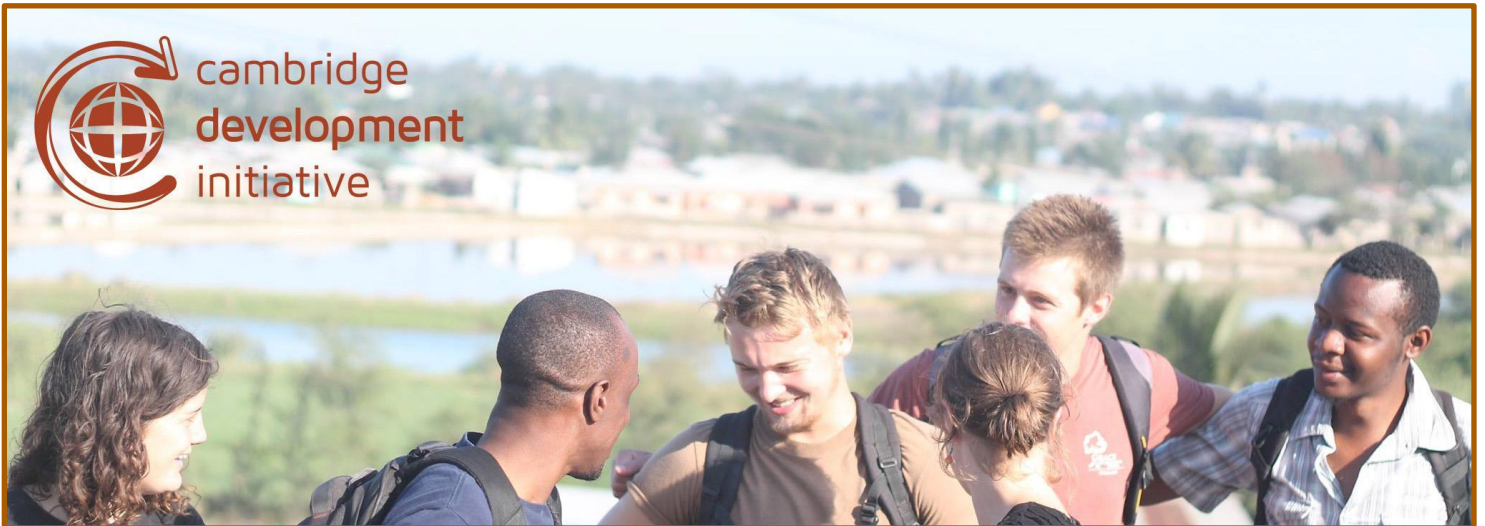


# Cambridge Development Initiative Impact Evaluation Report

## Entrepreneurship July – September 2016

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## Abstract

The Entrepreneurship project (2016) delivered a 7-week entrepreneurship practical training programme, which culminated in a conference on impactful innovation that drew over 350 guests. The students on the programme improved in the skillsets necessary to start and develop their own social enterprises.

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## **I. Introduction**

This report details the Cambridge Development Initiative (CDI) 2016 Entrepreneurship project and includes a description and evaluation of the project. Because CDI aims to impact project beneficiaries in Dar es Salaam and CDI volunteers, this report provides an overview of the impact on both populations. We first present a project specific evaluation, followed by a volunteer-specific evaluation.

### **I.1 Cambridge Development Initiative**

The Cambridge Development Initiative (CDI) was founded upon the belief that university students are vital contributors to sustainable development initiatives. Furthermore, we believe that when students from around the world work collaboratively on sustainable development projects, they empower one another, become catalysts for change in their communities, and develop the capacity to be lifelong leaders. Our two branches, based in the UK and Tanzania, are comprised of parallel executive committees and university student volunteers who collaborate to design, implement, and evaluate community-based development projects in Dar es Salaam. More than 80 students have worked together on innovative Education, Engineering, Entrepreneurship, and Health programs over the past three years. Throughout the year, the Tanzania team sustains the projects locally, while the UK team expands the network of partners, generates funding, and refines volunteer recruitment and training. Each summer, the Tanzania and UK teams convene in Dar es Salaam for two months of sustained project work. To ensure that we remain entirely student-led, new student volunteers and project directors are recruited after each summer.

