapter 5

Vocational Training for Refugees: A Case Study from Tanzania

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Prologue

Work banishes those three great evils: Boredom, Vice, and Poverty. (Voltaire, *Candide*)

When a Turkish peasant farmer gave these words of wisdom to *Candide*, their logical consequence was explained to be that, in order to avoid the three great evils, a man should cultivate his garden. When doing so, he would spend his time in a useful way rather than falling into idleness and vice; he would watch the crops grow and avoid boredom; and he would escape poverty and hunger through the fruits of his work.

The three great evils coincide in the refugee camps for Burundians in western Tanzania, and the solution to work one's garden is not obvious – farmland is in very short supply.

Providing employable skills to the youths, enabling them to work and earn, is one way to combat the evils. But, with 10,000 young Burundian refugees entering adulthood each year in the camps, the scope for boredom, vice and misdemeanour is also ample and a case for concern.

Vocational skills training can help prepare some of the young people for a productive life once they return to their country. However, it is not everybody who is suitable for, or interested in, such training. The present paper tries to look at both sides of the problem – on the one hand, the transfer of skills that will be useful upon repatriation – and on the other, ways and means to keep young people busy and out of trouble.

Summary

UNHCR currently provides protection and assistance to some 350,000 Burundian refugees distributed in 10 camps in the Kigoma and Kagera regions in western Tanzania. The assistance includes activities such as support for primary and secondary education, as well as formal and non-formal vocational training. Formal vocational education and training is supported through a scholarship programme implemented by the Southern Africa Extension Unit (SAEU), whereas non-formal training is carried out in the refugee camps by other NGOs tasked with education and community services there.

The paper concerns the evaluation of ongoing skills training programmes, with a view to expanding them into a wider programme based in the refugee camps. The proposed training programme would be based on the concept of *education for repatriation*, with the aim of extending skills that will be of use on return to Burundi. The evaluation used qualitative interviews with key informants, supplemented by a questionnaire survey.



As of mid-October 2000, approximately 90,000 new refugees had registered with UNHCR in Tanzania. The vast majority originate from Burundi with a smaller number from DRC and Rwanda. Ngara Camp, Tanzania. UNHCR/08.2000/L. Boscardi

The evaluation

The *formal* training on offer to the refugees, which is supported by scholarships, only reaches very few, mostly those who have been in Tanzania for a long time, and who have an English-language capability. The courses they attend are accredited by the Tanzanian Vocational Education and Training Authority (VETA).

As for the *informal* training in the refugee camps, the evaluation found that overall the programmes are relevant to the situation, as well as cost-efficient. At least 2,500 people have received training, in addition to those involved in income-generating activities, which also often include a training component. However, the management of the programmes is somewhat loose, with no clearly formulated objectives and plans. There was a mix of economic and social objectives – on the one hand to transfer employable skills, and on the other to occupy the many out-of-school youths with little to do in the camps. As a consequence of the lack of consistent design, monitoring is limited to basic reporting and accounting of the spending of funds.

All training is carried out by skilled refugees, in the form of group training. The trainers receive no compensation for their work; it is considered to be a service to the community. However, this is a problem, since many trainers could find alternative ways to use their time and skills. Many skilled people do not participate in the training but go about their own small businesses instead. These micro-entrepreneurs represent a potential resource for a larger training programme if offered the right incentives.

The training is predominantly practical, which is a good thing. However, the quality of what is produced is often rather low, and more attention and resources allocated to theoretical instruction, including an upgrading of the skills of the trainers, could help to achieve a higher quality of products.

Vocational training has not had the highest priority among a range of activities competing for the time of the implementing NGO staff. A common and more consistent approach by the NGOs in the planning, coordination, selection of trainees, monitoring and evaluation could have led to the achievement of greater impact in the form of employment and economic activity, as well as of sustainability. Better targeting through the formulation of clear objectives and the definition of target groups would facilitate this process.

Proposals for a wider skills training programme

It is assumed here that large-scale repatriation will only occur in the medium or longer term, and that an expanded skills training programme is therefore relevant and necessary. The programme takes as its point of departure the fact that there are both economic and social objectives that are valid but not easy to accommodate within a single vocational training programme. It is therefore proposed that the programme consist of two main parts:

- Vocational training, aimed at the provision of skills for (self)employment – the economic objective;
- Non-vocational activities, aimed at occupying youths not interested in vocational skills training with positive activities for the body and mind – the social objective.

The main modalities should be a continuation of the ongoing group-based training (GBT), supplemented by enterprise-based training (EBT). Incentives to group trainers should be offered at the same level as existing incentives to other eligible refugees. Micro-entrepreneurs should be supported with tools and materials in return for taking in apprentices in enterprise-based training. A training centre should be established in each camp to strengthen theoretical instruction, as well as to offer upgrading courses to craftsmen in areas such as quality control and business skills.

Horticulture should be organized as training rather than as an income-generating activity and extended to as many refugees as possible. NGOs involved in practical logistical or construction work in the refugee camps should be approached in order to identify new training opportunities. New environment-friendly technologies should be tested in order to support training in building work, for example.

Non-vocational activities aimed at achieving the social objective are proposed to include the establishment of sports clubs, the organizing of competitions, and the inclusion of ball games in primary schools. Taking a different course, it is proposed to establish Internet cafés in the main camps, as well as in the nearby Tanzanian towns.

A management structure to coordinate the programme is also proposed. It should be headed by UNHCR and include representatives of all NGOs involved in training. Summary Terms of Reference for the Coordination Group are included in the proposals. In order to ensure a strong link to Burundi, the Group would be assisted by the Centre de Formation et de Perfectionnement Professionnel (CFPP) from Bujumbura, as well as by local consultants. It is recommended that a programme review take place early in 2002.

Introduction

UNHCR currently provides protection and assistance to some 350,000 Burundian refugees distributed in 10 camps in the Kigoma and Kagera regions in western Tanzania. The assistance is extended in close cooperation with the World Food Programme (WFP) and UNICEF, as well as a number of international and local NGOs which act as implementing partners of specified activities. In addition to shelter, food, water and sanitation, the assistance includes activities classified under Education and Community Services, such as support to primary and (to a lesser degree) secondary education, as well as formal and non-formal vocational training.

Formal vocational education and training is supported through a scholarship programme implemented by the Southern Africa Extension Unit (SAEU), whereas non-formal training is carried out in the refugee camps by other NGOs tasked with education and community services there. In view of the small numbers benefiting from the above-mentioned scholarship scheme (project no. 404), a wider, community-based vocational training programme is being conceived to replace it, as a proposition mainly for out-of-school youths with an interest in learning skills that can help them in their future life.

Although the political situation in Burundi remains unsettled, there are hopes that an orderly and voluntary repatriation can start in 2001. It is in this light that the proposed training programme would be based on the concept of *education for repatriation*, with the aim of extending skills that will be of use on return to Burundi.

The present paper is the result of an evaluation of the current training activities with a view to making proposals for a wider programme. The study was funded by a grant from Danida.

The mission

According to its terms of reference, the evaluation exercise has as its objective to “reorient vocational training activities implemented by partner agencies in Tanzania in such a way that they provide the majority of young refugees with meaningful skills and a future orientation, match with required skills in Burundi, and with those skills suitable and conducive to the socioeconomic reintegration of returnees in Burundi.”

Four main aspects are to be covered:

- The review of existing skills training and income generation programmes in terms of their effectiveness, impact and target group orientation, and the identification of gaps in the provision of training;
- The exploration of existing and planned structures and facilities for vocational training in Burundi by contacting relevant government departments, UN developmental agencies, and NGOs specialized in vocational training;
- The redesigning of training programmes in such a manner that they provide effective and reintegration-oriented skills training for refugees relevant for their possible repatriation to Burundi;
- The proposal for a mechanism for coordination between programme implementation in Tanzania and relevant agencies in Burundi.

The mission took place between 28 August and 20 September 2000. Visits were made to UNHCR Branch Offices in Dar es Salaam and Bujumbura, sub-offices in Kigoma and Ngara, field offices in Kasulu and Kibondo, and the refugee camps Mtabila 1 and 2, Muyovosi, Nduta, Mtendeli, Kanembwa, Karago

and Lukole A and B. In Bujumbura, there were meetings with three ministries (Education, Youth, and Reconstruction), as well as with the World Bank office, NGOs and public and private training institutions.

A debriefing note was prepared during the mission and presented at the UNHCR Sub-Office in Ngara, the Branch Office in Dar es Salaam, and at Headquarters in Geneva. The debriefings resulted in a range of reflections and ideas being raised, which altogether contributed to the final result.

The paper

The paper is divided into three main sections. The first section is on the actual evaluation of past and present training activities, organized according to an established evaluation structure. The next section is on the situation in Burundi, and the prospects for repatriation as seen by the author. This is followed by a section proposing an extended training programme, with a discussion of the options, modalities and most promising activities. Following these three parts a coordination structure, with elements of a monitoring and evaluation system, is proposed.

In spite of the many contributions from people during the mission, the conclusions and recommendations are of course those of the author and do not necessarily reflect any official views of UNHCR or the Tanzanian or Burundian authorities.

Evaluation

The evaluation methodology included the use of qualitative interviews with key informants as well as a small questionnaire survey.

Key informants were the responsible UNHCR staff, NGO field staff and refugees. Among the latter, the trainers and local craftsmen were particularly important with regard to obtaining information on the market situations, their own backgrounds from the training they received in Burundi before becoming refugees, and their assessment of the feasibility of a number of training activities under consideration.

The questionnaire survey was more directed towards obtaining quantitative information on numbers trained, costs and so on. It was addressed to the NGOs concerned, which were asked to give the numbers and gender of people trained in each course since 1997. They were also asked how many of those trained in 1999 they estimated were still able to use their new skills on a regular basis.

Secondly, the NGOs were asked about the income-generating activities they sponsored, in terms of numbers of groups and individuals, and how many of the groups were still in existence.

Thirdly, they were asked to account separately for the kind of assistance given both to training and to income-generating activities, as well as its costing in Tanzania shillings. This should make it possible to arrive at the cost per trainee, and the cost per participant in income-generating activities.



