

SOUTHERN NEW HAMPSHIRE UNIVERSITY

AND

THE OPEN UNIVERSITY OF TANZANIA

MASTER OF SCIENCE IN COMMUNITY ECONOMIC
DEVELOPMENT (2007)

YOUTH ENTREPRENEURSHIP INITIATIVE

A Case of Kitunda Ward in Ilala Municipality

DAR ES SALAAM

Robert Majiga

2007

SOUTHERN NEW HAMPSHIRE UNIVERSITY

AND

THE OPEN UNIVERSITY OF TANZANIA

MASTER OF SCIENCE IN COMMUNITY ECONOMIC DEVELOPMENT (2007)

Youth Entrepreneurship Initiative

A Case of Kitunda ward in Ilala Municipality, submitted in partial fulfillment of
requirements for Master of Science in Community Economic Development to the
Southern New Hampshire University at the Open University of Tanzania

2007

DECLARATION

I Robert Majiga declare that this research and project work is my original work except where acknowledged and it has never been submitted to any other university for similar or different award.

Signature..........

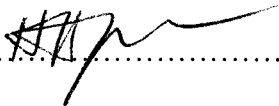
SUPERVISORS CERTIFICATION

To Faculty Board

I am submitting herewith a project paper written by Robert Majiga;

Titled: Youth Entrepreneurship Initiative

A Case of Kitunda ward in Ilala Municipality submitted in partial fulfillment of requirements for Master of Science in Community Economic Development in the Southern New Hampshire University at the Open University of Tanzania.



.....
HAMIDU A. SHUNGU

(SUPERVISOR)

DATE 8th October 2007

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DEDICATION

I dedicate this research and project work to the three wonderful ladies of my life;

My mother Mai Nyabhwire Manyerere, my wife Emilia Mkuchu Majiga and my daughter Nyabhwire Wanyenda Majiga.

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ABBREVIATIONS AND ACRONYMS

NGO	Non Governmental Organisation
CED	Community Economic Development
LCC	Liberty Care Centre
SHDEPHA+	Service Health and Development for People leaving Positively with HIV/AIDS
WEO	Ward Executive Officer
EDC	Education Development Centre
TACAIDS	Tanzania Commission for Aids
HIV	Human Immunodeficiency Virus
AIDS	Acquired Immune Deficiency Syndrome
MLYDS	Ministry of Labour Youth Development and Sports
YDF	Youth Development Fund
MDGs	Millennium Development Goals
M&E	Monitoring and Evaluation
SIDA	Sweden International Development Agency
ILO	International Labour Organization
CCM	Chama Cha Mapinduzi
TANU	Tanganyika African National Union
VETA	Vocational Education and Training Authority.
FDCs	Folk Development Colleges

VTCs	Vocational Training Centres
PPTCs	Post-Primary Technical Centres
TYL	TANU Youth League
UVCCM	Umoja wa Vijana CCM
SPSS	Statistical Package for Social Sciences
FGD	Focus Group Discussion

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ABSTRACT

The project is based in Kitunda ward where most parents are of low income. A big number of youths who have completed primary education and some who didn't manage to get primary education are unemployed mainly due to lack of employment skills. The situation has increased poverty in the area and the youths are the most affected group because some of them have been stopped from going to school by their parents or guardians. These parents or guardians use these youths to undertake some income generating activities in order to support the households economically. The Youth Entrepreneurship Initiative Project aims at conducting vocational training programs to the disadvantaged Kitunda youths in various handcraft skills. The goal of the project is to empower the community youths economically through vocational training in order to make them self employed. The targeted group is composed of orphans and other kinds of disadvantaged youths. The project has devised a mechanism that will create self-employment by using its different vocational training programmes such as carpentry, tailoring, batik making, molding and entrepreneurship course; in the process address issues concerned with reducing the spread of HIV/AIDS pandemic. In this entrepreneurship initiative the project will assist the community youths undergoing training to be able to produce and sell handcraft thus helping them economically and at the same time helping the sustainability of the project. In the long run these youths will be able to transfer the knowledge to their community fellows and therefore forming a larger youth entrepreneurship undertaking.

EXECUTIVE SUMMARY

The Youth Entrepreneurship Initiative was established for the purpose of combating or rather reducing the unemployment situation which is largely prevailing in the area as well as the country at large. The project consists of different vocational training programmes such as tailoring, carpentry, molding and batik making. Youths are trained in those areas to enable them acquire basic life skills for the aim of raising employment possibilities among them and the entire community.

The target community is of Kitunda ward youths ranging from 15 to 18 years, who are mostly orphans and some from very poor families who are encouraged to come and join the vocational centre. The project in collaboration with local donors assists them to pay their school fees while the community youths whose parents are still alive and economically able are also encouraged to join the centre for a relatively little fee. Both groups of the community youth are imparted with new skills, which at the end of the day will enable them to run their lives.

The problem statement is: An increasing number of unemployed youth is a contributing factor to entrenched poverty in Kitunda ward. Although poverty is less in the urban area, it is still a serious problem, especially in some urban areas other than Dar es Salaam as shown in the 1991/2 survey. According to the 1991/2 survey, the basic needs poverty incidence for Dar es Salaam was 5.6% and for the other urban areas 41%. (Poverty Reduction Strategy Paper, 2000).

In sub-Saharan Africa, a person below 25 years is three times as likely to be unemployed as a person above 25; this is the result of a high rate of population (3.2% in Africa). (Streeten 1994). On average, and almost everywhere, for every unemployed adult, two young persons find themselves without work. The rate of unemployment among young people is higher than that of the general population. According to Eurostat's Labour Force Surveys, there were 18 million unemployed in the EU countries, especially in Southern European countries, including Spain and Italy. About 40% of the unemployed population is under 25yearsold. (ILO1997).

The target community is currently faced with an increasing number of primary school drop-outs and orphans who couldn't complete primary education. These youths are living in such a situation that they do not have future expectations on how they can sustain themselves economically.

The target community's desired condition is to enable these youths acquire basic life skills through vocational training which will in the future make them self-employed. In the process they should also be aware of the spread and how to protect themselves from contracting HIV/AIDS.

Objectives fully or partially achieved:

- (i) To enable more than 100 youths acquire different life skills such as carpentry, tailoring, molding and batik making by December 2006.

- This objective is going to be realized through encouraging parents/ guardians to allow their children join the training centre for only some hours in a day so that they remain with enough time for household activities.
- Contribution fees from economically able families and fundraising will help to retain the youths at the centre and run the project for the initial phase.
- The revolving funds coming from production groups will be used to run the project in the future.

(ii) To establish 10 production groups by the end of June 2006

- This will be possible by simply selecting those students who have successfully acquired the basic skills to perform production functions.

(iii) To provide various working tools to each of the groups by the end of June 2006.

- This is going to be realized through contribution fees, fundraising, soliciting funds from the government, government agencies and donors.

All the three project objectives are yet to be fully achieved since the second and third objective are subject to the successful completion of the first objective. So far due to its small capacity the project has only been able to accommodate 40 instead of 100 targeted students. It is therefore due to this reason the project has not been able to provide working tools which are necessary for each production group to operate efficiently.

In light of the project experience the researcher recommends to others attempting similar projects as follows:

To establish links with financial institutions and government agencies; to reinforce the capacity building for project management and staff; and to establish clear benchmarks with respect to planning, implementation and evaluation.

CHAPTER ONE

1.0 COMMUNITY NEEDS ASSESSMENT

1.1 Community Profile

According to the 2002 Population and Housing Census, Kitunda ward has a population of 8,888, but the number of new immigrants is increasing daily since this is a newly established settlement. Most of Kitunda residents are casual labourers, poultry keepers, and peasants. Education wise there is a low level of education among parents because of the reason that most of the inhabitants are immigrants from rural areas who came to Dar es Salaam to seek life opportunities. Children and youths emanating from these families are also following a similar trend of hard labour as their parents tend to ignore the importance of education also they are not able to cater for the costs of secondary and tertiary education. On another perspective the area has a big number of HIV/AIDS orphans resulting from death of parents.

1.1.1 Project history and community context

1.1.1.1 The physical and social environment of the project

The Project is hosted by Liberty Care Centre (LCC) which is an NGO established in 2002 by members who are residents of Kitunda ward with the intention of fighting against the worst forms of labour among youths by liberating them through provision of both formal and non-formal education and vocational training to promote income generation by means of fair employment. Through observation of what was going on i.e.

the situation whereby children were not going to school instead they were seen in streets doing small businesses to support their families. The founders analyzed the prevailing situation and conducted a need assessment, which led them to starting the project basically by volunteerism early 2005.

1.1.1.2 The Project's organizational context

There are 4 senior staff, 3 intermediate staff and 2 junior staff and many other stakeholders from the locality who come at different times to volunteer in different activities.

The project is headed by a project coordinator who is assisted by three Assistant Project Coordinators (Departmental heads). There is also a Project Accountant, Monitoring and Evaluation Officer and Community Mobilizer. There are 3 occasionally hired trainers, a secretary/ cleaner and a watchman.

This project fits in the social environment simply because it caters for both formal and non-formal education which most of the children in the area have been missing. It is expected that the project will be beneficial to the whole community by withdrawing the desperate youths from joblessness and empowering them through education and technical skills.