### **I.2 Setting & Population**

#### **I.2.1 Setting**

CDI's Entrepreneurship project, a 7-week entrepreneurship practical training programme, is conducted at the University of Dar es Salaam (UDSM). UDSM kindly provides the venue free of charge. The bulk of the course teaching happens in the Rotary Entrepreneurship Centre, a room in the UDSM library, which fits around 50 seated people. The room is appropriate for talks and lectures, and also for group-work and workshops. The tables are easy to move around, and the walls are white on one side of the room, thus allowing us to project presentation directly onto the wall. The room is fitted with a few dozen computers, although none of them were working during the 7-week course. There are plenty of power sockets, and large windows on three sides of the room. Due to the size of the room, individuals must project their voices in order to be heard. This has never been an issue.

The University of Dar es Salaam Entrepreneurship Centre (UDEC) also kindly provides us with a conference room in their building. This is around a 4-minute walk away from the library, and seats around 20 people. The Entrepreneurship team uses this room to separate some of the course participants when teams are tasked to work in small groups in different locations. We also use the room as workspace for CDI volunteers to work during the day, when they do not need to be in the classroom.

In addition to the in-class course sessions, the Entrepreneurship team also takes course participants on community and site visits. Community visits allows students to conduct primary market research in a variety of settings relevant to students' social enterprises such as rural areas and villages. Site visits also afford students with opportunities to develop practical expertise and observe on-going social enterprises in action, such as local factories or business incubators. Due to the number of course participants, the team hires a bus to reach these locations. Occasionally, the students visit sites individually or with their groups and use public transport.

### **1.2.2 Population**

There are 23 students on the DAREnterprisers programme. However, due to external factors, such as people falling sick or being otherwise engaged, the normal daily attendance rate is 21. Of the 23 participants, 9 are women, forming 39% of the course. On average, course participants are 24 years old.

The participants in the DAREnterprisers programme are all university students or recent graduates. The majority attend or have attended the University of Dar es Salaam because CDI has wider access to UDSM students during recruitment than other universities in East Africa. There are also students from Ardhi University and other universities around the country.

The participants have a variety of different educational backgrounds, ranging from Architecture, to Statistics, to Education, and Business. CDI strives to recruit a diverse cohort of students because we believe that it is essential to have different viewpoints and specialities represented in the classroom and that some of the greatest business ventures are interdisciplinary.

## **2. Entrepreneurship Project Overview**

### **2.1 History**

#### **2.1.1 Ideation & Year One**

The Judge Business School enterprisers programme at the University of Cambridge inspired the DAREnterprisers programme. The founders of the programme, several Cambridge University students, conducted a research project in Dar es Salaam to determine the population who would benefit most from an entrepreneurship programme. Their research suggested that when it comes to supporting and investing in businesses, the best group of beneficiaries for this kind of support would be young to middle-aged individuals who have spent time working in the industry and were ready to expand. However, if the founders were to focus their support on this group, they would have neglected the fact that Tanzania has a large unemployed youth population. The number of students graduating from university every year does not match the number of service level jobs available. It was this realisation that lead to the birth of the DAREnterprisers programme, an entrepreneurship

practical training programme that would focus on university students with an interest in entrepreneurship.

The initial course was designed with a focus on Human Centred Design, with an aim to equip students with the skills necessary to start their own social enterprises. It was hypothesised that the entrepreneurial skills would be valuable at the time the participants chose to start their social enterprises, even if this did not occur immediately following graduation from the programme. Teaching entrepreneurial skills was supposed to generate a change in the participants' mind-sets, rather than simply equipping them with a glossary of technical terminology.

At the end of the first year of the DAREnterprisers programme, feedback was gathered from the participants. The feedback showed that the course presented too many business models and too much information. Although the course participants learned the material, the students were not provided with enough time to engage in the ideation process because they expended too much time on learning different business models. This feedback also suggested that the Cambridge University students teaching the course had to learn more about curriculum design and business incubation before they could go ahead and teach it to the programme participants.