This section is structured according to the following questions:

- **Relevance** – is the training relevant to the needs of those receiving it?
- **Preparation and design** – are the training interventions well designed, that is, do the objectives correspond to the efforts (activities) in a way that is likely to bring about the desired results?
- **Efficiency** – three types of efficiency are examined: (i) financial efficiency – do the results justify the costs? (ii) efficiency of approach – is the work best organized to achieve the desired results? (iii) and management efficiency – do the NGOs have sufficient capacity to coordinate and deliver training at the level required?
- **Effectiveness** – are the objectives in effect being achieved?
- **Impact** – what impact does the training programme have?
- **Sustainability** – to what extent are the benefits of the training likely to be sustained over time?

Context. Given the slow pace of the Burundi peace talks and the ongoing hostilities, UNHCR Tanzania foresaw a continuing influx of refugees during 2000 (100,000 persons), with some repatriation movements to Burundi in the second half of 2000 (50,000), and large-scale repatriation in 2001 (150,000), leaving a residual caseload of 200,000 at end-2001. The main assumption underpinning this scenario was that the Burundi peace talks, facilitated by former South African president Nelson Mandela, would be successfully concluded during 2000. However, the Arusha Peace Accord, signed on the 28 August by most parties, did not include provision for a ceasefire. It is understood that, in spite of very considerable pressure being put on the parties to sign, two of the political factions declined to do so. Meanwhile, the refugees maintained a wait-and-see position, and at the time of the evaluation, repatriation had not started. On the contrary, violence continued in Burundi and new refugees arrived daily at the UNHCR centres.

This continuing uncertainty regarding the future of Burundi creates a difficult environment for securing the Tanzanian government's agreement on crucial points of refugee policy, in particular those involving greater refugee participation, self-reliance and freedom. An area of particular concern is the restriction imposed on the movement of refugees – according to which they are not allowed to move beyond a 4 -km limit around their camp.

While a substantial number of children of school age are now, through concerted efforts of the involved organizations and the refugee communities themselves, attending primary school, the options for school-leavers and drop-outs are very few indeed, and the risk of widespread youth delinquency is imminent. The age group 15–25 years is estimated to make up about 100,000 out of the total Burundian refugee population of 350,000. Around 10,000 youths enter this age group every year (while 10,000 leave it to move into the next age group).

Assessment. The relevance of giving support to vocational training is evident from the numbers mentioned above. The 10,000 new adolescents per year represent at the same time much talent and energy that should be harnessed for the development of the individuals, their families and the community, but also a huge potential for trouble.

The scholarship programme implemented by SAEU sponsors, inter alia, vocational training in formal Tanzanian institutions under the VETA system. Students must sufficiently master the English language to be able to benefit



Medical care is provided by the Tanzanian Red Cross, MSF and other non-governmental agencies. Benaco Camp, Ngara, Tanzania. UNHCR/05.1994/B. Press

from this training. The VETA system is developing more flexible training modalities, which are considered to be more relevant to current labour market needs than the previous training dispensation in Tanzania.

The English-language requirement probably bars many of the post-1994 refugees from getting scholarships, since those who speak a language other than Kirundi are likely to speak French. Apparently the scholarship programme has to a large extent benefited the early refugees, who arrived in the 1970s, of whom many of the young were actually born in Tanzania and are used to Kiswahili and English.

The composition of the training activities in the camps is overall relevant. This is to a high degree due to most NGOs being sensitive to the signals sent by the refugees and trying to support community initiatives. The range of activities is fairly standard, but a certain focus on agriculture and construction is observable; this should be relevant in a repatriation situation.

Preparation and design

A brief project description in the UNHCR format exists for the SAEU scholarship project. However, vocational education is here defined so as to include teacher and nurse education, which is normally not considered part of vocational education and training. In addition, vocational education and training is lumped together with secondary school education, hence making it difficult to distinguish between the different categories. The project description makes little direct reference to vocational education and training.

As for the non-formal training carried out in the camps, there is no specific project description at all. It has been understood as being one element in a large package of community services, and has developed in response to community demand.

No consistent problem analysis, which could have led to the formulation of common and agreed objectives, has been carried out, with the result that there is considerable variation between the approaches of different NGOs.

Two main objectives can be deduced from the training programmes:

- To enable target groups to earn a living through the transfer of “meaningful” skills - predominantly an economic objective;
- To occupy out-of-school youths who have otherwise very little to do - predominantly a social objective.

While both objectives are valid, they can be difficult to reconcile. Where should the emphasis be – on giving those with the highest potential skills which can lead to their gainful employment (objective 1), or on keeping as many as possible occupied and out of trouble (objective 2)? Or should the assistance be focused on vulnerable groups, likewise for social rather than economic reasons?

The answers to these questions would normally decide the nature, composition and cost of the training. Since they were not explicitly asked, the NGOs have felt free to go ahead with what seemed to be appropriate in the local situation. Target groups were sometimes defined as youths, sometimes women, or sometimes various categories of vulnerables.

The project design is sketchy at best. However, the NGOs should not be blamed for this. Activities arose from the situation and, overall, they did follow the requests from the refugee communities. However, the training programmes could have benefited from better guidance with regard to common objectives, definition of target groups, and the expected, measurable outputs of each training activity, as well as the uniform use of inputs (the level of assistance in the form of tools, materials, etc.).

Efficiency

Efficiency is concerned with the transformation of means into ends. Financial efficiency deals with the relationship between financial costs and the achieved outputs. Methodological efficiency refers to the approach that is applied in the delivery of training programmes. Management efficiency concerns the way in which training programmes are organized. And in the same context, there are the monitoring and evaluation systems, which should allow for an assessment of the different types of efficiency.

Financial efficiency

The Scholarship Programme. The Deutsche Akademische Flüchtlinge Initiativ (DAFI) scholarship programme sponsors training of refugees at Tanzanian training institutions. The programme supports students in a variety of fields, most of which are not normally categorised as vocational training. Table 1 organizes the scholarships into five categories: technical and vocational education and training (TVET); teacher education; agriculture and fisheries; health; and “others”, which include inter alia business schools, journalism and community development.

Table 1 indicates that out of 97 students who have completed their course, or who will be doing so before the end of 2000, the TVET category accounts for 25, against 27 teachers, 17 within agriculture and fisheries, seven health professionals/ paramedics, and 21 in other subjects. The average costs per trainee per year are also indicated, with TVET and “others” being twice as high as the teacher training colleges and the other categories falling somewhere in between.

Table 1: Scholarships by Sector and Cost

| Completed 2000 Category | Number of students | Cost per year per trainee | |
|----------------------------|-----------------------|---------------------------|-------|
| | | Tanzanian shillings | US\$ |
| TVET | 25 | 983,600 | 1'230 |
| Teacher training college | 27 | 418,500 | 523 |
| Agriculture and fisheries | 17 | 640,000 | 800 |
| Health | 7 | 680,000 | 850 |
| Others | 21 | 1,000,000 | 1'250 |
| Total | 97 | | |

The relatively high cost of TVET is linked to the need for equipment and training materials, which is highest at technician level. Table 2 gives a breakdown between the five TVET institutions receiving students with DAFI scholarships.

Table 2: TVET Scholarships

| Training institutions | No. of students attending in 2000 | | | | Duration of course | No. of students completing course | | Cost per trainee each year (Tz. shillings) |
|--|-----------------------------------|--------|----------|-------|--------------------|-----------------------------------|------|--|
| | Year 1 | Year 2 | Year 3&4 | Total | | 2000 | 1999 | |
| Vocational Training College (Mpanda, Ulyankulu, Mbeya) | 1 | 9 | – | 10 | 2 Years | 9 | 2 | 316,500 |
| Vocational Teacher Training College (Morogoro) | 1 | – | – | 1 | 1 Year | 1 | – | 992,250 |
| Dar es Salaam Institute of Technology (DIT) | 5 | 5 | 3 | 13 | 3 Years | – | – | 1,276,500 |
| Technical College (Mbeya; Arusha) | 2 | 2 | 1 | 5 | 3 Years | 2 | 4 | 1,671,500 |
| National Institute of Transport (NIT) | 2 | 1 | – | 3 | 2 Years | 1 | 3 | 1,567,000 |

Standard vocational training stands at only 316,500 shillings per year – which is not much and probably a reflection of the poor state of the vocational training centres, which tend to be seriously starved of resources. A vocational training course of two years' duration at a vocational training centre costs the equivalent of US\$800, while a three-year technician course in Arusha costs US\$6,300.

None of these costs are worrying, but there could be reason for concern about the quality of the courses, especially at vocational level. However, according to SAEU, most of the institutions receiving supported students have some industrial attachment included in their courses, normally two to three months.

Many of the vocational education and training graduates are from the early waves of Burundian refugees in the 1970s. This means that most candidates aged 18–20 years were actually born in Tanzania, but are still regarded as refugees.

SAEU goes through a selection procedure for candidates, which tries to assess their suitability, mostly based on secondary school performance. A preference is given to females and post-1993 refugees. The courses to be supported are chosen based on their cost and on the employment potential for the graduates.

Camp-based vocational training. The exact numbers of those who have received training are difficult to establish, since the links between training and income-generating activities or micro-projects tend to obscure the picture (some training within the micro-project context may escape the count, while other cases may be double-counted).

According to the information provided by the NGOs in the questionnaire survey, the total number of trained people is 2,154. However, some known training courses are not reported on, such as shoemaking in Lukole and Kanembwa, and horticulture in Mtabila, the latter classified as an income-generating activity but consisting of 171 groups with 1,700 female and 800 male members. Leaving income-generating activities aside, an educated guess would be that at least 2,500 people have received instruction under the heading of vocational training. The numbers given by the NGOs indicate that there are 380 groups with a total of 3,884 members who have received assistance to start income-generating activities. Adding the horticulture project in Mtabila brings this number up to 550 groups with 6,400 members.