The project is affiliated with Education Development Center (EDC) and Service Health and Development for People leaving Positively with HIV/AIDS (SHDEPHA+)

The project has no funding sources apart from contribution from the founder members and some promises made by TACAIDS and other donors. The vocational training centre is expected to be a reliable and lasting source of income to the project in the future. Since the project is not time-bound, it is there to serve the community as long as the community lasts and accepts the services it is offering.

1.1.2 Demographic characteristics

Kitunda ward is in Ukonga constituency and it has a population of 8,888 inhabitants. Most of the inhabitants are low-income earners who are engaging themselves in activities such as poultry keeping and vegetable growing. The income they earn is usually not sufficient to cater for the household requirement and thus their little sons and daughters are forced to engage themselves in small time economic activities to supplement the household income.

Table 1. Age and Sex distribution

Age group	15 - 19	20 - 24	25 - 29	Total
Male	456	528	491	1,475
Female	497	615	502	1,614
Total	953	1,143	993	3,089

Source: 2002 Population and Housing Census: Village and Street, Age and Sex Distribution.

1.1.3 Social characteristics

Some parents are both poor and illiterate as a result they don't see the benefits of education and therefore they refuse to send their children to school and instead engage them to household income generating activities; they are uncertain with education's pay back period. Some parents are still practicing illegal genital mutilation tradition, which causes long absence from school and early marriage to girls. Some parents still believe that educating their daughters is wastage of time and resources as well as a delay of bride price. Some parents stop their daughters from attending schools or never send them to school at all so that they are circumcised and get married at an early age.

The children/youth are hailing from different circumstances that surround their upbringing. Some of them live with their parents who are too poor to cater for their basic needs. Some live with relatives whose economic situations are even worse and another group is made up of orphans left under guardianship of their dead parent's relatives.

In the efforts trying to address the problem by using local initiatives, Liberty Care Centre through "**Youth Entrepreneurship Initiative Project**" started the provision of non-formal and vocational training. Nevertheless the initiative has to continuously work hard to convince some parents/guardians who are not interested due to the fact that their family labour force is impaired when their children/youths have to attend training.

People in this community relate to each other in a friendly manner owing to their homogeneity in terms of culture and economic activities such as poultry keeping and vegetable growing. The neighbourhoods are made up of inter-family relationships which allow normal cooperation among them when it comes to social affairs such as weddings, ceremonies and funerals. However, the relationship is not very smooth within families due to gender imbalances and children having no opinion but to respect whatever parents/ guardians demand them to do. The high level of poverty prevailing makes the relationship somehow exploitative in a way that some heads of families deprive their children from going to school so that they work for the household up keeping.

The power structure is both political and family oriented but the political power system is the most recognized authority in ruling the community. At the ward level, the Ward Executive Officer (WEO) is the highest community official. The intermediate level is composed of the Street Chairperson and Ten-Cell Leaders. The lowest power group is the family level where power is vested in male parents who control all household undertakings.

1.2 Community Needs Assessment

1.2.1 Community Current condition

The target community is currently faced with an increasing number of primary school drop-outs and orphans who couldn't even manage to complete primary education. All these youths are living in a situation where they do not have future expectations of how

they can sustain themselves economically. Currently among other needs, the community is facing economic hardship in running their day to day life but youths are in the situation of joblessness resulting from lack of basic work skills and the incapability of being self employed. The needs assessment was conducted in a participatory way with Liberty Care Centre organizational leadership by way of interviews and focus group discussion with some of the youths associated with the organization.

1.2.2 Community Desired condition

To enable these youths acquire basic life skills through vocational training which will in the future make them self-employed. And in the process they should also be aware of the spread and how to protect themselves from contracting HIV/AIDS.

1.3 Research methodology for analysing current condition

The research was done for the purpose of examining factors influencing unemployment to the youths of Kitunda as well as suggesting ways of addressing the problem in the locality. Also the way youths perceive employment was an important aspect to be considered. Among other parameters the research aimed at establishing the magnitude of factors such as education, age, sex, cohort size and family income level and their impact on youth employability. Research results presentation and recommendations were drawn upon research data analysis.

1.3.1 Research objectives

1.3.1.1 General Objective

The research intends to explore the cause of unemployment among youth in peri-urban areas.

1.3.1.2 Specific Objectives

1. To examine problems and challenges facing youth in getting employment
2. To examine available support for youth for poverty alleviation
3. To generate information to guide micro level local action strategies for poverty alleviation

1.3.2 Research questions

1. What are the factors influencing youths unemployment?
2. What are the possible ways of addressing the unemployment problem to the youths aged (15-29)
3. What are the perceptions of youths around Kitunda ward towards employment and unemployment?

1.3.3 Characteristics of the survey

1.3.3.1 Type of survey instrument(s)

The survey instruments used were: Questionnaires, in-person interviews, observation, and record review. These instruments were chosen because they were easy to be administered by the researcher since not all respondents could read and write properly.

Furthermore it was relatively easy through observation to see a rough picture of what the problem really is.

1.3.4 Contents

1.3.4.1 Number of questions

There were three (3) research questions developed from the research specific objectives

1.3.4.2 Contents of the questions

The research questions covered:

1. Demographic characteristics of respondents such as age, gender, education level, skills and training.
2. Socio-economic characteristics of respondents' parents such as level of income
3. Socio-economic information of respondents i.e. information on economic and non-economic status of youths during the last twelve months (usual activity) and last two days (current activity) for the purpose of establishing the length of unemployment.
4. Possible factors of youths unemployment
5. Perception towards unemployment/employment among youths
6. Suggestions of what should be done to curb the problem

1.3.5 Response types

There were different response types depending on the nature of the questions being asked on the questionnaire. There were both open and closed ended questions.

1.3.6 Description of scales

In this particular survey, the scale was divided into 3 categories; category one was to measure the problem of unemployment, category two was to measure factors leading to the problem, and category three was to measure the perception of the unemployed youth.

1.3.7 Psychometrics Characteristics

1.3.7.1 Scales

The scale was in three categories (i) Ordinal scale e.g. choosing among different levels of education (ii) Interval scale e.g. the respondent's income status (iii) Rank order scale e.g. ranking factors that lead to unemployment in terms of their weights.

1.3.7.2 How questions are scored

Questions are scored by checking in the appropriate answer for closed-ended questions and by filling in the blanks for open-ended questions.

1.3.7.3 How questions are combined into scales.

Questions are combined into scales by looking at the nature of variables to be measured, relevance on the subject matter and how they relate to each other.

1.3.8 Reliability

1.3.8.1 How reliability was established

Reliability refers to the consistency of the information gathered by the survey instrument.

An equivalent form method was used to establish reliability by asking questions which intended to bring the same information but using different words. E.g. what is your occupation and how much do you earn per month. Sometimes the same questions being asked to all respondents without change in meaning and later on comparing their responses on the questions.

1.3.8.2 Adequacy of reliability for survey's uses

The number of people interviewed (minimum sample size) was significant enough to provide reliable data. The response rate and the simple language used could enable the respondents give answers, which were relevant to the questions.

The number of items in the questionnaire was larger enough at the same time not very homogeneous. Moreover the instruments were tested to a few surrounding youths to see how they could respond to the questions and it worked well.

1.3.8.3 Adequacy of description and methods for establishing reliability

The survey instruments used were in person-interviews and questionnaires in which the researcher was able to talk to the respondents directly. Wherever the respondent could not understand the question then the researcher elaborated the meaning of the question so as to get relevant answers. Also the questions were not too many to make the respondents get bored and start answering without thinking.

1.3.9 **Validity**

1.3.9.1 How validity was established

Validity tells whether an item measures or describes what it is supposed to measure or describe.

The researcher had to employ a content validity method by passing the questionnaire to other research scholars to see whether it sufficed the need of information to be collected and see whether the contents of the questions reflected the research objectives. Also items were representative enough to cover all the subject matter contents.

1.3.9.2 Adequacy of validity for survey's uses

The accuracy of the survey tools used, survey procedures and techniques to enable the data collected correspond to the survey objectives.

1.3.9.3 Adequacy of description and methods for establishing validity

The use of reliable instruments such as questionnaires and in person-interview as well as the language used was simple enough to make respondents give right information.

1.3.10 Administration

1.3.10.1 Characteristics of survey administrators (education, experience)

The survey was administered by the researcher himself who is a student of Masters Degree in Community Economic Development.

1.3.10.2 Training activities for interviewers and other data collector

There was no training since the researcher collected the data himself.

1.3.10.3 Characteristics of quality assurance methods

The aim was to ensure that survey is administered and interpreted in a uniform way by everyone who administers it. The survey was carried out by the researcher alone therefore there was no variation in the application of the methods.

1.3.10.4 Length of time to complete each survey

Each survey had an average of 25 minutes and an unknown period between one respondent to another due to the nature of sampling (convenient sampling)

1.3.10.5 Length of time the entire exercise

The length of time for entire survey to be completed was four (4) days

1.3.11 Survey Methods

1.3.11.1 Design

Descriptive

The research design is cross-sectional because it aims at collecting data at one point in time. It is a descriptive cross-sectional research as it is concerned with describing certain factors related to unemployment among youths.

Limits on internal and external validity

Internal validity may have effect on the results due to the respondents who at times had to stop and attend their business customers. In this case there were probably some

changes occurring within the same individual due to the situation of being on and off during the interview.

External validity is limited in a sense that the age range selected for survey is not an effective representative of the population of Kitunda youths therefore generalizing the findings does not give the true and authentic picture.