### **2.1.2 Year Two**

Based on the feedback from the first year, several changes were made in the second year of the DAREnterprisers course. First, the course content was vastly reduced. Emphasis was placed on having a solid course curriculum that focused on very key aspects, rather than attempting to cover a higher quantity of content. The second year also introduced site visits to companies in the course curriculum. These site visits involved taking the participants on pre-arranged trips to factories and incubators where students would have the opportunity to understand the technical workings of the industry through observation and through speaking to experts in the field.

The second year also introduced a CDI collaboration with Smart Villages. This meant that the programme could expand and include participants in other areas of East Africa outside Tanzania, in accordance with the Smart Villages rules and regulations. The collaboration with Smart Villages allowed the introduction of 'tracks'—or thematic areas of focus—into the course curriculum. The established tracks were Off-Grid Energy, Manufacturing & Urban Living, and Water, Sanitation & Hygiene. These were established in order to provide guidance to the students and to clarify what constitutes a "social enterprise". Tracks were also established because a given number of businesses, those affiliated with Smart Villages, had to fall within the Off-Grid Energy track.

The partnership with Smart Villages also meant that the course saw the introduction of conference prize money as seed capital for the winning businesses. This is because Smart Villages awarded \$3000 as prize money to the winning business team from the Off-Grid Energy track. In order to maintain fairness between the tracks, the entrepreneurship project awarded the same amount of prize money to the other two tracks.

In the same year, the entrepreneurship project also solidified their relationship with the Tanzanian National Economic Empowerment Council (NEEC) by signing a Memorandum of Understanding. This partnership established a strong relationship with the local government body responsible for supporting a variety of economic empowerment initiatives.

The feedback and evaluation gathered following the end of the second year showed that the two-month programme was not enough for students. Instead, they needed to have long-term mentorship or support following the end of the programme to ensure their business ventures success. One of the reasons for this is that the environment within Dar Es Salaam was seen to be visibly hostile to young entrepreneurs with a lack of continual support and career or business mentorship from universities and other institutions. Although microfinance for young entrepreneurs is believed to be readily available, we did not observe this in practice.

The recruitment process became more formalised in the second year, as well, with the introduction of an interview process. This was a change from the first year, wherein all students interested in the programme were admitted. As a result, the quality of the students on the programme was higher in the second year than in the previous year. Furthermore, Smart Villages was involved in undertaking recruitment for the Off-Grid Energy track, attracting a higher number of high-quality students. The second cohort of students was more confident in terms of pitching at the conference and this was attributed to the improved recruitment process and to the improved course curriculum.

A problem that was highlighted at the end of the second year was that the business ideas coming out of the programme for the most part lacked innovation and thoroughness. Our team sought to improve this in the third year of implementation.

### **2.1.3 Year Three**

The third year saw further changes to the programme based on the feedback and evaluation from the previous two years. We continued to scale down the course curriculum to allow more time for primary research, community visits, and ideation. This worked well with the increased focus on Human Centred Design, which rendered it important to visit communities to understand the problems they were facing and the problems that the students were seeking to solve. Community visits were an important part of both the ideation process and the prototyping process, whereby the students would test their prototypes in the target communities before finalising their business model.

The increased focus on Human Centred Design presented a challenge, as it meant that the Cambridge students teaching the course had to have an in-depth familiarisation of the processes involved in Human Centred Design. Limited time prior to the course allowed only one training session pre-summer that focused on Human Centred Design. However, this was in lieu of an understanding of the technical data they would otherwise need to teach. To supplement the minimal training on Human Centred Design, the DAREnterprisers team utilised an IDEO handbook on Human Centred Design, which they used in the planning and implementation of the curriculum.

A further change in third year was in the nature of the relationship between the Cambridge students and the course participants. Whilst previous years the Cambridge volunteers taught the participants, in the third year, the team placed a greater emphasis on building reciprocal relationships between the course participants and the Cambridge volunteer facilitators. This meant that the Cambridge students were more involved in the project development and ideation process than they had been in previous years.