The reported cost per trainee varies a lot, probably due both to different practices by NGOs as well as to under-reporting by some. In addition, many of those who receive assistance for income-generating activities do so after having completed a training course, which means that the assistance they receive is higher than is indicated by the training costs alone. And, if the total economic costs were to be calculated, they should include a proportion of the running costs of the NGOs, for salaries, transport, equipment, incentives to refugee assistants, and so on. These overheads probably make up more than the direct training costs and income-generating activities support, as can be deduced from the size of sector P (agency operational support) of UNHCR's Financial Management Information System, which overall is by far the highest item in projects 270 (Kagera) and 271 (Kigoma).

The mission saw women groups training in the handicrafts which form part of a strong Burundian tradition, and in tailoring, carpentry, typing, embroidery, bicycle repair, sandal-making and shoe repair, baking, and cassava bread-making. Bricklaying was only found in one case, since the firing of bricks is being discouraged for environmental reasons. Agricultural and horticultural activities were classified as income-generating activities, although they are important training grounds (particularly impressive in this respect is the horticulture and pisciculture project in Mtabila, which has been receiving seeds from FAO).

According to the questionnaire responses, the costs are highest for tailoring and typing, due to the need for sewing machines and typewriters, followed by carpentry (Table 3).

Table 3: Costs of Training and Income-Generating Activities by Subject

| Activity | Training costs (US\$) | Income-generating activities support (US\$) |
|----------------|-----------------------|---|
| Tailoring | 73 | 40 |
| Carpentry | 43 | 42 |
| Handicrafts | 13 | 39 |
| Bicycle repair | 8 | 14 |
| Typing | 72 | – |
| Hairdressing | 4 | 35 |
| Horticulture | ? | 12 |
| Restaurant | – | 23 |
| Baking | – | 44 |
| Soap-making | – | 4 |
| Guitar-making | – | 19 |

Assessment. As can be seen, the training in the camps is run on very low-cost budgets. The cost per trainee varies with the investment needed and the length of the course, from short handicraft courses to a 12-month course in carpentry. These direct costs are inexpensive by any standard. If the overheads were included, they would probably increase the cost by 100–200 per cent – which would still be quite acceptable. While it is not possible to calculate a rate of return within the limits of this study, it may be mentioned, as a comparison, that enterprise-based training projects run by local NGOs in India and Egypt stand between US\$120 and US\$200 per training, which is also considered very cost-efficient. The camp-based training is not more expensive.

The material assistance is limited to the provision of hand tools to supplement those already owned by the trainers and some training materials. Where possible, the NGOs try to negotiate economical solutions. This must be generally commended, but it should also be recognized that there could be a lower limit beneath which the quality of training can suffer.

The quality of many products is in fact quite low. The trainers can only impart skills to the same level that they themselves master, conditions are not the best for high-quality production, and customers apparently accept what they get. The programmes could benefit from a more systematic focus on quality control, together with an offer of upgrading of skills of the trainers. Overall, however, the programmes are considered to be cost-effective.

Efficiency of approach

Group training. The common approach to training by the NGOs is group training. All the training is conducted by Burundians previously trained in their own country. The NGOs give support but emphasize that the initiatives must come from the communities themselves. For practical reasons the training is generally done in groups composed of trainers and trainees working together. The duration of courses varies between three and 12 months. The trainers do not receive any remuneration for their work – it is “voluntary”. This leads to many complaints from the trainers, who could otherwise spend their time and skills on activities which could bring in some income. On the other hand, the items produced by a group belong to it and can be sold – the NGOs and other agencies being major clients.

Group training is sometimes targeted at any *mixed group* of applicants (which may include people with disabilities), and sometimes at *specific groups*, such as the physically handicapped, or unaccompanied minors or elderly people. Where the first category represents a mainstream training focus, the second one is targeted at vulnerable people who are considered to be able to benefit more from being trained together in a group.

Many skilled artisans do *not* participate in the training programmes but carry out their own business as micro-entrepreneurs, often with a young person taken on in a traditional apprenticeship – by far the most common mode of skills acquisition in Africa. This choice is perfectly understandable. However, this category represents an important potential resource for training on a wider scale. Overall, there are ample human resources available in the refugee community that could, under the right circumstances, be deployed for a variety of activities.

The training is overwhelmingly practical, mostly due to a lack of facilities for theoretical classes. While the practical orientation is basically good, it could be improved if supplemented with standard theoretical courses.

Many groups keep simple records of purchases and sales but do not have the capacity to carry out costing and pricing. Some of the group trainers reported that they had attended a one-day course in keeping books and said it had been interesting but too short. Upgrading trainers, particularly in quality control and business skills, could be very useful. In addition to enhancing their effectiveness as trainers, such offers of upgrading would certainly serve as an incentive to them.

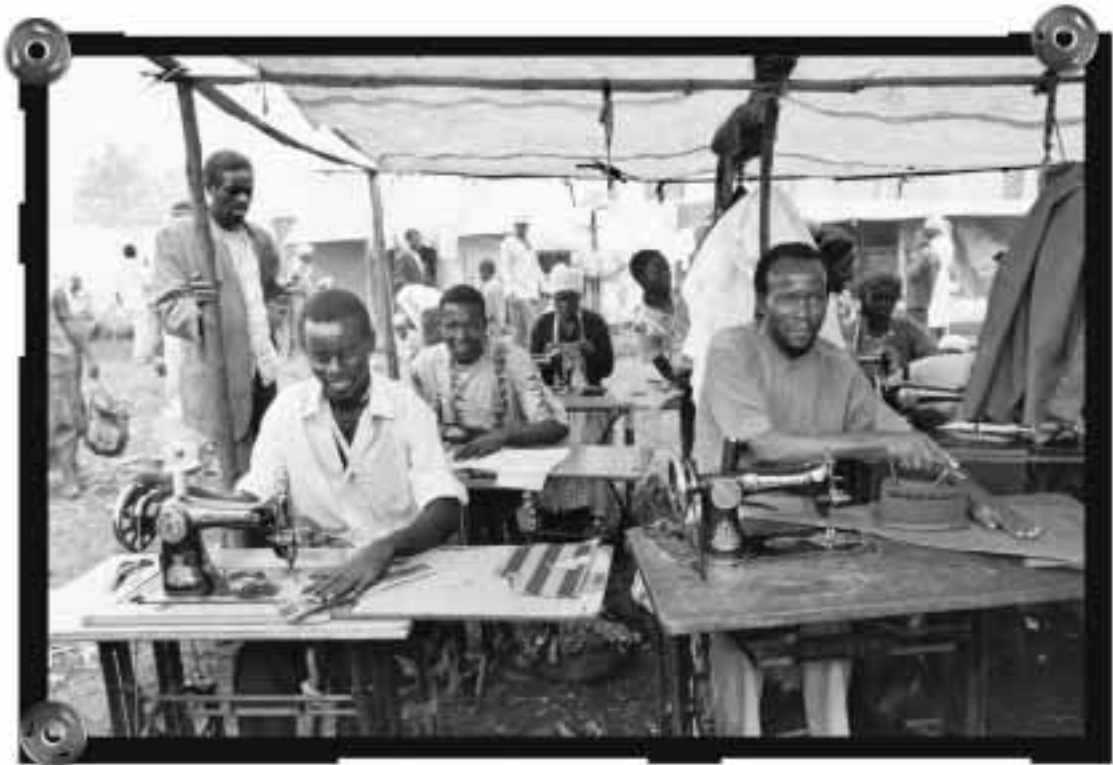
A tale of two tailors

In the main market place in Kanembwa camp, Mr A. is sitting with his sewing machine. He is 60 years old and learned his trade in four years of traditional apprenticeship in Burundi in 1958–62. He had his own workshop and was sewing for people; most of the time he had one or two apprentices.

After the outbreak of violence he fled the country, and he has taken up trade in the Kanembwa market, mostly doing repairs. He lost most of his belongings, his clothes are tattered and he does not wear shoes. The sewing machine is rented from another refugee and it is not in good order. Nonetheless, although business could be better, he has enough to do to keep an apprentice, a man of about 30 years of age.

In Nduta camp Mr B. has his workshop in his house. Like most houses in the camp, it does not look much from the outside, but inside the tailoring workshop is impeccable – clean and with everything in its place. Mr B. learned tailoring up to an advanced level in Burundi, where he achieved an A3 diploma. He is now making suits of a quality that compares very well with what is being produced in capital cities in Africa or Europe. His customers come to him from afar, for example from Kigoma. He keeps a young girl as his apprentice.

When asked whether they could take in more than one apprentice, both Mr A. and Mr B. say that they could do so if they had the necessary tools and materials to support the training.



Some refugees manage to make a small income by using their skills in tailoring or textile printing. Rwandese refugees in Inera Camp, Bukavu Region, South Kivu. UNHCR/12.1994/A. Hollmann

Income generation. Training courses are often linked to income-generating activities. After completion of the course, a group may be eligible for further assistance in the form of a micro-project or other support, in an attempt to give opportunities to apply the newly acquired skills and make some money. Such a link can influence the motivation for somebody to apply for a training course, so that the course is perceived merely as a means of receiving further assistance in the short term. While this is understandable, it is also unfortunate, and an improved effort in the selection of candidates for training could help to identify those with more long-term ambitions.

Micro-finance. In Nduta and Mtendeli, the assistance for micro-projects is given under the name of *micro-credit*. However, the repayment rates are very low, for various reasons. First, no savings scheme is organized which could help borrowers develop the habit of saving and lending within a group; second, no credit training is provided; third, the NGO has insufficient experience in handling credit in a professional way; fourth, the perceived possibility of repatriation may make some borrowers hesitate to pay back their loan. The result is that the NGO spends a disproportionate amount of time trying to recover bad debt. This is a waste of time and is not effective in accustoming people to handle credit. Micro-credit is a highly specialized field that is best left to professionals, and it should be discouraged in the refugee camps.