Also some respondents initially expecting to get employment vacancies through this survey only to be told the truth that the researcher was not aiming at providing jobs might have an effect on the way they responded.

1.3.11.2 Sample

Sample selection

A convenient sampling was employed since the area has no register from which a sample of respondents could be drawn. Despite using convenient sampling the researcher's target was to interview youths ranging from age 15 to 29.

Sample size

The sample was selected from a group of unemployed youths aged between 15 and 29 at Kitunda ward, which is in Ilala district. However the sample size was calculated after considering important factors such as the population proportion of the unemployed youths among the whole population of youths residing in the area. A confidence level of 90% was used in selecting the sample and therefore the sample size was calculated as shown below:

$$N = (Z/e)^2 (p) (1-p)$$

Where:

N = Sample size

Z = The standard score corresponding to a given
confidence level

e = The proportion of sampling error

p = The estimated proportion or incidence case

For a 90% confidence level, Z = 1.65, e = 0.10

From the Kitunda ward data, p = 35% = 0.35

Then, $N = (1.65/0.10)^2 (0.35)(1-0.35) = 62$; therefore the sample size was of 62 respondents.

Potential biases

The lower limit of youths had to be 18 due to the eligibility of employment by law but there is no clear demarcation between youths and children. The sample was limited to an upper age limit of 29 though in some cases youths are counted up to the age of 35. Some documents state that all people aged 15 - 35 years are youth (Tanzania National Youth Policy, 2000).

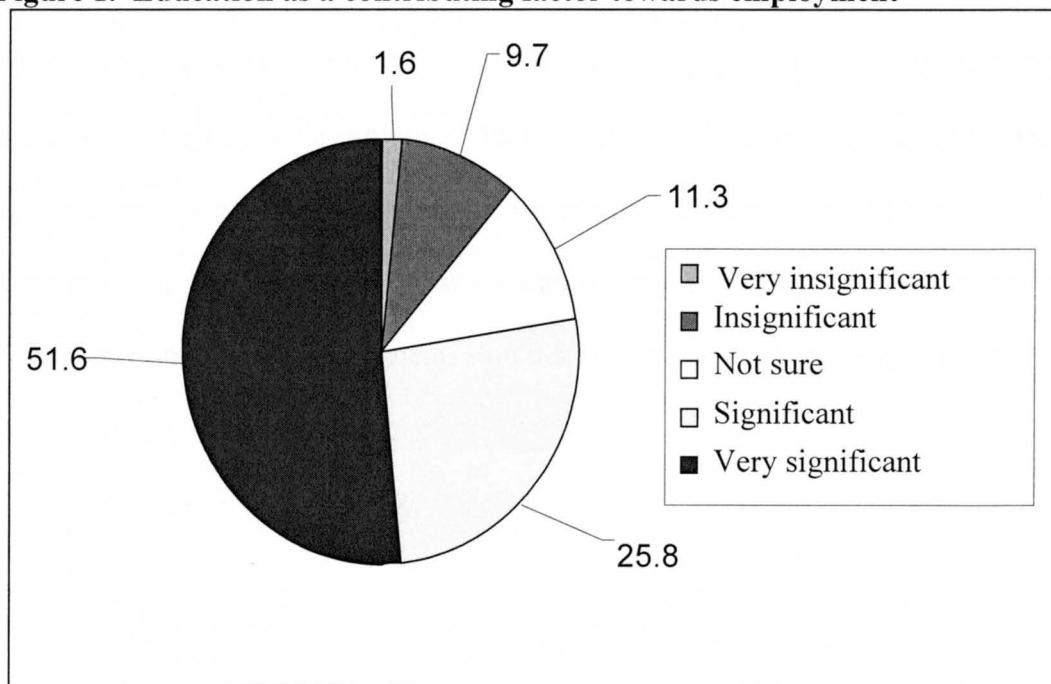
1.3.12 Results Implications and Recommendations

1.3.12.1 Data Analysis

The data was analysed by use of SPSS and the analysis was presented in different ways in Excel in the form of bar charts, pie charts and tables containing frequencies and percentages. The analysis was based on factors influencing employment as well as youth perceptions on employment.

Factors

Figure 1. Education as a contributing factor towards employment

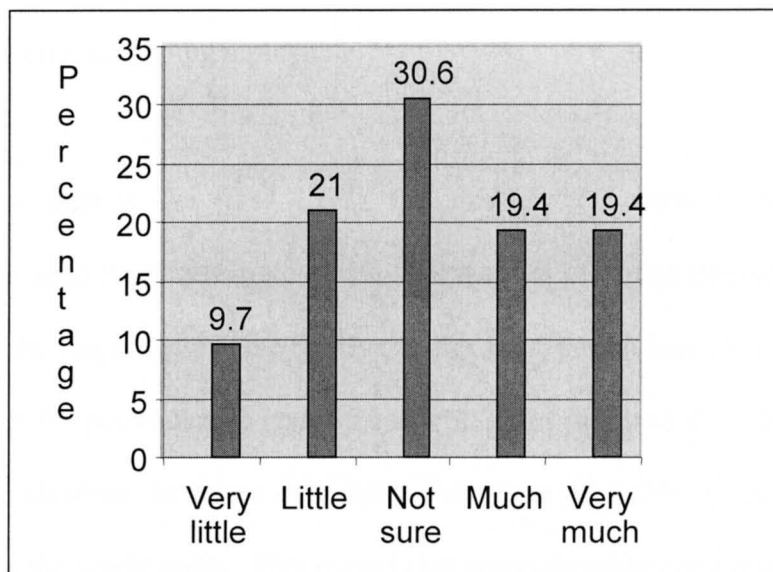


Most youths in the survey (51.6%) recognized that having good education is very important for securing employment. Education in this context covers both vocational and non vocational education which is necessary to impart the youth with job skills. The

survey was conducted in the area where most of the youths are standard seven leavers, very few with secondary education, and very few primary school dropouts or never been to school completely. Their levels of education force them to work in informal sectors and this is in a way related to a study done by Nickell (1996). The relative employment and wage prospects of unqualified and or/ unskilled workers has been getting progressively worse over the years. Overall, there is no direct correlation between education level and employability, but this is due to the fact that most of those with no or with limited education often find work in the agricultural sector (Nickell, 1996b).

Furthermore, the children's parents or guardians are also of low standard of education as a result they are only able to venture on low income paying jobs such as petty business, artisanship and vegetable growing. The kind of income generating activities performed by these parents give them just enough for survival. Some youths (11.3%) said that they were not sure whether education was a significant factor to make a person employable. However, (1.6%) of the respondents said that education was very insignificant.

Figure 2. Youth's cohort size as a hindering factor towards employment



A greater percentage (36%) of youths were not sure whether the large youth cohort size was significantly a hindering factor towards employment. 9.7% of the respondents said that the youths cohort size was not significant at all. However, (19.4%) were of the opinion that the larger number of youths in the labour market is a very significant factor contributing to the problem of unemployment among youths. The number of youths in most cases has been overwhelmingly larger for an average country's economy to accommodate. Looking at this factor one can see that youth unemployment rate is higher than that of adults. Self-evidently the greater the number of young people on the labour market, the more jobs that will require to accommodate them (Koreman and Neumark, 1996). In sub-Saharan Africa, a person below 25 years is three times as likely to be unemployed as a person above 25; this is the result of a high rate of population (3.2% in Africa). It is controversial whether youth unemployment will be solved in time, as the

young gain experience and grow older, or whether it is a structural problem, so that they become permanently unemployable.

Also according to the (ILO 1997), the size of the Labour force is a critical factor contributing to youth unemployment. The number of young people globally is about to become the largest in history relative to the adult population. At present, more than 50 percent of the population is under the age of 25, or just over three billion individuals are youth or children. In terms of youths alone (age 15 – 24), there are over 1.3 billion youths in the world today. This means that approximately one person in five is between the age of 15 and 24 years, or 17 percent of the world's population is "youth". 84 percent of the world's youth lives in developing countries, projected to increase to 89 percent by 2025. Therefore, the greater the number of young people on the labour market, the more jobs that will be required to accommodate them. One study estimate, that an increase in the relative size of the youth population of 10% will raise the youth unemployment by around 5%.

Other statistics show that youth aged 15-24 years make up between 19-23 percent of the populations of majority of African countries, although some estimates show that the proportion of youth aged 15-25 years constitutes about one -third of the population in most African countries (Chigunta, 2002).

Table 2. Age as a hindering factor towards employment

	Frequency	Percent
Very little	15	24.2
Little	18	29.0
Not sure	11	17.7
Much	9	14.5
Very much	9	14.5
Total	62	100.0

Age was not considered to be a very significant factor by (24.2%) of the respondents while (17.7%) were not sure of whether age was significant or not. However, (14.5%) of the respondents said that age was a very significant factor for a person to be employed which is agreeable to a study done by Ghellab, 1998 which concludes that due to lack or inadequate experience, many firms do not prefer employing youths fearing that they can not deliver accordingly. Some organizations are more likely to employ a retired worker who could cost less in terms of benefits and other statutory payments or even extend the retirement age rather than employing a young worker who has a lower experience.

youths unemployment in Africa is concentrated among those aged 20-24 years, majority of those 15-19 are still in school, whether formal or vocational education, or engaged in informal sector activities. About one-third of economically active youth are unemployed in Africa, the figure is about half in South Africa (Chigunta, 2002).