As part of the reciprocal relationship, the plan for the third year included having an equal Tanzanian team as a counterpart to the UK team. This team consisted of students who were graduates of the DAREnterprisers programme and had been through the process themselves. Although the third year began with an equal Tanzanian team, the team has disbanded by the start of the summer's course. The reason was that the Tanzanian volunteers had paid jobs and internships and were unable to remain on the programme without remuneration. There was no budget to pay the Tanzanian volunteers, and it was deemed unfair to pay half the team, while the other half was paying to be there. However, there was one Tanzanian project director throughout the entirety of the programme who was a graduate of the DAREnterprisers programme. Other graduates from the two preceding years came in to speak to the students at various points throughout the summer.

The students on the third year responded positively to the community visits. However, it was found in hindsight that more time ought to be dedicated to structuring the process of the community visits more tightly along the principles of Human Centered Design.

## **2.2 Entrepreneurship Project: Summer 2016**

### **2.2.1 Project Structure**

The basic structure of the entrepreneurship project is comprised of three components. The first component is the delivery of the entrepreneurship practical training programme, DAREnterprisers. The second is the coordinating of a conference, Dare to Change Dar: Impactful Innovation. The final component focuses on post-course sustainability.

### **2.2.2 DAREnterprisers Practical Training Programme**

DAREnterprisers is an 8-week entrepreneurship practical training programme. The target audience are East African undergraduate students and recent graduates. Thus, they are not expected to leave the programme and immediately create a business. Rather, they are expected to learn the knowledge and practical skills necessary to start a successful social enterprise so that they can such skills at some time after completing their studies.

Throughout the duration of the programme, the students work on developing their business ideas in groups of 2 or 3. Their business ideas fit into one of the three following tracks: Water, Sanitation and Hygiene (WASH); Manufacturing and Urban Living (MUL); or Off-Grid Energy.

### **2.2.3 DAREnterprisers: Components**

*Taught sessions*



Taught sessions are primarily used in the first half of the programme and usually consist of UK volunteers presenting information on skills such as brainstorming or problem identification. These sessions are usually very short and seldom exceed 20 minutes. These are helpful to the students because it gives them an opportunity to learn something new before they can return to their groups and implement the theory guiding the course.

#### *Practical activities*

Practical activities form the a majority of the DAREnterprisers programme in order to foster a 'hands-on' learning approach, which allows participants to apply actively test and apply their learning. The Cambridge volunteer leading the session typically designs and/or selects the activities.

#### *Guest speakers*

Selected expert guest speakers are invited to speak to the class on topic, which are relevant to the participants. Guest speakers come from a variety of backgrounds in order to provide interdisciplinary perspectives that sometimes address more general and broad themes in the course and other times address more specific track-focused themes. Guest speakers may prepare their own topic to speak on or we may propose a general topic.

#### *Site visits*

Site visits can be similar to guest speakers in that they involve gaining expertise. The students often visit the site of a factory or incubator to speak to the CEO and to gain a deep understanding of how the organisation works. These are usually specific to each track.

#### *Community visits*

The aim of community visits is to conduct primary research of the needs of the community. This is integral to the DAREnterprisers programme because it guides students towards human centred design methods. This encourages students to tailor their social enterprises to the needs of the community, rather than tailoring them purely around profit.

### **2.2.4 Dare to Change Dar: Impactful Innovation**

The practical training programme culminates in a conference, in which participants have the opportunity to pitch their business ideas to a group of businessmen and local stakeholders. The conference also involves networking opportunities, panel discussions around the theme of impactful innovation, and a prize-giving ceremony for the winning business ideas.

### **2.2.5 The Competition**

At the conference, the participants pitch their finalised business ideas to a panel of expert judges. There is one winning team from each track that wins \$3,000 as seed capital to start implementing their business ideas. This year's prize-giving structure is different to that of previous years in that the judges are not required to allocate prize money. If none of the business ideas are deemed worthy, then no prize money will be allocated. Similarly, the judges have the option to give a smaller amount of prize money, at their discretion. This approach is deemed to be more efficient, as it ensures that the money is not going to waste.