Management efficiency

The Community Services and Education sectors in the UNHCR classification system were merged in Tanzania and from February 1999 were coordinated as one unit. The new unit is faced with a very long agenda, combining a wide range of areas. Formal vocational education falls under tertiary education (under the DAFI scholarships implemented by SAEU), while the camp-based training activities are lumped together with pre-school, post-primary, and distance education, under the heading of non-formal education. The micro-projects and other income-generating activities, which are often closely linked to vocational training, fall under community services.

Close consultation and the coordination of primary education activities across the camps have facilitated contacts with the Burundian Ministry of Education, leading to students sitting primary school examinations following the Burundian curriculum and certification system.

Unlike other education areas, there is no regular coordination of the training activities carried out by the NGOs. There is currently talk of introducing common standards (syllabi), and a workshop was organized to initiate this. Such a harmonization would be useful, but other areas such as exchanging experiences, introducing new activities and evaluating programme effectiveness would also benefit from being coordinated between the NGOs.

All NGOs have attached a number of refugees to them according to various activities – gender, education, non-formal education, health, and so on – offering as an incentive 14–20,000 shillings per month. This arrangement expands very considerably and at low cost the number of people involved in the organization of activities. In addition, it builds upon the local human resources in the community and serves as an encouragement to the refugees.

The overall level of commitment of the NGOs seems to be high – working under stressful conditions, they try to be responsive and assist within the means available. However, in the absence of coordination, the level of management efficiency varies considerably.

UNHCR invests large amounts in building the capacity of implementing NGOs, including providing them with vehicles, office infrastructure, salaries and training. This seems justified and necessary for the operations to succeed.

In the case of formal education, an assessment of the impact of SAEU from 1999 found that SAEU had the capacity to become the single coordinator of all post-primary activities. However, in the case of SAEU as well as of other NGOs their capacity needs to be strengthened.

Monitoring and evaluation

The NGOs produce monthly reports that supply the numbers of current participants in each training course or income-generating activity.

Some NGOs try to monitor the degree of success of the income-generating activities. However, being in the position of provider, NGOs can have difficulties in obtaining accurate information from refugees, who see the interview as an opportunity to present their problems and needs. There certainly seems to be under-reporting as far as incomes are concerned, and there is need for a special study to look into this matter.

Assistance is given on the basis of apparent merit, and the level of assistance varies from activity to activity and from camp to camp. The monthly reports do not allow for an analysis of the financial (or economic) costs per trainee for each activity.

The response given by NGOs to the evaluation questionnaire was characterized by being incomplete, which indicates weak monitoring. A wider training programme would need to have this information available, together with more reliable information on markets and incomes.

Effectiveness

Employment. Effectiveness is concerned with the extent to which a project does actually achieve its objectives. In the absence of any real project designs, it is assumed that there are two objectives, as mentioned above, namely a predominantly economic and a predominantly social one.

The prime indicator of having achieved the economic objective is that graduates from training courses come into gainful employment, either as wage-workers or as self-employed. However, there is little solid information on the extent to which the graduates from the training are in fact able to apply their skills; unless ex-trainees continue with an income-generating activity, their whereabouts are generally not being monitored.

The questionnaire survey used as an indicator of effectiveness the number of people trained in 1999 who were continuing to use the acquired skills on a regular basis. Again, there was considerable variation from camp to camp, which may be an indication that the estimates made by the NGOs range from very optimistic to rather disillusioned. Table 4 summarizes the information received by trade across the camps.

Table 4: Continuing Use of New Skills

| Skills category | Percentage |
|-----------------|------------|
| Carpentry | 52 |
| Masonry | 100 |
| Tailoring | 23 |
| Handicraft | 74 |
| Hairdressing | 85 |
| Bicycle repair | 97 |
| Agriculture | 71 |
| Home management | 59 |
| Livestock | 100 |

From the information submitted in the questionnaires it emerges that in Kanembwa, of the 107 people who received training in 1999, 90 – 85 per cent – are estimated as still applying their skills on a regular basis. Corresponding figures for other camps are: Muyovosi 70 per cent, Mtendeli (Dutch Relief and Rehabilitation Agency – DRA) 60 per cent, Mtabila 55 per cent, Nduta (DRA) 39 per cent, Lukole 18 per cent.

However, a survey by the International Rescue Committee (IRC) of 110 ex-trainees in Mtendeli and Nduta indicated that only 22 per cent utilized the skills they had been taught on a regular basis, while 78 per cent did not. However, 88 per cent found the skills “useful”. There can be different explanations for this relatively low rate of entry into gainful economic activity.

The quality of training could be one reason: in this particular case, all courses were of maximum three months’ duration. This is very short time in which to expect someone to become a qualified carpenter or tailor.

Motivation could be another reason. It appears that the majority of youths, as well as their parents, would prefer secondary education rather than vocational training. If a training course is chosen as a last resort, the motivation is likely to be low and the learning may be ineffective. The selection of candidates for training courses also seems in most cases to be rather mechanical, only standard criteria such as the ability to read and write being applied. Thus a partial explanation for low scores on employment resulting from the training could be linked to the nature of the selection of candidates.

Market constraints resulting from the restriction of movement beyond 4 km from the camp, and the low level of purchasing power (exacerbated by a recent cut in food rations), are other important impediments to production and trade that limit the extent to which ex-trainees can find employment.

While the target of employment should be above the 22 per cent found in the IRC survey, it should not be expected that the training could ever achieve a 100 per cent score. The overall score from the present questionnaire survey, which includes the low figures from IRC, still comes to 36 per cent – which is not altogether bad. A better selection, and a strengthened market analysis could help to bring up the success rate. A future programme should aim at 50–60 per cent employment after a year, and the monitoring of this aspect should be considerably strengthened.

A man is what he can do

In Kanembwa camp, Mr C. is sitting under his shed repairing shoes. He is physically handicapped after a traffic accident in Burundi, and his right leg cannot support him so he walks on crutches. In the camp, he attended a six-month training course for the handicapped, where he learned to mend shoes. His tools are few but enough – they can be carried in a small bag. His business is doing alright – the money is not much, but there are many customers who need his services.

Mr C. has got himself a new identity by being a craftsman. He expresses it when he says: “A man *is* what he can *do!*”

Target groups. It appeared that a large proportion of trainees or recipients of income-generating activities support were adults rather than youths. This is normal for income-generating activities but somewhat surprising for training, which should to a large extent be an offer to out-of-school adolescents.

As far as gender equity is concerned, the distribution follows traditional patterns: carpentry, building and bicycle repair are for men; hair-cutting is done by men while hair-dressing is for women. Handicraft, home management and baking are done in women's groups; and tailoring and typing have both male and female participants. An effort to widen the choice of access for women should be made.



Haircutting and barbering run by refugees. Kakuma Camp, Kenya. UNHCR/07.1999/B. Press

Impact

Impact assessment is invariably the most intricate part of evaluation. In the absence of clearly defined targets, baseline information and assessments based on monitoring, only a few spontaneous observations can be made.

At least 2,500 people have participated in training since the start of the programmes. Their access to markets varies with the trades, as do the levels of income derived. Information on incomes is particularly shaky – while carpenters and tailors said that the market for their services was satisfactory, the incomes they report are very low. This could be because they don't want to disclose the true facts, or that they do produce with lower profits than their Tanzanian competitors.

The general picture seems to be that ex-trainees appreciate the training they received (cf. the IRC-study mentioned in the previous section). Many were found to be busy with different kinds of production, which is an indication that they find the work to be worth their while. In some other cases, typically with handicrafts carried out by women's groups, the economic returns seemed to be very small, and the benefits were mostly social ones arising from belonging to a group.

Sustainability

A project is considered sustainable when the benefits derived from it can be expected to continue beyond the project assistance. The benefits are in this case the newly acquired skills.

The sustainability of the training programmes can be looked at from two angles: from the point of view either of an impending repatriation or of a prolonged (in fact open-ended) stay in the camps.

The skills learnt on the training courses in the camps represent a broad range of trades and occupations, most of which should be useful in the event of early repatriation. This is particularly so for the agricultural activities and the construction trades, but also for smaller manufacturing and community services.

In the case where repatriation does not take place in the near future, the loss of skills from their not being practised will be greater. However, the longer-established camps do take on a certain atmosphere of *normality* after some years, tending to become increasingly like the surrounding villages, with some production and trade adapted to the circumstances. If a training programme places itself in the middle of the emerging formal and informal structures, it should be able to read the markets and respond with training that is relevant and appropriate even in that situation.

The restriction on movement imposed by the Tanzanian authorities is a crucial factor in this respect. If the refugees had the opportunity to trade freely with the surrounding world, they could do much to improve their existence. In the case of the failure of the current peace initiative, the international community, and especially UNHCR, must work at all levels to have Tanzanian authorities lift the restrictions.

Conclusions

The SAEU scholarships allocated to vocational training have reached a small number (25) of refugees, many of whom have been in Tanzania for a long time or were even born there. The selection process is fairly good, and costs are not excessive. The extent to which graduates find jobs after training is not known.

The training programmes in the camps have made widespread use of the human resources available in the camps and have achieved rather good results at low cost. However, vocational training has not been given the highest priority among a range of activities competing for the time of the implementing NGO staff. A common and more consistent approach by the NGOs in the planning, coordination, selection of trainees, monitoring and evaluation could have led to the achievement of a higher degree of impact in the form of employment and economic activity, as well as of sustainability. Better targeting through the formulation of clear objectives and definition of target groups would facilitate this process.

Prospects for repatriation

The visit to Bujumbura revealed that the private and public sectors in Burundi suffer badly from international isolation. The levels of all economic and social indicators have dropped. Economic life is running at a low ebb – imports and exports are either restricted by law or constrained in other ways. Virtually all donor-financed development projects have stalled. And there is a full stop in recruitment to the public service.

The office of the World Bank was consulted on the issue of potential growth sectors in the economy after a return to peace. The main export items are agricultural products (coffee, cotton and so on), and it was difficult to identify any sector with rapid growth potential. Assuming the need for the reconstruction of the infrastructure, the public works sector could experience growth in both income and employment terms. In this connection, the Bank is at an advanced stage of preparation (appraisal stage) of a project that will help the Burundian government to set up an AGETIP (Agence d'exécution des travaux d'intérêt public) structure to implement labour-based public works. (The first AGETIP was established in Senegal, later to be followed by similar structures in several African countries.) The appraisal will obviously depend on the progress of the peace talks. In time, it should be able to provide employment to large numbers of people on works such as feeder roads and other infrastructure through the application of labour-intensive technology known in French as HIMO (Haute intensité de main d'oeuvre).