On average, and almost everywhere, for every unemployed adult, two young persons find themselves without work. The rate of unemployment among young people is higher than that of the general population. According to Eurostat's Labour Force Surveys, there were 18 million unemployed in the EU countries, especially in Southern European

countries, including Spain and Italy. About 40% of the unemployed population is under 25yearsold. (ILO1997).

Table 3. Gender as a hindering factor towards employment

	Frequency	Percent
Very little	23	37.1
Little	13	21.0
Not sure	14	22.6
Much	9	14.5
Very much	3	4.8
Total	62	100.0

According to the data, 23 respondents equivalent to 37% rated gender as a very little hindering factor towards employment while 14 respondents equivalent to 22.6% said they were not sure of the gender disparities in relation to employment. Very few respondents (4.8%) said that gender was very significant for youth employability. The low rating as to whether gender was a significant factor or not might have been due to the number of respondents who turned up to be mostly males. But in reality, studies done by other researchers and institution for instance ILO reveal the opposite of what has been found. There are wide variations in female labour force participation between and within countries in Africa. Available statistics show that labour force participation rates are lower for women than for men in every country. For all Africa, female labour force participation rate was 33.8 percent for females as against 49.7 percent for males in the year 2000. However, official labour statistics do not adequately reflect women's activities, especially in rural areas where production systems are still predominantly household or family based. A great deal of women's economic activities, especially for family consumption and unpaid family labour are not reflected in official statistics (ILO 1997).

Another study done by Chigunta (2002) says that unemployment is higher among male youth than among females. This may be because most females in Africa get married at this age and may regard themselves as housewives rather than as unemployed. However, youth unemployment is higher among females in Mauritius, Egypt and Morocco. (Chigunta, 2002)

Another evidence of gender disparities in Africa is a survey conducted by the World Bank; the survey found that over 95 percent of female workers in Ghana and 90 percent in Zambia are employed in the informal sector (Katepa-Kalala, 1999). Furthermore, unemployment of women continues to be higher than that of men. Women face various structural constraints on their effective participation in economic activities.

Lack of employment results to girls getting themselves engaged into prostitution, a good example is the victims of trafficking who are mainly females between the ages of 17-20 years with some as young as 14 years. A profile of Ghanaian prostitutes in Netherlands shows that victims of trafficking are mainly young women, less educated, often semi-literate or illiterate women with little control over their own situations (Taylor, 2002; Aghatise, 2002).

Table 4. Parents' income as a contributing factor towards employment

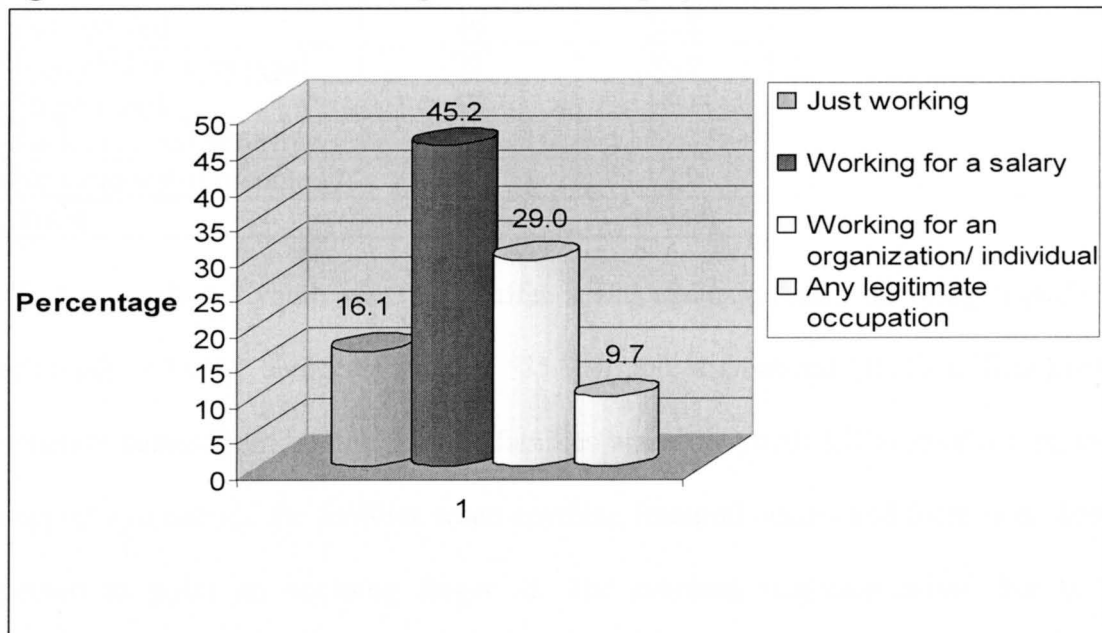
	Frequency	Percent
Very little	11	17.7
Little	12	19.4
Not sure	14	22.6
Much	19	30.6
Very much	6	9.7
Total	62	100.0

This item analyzes the employment status of youth in relationship to their individual and family income status

According to the data 17% of the respondents rated family income as a very insignificant factor contributing to youth employment while 22.6% were not able to tell what was the role of family income in relation to employment. 30% of them responded that family income was much significant and 9.7% said that it was very much significant.

In reality unemployment rates among young people tend to decline as family income increases; this is very evident in the more developed economies. A good example is the report on youth in the United States which found that in March 1999, 31 per cent of youths who were in the labour force and from families in the lowest income quartile (in 1998) were unemployed. By contrast, only 12 per cent of those whose families had incomes in the top quartile of the distribution were unemployed (ILO, Geneva 2004)

Unemployment among youth affects a broad spectrum of socioeconomic groups, including the less and well educated youth, and particularly affects youth from low-income backgrounds and those with limited education (Chigunta, 2002).

*Perception***Figure 3. Youth understanding of the term employment**

In trying to investigate the understanding of what employment means, most youth (45.2%) understands that the term employment means working for salary regardless of the kind of employment; while 29.0% takes in consideration the salary aspect but their understanding is working for an organization or an individual.

On the other hand 9.7% perceives employment as any legitimate occupation and 16.1% understands it as just working. Both the two last groups apparently consisting of the lowest age do not seem to mention the financial component employment carries along.

Table 5. Feeling of unemployed youth in the community

	Frequency	Percent
Disregarded	16	25.8
Regarded as a criminal	21	33.9
Stigmatized	10	16.1
Lack of social security	7	11.3
No certainty of income	8	12.9
Total	62	100.00

Most unemployed youth said they suffer social exclusion such as being regarded as criminals (33.9%), being disregarded (25.8%) and stigmatized (16.1%). This kind of situation comes from both within the families when the youth fail to give any financial support and outside the families when anything immoral occurs and there is no known person to point an accusing finger at. The criminal suspicion arises due to the community belief that crime practitioners are people without proper income generating activity. The street youth in African towns and cities, denied of legitimate means of livelihood, grow up in a culture that encourages criminal behaviour, some have become drunkards, and others are on drugs such as marijuana and, mandrax (Chigunta, 2002). The lack of social security and income uncertainty represent 11.3% and 12.9% respectively, and this implies that these youths suffer insecurity due to lack of employment that would give them regular earning. The implications of all this are quite serious, leading to situations of social distress and eventual marginalization and exclusion amongst youths. Several studies have shown that majority of prison inmates in some African countries are youth aged 30 years and below, and that delinquency, crime and drug abuse are on the increase among youth in Africa (Igbinoia, 1988).

1.3.12.2 Recommendations

In light of the research conducted on youth unemployment at Kitunda ward, the researcher came up with the following recommendations:

- i. To organize sensitization workshops on the socio-economic impacts of unemployment among youths and the need to mainstream youth and gender concerns into all community programmes.
- ii. To formulate a national employment Policy responsive to gender and youths concerns.
- iii. To devise a strategy which helps to build a reliable rural economic base in order to reduce the rapid rural-urban migration
- iv. The government should improve school curricula and quality of education which prepares young men and women at any level and any age to be able to employ themselves
- v. Household economic empowerment will reduce unemployment among youths since most of the uneducated and hence unemployed youth come from poor families.

CHAPTER TWO

2.0 PROBLEM IDENTIFICATION

The problem identification has been arrived at by analyzing the Community Needs Assessment and thereafter deducing the problem statement.

2.1 Problem statement

An increasing number of unemployed youth is a contributing factor to entrenched poverty in Kitunda ward. The expansion of international poverty and unemployment in the world over the last few decades has been associated with the on set of the capitalist market, economic crisis or boom (James, 2002), leading to unemployment and social unrest. Although poverty is less in the urban area, it is still a serious problem, especially in urban areas other than Dar es salaam. According to the 1991/2 survey, the basic needs poverty incidence for Dar es salaam was 5.6% and for the other urban areas is 41%. (Poverty Reduction Strategy Paper, 2000).

In sub-Saharan Africa, a person below 25 years is three times as likely to be unemployed as a person above 25; this is the result of a high rate of population (3.2% in Africa). It is controversial whether youth unemployment will be solved in time, as the young gain experience and grow older, or whether it is a structural problem which might render them permanently unemployable. At the same time, protection against child labour and implementing compulsory education are essential. The market left to itself, can lead to cruel exploitation. (Streeten 1994). On average, and almost everywhere, for every unemployed adult, two young persons find themselves without work. The rate of

unemployment among young people is higher than that of the general population. According to Eurostat's Labour Force Surveys, there were 18 million unemployed in the EU countries, especially in Southern European countries, including Spain and Italy. About 40% of the unemployed population is under 25yearsold. (ILO1997).