### **2.2.6 Sustainability**

### *Handover to Tanzanians*

The aim of CDI is to empower local youth to create a sustainable difference. In line with this aim, there is a plan for DAREnterprisers to be run by Tanzanians, for Tanzanians. However, there are several challenges to implementing this in the near future. Firstly, the lack of volunteering culture in Tanzania often implies that volunteers who might sustain the project typically require incentives in order to volunteer on the project throughout the year. They may also require training (as received by the UK volunteers before the summer) but they do not have a team of professionals available to provide the training. This may be possible to arrange in the future during the CDI December trip, in which CDI UK executive team members travel to Dar es Salaam for two weeks to make summer plans with the CDI Tanzania executive team. Furthermore, graduates of the DAREnterprisers programme who are eligible to volunteer on the Entrepreneurship project may prefer to undertake other activities during the summer, such as paid employment or a paid internship. All volunteers in 2016 dropped out for this reason. Furthermore, the yearlong commitment may be a challenge to some volunteers.

*Post-course incubation (strategy, talking to incubators, feedback from incubators, incubator day, etc)* CDI partners with several incubators in Dar es Salaam. The aim of a business incubator is to support budding entrepreneurs in starting their businesses. For example, they will provide incubatees with a space to work, material to work with, expert mentorship, and access to their social and business networks and connections. The incubators in Dar es Salaam have different focuses, and as such, can help the students in different ways.

Post-course incubation is essential to the running of the course. It is imperative that participants continue to have a support network after the UK volunteers leave the country. Otherwise, their businesses often go unsupported and graduates of the course are unlikely to continue pursuing their businesses. In order to ensure that CDI provides long-term aid, the team has made post-course incubation a priority.

Throughout summer 2016, the Entrepreneurship team has been speaking to different incubators to gain a better understanding of what they do and how to initiate a productive partnership. Different business incubators have agreed to partner with CDI in different ways, in accordance with the variety resources they offer.

The CDI Entrepreneurship team organised an incubator-day for the different business incubators to introduce themselves to the participants on the course and to talk to the possible incubatees. This event allowed the students to meet and network with the incubators and gave the incubators incentive to incubate our students, as they were impressed by their work ethic and business ideas.

### *Stakeholder engagement*

In order to ensure that the DAREnterprisers programme continues to run in a smooth and efficient manner, it is essential to maintain a positive working relationship with stakeholders. This year, most stakeholders were representatives from partner organisations and individuals who work within the same development areas as the Entrepreneurship project:

- Dr Gladness - Director of the University of Dar es Salaam Innovation and Entrepreneurship Centre
- Beng'l Issa - Executive Secretary of the National Economic Empowerment Council
- Anna Lyimo - Secretary at the National Economic Empowerment Council
- Jechoniah Kitale - Manager at Practical Action Consulting EA
- Collin Gumbu - Business Development manager at Dar Teknohama Business Incubator
- Jumanne Mtambalike - Hub Manager at Buni
- Andrew Mnzava - SREP Consultant at the International Finance Corporation
- Francesca Simon - Representative from the Small Industries Development Organisation
- Raja Swaminathan - COO of Chemicotex
- Beniphaxard Alphaxard - Renewable energy engineer at Tanzania Renewable Energy Business Incubator (TAREBI)
- Donath Olomi - CEO of the institute of management and entrepreneurship development
- Prosper Magali - Director of projects and business development at Ensol
- Lillian Madeje - Co-founder of Ekihya
- Kristin Polman - Director for international competitions at Smart Villages
- Nesia Mahenge - Acting Country Director at the British Council in Tanzania
- Blandina Sembu - Presenter at ITV

In order to keep stakeholders updated with the progress of the DAREnterprisers programme, we provide each of them with a weekly stakeholder report. This includes our main achievements, main challenges and photographs of the preceding week. The stakeholder reports are usually a maximum of two pages in length and have proved to be a quick and efficient way to maintain a strong relationship with our stakeholders, ensuring that they are constantly involved with the progress of the programme at every stage. We have received consistent positive feedback regarding the stakeholder reports from our different stakeholders.