A visit to the Ministry of Reconstruction revealed very little in the way of concrete plans to absorb large numbers of returnees. The UN system has produced a joint emergency plan for Burundi to be presented to donors for funding to the extent of US\$86 million; only a small part of this has been pledged so far. Other initiatives are under way, notably the one put forward by Nelson Mandela and French President Jacques Chirac. The success of these undertakings remains to be seen; they again will depend much on the progress of the peace process.

Training in Burundi

A private training institution owned by a former refugee seemed to be doing very well training people in business management, but the owner complained about the embargo constraining the possibilities for expansion. This institution had strong links to industry, and its curriculum included the placement of students in companies for practical training. Most of the students were reported as finding employment after graduation. On the other hand a government institution along the same lines, set up under the

auspices of the university, suffered from the lack of all kinds of resources, as well as a lack of employment opportunities for graduates.

The type of vocational training institutions most relevant to the present study is offered by the Ministry of Youth, Sports and Culture which in 1991 combined under the name of 'centres d'enseignement des métiers' (CEM) a range of centres and structures first set up under other ministries. Graduates are issued with a *certificat d'aptitude professionnelle*.

The CEM number 127, out of which 67 are considered to be functional. The rest are to a large degree destroyed, and the degree of functionality of the others can be questioned. Many instructors have left or fled, some have been killed, and appointing any replacements has been impossible due to the recruitment freeze, meaning that some centres try to function with two or three instructors instead of 10 or 12. As could be expected, the state of the equipment leaves much to be desired, and there are no funds to maintain or replace defunct equipment. Training materials are at best in short supply but more often non-existent, meaning that instructors use their own hand-written notes and drawings, which the trainees copy into their exercise books (a common situation in many training institutions in Africa, but unfortunate and inefficient all the same). There can hardly be said to be any common standards. The links between the centres and the local enterprises are weak, and no industrial attachment forms part of the courses. Not surprisingly, employers hold the certificate awarded in low esteem, and few graduates find jobs after graduation.

An extraordinary and very positive exception to this state of affairs was found in the 'Centre de formation et de perfectionnement professionnel' (CFPP) in Bujumbura. There are four such centres in Burundi with autonomous statutes, though receiving a government subsidy. The CFPP is recognized as the best of its kind in Burundi, and benefits from an autonomous status that allows it to generate income through consultancy work. Most of its students have completed grade 8 or 9, and the 27-month course includes alternating periods of enterprise placement, maintained through continuing close links with industry, large as well as very small. All its graduates find jobs. It has been in existence since 1986 and possesses vast experience in the micro- and small-enterprise sector. This institution is referred to in more detail below, as a potential resource in support of a training programme for the refugees.

Reconstruction

With a peaceful transition, an enormous amount of physical reconstruction and rehabilitation will have to take place in Burundi. Agriculture will have to be brought back into production, and schools, clinics, the water supply systems, roads and other infrastructure will have to be constructed. Assuming that some private investment and donor-financed development assistance will also come in, there will be a booming market for construction work. Improved agricultural and horticultural practices and agriculture-related services can also be expected to find markets. This again will generate business for the small-scale manufacturing and service sectors.

Previous Burundian governments were able to contain the rural–urban influx to such a degree that Burundi remains one of the least urbanized countries in Africa, the urban population accounting for only 8 per cent of the total, against 33 per cent in sub-Saharan Africa as a whole, according to the World Bank. With an introduction of multi-party politics, and an estimated annual growth of the labour force of 100,000 young people, this pattern is almost certain to change. The implication of increased urbanization for training is that there is scope for some training in urban-oriented skills.

A range of training activities, existing ones as well as new initiatives, were discussed in the refugee camps and in Burundi, and almost all were found to have potential in a situation of repatriation. The main immediate limitation lies in the market constraints in the camps in case of prolonged stay. However, this must be accepted as a fact of life and, in the interim, ways and means must be sought to exploit all market niches to their full potential.

Scenarios

Repatriation in 2001. The UNHCR country operations plan (COP) expects an estimated 150,000 Burundians to be repatriated in 2001, given a successful outcome of the peace negotiations, the rest following in 2002 and 2003. Under this scenario, there would still be a case for carrying out training for at least one to two years at a rate of say 2,000 people per year.

Repatriation in 2001–05. The medium-term view assumes partial failure of the negotiations, but a gradual scaling down of atrocities. The scenario justifies the introduction of an expanded training programme, perhaps targeting 4–5,000 persons per year.

Repatriation in 2003–10. The longer-term perspective assumes failure in the current peace effort but also fatigue among the political opposition, forcing it towards piecemeal agreements that would encourage gradual repatriation to apparently secure provinces. With some 10,000 entering adolescence per year at the current level of caseload, a training programme targeting 4–5,000 annually would remain necessary.

Whether UNHCR and its partners can handle the training of so many people is a question yet to be answered. A training programme of this magnitude would have to balance carefully long- and short-term courses, as well as economic and social objectives. In recognition of the fact that vocational training is not the solution to all problems, UNHCR should also consider other activities of a more social nature to be offered to the young refugees.

The prolonged stay in Tanzania associated with the second and third scenarios (partial or complete failure in the peace effort) would require the maximum pressure to be applied to the Tanzanian authorities for the lifting of the restriction on movement by the refugees.

A future training programme

It is assumed here that large-scale repatriation will only occur in the medium or longer term, and that an expanded skills training programme is therefore relevant and necessary.

The programme takes as its point of departure the assumption that there are both economic and social objectives that are valid but not easy to accommodate within a single vocational training programme. It is therefore proposed that the programme should consist of two main parts:

- Vocational training, aimed at the provision of skills for (self)-employment – the economic objective;
- Non-vocational activities, aimed at occupying youths not interested in vocational skills training with positive activities for the body and mind – the social objective.

Vocational training

Modalities. There are three basic modalities of relevance here, which can be applied on their own or in any combination that is found to be useful:

- Institution-based training (IBT)
- Group-based training (GBT)
- Enterprise-based training (EBT)

Pre-entry *institution-based training* is exemplified in the description above of the CEM in Burundi. Although institution-based training need not be in such a problematic state, the lack of interaction with private enterprise is common and limits the graduates' chances for gainful employment. The scholarships for vocational training in Tanzanian institutions sponsored through SAEU also fall in the institution-based training category.

Group-based training is the way in which training is already organized in the refugee camps, where people are encouraged to work in groups or cooperatives. This has the advantage of the group being able to share tools and equipment; it can also help to cultivate a spirit of working together, and often allows for the integration of disabled members in the group. On the other hand, the group is likely to dissolve at the time of repatriation, and the extent to which an entrepreneurial spirit is fostered under group-based training is limited. Those groups which are formed are also the basis for assistance to income-generating activity which often follows group training.



Somali refugees learning blacksmith crafts. Hagadera Camp, Kenya. UNHCR/07.1999/B. Press

Enterprise-based training in the present context refers to training undertaken within the very small enterprise, normally in the form of a traditional apprenticeship. This is by far the most common mode of skills acquisition in Africa. Enterprise-based training is currently not included in the training programmes taking place in the camps. The advantages of enterprise-based training are that trainees are exposed to the real constraints and challenges faced by and within the small enterprise; the training is very practical; and the products will have to be sold. The inherent risk in enterprise-based training is the possible use of trainees as cheap labour by some employers.

A strong focus on self-employment through enterprise-based training will offer opportunities to those with entrepreneurial drive to get a training that will effectively help them to set themselves up and succeed on their own. The business perspective must be applied persistently throughout the selection, training and follow-up stages.

There is space for both group-based training and enterprise-based training in the training programme. Enterprise-based training makes use of a new resource that can help the programme expand, namely the individual micro-entrepreneurs not currently participating in training, apart from training their own apprentices.

In addition to enterprise-based training and group-based training there are numerous training opportunities elsewhere in the camps. This is particularly the case with the NGOs that are engaged in practical work such as construction of wells, roads and buildings, or in logistics such as transport. It is common for refugee labour to be used in these activities and some training does take place, but not in any coordinated fashion. This should be taken up with the NGOs and form part of a training programme.

Agriculture and horticulture are supported as income-generating activities, and some training is given in this context. This could be organized as an integrated group-based training activity with specified training tasks for groups according to the agricultural calendar.

Strengthening theoretical instruction. The programmes could benefit from becoming harmonized. The scale of the proposed training programme justifies an effort to establish classroom training programmes in the subjects and trades that are in highest demand. A suitable physical structure for this purpose (training centre) should be established in each camp and equipped with standard teaching materials and reference books. While the training centre need not be overly sophisticated, it will need to be equipped with a strongroom in which to keep tools and other valuables.

The majority of in-service training will continue to take place on the job, whether as group-based training or enterprise-based training, interspersed with trainees attending theoretical courses at the centre. These courses would be organized in modules of a duration varying between one day and two weeks.

The training centre will also organize upgrading courses for those already skilled, giving preference to the trainers but being open to others as space allows. Initial subjects would include quality control (organized according to trades) and business skills (mixed groups). The upgrading programme will be open to organizing other courses in subjects in high demand among small entrepreneurs.

Certification. UNHCR and the implementing NGO will issue certificates of attendance to those who graduate from a course. The certificate will be based on common syllabi applied throughout the camps, and will mention the topics covered in the training. Standards which are currently applied in Burundi will be adopted as much as possible. Cooperation with a Burundian institution will facilitate the integration of Burundian standards.

However, while most people like to have a piece of paper to show that they have some particular skills, it should not be forgotten that the training programme is basically an informal one. Burundian employers do not hold the official certificates from the CEM in high esteem – what matters is what a person can do, that is, the capacity they have to apply their skills. Also, for the self-employed, who will make up the majority, the certificate is not the most essential asset. The quality of the training, rather than the paper qualifications, remains the most important thing.