Most studies are considering poverty in terms of access to what is proximity to social, economic to administrative facilities such as schools, medical facilities in rural and urban areas (REPOA 2004). However, little attention has been paid to poverty among youths as related to unemployment and this is a problem that needs to be addressed.

2.2 The target community

Kitunda ward youths/ children ranging from 15 to 18 years, who are mostly orphans and some from very poor families are encouraged to come and join the vocational centre. The project in collaboration with local donors assists them to pay their school fees while the community youths whose parents are still alive and economically able are also encouraged to join the centre for a relatively little fee. Both groups of the community are imparted with new skills, which at the end of the day will enable them to run their lives independently. These youth will in a near future work together through formed production groups where they will contribute a little amount of the income so generated towards running the project. Some parents are members of various committees formed by the project to bring about the intended results of community empowerment through youth self-employment.

2.3 Stakeholders

2.3.1 The community

The community is the host of the project and in fact the community members are the project owners. It has the role of participating by attending meetings, mobilizing and advocating the importance of the project as well as doing all what is necessary for making the project fruitful for the benefit of their children and the community as a whole.

2.3.2 Ilala Municipal Council

Through Kitunda ward development office the municipality helps by first recognizing the legitimacy of the project, identifying the required youth and provision of recreation and sport facilities to motivate them to stay at the centre.

2.3.3 Tanzania Commission for Aids (TACAIDS)

Being the highest organ that deals with reduction of the spread of HIV/AIDS in the country, TACAIDS needs to work with other community based projects so as to get in touch with the grassroots. It provides training funds on HIV/AIDS and Reproductive health to the youths in order to keep them away from engaging themselves in promiscuous behaviour.

2.3.5 Liberty Care Center (LCC)

Is the organization hosting the project, the organization was established with the aim of alleviating poverty among the residents of Kitunda. LCC is assisting the project in

management and technical aspect. Running vocational education which aim at providing employment skills is one of the poverty reduction strategies, this ties with LCC's broad goal.

Table 6. Stakeholder Impact Analysis

Name of Stakeholder Group/ Organization	Potential Benefits/costs	Project discussed with/this group/ organization	What is their opinion of the project & its goals	What is their opinion of the project design
Children	Will get nursery and primary education. Poor children will manage to escape Worst forms of Labour	No	No	No
Youth	Will be sponsored for non-formal primary education e.g MEMKWA and MAMBO ELIMU, Formal primary and secondary education & vocational training. Poor youths will manage to escape Worst forms of Labour.	Yes	To establish a library and sports.	They should have representatives from their group for matters concerning youth welfare.
Women	BENEFITS: Will be assisted on income generating activities by linking them with micro credit societies and helping them attend various seminars on income generation. COSTS: Their children spend most of the time at school instead of household activities.	Yes	To add a component of Adult education.	The project should see that it is important for the youth/children to have enough time for household income activities.

Men	<p>BENEFITS: Through adult education they will get the knowledge on how to improve their poultry projects and agriculture as well as introducing mushroom cultivation.</p> <p>COSTS: Their children spend most of the time at school instead of household activities.</p>	Yes	To add a component of Adult education.	Grown ups should also be admitted in vocational training and English evening classes
LCC	<p>BENEFITS: LCC is looking forward to seeing the project as of great assistance towards reaching its goal of poverty reduction.</p>	Yes	To add an HIV/ AIDS component.	Technical assistance e.g. Management and financial has to be handled by the host organization
Ilala Municipality	<p>BENEFITS: LCC is looking forward to seeing the project as of great assistance towards reaching its goal of poverty reduction.</p>	Yes	To add an HIV/ AIDS and Reproductive health component.	Technical assistance e.g. Management and financial has to be handled by the host organization which is responsible for liaison matters.

2.3.5 People with special skills in the project

People with special skills in the project are:

- Project Coordinator
- Technical Advisor
- Community Mobilizer
- Monitoring and Evaluation officer
- Programme Officer
- Project Accountant
- Facilitators/Trainers

2.3.6 Other kinds of human capacity

At different times the project gets assistance from skilled personnel from Ilala municipal council depending on the topic at hand. Some members of the community are willing to work with the project voluntarily, this include some retired officials residing in the project locality who have devoted to share their knowledge with the project officials.

Youths who have received knowledge from various seminars conducted in the district are counted as resources to the project through the knowledge they transfer to their fellows.

2.4 Goal(s) of the Project in CED terms

2.4.1 Current condition

Currently the community youths are in a state of joblessness/ unemployment resulting from lack of basic work skills. The aim of the project is to provide vocational training to the youths so that in future they become self-employed.

2.4.2 The project goal

The goal was to economically empower the community youths through vocational training for the aim of making them self-employed.

The project goals are defined after having gone through the process of Problem identification, community needs assessment, establishing a problem statement and the available resources necessary to accomplish within a specified timeframe.

The researcher assessed the feasibility of the project and that it will achieve its goal by associating a community aspect where the researcher made the community stakeholders feel their ownership in the project by having committees' membership. Similarly the project is working in collaboration with the Kitunda ward local government.

To verify that the project was moving towards achieving its goal was done by setting monitoring indicators which is an on going process.

2.5 Project Objectives

- (i) To enable more than 100 youths to acquire different life skills such as carpentry, tailoring, molding and batik making by December 2006.
- (ii) To establish 4 production groups by the end of June 2006
- (iii) To provide working tools to each of the groups by the end of June 2006.

By January 2006 the project would be able to open a vocational training college and the prerequisite to achieve the above objectives are as shown below:

- To have a competent management team
- To have a well trained staff
- To have both material and financial resources
- To have cooperation from the community members by giving support to the project as well as allowing their children to come and join the college.

The project has most of the resources to fulfill the prerequisite except for some few funds that is yet to be raised.

2.6 Host organization

The project is hosted by Liberty Care Center (LCC).

2.6.1 Mission statement

To alleviate poverty and worst forms of child labour through provision of both formal and non-formal education to children and youths, vocational training and promoting income generation activities in the entire community.

2.6.2 Objectives

- (i) To operate and run child nursery day care center, pre-school, primary, secondary and vocational schools.
- (ii) To operate and run orphan and other disadvantaged youth center.
- (iii) To provide food, clothes and medicine to children and youth in these centers.
- (iv) To liaise with national and international institutions for the purpose of securing cooperation in child issues.

LCC is working in areas concerned with community economic empowerment and poverty reduction by offering assistance in areas such as education, agriculture and livestock keeping

- (i) The host organization is assisting the project in management and technical aspect.
- (ii) The researcher is working as both financial and technical advisor in the project.

CHAPTER THREE

3.0 LITERATURE REVIEW

3.1. Introduction

The study is looking at the youth unemployment aspect at Kitunda area in Ilala district in Dar es Salaam region. Youth for Economic Entrepreneurship is the most important feature of the project. It is a special initiative in the community for youth towards fighting against the catastrophe of unemployment. The major aim of the Project is to create self-made job opportunities for the youth and ensure stable and sustainable livelihood in the present environment of chronic unemployment and under employment in tune with the article 12 of Millennium Development goals, which is to alleviate poverty. Youth Employment focuses on challenges and opportunities for the disadvantaged and underprivileged youths, as well as finding new employment strategies for the youth.

This disadvantaged group lack access to education and employment and the community lacks the will and commitment to address issues related to provision of the basic inputs in youth development. The real challenge is to promote community participation drawing on available human and technological resources within the locality.

Youth Entrepreneurship Initiative has its roots in provision of proper training and skills and more effort is required at the local level in order to build a sustainable development framework by focusing on issues related to poverty. Tools are being developed and

adopted that will focus on the longer-term requirements of the entire cohort, while equally addressing the needs of the community.

Through equipping youths economically the project activities also entails developing a culture of prevention, in which all actors can play an active role in mitigating the effects of HIV-AIDS pandemic and the need to devote available resources on projects that will maximize benefits and offset the opportunity cost to the poor underprivileged youths.

3.2 Theoretical Literature

3.2.1 Definition of youth

In practice the operational definition of youths varies widely from country to country depending on cultural, institutional and political factors. In industrialized countries, the lower limit usually corresponds to the statutory minimum school-leaving age, whilst the upper limit tends to vary more widely. Some countries range people aged between 14-29 years as youths. Within the category of youths, it is also important to make further distinction between teenagers and young adults, since the problem faced by these two groups are quite distinct. (O'Higgins, 1997)

The Tanzania National Youth Policy defines a youth as 'a boy or a girl who is in transition from childhood to adulthood'. While some documents state that all people aged 15 - 35 years are youth, it seems that Tanzania has adopted the UN youth definition (15 - 24 years) in recent years. The 2000/01 Integrated Labour Force Survey uses the 15-24 years definition. (Tanzania National Youth Policy, 2000)

3.2.2 The concept of unemployment

According to the International Labour Organization (ILO) definition, which is the most widely used definition, the unemployed are defined as those people who have not worked more than one hour during the short reference period (generally the previous week or day) but who are available for and actively seeking work. (O'Higgins, 1997)

The term employment generally refers to a condition where a resource especially labour is willing and able to produce but is not engaged in any productive activity as a rule of exchange for an explicitly payment such as wage or salary (<http://old.developmentgateway.org>)

3.2.3 Types of Unemployment

Economists distinguish between five major kinds of unemployment, i.e., cyclical, frictional, structural, classical, Marxian and Hidden unemployment. Real-world unemployment may combine different types, while all five might exist at one time. The magnitude of each of these is difficult to measure, partly because they overlap and are thus hard to separate from each other. All but cyclical unemployment can be seen as existing at full employment, the level of employment and unemployment that represents the inflation barrier to demand-side growth. (www.wikipedia.org)

3.2.3.1 Cyclical unemployment

This type of unemployment exists due to inadequate effective aggregate demand. It gets its name because it varies with the business cycle, though it can also be persistent, Gross domestic product is not as high as potential output because of demand failure, due to pessimistic business expectations which discourages private fixed investment spending. Low government spending or high taxes, under consumption, or low exports net of imports may also have this result.