During the penultimate week of the programme, the Entrepreneurship team conducted a stakeholder roundtable meeting, wherein all the attendees were invited to meet with the CDI president, entrepreneurship project director and the entrepreneurship impact evaluator. The meeting was fruitful in that it encouraged a positive relationship between CDI and its stakeholders and in that key issues and possible solutions were discussed. In the future, it may be useful to provide the stakeholders with more notice for such a meeting, so that more of them are able to attend. It may also be useful to conduct more of these meetings earlier on in the programme, so that the suggestions gathered may be implemented.

### **3. Evaluation of the Entrepreneurship Project**

#### **3.1 Guiding Research Questions**

The key aspect that we sought to discover throughout the impact evaluation of the entrepreneurship project is whether or not participants on the programme improved in terms of their entrepreneurial skills. This was done with consideration of McLellan et al. (2009) who argue that when examining the impact of entrepreneurial programmes, it is important to consider the effect on the individual participants' entrepreneurial self-efficacy, defined as 'the strength of a person's belief that he or she is capable of successfully performing the various roles and tasks of entrepreneurship,' (Chen et al., 1998). We therefore aimed to assess whether their self-efficacy with regards to entrepreneurial skills had improved throughout the duration of the training programme.

#### **3.2 Data Generation Methods**

In order to assess the students' entrepreneurial self-efficacy, we administered a multiple choice questionnaire. The questionnaire employed a Likert scale and was phrased as follows: "Please rate the difficulty of the following tasks on a scale of 1-5. (1 = Very Difficult; 2 = Difficult; 3 = Average; 4 = Easy; 5 = Very Easy)". This was followed by 15 skills, deemed to be useful in entrepreneurship and in starting a social enterprise. Students were allocated class time to complete these questionnaires during the first week of the programme and facilitators were present to clarify any misunderstandings. The same questionnaire was then sent to the students by email during the final week of the programme. The results of the questionnaires were compared using the average response for each question. The calculated average was the mode, as this was seen to be the most representative due to the small sample size.

The students were also given a feedback form during the final week of the programme. This included a mixture of multiple choice questions and open questions. This was useful for gaining more detailed feedback on the different aspects of the programme.

Self-assessment was decided to be the best method of assessment to use because the students were in the best position to assess their own self-efficacy. They were also in the best position to report on the skills in which they had improved.

##### **3.2.1 Sampling Methods**

The sample consisted of all the course attendees. Thus, there were 26 participants in the original sample, and 17 in the final sample. This is due to students dropping out of the course.

The original sample consisted of 11 females (44%) and 15 males (56%). The final sample consisted of 6 females (35%) and 11 males (65%). All the participants were university students or recent graduates, and all were between 20 to 29 years of age.

### **3.3 Findings**

The findings found that course participants improved in the skills necessary to create and develop their own social enterprises. Out of the 15 skills assessed, there was improvement in 10 of the skills while the other skills being the same. This suggests that the DAREnterprisers course was successful in nurturing the students' perceived entrepreneurial skills. The results are displayed in Figure 1.



All respondents also found the content of the course to be useful. The participants commented that the content was concise, covered every aspect of business, and was very relevant to business in Dar es Salaam. The participants gave positive feedback regarding the peer-to-peer method of learning and felt that the facilitators wanted them to do well.

The participants particularly liked the brainstorming sessions, and overall, found brainstorming to be the most useful activity. They felt that brainstorming helped them to increase their thinking capacity and facilitated fast thinking. The students also felt that the community visits were a very valuable part of the programme and felt that they would benefit from having more community visits within the programme. The community visits helped them to develop their skills and to empathise with the community.

Participants commented that the course helped them to improve in confidence levels, people skills, presentation skills, interview skills and prototyping skills. They also highlighted improvements in time and pressure management skills, and in idea generation, validation and progression. All respondents said they would use the skills gained from the course later on in their lives.

All respondents also said that they were more capable now of starting a business than they were at the start of the summer. They described the course as having been an excellent experience, which had changed their lives.