Support to enterprise-based training and group-based training. The lack of incentives for trainers is a problem that needs to be resolved if a wider training programme is to succeed. In the case of enterprise-based training, the individual artisans should be encouraged to take in apprentices, and must be supported with tools and training materials for the trainees. The level of support will be negotiated in each case between the NGO and the entrepreneur, with a view to keeping it as economical as possible. The products resulting from this will belong to the enterprise. A contract will be signed between a craftsman and the NGO, which specifies the length of the training, the subjects to be covered and the material assistance to be given.

For group-based training, the individual situation needs to be assessed. Some groups have profitable contracts and need nothing further – the principle being that they must survive with their business like everyone else. With other groups, recompense for the trainers is clearly needed, and allowance should be provided for it. The level of recompense could be set so as to be in line with the current incentives given to refugees who carry out a number of other functions in the programmes. The same principles will apply to those responsible for training at the training centres.

Target groups. The vocational training programme targets predominantly the mainstream youth in the 15–25 age group. Where feasible, individuals from vulnerable groups will be integrated in the mainstream training, and in some cases special courses will be offered to them. Gender bias towards any particular trade will be actively discouraged.

Market orientation. Market responsiveness is a key factor in successful enterprise development. Markets change constantly, and so must the training. The combination of courses offered will therefore be flexible, and vary between camps, as well as over time within each camp. Reading the market and looking for opportunities is a constant preoccupation of the entrepreneur, and assistance with this by the NGOs can be very valuable. While previous efforts to market refugee products in Dar es Salaam should be followed up, the local markets represent a much larger clientele and must be actively explored.

Selection of trainees. If training for self-employment is seen as comprising three stages – selection, training and follow-up – then it is well known that damage done in the earlier stages can rarely be rectified later. A consistent focus on the goal, namely to become a gainfully self-employed person, must be maintained throughout the stages.

The selection of trainees is particularly important. Selection of candidates must be improved, with emphasis on their potential for entrepreneurial activity. It may be suspected that in the past some have joined training programmes with the short-term objective of getting access to micro-project assistance rather than to acquire a competency. That will rarely lead to any successful enterprise being created.

Improved selection will try to avoid this through interviews that will assess the person's intentions and entrepreneurship potential. The master craftsmen to whom they will be attached will be the judges and decide whom they want to accept as their apprentices. A pre-defined trial period should also be introduced, after which, if the trainee is found not to be suitable, for example because of absenteeism, or lack of interest or aptitude in carrying out instructions, s/he can be discontinued and replaced by another.

Areas of training. As mentioned, the composition of courses must be market-responsive and therefore flexible. Many possibilities seem to exist, some of which need to be further explored.

Agriculture and non-farm rural activities. Although classified as an income-generating activity (not as vocational training), the example of the *horticulture* project in Mtabila should be replicated as a *training activity*, wherever land and water are available. It involves a lot of training and has high potential for both improving own consumption and sale.



Education and training of carpentry in the camps will give refugees valuable skills that will facilitate their reintegration and enable them to contribute to the reconstruction of their home communities. Refugees from Burundi and Rwanda, Ngara Camp, Tanzania. UNHCR/08.2000/L. Boscardi

Zero-grazing, whereby cattle are raised and fed in cowsheds and do not graze, should be suitable for Burundi where land is scarce. However, land is also very scarce in the camps, and it will be difficult for individuals to grow enough elephant grass to ensure sufficient supply for a zero-grazing livestock unit (conditions differ from place to place but as a rule of thumb, 1 hectare is required per unit). It could *perhaps* be tried with women's groups, especially where a women's centre exists, if sufficient land could be allocated for this particular purpose. The principle would then be that an organized group of four to five women would build the cowshed and grow elephant grass in a sufficiently large designated area. When they were ready, a suitable non-indigenous breed of cow (probably Friesian), already in calf, would be supplied. Expert advice from Tanzania should be sought on teaching the women how to keep the animal(s), make use of milk and manure, how to detect illness and acquire veterinary assistance, and so on. However, great care should be exercised before venturing into this activity.

Crafts such as **blacksmithing and soldering** are necessary for the production and servicing of farm implements and should also be supported.

Carpentry has high potential in Burundi and should continue and expand, but with a strengthened attention to quality. Furniture catalogues (such as that of the Swedish IKEA company, whose straightforward designs offer good examples for copying) should be made available as an inspiration to carpenters.

Masonry has not been promoted for environmental reasons (the shortage of fuelwood for firing bricks). However, since there is a ready market, it is proposed that masonry is taken up in all camps, based on the production of cement-stabilized soil bricks as an alternative to fired bricks. The bricks should be mainly for training purposes but could also find a market for direct sales. Different models of presses for compaction must be studied in order to find one that is suitable for rural conditions, that is, sturdy and durable. A small feasibility study, or pilot project, should be carried out to establish the types of soils that are suitable, as well as the amount of cement required for different levels of loadbearing capacity.

Simple **plumbing** could also be tried, although the market for that is small in the camps. Sanitation blocks and improved latrines might still be required at a certain scale. The training of **electricians** is *not* encouraged under camp conditions.

Small-scale manufacturing and services. **Tailoring** remains a useful trade and should be supported. In relation to tailoring, short courses focusing just on **ironing** clothes can be envisaged as appropriate to some with low education levels.

Also **textile printing** is an option, as cotton is grown and ginned in Burundi. Since khanga and kitenge material is highly subject to the whims of fashion, it would be advisable to start with items such as table cloths and curtains.

Baking has proven to be successful in Mtabila and can easily be replicated elsewhere.

Sandal-making using old tyres is being done. However, **shoemaking** to a higher standard is also possible and may be tried out. **Shoe repairing** remains an important small-scale service that is often carried out by the disabled and should be supported.



Education and training of bicycle repair has provided refugees with valuable skills. Refugees from Burundi and Rwanda, Ngara Camp, Tanzania. UNHCR/08.2000/L. Boscardi

Bicycle and radio repair has been tried with success and should continue to be supported.

New activities that may be considered include ***sign writing*** and ***photography***. Both are inexpensive and should find markets even in the rural areas. Full courses in ***motor mechanics*** are expensive and difficult to organize in a camp. However, tyre repair, panel beating and windscreen repair might work, possibly in cooperation with NGOs engaged in logistical work.

Finally, there is ***hairdressing***, which should have a great future, judging from all the hair-and-beauty salons to be found on every street corner in Bujumbura.

Follow-up. Follow-up to enterprise-based training is mainly carried out with the aim of assisting in the search for market opportunities. Where possible, newly trained people should have access to contracts from NGOs and their staff.

Follow-up to group-based training should mainly be through income-generating activities, while the more commercial contracts are given to graduates of enterprise-based training.

The level of support should be negotiated with a view to keeping it as low as possible, for two reasons: to minimize influencing the market mechanism, and to allow the maximum number of people to share the limited resources available.

Non-vocational activities

Sports. There is very little recreational activity to occupy the refugees. This is especially a problem with the youths, and the organization of team sports in the camps would be an appreciated and relatively inexpensive supplement to vocational training. There would in fact be a training element included in the form of training coaches and referees.

It is proposed that a sports club be organized in each camp, focusing on ball games such as football for the boys, volleyball for the girls or mixed teams, basketball and the like, after consultation with the refugee community. Simple facilities should be established, some using voluntary labour. The clubs should be staffed with refugees receiving incentives.

The clubs should arrange competitions and tournaments, if possible with the outside environment. In addition, the clubs should help the primary schools to organize sports lessons and competitions.

Internet cafés. At first sight, refugee camps are not the first places one would associate with computers and Internet access. Is that because of the focus on basic necessities such as food distribution, which tends to draw attention away from such sophisticated activity which would presumably be for the very few? Or is such activity just irrelevant under camp conditions?

While opinions are divided, there is general agreement that Africa is falling behind in a global development where information technology becomes increasingly essential. One facility that has taken root in most African cities however, is Internet cafés, as an economical way of sharing resources and gaining access to the technology. There are many young people in the refugee camps, as in the surrounding Tanzanian environment, who could benefit from getting to know about computers and the Internet, but have no chance of doing so. In addition to the Internet café being used as such, its facility can obviously also be used for general computer training.

The possibility merits consideration, not least since it is understood that a potential donor has indicated willingness to offer resources to UNHCR with the specific objective of giving refugees access to computers and the Net.

There could be a problem with the Tanzanian authorities, which may not agree with such sophisticated equipment going to the refugees, when their own smaller towns lack electricity and other basic facilities. However, the argument in favour of installing Internet cafés outside the camps is as valid as that for installing them inside them, and UNHCR already allocates considerable resources to the development of refugee-affected areas. If this idea were to be pursued, it should therefore also include establishing Internet cafés in the towns of Kasulu, Kibondo and Ngara (and possibly Kigoma).

The idea is not so far-fetched as first appears. There is no need for fixed telephone lines – a satellite connection can be established as with mobile telephones. And electricity can be provided by generator – this is important, since air conditioning is required for the sake of the equipment. Likewise, the building must be dustproof and secure.

It can be done, and it is recommended that it is tried in the Burundi camps and the Tanzanian towns mentioned above, as a part of the training programme.



Liberian refugees in a training workshop. UNHCR-GTZ run technical school. Gueckedou, Guinea. UNHCR/03.1998/B. Clarke

Objectives

When setting objectives for an expanded training programme, the following must be accepted as principles:

- There are both economic and social objectives and separate targets should be set for each type;
- Not all youths have the drive and potential to become successful micro-entrepreneurs;
- Not all youths (or their parents) are interested in vocational training;
- In view of this, a training programme should offer other activities in addition to vocational training.

Below is an outline of a programme that builds on those principles. The outline sets targets for one year at a time for all the concerned camps; these targets will then be broken down between the camps according to their population size.

The overall objective of the programme is to provide refugees, and in particular the youth, with skills that will be useful for them on their repatriation to Burundi.