In this case, the number of unemployed workers exceeds the number of job vacancies, so that if even all open jobs were filled, some workers would remain unemployed. This kind of unemployment coincides with unused industrial capacity (unemployed capital goods). Keynesian economists see it as possibly being solved by government deficit spending or by expansionary monetary policy, which aims to increase non-governmental spending by lowering interest rates. A good example is during the Great Depression of the 1930s. (www.wikipedia.org)

3.2.3.2 Frictional unemployment

This unemployment involves people being temporarily between jobs, searching for new ones; it is compatible with full employment. It is sometimes called *search unemployment* and is seen as largely voluntary. It arises because either employers fire workers or workers quit, usually because the individual characteristics of the workers do not fit the individual characteristics of the job (including matters of the employer's personal taste or

the employee's inadequate work effort). Some employers such as fast-food restaurants and other providers of secondary labor markets use management strategies that rely on rapid turnover of employees, so that frictional unemployment is normal in these sectors.

This type of unemployment coincides with an equal number of vacancies and cannot be solved using aggregate demand stimulation. The best way to lower this kind of unemployment is to provide more and better information to job-seekers and employers, perhaps through job-banks in centralized computers (as in some countries in Europe). In theory, an economy could also be shifted away from emphasizing jobs that have high turnover, perhaps by using tax incentives or worker-training programs. But some frictional unemployment is beneficial, since it allows workers to get the jobs that fit their wants and skills best and the employers to find employees who promote profit goals the most. It is a small percentage of the unemployment, however, since workers can often search for new jobs while employed and employers can seek new employees before firing current ones.

One kind of frictional unemployment is called *wait unemployment*; it refers to the effects of the existence of some sectors where employed workers are paid more than the market-clearing equilibrium wage. Not only does this restrict the amount of employment in the high-wage sector, but it attracts workers from other sectors who wait to try to get jobs there. The main problem with this theory is that such workers will likely "wait" while having jobs, so that they are not counted as unemployed.

Another type of frictional unemployment is *seasonal unemployment*, where specific industries or occupations are characterized by seasonal work which may lead to unemployment. Examples include workers employed during farm harvest times or those working Winter jobs in the snowfields or Summer jobs such as in retailing. Because the jobs that are lost are those that rely on the season, it is difficult to employ these workers.

(www.wikipedia.org)

3.2.3.3 Structural unemployment

This involves a mismatch between the workers looking for jobs and the vacancies available. Even though the number of vacancies may be equal to the number of the unemployed, the unemployed workers lack the skills needed for the jobs or are in the wrong part of the country or world to take the jobs offered. It is a mismatch of skills and opportunities due to the structure of the economy changing. That is, it is very expensive to unite the workers with jobs. One possible example in the rich countries is the present combination of the shortage of nurses with an excess labor supply in Information Technology. Unemployed programmers cannot easily become nurses, because of the need for new specialized training, the willingness to switch into the available jobs, and the legal requirements of such professions.

Structural unemployment is a result of the dynamic changes of a capitalist economy (such as technological change and capital flight) and the fact that labor markets can never be as fluid as financial markets. Workers are "left behind" due to costs of training and moving, plus inefficiencies in the labor markets, such as discrimination.

Structural unemployment is hard to separate empirically from frictional unemployment, except to say that it lasts longer. It is also more painful. As with frictional unemployment, simple demand-side stimulus will not work to easily abolish this type of unemployment. Some sort of direct attack on the problems of the labor market such as training programs, mobility subsidies, anti-discrimination policies, a Basic Income Guarantee, is required. These policies may be reinforced by the maintenance of high aggregate demand, so that the two types of policy are complementary.

Structural unemployment may also be encouraged to rise by persistent cyclical unemployment: if an economy suffers from long-lasting low aggregate demand, it means that many of the unemployed become discouraged, while finding their skills (including job-searching skills) become obsolete. Problems with debt may lead to homelessness and a fall into the vicious circle of poverty. This means that they may not fit the job vacancies that are created when the economy recovers. Much *technological unemployment* (e.g. due to the replacement of workers by robots) might be counted as structural unemployment. Alternatively, technological unemployment might refer to the way in which steady increases in labor productivity mean that fewer workers are needed to produce the same level of output every year. The fact that aggregate demand can be raised to deal with this problem suggests that this problem is one of cyclical unemployment. The demand side must grow sufficiently quickly to absorb not only the growing labor force but also the workers made redundant by increased labor productivity.

Seasonal unemployment might be seen as a kind of structural unemployment, since it is a type of unemployment that is linked to certain kinds of jobs (construction work, migratory farm work). The most-cited official unemployment measures erase this kind of unemployment from the statistics using "seasonal adjustment" techniques. (www. wikipedia.org)

3.2.3.4 Classical unemployment

In this case, like that of cyclical unemployment, the number of job-seekers exceeds the number of vacancies. However, the problem here is not aggregate demand failure. In this situation, real wages are higher than the market-equilibrium wage. In simple terms, institutions such as the minimum wage deter employers from hiring all of the available workers, because the cost would exceed the technologically-determined benefit of hiring them (the *marginal product of labour*). Some economists theorize that this type of unemployment can be reduced by increasing the flexibility of wages (e.g., abolishing minimum wages or employee protection), to make the labor market more like a financial market. Conversely, making wages more flexible allows employers who are adequately staffed to pay less with no corresponding benefit to job-seekers. If one accepts that people with low incomes spend their money rapidly (out of necessity), more flexible wages may increase unemployment. (www. wikipedia.org)

3.2.3.5 Marxian unemployment

This unemployment theory was brought up by Karl Marx, some unemployment (the *reserve army of the unemployed*) is normally needed in order to maintain work discipline in jobs, keep wages down, and protect business profitability. If profitability suffers a sustained depression, capitalists can and will punish people by imposing a recession via their control over investment decisions (*capital strike*).

To Marxists, this kind of unemployment cannot be abolished without overthrowing capitalism as an economic system and replacing it with democratic socialism or else by running capitalism using a fascist state, under which profitability is protected by the systematic use of direct force. As with cyclical and classical unemployment, with Marxian unemployment, the number of jobless exceeds the availability of vacancies. (It's the scarcity of jobs that gives unemployment such a motivational effect.) However, simple demand stimulus in the face of the capitalists' refusal to hire or invest simply encourages inflation: if profits are being squeezed, the only way to maintain high production is via rising prices. (www.wikipedia.org)

3.2.3.6 Hidden unemployment

Hidden, or covered, unemployment is the unemployment of potential workers that is not reflected in official unemployment statistics, due to the way the statistics are collected. In many countries only those who have no work but are actively looking for work (and/or qualifying for social security benefits) are counted as unemployed. Those who

have given up looking for work (and sometimes those who are on Government retraining programmes) are not officially counted among the unemployed, even though they are not employed. The same applies to those who have taken early retirement to avoid being laid off, but would prefer to be working. Because of hidden unemployment, official statistics often underestimate unemployment rates. (www.wikipedia.org)

3.2.4 The problem of youth unemployment

The most vulnerable social group in Tanzania include youths (Tanzania Poverty and Human Development Report, 2003)

Youth's unemployment in Tanzania is categorized into three major situations, namely: Economic situation, Political situation and Social situation

3.2.4.1 Youth's Economic situation

The Tanzania National Youths Policy has identified that youths economic activities depends on the geographical place, age, sex and natural resources available. In general youths in Tanzania engage in the following economic activities.

- (i) Production activities involving the sector of agriculture, mining, animal husbandry and small scale industries such as carpentry, tailoring and blacksmith.
- (ii) Petty business like selling second-hand clothes, fruits and various foodstuffs.

Despite the fact that these youths are self-employed in the above mentioned areas; they face a lot of problems in implementing their activities. The major problems are lack of capital, equipment and skills.

- (iii) A small percentage of youths (3.4%) are employed in the civil service, in parastatal organisation and in the private sector. This group is but only a fraction of the total number of the educated and trained youths in various disciplines.

However due to the economic policy reform undertaken, many educated youth have been retrenched from work, many of these youths do not expect to be employed in the formal sector. The problem of unemployment affects both boys and girls but the latter have been mostly affected.