### **3.4 Limitations**

One limitation of the findings of this report concerns the lack of a control group. While the participants on the course improved in entrepreneurial skills, as outlined in the previous section, the lack of control group makes it difficult to ascertain whether the improvements were attributable purely to the DAREnterprisers programme. The reason there was no control group concerned the difficulty in gathering an appropriate sample, and in conducting the questionnaire with them. In hindsight, and as a recommendation for next year, the control group can be conducted in the following way: The control group can be gathered by asking the University of Dar Es Salaam Innovation and Entrepreneurship Centre (UDIEC) for a sample of students who match the course participants in terms of age, gender and course of study. Because they are coming from the UDIEC database, it is assumed that they will all be students with an interest in entrepreneurship. This sample should be given the same Entrepreneurial Skills questionnaire as the course participants. The impact evaluator should call them and conduct the questionnaire over the phone. Because it is a multiple choice questionnaire, this should be fairly simple, and less time consuming than an open-ended questionnaire. The method of using phone calls to conduct questionnaires is widely used in Tanzania. It would be more likely to yield a higher quantity of results, in comparison to sending the questionnaires via email, or asking the students to attend in person during their summer holidays. This questionnaire should be conducted at the start of the programme and the end of the programme. The results should be compared to those of the course participants. If the course participants improve in entrepreneurial skills and the

control group do not, it can be concluded that the improvements are due to programme attendance.

A further limitation concerns the dropout rate. Whereas 26 participants completed the original Entrepreneurial Skills questionnaire, only 17 participants were remaining to complete it at the end of the course. Those who dropped out of the programme were likely to yield different results, in comparison to those who remained on the programme. Because the forms were anonymous, it is not possible to exclude the dropouts from the final survey. As a recommendation for next year, the questionnaires should not be conducted anonymously, so that dropouts can be excluded from the final analysis.

A limitation must be noted concerning the wording of the questionnaire. A pilot questionnaire demonstrated that students tend to be unwilling to say they cannot do something well, or to say they can do it badly. Therefore, the wording of the questionnaire was (as explained above): “Please rate the difficulty of the following tasks on a scale of 1-5. (1 = Very Difficult; 2 = Difficult; 3 = Average; 4 = Easy; 5 = Very Easy)”. This was done in order to eliminate the problem of social desirability bias, whereby the participants answer the questions in a manner that portrays them in a more positive light. While the wording of the question did successfully eliminate this problem to a desirable extent, it must be noted that the wording of this question does not directly correlate to a person’s self-efficacy with regards to a given skill. For example, it may be the case that an individual finds a skill to be difficult, and yet considers themselves to be very good at it.

A final noteworthy limitation is the positivity bias. The Tanzanian culture is generally positive with regards to feedback. This is exacerbated by the context: because volunteers are expending their time and effort to deliver the programme, the participants feel that they ought to be grateful, and to avoid providing negative feedback. Although some negative feedback was provided, the majority seemed to be biased in a positive manner.

### **3.5 Recommendations and Conclusion**

For future impact evaluation, it is recommended to use a control group, when assessing improvements in entrepreneurial self-efficacy. The reasons for this are detailed in the previous section and the method for doing this is also detailed above. A control questionnaire is available in the 2015-2016 Impact Evaluation folder.

Furthermore, it is recommended to have a separate evaluation of the impact of the Dare to Change Dar Conference. This is because the conference is by far the largest part of the project budget, and is separate to the rest of the programme. This should be done from the perspective of the conference guests, the DAREnterprisers participants, and the volunteers. Separate questionnaires are available for this purpose (for the conference guests and for the DAREnterprisers participants) in the 2015-2016 Impact Evaluation folder. As well as questionnaires, this can take the form of structured interviews. Future impact evaluators should assess whether the conference fits in with the aims of the entrepreneurship project, and whether it helps to inspire guests and to foster an entrepreneurial climate in Dar es Salaam.



It is further recommended that future impact evaluation uses case studies. This can track the improvement of a specific course participant in more detail. It is difficult to determine at the start of the programme which participants would be good options for a case study. Therefore, interviews can be conducted with all of the course participants at the start of the summer. Halfway through the programme, a decision should be made on who will be followed for a case study. The remaining half of the programme leaves enough time for a successful and useful case study to be conducted. This should assess all the areas in which the student is improving, and their attitudes and feelings towards entrepreneurship and social enterprises. This can be done in the form of interviews with the student in question, as well as interviews with the entrepreneurship project directors or their track leader, as deemed appropriate. This can also be done through observations carried out by their track leader or by the impact evaluator. A sample list of questions to ask in such an interview is available in the 2015-2016 Impact Evaluation folder.