In order to achieve this, four immediate objectives have been formulated:

1. To establish and manage a camp-based training programme.

This entails creating a coordination structure across the camps; establishing a training centre in each camp; identifying training opportunities with the NGOs that are engaged in logistical work in the camps and ensuring that these are used in a systematic way; organizing market surveys and inventories of potential trainers in each camp; and testing new technologies with the help of consultants.

2. To enable youths to become self-employed through enterprise-based training.

This is an economic objective. It would set as a target the annual graduation of 1,000 youths from enterprise-based training (assisted apprenticeships) with refugee micro-entrepreneurs, supplemented with theoretical instruction at the training centres.

3. To provide different target groups with employable skills through group-based training.

This objective is also predominantly economic. It combines targets of 1,000 mainstream youths with 500 with special needs (from vulnerable groups). A third target is to have 5,000 people attend short horticultural training sessions each year through a considerable expansion of the land allocated to horticulture in each camp. The mode of training is group-based training, with supplementary theory at the training centres. Group instructors will receive monthly incentives at an agreed level.

4. To occupy out-of-school youths who otherwise have very little to do.

The target here is to engage 5,000 youths in sports activities through the establishment of sports clubs, and to help primary schools to have, for example, football competitions. The second target is to extend computer and Internet use to 1,000 youths per annum through the establishment of Internet cafés in seven refugee camps and three Tanzanian towns. Under the supervision of the responsible NGOs, refugees receiving incentives will largely run the activities.

Coordination and management of training programme

A strong coordination structure for training needs to be established. It is proposed that UNHCR appoints a staff member at the level of field officer to oversee the coordination, while each NGO involved in training will appoint its own training coordinator, the purpose being to benefit from each other's experience in the replication of existing, and establishment of new, activities. The structure will also seek to harmonize practices with regard to compensation and support.

The coordination and management structure is illustrated in Figure 1.

Figure 1: Training Programme Organization



The NGO Coordination Group, under the supervision of the UNHCR Training Coordinator is in charge of the day-to-day management and general progress of the programme. It will consist of the UNHCR Coordinator and representatives of all NGOs involved in training in camps for Burundians. It will have monthly meetings.

The summary terms of reference for the Coordination Group are:

- Ensure close cooperation with the Tanzanian authorities in all matters related to training
- Ensure close consultation with refugee communities
- Ensure that uniform structures for incentives and other financial/material support apply in all camps
- Promote uniform training programmes (syllabi) across camps
- Consult with other NGOs engaged in practical work in the camps with a view to identifying training opportunities
- Establish a common certification system for attendance, mentioning the subjects from the syllabus covered in the training
- Detailed planning of the activities in terms of timing, budgeting, and distribution of resources between camps
- Promote training for self-employment in the selection, training and follow-up stages
- Initiate testing of new technologies with potential for application in the training programme
- Carry out proactive marketing surveys and actively assist refugee producers in finding new markets or expand existing ones
- Initiate the establishment of training centres in all camps and supervise them
- Initiate the formation of sports clubs, and promote school sports activities
- Coordinate the use of local consultants

The link to Burundi will be secured through cooperation with the Centre de formation et de perfectionnement professionnel (CFPP), in Bujumbura. CFPP will be able to provide assistance in ensuring the relevance of the training to Burundian markets and the supply of training materials, as well as in pedagogical and technical subjects. It is proposed that CFPP be contracted to carry out three visits per year (for two persons) and to provide ongoing support on request.

Assistance will be sought from Tanzanian specialists on a consultancy basis, for example when new technology such as the brick press is introduced, or when zero-grazing is under consideration.

Project design

The logical framework of the project is presented in two tables. Table 5, giving a project design overview, combines the objectives with their corresponding *outputs* and *activities*, and indicates the types of *inputs* needed to produce the outputs (quantification of inputs comes later in the budget section). In Table 6, which sets out a logical framework, the objectives and the outputs are shown together with the objectively verifiable indicators (OVIs), which will be monitored in order to assess whether or not an objective is being

reached or an output is being produced. The means of verification (such as reports, manuals, etc.) for monitoring the OVIs are also indicated, as are the assumptions upon which the objective/output is based.

Monitoring and evaluation

The coordination structure will also ensure that consistent monitoring is carried out that will facilitate:

- Comparison of costs per activity based on cost-per-month-per-trainee
- Early awareness of market opportunities
- The extent to which trainees set up their own enterprise
- The extent to which new enterprises survive

Consultancy assistance will be required to help set up a consistent monitoring system. It is recommended that a programme review take place early in 2002.

Workplan

A tentative workplan for the year 2001 is presented in Table 7.

Indicative budget

A cost analysis of the four project elements reflecting the four objectives is attempted in Table 8. It is indicative at best and depends on a range of external factors.

The main assumptions are the following:

- There will be sufficient interest on the part of the communities, youths and potential trainers to make it possible for the programme to work
- NGOs will have (or will be given) the necessary capacity to coordinate and manage the programme in a consistent way
- NGOs will always seek cost-effective solutions (rather than seeing the indicative budget as written in stone)
- The refugee trainers will be given incentives at the levels already set
- Land will be made available for a substantial expansion of horticultural training
- New market opportunities can be identified with a determined effort
- A source of funding for the Internet cafés has already been identified

The indicative budget is followed by Table 9, which gives the distribution of targets and budgets between camps, based on targets and unit costs for each element, and divides the numbers according to the population size of each camp. This means that, for example, out of a budget allocation of US\$90,000 for enterprise-based training, with a total of 1,000 trainees, Nduta, allocated US\$12,600, will train 140 youths, while Lukole, allocated US\$29,700, will train 330. Again, as populations change, these figures are indicative and subject to agreement by the Coordination Group. The distribution key will then have to be modified. Clearly, the limitations of land availability will influence the distribution.

Table 5: Project Design Overview

| Objectives | Outputs | |
|---|---|--|
| 1. To establish and manage a camp-based training programme | 1.1. Coordination structure 1.2. Training opportunities identified with NGOs engaged in logistical work in camps 1.3. Inventory of potential trainers 1.4. Training centres in each camp 1.5. New technologies tested | |
| 2. To enable youths to become self-employed through enterprise-based training | 2.1. 1,000 youths graduate annually from enterprise-based training | |
| 3. To provide different target groups with employable skills through group-based training | 3.1. 1,000 youths and 500 people from vulnerable groups graduate annually from group-based training 3.2. 5,000 people receive horticultural training annually | |
| 4. To occupy out-of-school youths who have otherwise very little to do | 4.1. Sports training and contests 4.2. Internet cafés established | |

| Activities | Inputs |
|---|--|
| 1.1.1. Appoint training coordinator for each camp 1.1.2. Organize monthly meetings 1.1.3. Organize CFPP inputs for Burundi relevance 1.1.4. Prepare annual training plan with budget and distribution between camps 1.2.1. Consultations with NGOs to identify training opportunities 1.3.1. Carry out survey of available skills for enterpris based training and group-based training in all camps 1.4.1. Build and equip training centres 1.4.2. Hire trainers 1.4.3. Organize skills upgrading courses at centres 1.5.1. Procure and test brick-making and other equipment | <ul style="list-style-type: none"> • Staff costs – UNHCR, NGOs • Travel costs for meetings • Fee for CFPP • Construction training centres • Equipment training centres • Refugee staff incentives • Consultants for technical testing • Brick-making and other equipment |
| 2.1.1. Community consultations 2.1.2. Carry out market survey 2.1.3. Select candidates jointly with enterprise-based training trainers 2.1.4. Sign contracts with enterprise-based training trainers 2.1.5. Supervise training and provide theoretical instruction 2.1.6. Follow-up with business advice and contracts | <ul style="list-style-type: none"> • Staff costs – UNHCR, NGOs • Refugee staff incentives • Tools and materials support to enterprise-based training |
| 3.1.1. Community consultations 3.1.2. Carry out market survey 3.1.3. Select candidates jointly with group trainers 3.1.4. Hire refugee group trainers on incentive basis 3.1.5. Supervise training and provide theoretical instruction 3.1.6. Follow-up with advice and income-generating activities support 3.2.1. Secure land for horticulture in all camps 3.2.2. Organize horticultural activities as group training | <ul style="list-style-type: none"> • Staff costs – UNHCR, NGOs • Refugee staff incentives, including group trainers • Tools and materials support |
| 4.1.1. Community consultations 4.1.2. Organize football and volleyball clubs in each camp 4.1.3. Organize other team sports as required 4.1.4. Organize school and club competitions 4.1.5. Train trainers and coaches 4.2.1. Engage consultants, identify venues, procure equipment 4.2.2. Set up Internet cafés in camps and nearby towns 4.2.3. Carry out computer/internet training | <ul style="list-style-type: none"> • Staff costs – UNHCR, NGOs • Refugee staff incentives, including group trainers • Tools and materials support • Consultants' fees • Rehabilitate buildings • Internet equipment |