Among the unemployed people in the country, 60% are youths. The consequences of this problem are that youths engage in promiscuous behaviour like theft, armed robbery, substance and drug abuse, unsafe sex etc. More over many youths especially in urban especially in urban have continued to depend on parents. (Ministry of Labour Youth Development and Sports, 2002)

3.2.4.2 Political Situation

For a long time Tanzania has been under a monopoly political system. Youths, especially green-guards (CCM-based) used to participate in the community mobilization and generally youths used to participate in various political decisions through TANU

Youth League (TYL) and Later through Umoja wa Vijana CCM (UVCCM). They were prepared to take leadership positions in the party and government. Even under the multiparty system, youths have continued with the same activities. However, only a few girls emerge as leaders or representatives in decision making organs. According to the constitution every youth who has reached the age of 18, male or female has the right to vote and to contest for leadership at certain levels. (Ministry of Labour Youth Development and Sports, 2002)

3.2.4.3 The social situation

Due to changes in the lifestyle in our communities, accompanied by economic hardships, the once established systems in responsible parenthood in the communities have disintegrated. As a result, child and youth upbringing has been left in the hands of teachers and institutions dealing with youths.

At household levels, this task has been left in the hands of women who most often lack the time for responsible parenting. Conflicts among spouses and broken marriages have adversely affected youth upbringing. The consequences of this situation are the same as those resulting from unemployment. Youths engage themselves in promiscuity, some runaway from homes; some young girls get early pregnancies and face the risk of abortion and delivery complication due to tender age. (Ministry of Labour Youth Development and Sports, 2002)

3.2.5 Factors contributing to youth unemployment

There are many factors that contribute to the problem of unemployment among youths in many of the developed countries and developing countries but among them education, migration, cohort size and little wages seem to be the most dominant.

3.2.5.1 Education

One of the characteristics which unemployment tends to vary is the educational and (and the related skills) level of individuals. The difference between the unemployment rates of those with low levels of education relative to those with higher levels of education tend to widen over the years. At the same time the gap in the wage-rates of unskilled workers compared to those of skilled workers has also tended to widen. Thus the relative employment and wage prospects of unqualified and or/ unskilled workers has been getting progressively worse over the years (Nickell, 1996b). Overall, there is no direct correlation between education level and employability, but this is due to the fact that most of those with no or limited education often find work in the agricultural sector. The majority of those with secondary education also work in the agricultural sector, but a larger proportion of them are able to find work in the private, the informal and government sectors. However, a better education is by no means a guarantee for employment as the Tanzanian economy does not appear to be able to absorb a more skilled work force, Though there is a shortage of skilled workforce in Tanzania the few young graduates finds it hard to be employed due to government retrenchment policies and at the same time the private sector is looking for highly qualified and experienced

personnel. While the unemployment rate has increased amongst all groups, unemployment amongst those with secondary education and higher levels has increased at a higher rate than that of those youth with lower education levels. (Ministry of Labour Youth Development and Sports, 2002).

3.2.5.2 Migration

Migration can be another factor contributing to youth unemployment as they leave the agricultural sector in the rural areas and move to big towns and cities. These youths are attracted by urban life due to prospects for employment and self-employment and the perceived better social services. To make a living the youth migrants rely on dependence, engage in petty trading which sometimes becomes difficult to continue sustaining them. (Liviga & Rugatiri, 1998)

The model that has dominated thinking about urban labour markets has been the Haris – Todaro model. Its conclusion is that creating more employment in the towns increases rather than reduces urban unemployment, by attracting even more people from the country into the towns. In order to reduce urban unemployment, rural opportunities and amenities must be improved. Only then will the drift to the towns be reduced. The situation is the opposite of that in the Lewis model, in which urban employment opportunities reduce rural underemployment. Both models share the view that the remedy for the problem of one sector lies in action in another sector. The best solution to the problem of urban unemployment may be a land reform that redistributes land to

the tiller, low priced agricultural inputs and not to forget market creation. (Streeten 1994)

3.2.5.3 Cohort size

The size of the cohort is another factor contributing to the problem of youth unemployment, the number of youths in most cases has been overwhelmingly larger for an average country's economy to accommodate. Looking at this factor one can see that youth unemployment rate is higher than that of adults. Self-evidently the greater the number of young people on the labour market, the more jobs that will require to accommodate them (Koreman and Neumark, 1996)

While the number of young people in the industrial countries is declining there is a large increase in the young age groups in the developing countries. The youngsters entering the labour force do not find jobs and may grow up never having known paid employment. The young become demoralised and potential source of violence and social upheavals, quite apart from the waste of productive potential. As poor parents of children, they are poor models and tend to perpetuate unemployment.

In sub-Saharan Africa, a person below 25 years is three times as likely to be unemployed as a person above 25; this is the result of a high rate of population (3.2% in Africa). It is controversial whether youth unemployment will be solved in time, as the young gain experience and grow older, or whether it is a structural problem, so that they become permanently unemployable. At the same time, protection against child labour and

implementing compulsory education are essential. The market left to itself, can lead to cruel exploitation.

3.2.5.4 Minimum wage theory

Due to lack or inadequate working experience, many firms do not prefer employing youth fearing that they can not deliver accordingly. Some organizations are more likely to employ a retired worker who could cost less in terms of benefits and other statutory payments or even extend the retirement age rather than employing a young worker who has a lower experience. Lower rate of minimum wage to youths was established, either as a unique rate or graded by age with the objective of lowering the relative wages of young workers with a view of influencing the firms' demand for such category of workers. In most cases youths are discouraged due to the little pay they receive. There is a belief that youth productivity is lower than that of adult workers. Therefore if such a reasoning were true one could expect that the reduction of young workers' relative wage would be accompanied by training in order to improve their skills and hence to increase their productivity (Ghellab, 1998)

3.3 Empirical Literature

3.3.1 Studies done on youth and unemployment

Youth makes up more than 40 per cent of the worlds total unemployed. Forced by poverty and the lack of possibilities for better jobs, many young people in Tanzania have no alternative but to turn to informal activities to earn income. With economic growth

being insufficient to absorb new labour force entrants, there is a danger that informal work will become the only option for large numbers of young people, thereby making the objective of a decent job for all increasingly unavailable. According to Gora Mboup, (2004) urban unemployment in Tanzania was rated at 20 percent and youth unemployment was at 40 percent, according to ILO statistics. That Tanzania is the leading country in Africa with 64% of young female neither in school nor in employment also the second with 39 % of youth neither in school nor in employment. (Mushi, 2006)

According to the integrated Labour Force Survey (2002) out of estimated total labour force of 17.9 million people 65% are young men and women between the age of 15 and 35. The survey also revealed that unemployment for the whole country is 12.9% and the majority of the unemployed are living in urban areas. While 46.5% of unemployed labour force is living in Dar es Salaam alone, other urban areas have 25.5% and in the rural areas unemployment rate is 8.4%. The unemployment rate for young people aged 18 to 34 is 8.6% in rural and 41.4% in the urban areas. (Mushi, 2006)

3.3.2 Skills training available to youth

The characteristics of youths and youth labour market as a whole, as well as characteristics of individuals which affect their chances of finding work due to insufficient skills are the major concern here. One important aspect of youth unemployment is the relationship between unemployment and labour skills (education).

The level of education will influence the level of employment. Other things being equal then a good labour skill brought about by relevant education will reduce the degree of unemployment. An insufficient supply of skills is a cause of unemployment in the long run (Layard et al; 1994). The Ministry of Labour Youth Development and Sports (MLYD) realizes the complexity of youth labour market due to insufficient skills and training, therefore in order to minimize the problem of training the ministry collaborate with different sectors both formal and non-formal vocational training institutes to cater for some of the youths who can not be absorbed by the government.

3.3.2.1 Webiro Youth Entrepreneurship

This is one of the typical examples of youth groups who have managed to establish their own entrepreneurial ventures. It is one of the production groups where students who managed to attend Vocational training and on completion were given some capital by Sweden International Development Agency (SIDA) to enable them run a production group together with some colleagues. The group is in Mara Region, Bunda District.

In 1998 youths with carpentry skills formed a group which helped them to become self employed, and generate income enough to sustain their households. They produce goods and sell them in a special designed way which requires every member of the group to contribute a certain percentage of their gain to sustain the group operations. Currently the group members have been able to build houses, buy farms and even send their younger siblings to school. (www.sida.org)

3.3.2.2 Graduates Synergy

Is a youth NGO formed in 2002 by young graduates who saw the need of assisting other younger Tanzanians in job creation skills. The NGO is located at Kijitonyama area in Dar es Salaam and its major objective is to assist job seekers become job creators. Handcraft makers and other kinds of artists who previously had difficulty in getting markets for their products are now able to sell thanks to the efforts of Graduate Synergy. Due to growth of market of their products some of the youths have managed to join Bagamoyo College of Arts where they pay for the course on their own which they could not afford before. With the increased income some youth artists are now able to support their families in improving the life standard.

3.3.2.3 Kitunda Mgambo Group (KMG)

Established in 2000 is located at Kitunda suburban and it is composed of young men who previously underwent army training (Mgambo), decided to form a production group after being redundant from security jobs. The group is currently dealing with vegetable cultivation, pig, poultry keeping and milk-cattle keeping. The income generated by sale of products is distributed among the members and some is kept for expansion of the group activities. Income distribution among members of the groups has enabled some of them to buy individual farms as well as buying plots for construction of their own houses. Generally the youths forming this association are now economically more stable than before.

3.4 Policy Review

The policy review includes both the Tanzania and International youth policy about youth development.