In terms of assessing entrepreneurial skills, it is recommended that the track leaders assess the skills of the participants in their groups. This should be done at the start of the programme and the end of the programme. Track leaders should be aware of the skills they are observing and assessing throughout the duration of the programme. To make this more reliable, two separate volunteers, preferably a UK volunteer and a Tanzanian volunteer should complete it. The results should then be compared with one another, as well as with the self-assessment of the student. A questionnaire to be used for this purpose is available in the 2015-2016 Impact Evaluation folder.

It is recommended to collate daily feedback for future impact evaluation. The purpose of this would be to evaluate the impact of the specific activities utilised in the running of the programme. The purpose of doing this daily would be to avoid the issue of recall bias. Depending on the organisation of the course curriculum, it may be too time-consuming to undertake such a questionnaire with all the students on a daily basis. Therefore, the suggestion is to randomly select 3-5 students to carry out the questionnaire on each day. This can be in addition to a voluntary feedback form, which is available at all times to anybody who wishes to leave anonymous feedback. A daily feedback questionnaire is available for this purpose in the 2015-2016 Impact Evaluation folder.

It is recommended that the future impact evaluator has reduced teaching hours. This is to allow them adequate time to complete their impact evaluation duties to the best of their abilities.

Further recommendations concern volunteer behaviour. Participant feedback in questionnaires and in interviews highlighted a serious issue with volunteer-participant relations. Participants reported feeling patronised by the UK volunteers. They felt as though they were treated in a condescending manner because of their “status” and because of their socio-economic positions. They also felt that they were treated as though they had inferior intellect due to the university they attended. While the vast majority of the feedback in relation to the facilitators was positive, this feedback is of utmost importance to take into consideration. It is recommended that future volunteers receive training on sensitivity in

such issues, and that they observe one another to ensure that their team members are not acting in an inappropriate manner.

Recommendations with regards to the logistics of the programme, such as guest speakers, are available in the 2015-2016 Impact Evaluation folder, as reported by the programme participants.

## 4. Evaluation of Entrepreneurship Project Volunteer Experience

The Entrepreneurship project started out with 9 UK volunteers, with the same number of Tanzanian counterparts. By the time the UK team went to Tanzania in the summer, there were 8 UK volunteers, including the project director (PD), and 1 Tanzanian PD. This did not cause any major issues, seeing as the project started with 2 impact evaluators (who were also finance officers) and the volunteer who dropped out (to pursue an internship) was one of them. The remaining impact evaluator was able to continue with the work. A further UK volunteer left Tanzania early (August 24th) in order to begin work.

The volunteers come from a variety of different backgrounds, as described below.

- Cobi-Jane Akinrele - Project director - Human, Social and Political Sciences - Female
- Connor MacDonald - Conference director - Human, Social and Political Sciences - Male
- Pierre Loning - Course organiser - Economic (Msc) - Male
- Christina Kouridi - Course organiser - Engineering - Female
- Yomna El-Serafy - Impact evaluator - Human, Social and Political Sciences - Female
- Rory White - WASH track leader - Engineering - Male
- Phoebe Rimmer - MUL track leader - Geography - Female
- Imaan Kara - Off-grid energy track leader - Human, Social and Political Sciences - Female
- Gerald Mpangala - Tanzanian PD - Accounting - Male

### 4.1 Guiding Research Questions

The volunteers were assessed in terms of skills such as teamwork and teaching skills. The guiding research question was whether they improved in these skills over the duration of the summer, which was assessed through self-assessment methods and through project director assessments. Both of these were assessed using questionnaires at the start and the end of the project. The results were to be compared in order to determine whether improvements were noted. However, this was not completed due to a lack of following up with the volunteers. Questionnaires for this purpose are available in the 2015-2016 Impact Evaluation folder and they may be of use to future impact evaluators. For a more general review of CDI volunteer development, see the CDI General Impact Evaluation Report 2016.