Table 6. Logical Framework

| Objectives and Outputs | Objectively verifiable indicators | |
|---|---|--|
| Objectives | | |
| 1. To establish and manage a camp-based training programme | <ul style="list-style-type: none"> • A coordination structure exists and is functioning | |
| 2. To enable youths to become self-employed through enterprise-based training (EBT) | <ul style="list-style-type: none"> • Enterprise-based training works • Selection criteria ensure candidates with potential for self-employment go for EBT | |
| 3. To provide different target groups with employable skills through group-based training (GBT) | <ul style="list-style-type: none"> • Group training continues to work • Sufficient numbers of trainers and trainees participate | |
| 4. To occupy out-of-school youths who have otherwise very little to do | <ul style="list-style-type: none"> • Good response from youths to sports offers • Interest in using the internet | |
| Outputs | | |
| 1.1. Coordination structure 1.2. Training opportunities identified with NGOs engaged in logistical work in camps 1.3. Inventory of potential trainers 1.4. Training centres in each camp 1.5. New technologies tested | <ul style="list-style-type: none"> • NGOs in each camp appoint training coordinator • Monthly meetings held • CFPP missions take place • 200 training opportunities identified • Inventory survey conducted • Training centres established and functioning • Brick presses in use in camps | |
| 2.1. 1,000 youths graduate annually from enterprise-based training | <ul style="list-style-type: none"> • 1,000 youths graduate from EBT • New markets are found • Follow-up with advice and contracts | |
| 3.1. 1,000 youths and 500 people from vulnerable groups graduate annually from group-based training | <ul style="list-style-type: none"> • 1,000 youths and 500 vulnerables graduate from GBT • New markets are found • Follow-up with advice and income-generating activity | |
| 3.2. 5,000 people receive horticultural training annually | <ul style="list-style-type: none"> • 5,000 people participate in horticultural training | |
| 4.1. Sports training and contests 4.2. Internet cafés established | <ul style="list-style-type: none"> • Sports clubs organised and functioning • Club and school competitions are held • Coaches are trained • Internet cafés are established and functioning • Computer training is carried out | |

| Means of verification | Assumptions and risks |
|---|--|
| <ul style="list-style-type: none"> Minutes from monthly meetings Six-monthly training progress reports | <ul style="list-style-type: none"> NGOs have basic capacity to coordinate training programme |
| <ul style="list-style-type: none"> Site inspection Selection criteria Contracts with EBT trainers | <ul style="list-style-type: none"> A potential for self-employment exists Micro-entrepreneurs are willing to take in trainees for EBT |
| <ul style="list-style-type: none"> Site inspection Progress reports | <ul style="list-style-type: none"> Group training can work side by side with enterprise-based training |
| <ul style="list-style-type: none"> Site inspection Progress reports | <ul style="list-style-type: none"> Recreational activities can contribute to development of positive attitudes to the benefit of the communities |
| <ul style="list-style-type: none"> Annual training plan with budget for each camp Progress reports CFPP reports Inventory survey report Activity report from training centres Technology feasibility report | <ul style="list-style-type: none"> UNHCR makes coordinator available NGOs make coordinators available CFPP interested to assist Potential training opportunities with other NGOs exist Funding available to establish training centres Environment-friendly technologies are feasible for camp use |
| <ul style="list-style-type: none"> Progress reports Performance questionnaires filled by EBT trainers | <ul style="list-style-type: none"> 1,000 apprenticeships can be found Serious selection criteria are applied |
| <ul style="list-style-type: none"> Progress reports Performance questionnaires filled by GBT trainers IGA reports linked to training | <ul style="list-style-type: none"> Group trainers are willing to work for incentives offered Land for horticulture can be allocated |
| <ul style="list-style-type: none"> Progress reports Site inspection | <ul style="list-style-type: none"> Youths will respond to sports offers Tanzanian authorities agree to internet idea Suitable facilities can be established |

Table 7: Workplan 2001

2000

| Activities | Nov. | Dec. |
|---|------|------|
| Objective 1: Establish and manage camp-based training programme | | |
| 1.1.1 Appoint training coordinator for each camp | ■ | ■ |
| 1.1.2 Organise monthly meetings | ■ | ■ |
| 1.1.3 Organise CFPP inputs for Burundi relevance | ■ | ■ |
| 1.1.4 Prepare annual training plan with budget and distribution | ■ | ■ |
| 1.2.1 Consultations with NGOs to identify training opportunities | ■ | ■ |
| 1.3.1 Carry out survey of available skills for EBT and GBT | | ■ |
| 1.4.1 Build and equip training centres | | |
| 1.4.2 Hire trainers | | |
| 1.4.3 Organise skills upgrading courses at centres | | |
| 1.5.1 Procure and test brick-making and other equipment | | |
| Objective 2: Youth self-employment through enterprise-based training | | |
| 2.1.1 Community consultations | ■ | |
| 2.1.2 Carry out market survey | | ■ |
| 2.1.3 Accept applications and select candidates with EBT trainers | | |
| 2.1.4 Sign contracts with EBT trainers | | |
| 2.1.5 Supervise training and give theoretical instruction at centres | ■ | ■ |
| 2.1.6 Follow-up with business advice and contracts | | |
| Objective 3: Employable skills through group-based training | | |
| 3.1.1 Community consultations | ■ | |
| 3.1.2 Carry out market survey | | ■ |
| 3.1.3 Accept applications and select candidates with group trainers | | |
| 3.1.4 Hire group trainers on incentive basis | | |
| 3.1.5 Supervise training and provide theoretical instruction | ■ | ■ |
| 3.1.6 Follow-up with advice and IGA support | | |
| 3.2.1 Secure land for horticulture in all camps | | ■ |
| 3.3.2 Organise horticultural activities as group training | | |
| Objective 4: Sports and Internet | | |
| 4.1.1 Community consultations | | ■ |
| 4.1.2 Organise football and volleyball clubs in each camp | | |
| 4.1.3 Organise other team sports clubs as required | | |
| 4.1.3 Organise school and club competitions | | |
| 4.1.4 Train trainers and coaches | | |
| 4.2.1 Engage consultants, identify venues, procure equipment | | ■ |
| 4.2.2 Set up Internet cafés in camps and nearby towns | | |
| 4.2.3 Carry out computer/internet training | | |

Key: intensive level of activity ■

ongoing activities ■

Table 8: Indicative Annual Budgets*

| Costs by objectives (US\$) | | | |
|---|----------|-----------|----------------|
| Project elements | Quantity | Unit cost | Total cost |
| Objective 1: Coordination | | | 106,000 |
| • NGO national staff | 6 | 3,300 | 19,800 |
| • Refugee staff incentives | 50 | 300 | 15,000 |
| • Construct & equip training centres | 8 | 3,000 | 24,000 |
| • Travel for meetings | 1 | 1,000 | 1,000 |
| • Local consultants (months) | 12 | 600 | 7,200 |
| • CFPP visits | 3 | 5,000 | 15,000 |
| • Brick presses | 8 | 3,000 | 24,000 |
| Objective 2: Enterprise-based training | | | 90,000 |
| • Tools/materials | 1,000 | 60 | 60,000 |
| • Classroom training | 1,000 | 10 | 10,000 |
| • Follow-up contracts | 100 | 200 | 20,000 |
| Objective 3: Group-based training | | | 155,000 |
| • Tools/materials | 1,500 | 40 | 60,000 |
| • Classroom training | 1,500 | 10 | 15,000 |
| • Follow-up income-generating activity | 1,500 | 20 | 30,000 |
| • Horticulture | 5,000 | 10 | 50,000 |
| Objective 4: Sports and Internet | | | 180,600 |
| • NGO national staff | 15 | 3,300 | 49,500 |
| • Refugee incentives | 30 | 300 | 9,000 |
| • Sports equipment | 7 | 300 | 2,100 |
| • Internet equipment | 10 | 7,000 | 70,000 |
| • Internet café buildings | 10 | 5,000 | 50,000 |
| Total | | | 531,600 |

* Buildings and equipment are one-time investments

* Internet cafés could be phased over two to three years

* Most construction and some equipment can be financed as income-generating activity

| Costs by category (US\$) | | | | | |
|--------------------------|------------------|--------------|-----------------|---------------------|-----------|
| | Personnel | Construction | Equipment | Tools and materials | Follow-up |
| | 19,800 15,000 | | | | |
| | | 18,000 | 6,000 | | |
| | 7,200 15,000 | | 24,000 | | |
| | | | | 60,000 | 20,000 |
| | | | | 60,000 | |
| | | | | 50,000 | 30,000 |
| | 49,500 9,000 | | 2,100 70,000 | | |
| | | 50,000 | | | |
| | 115,500 | 68,000 | 102,100 | 170,000 | 50,000 |

Table 9: Distribution of Targets and Budgets Between Refugee Camps

| Overall population | | |
|--------------------|----------------|------------|
| Camp | Population | Percentage |
| • Mtabila 1 and 2 | 56,000 | 16 |
| • Muyovosi | 35,000 | 10 |
| • Nduta | 48,300 | 14 |
| • Mtendeli | 41,000 | 12 |
| • Kanembwa | 18,000 | 5 |
| • Karago | 35,000 | 10 |
| • Lukole A and B | 116,700 | 33 |
| Total | 350,000 | 100 |

| Distribution: Target populations and budgets | | | | |
|--|----------------|---------------|---------------|--|
| | Total | Mtabila | Muyovosi | |
| Objective 1: Coordination | | | | |
| Budget US\$ | 106,000 | 16,960 | 10,600 | |
| Objective 2: Enterprise-based training | | | | |
| • Target population – youths | 1,000 | 160 | 100 | |
| Budget US\$ | 90,000 | 14,400 | 9,000 | |
| Objective 3: Group-based training | | | | |
| • Target population – youths | 1,000 | 160 | 100 | |
| • Target population – vulnerables | 500 | 80 | 50 | |
| • Target population – horticulture | 5,000 | 800 | 500 | |
| Budget US\$ | 155,000 | 24,800 | 15,500 | |
| Objective 4: Sports and Internet | | | | |
| • Target population – sports | 5,000 | 800 | 500 | |
| • Target population – Internet | 1,000 | 160 | 100 | |
| Budget US\$ | 180,600 | 28,896 | 18,060 | |
| Total Budgets US\$ | 531,600 | 85,056 | 53,160 | |

| | Nduta | Mtendeli | Kanembwa | Karogo | Lukole |
|--|--------|----------|----------|--------|---------|
| | 14,840 | 12,720 | 5,300 | 10,600 | 34,980 |
| | 140 | 120 | 50 | 100 | 330 |
| | 12,600 | 10,800 | 4,500 | 9,000 | 29,700 |
| | 140 | 120 | 50 | 100 | 330 |
| | 70 | 60 | 25 | 50 | 165 |
| | 700 | 600 | 250 | 500 | 1,650 |
| | 21,700 | 18,600 | 7,750 | 15,500 | 51,150 |
| | 700 | 600 | 250 | 500 | 1,650 |
| | 140 | 120 | 50 | 100 | 330 |
| | 25,284 | 21,672 | 9,030 | 18,060 | 59,598 |
| | 74,424 | 63,792 | 26,580 | 53,160 | 175,428 |