3.4.1 International Youth Policy

The mobilization of youth passion, creativity and unique perspective of their current and future needs is now increasingly seen as both an international and national priority. While young men and women have always been considered an important target group in terms of national development planning efforts, there is a globally acceptable growing of the value of committing time and resources to initiatives that formulate specific national youth policy and accompanying action plan. Youth policy formulation is now advocated as an essential mechanism for both the identification of youths needs and concerns, and as a way of promoting greater youths participation in the building of the society for both today and tomorrow.

A range of key international events documents have clearly stated this imperative:

Young people in all countries are both a major human resources for development and key agents for social change, economic development and technological innovation. Their imagination, ideals, considerable energies and vision are essential for the continuing development of the societies in which they live. The problems that young people face as well as their vision and aspirations are essential components of the challenges and prospects of today's societies and future generations. Thus, there is a special need for

new impetus to be given to the design and implementation of youth policies and programs at all levels. The ways in which the challenges and potential of young people are addressed by policy will influence current social and economic conditions and the well being and livelihood of future generations. (World Programme of Action of Youth to the Year 2000 and beyond)

3.4.2 Tanzania National Youth Development Policy

The Ministry of Labour, Youth Development and Sports (MLYD) coordinates the National Youth Policy of Tanzania in cooperation with other youth-serving ministries and youth organizations, especially in partnership with the Tanzanian Youth Organization (Umoja Wa Vijana) and the Tanzanian Youth Council. Other youth-relevant policies include the 1997 National Employment Policy which advocates strategies for employment promotion and exploitation of existing wealth as well as the creation of an enabling environment for the private sector, NGOs and CBOs to effectively participate in employment promotion. The policy provides employment strategies for the youth, people with disabilities and women, mainly self-employment and work in the informal sector. It is anticipated that the next revision of the policy will include considerations of HIV/AIDS. The 1999 National Employment Promotion Services Act aims to provide placements, vocational guidance, employment counselling, active labour market interventions, labour market and occupational information, advisory. (Ministry of Labour Youth Development and Sports, 2002)

The 2000 National Employment Policy 2000 provides a framework for guiding long term employment and human resources deployment activities with a view to attaining full and gender balanced sustainable productive employment, leading to poverty eradication. The policy is administered by the Ministry of Labour and Youth Development. The Youth Development Fund (YDF) which was launched in 1994 targets youth in the informal sector in order to create self-employment and reduce youth unemployment. The YDF can be used as a revolving loan fund by youths involved in self-employment activities. Since its inception, approximately 5,000 youth have accessed the fund, and roughly a quarter of recipients have been female. During the same period, MLYD also instigated over 3,000 projects (mainly in agriculture but also in carpentry, animal keeping, tin smithing, tree planting and fishing) to mobilise youth to participate in the informal sector. During 1993/94, government also created the National Entrepreneurship Development Fund. The policy focuses on the implementation of the Millennium Development Goals (MDGs) such as Eradication of absolute poverty and hunger, promoting gender and empowering women and combating HIV/AIDS, Malaria and other diseases. (Ministry of Labour Youth Development and Sports, 2002)

3.4.3 Tanzania Vocational Education and Training Policy

Vocational Education and Training.(VET) is designed to prepare, update or retrain artisans for employment or self-employment at the semi-skilled or skilled level, in any branch of economic activity, This kind of education and training may be provided on-the-job or off-the-job or a combination of the two. When dealing with vocational

education and training, two positions are contrasted. On the one hand, is the situation where the Government provides the institutions with staff, equipment, etc., and plans for an annual output of the required number of trained personnel in so many specific skills areas. On the other hand, is the situation whereby industry itself trains and retrain all those it needs to maintain and increase its production. In the first approach, which in fact is the traditional approach, a lot of resources are required to finance and equip the institutions as well as train the required personnel. With regard to the second position, industries consider the training received from vocational schools as inadequate and the skills taught as irrelevant to their current state of technology. It is apparent, therefore, that the solution lies in a partnership approach which requires the development of the capacity of industry to provide on-the-job training and enterprise-based programmes for skills development. This means that careful attention has to be paid to the interaction needed between the workers and industries and that cohesion is established through close cooperation between the vocational schools, the employers and workers.

Vocational education and training can be divided into four categories such as :

Informal vocational training programmes

These are vocational training programmes normally carried out in out-of-school settings.

Skills upgrading programmes

These cater mainly for those already employed but who would like to upgrade their skills.

Technical and commercial programmes

These are normally carried out in schools with intermittent apprenticeship attachments.

After almost a decade or more of economic stagnation, new economic and industrial policies have created an environment for rapid industrial development. This trend is, however, not matched by an increased supply of properly trained and motivated human resource with technical skills. The transformation from an agrarian to an industrial infrastructure demands a drastic expansion of the vocational and technological education. It is important, therefore, that in addition to learning general cognitive skills, efforts be made to ensure that as many Tanzanians as possible develop and acquire specific job-related skills and positive attitudes towards work of all kinds.

Apprenticeship training programmes

These are normally angled between school terms or are carried out by industries themselves for their employees.

Traditional apprenticeship can have a positive effect on employment and earnings especially in remote and infrastructural poorly provided areas. Apprenticeship is cost effective mainly because it has greater efficiency in promoting the acquisition of skills on-the-job. Learning by doing under actual, production conditions is more effective than formal training in institutions.

Apprenticeship training ensures sound mastery of skills as trainees spend relatively limited periods of time in formal instruction. Thus, during most of their apprenticeship,

trainees are so productively employed that both direct training costs and income foregone (opportunity costs) are generally much lower than at alternative training institutions. Despite being cost effective, apprenticeship is not availed to trainees by employers because the existing Apprenticeship Regulations provide for minimum wage levels, which few employers are willing to pay. Similarly, sizable income differentials between apprentices and non-certified semi-skilled workers act as a major deterrent in employing artisans. Therefore, in order to expand apprenticeship channels:

- Traditional expertise, experts and the apprenticeship system shall be recognized and promoted as a component part of the vocational education and training system.

- Employers shall adopt a wider apprenticeship modular training scheme as a means of providing training opportunities for a much larger proportion of the labour force. Most of the young persons who enroll for various vocational training courses are primary school leavers. Many of them do not have interest and lack information on career choices and guidance. In many cases, they do not express their desire for this training nor do they receive any counseling prior to enrollment. In order to inform and educate young people and adults alike on career choices and training opportunities available

- VETA shall prepare and make available career guidance information on vocational education and training.

- Pupils in the formal school system shall be counseled on the viability and importance of vocational education and training.

The curriculum for vocational education and training is as varied as the courses themselves. There is a wide range of programmes to suit the level of the student's previous knowledge and the needs of key employment sectors. Most of the existing vocational education and training curricula lack aspects of managerial and entrepreneurship skills. In order to avoid a mismatch between the curriculum content and the need for self and wage employment, the vocational training curricular need to be reviewed in order to include aspects of entrepreneurship and management skills.

- Entrepreneurial skills training shall be an integral part of all vocational education and training programmes.

- Occupational curricula for all vocational education and training courses shall be designed and developed by VETA in collaboration with Tanzania Institute of Education. Vocational Examinations and Certification Examinations in vocational education and training are as many and varied as the trades to be examined and the level of the courses. The design, conduct and administration of these examinations fall under several statutory institutions like the National Examinations Council of Tanzania, the National Vocational Training Division and the training institutions themselves.

The examination results and certificates awarded do not show the trainees' performance in respective subject areas. As such, the certificates do not sufficiently meet the

information needs of the users. There is, therefore, a need to review and coordinate all activities pertaining to vocational examinations and certification. For this reason:

- All vocational examinations and certification shall be coordinated, harmonized and synchronized by VETA, and certificates shall show performance levels in respective subjects.

Capacity Utilization for Vocational Education and Training

Currently, only 15% of the primary school leavers continue to secondary education level. Since the remaining 85% of the primary school leavers and those leaving the formal education system in subsequent stages constitute a very valuable productive age group, this cannot be ignored. Provision needs to be made for this group to utilize the existing facilities at various institutions and centres offering a variety of vocational education and training courses. At present, we have in the country a number of Vocational Training Centres (VTCs), under the Ministry of Labour and Youth Development; Folk Development Colleges (FDCs), under the Ministry of Community Development, Women Affairs and Children; Post-Primary Technical Centres (PPTCs) under the Ministry of Education and Culture and other VTCs established and managed by various NGOs, parastatals and individuals. While the objectives for establishing these institutions were similar, the entry requirements, the courses offered, the curriculum, certification and management are not harmonized. They all suffer from a shortage of teachers and equipment. Similarly, they all have excess physical capacity, which, if

properly utilized, could admit many more primary and secondary school leavers than they are able to take at present. In order to maximize the use of existing capacity, there is need for synchronization of the various trade courses offered. Therefore:

- FDCs shall be encouraged to increasingly offer vocational education and training.
 - Post-primary technical centres shall be transformed into vocational education and training centres.
 - All vocational education and training centers shall be registered and approved by VETA.
 - All vocational education and training centers shall be upgraded and improved to meet national standards as set by VETA.
 - Trade Schools As part of the diversification of secondary education, a technical secondary education programme was introduced, in the early 1970s, covering 15 secondary schools. In addition to this programme, other 10 secondary schools were to be converted into full technical secondary schools. Of these 10, eight are already converted and functioning. The curriculum of this programme includes three broad choices of Mechanical Engineering, Civil Engineering and Electrical Engineering.
- These schools were expected to achieve two complementary objectives - firstly, equipping pupils with a broad range of academic and technical knowledge in order for them to be able to go for further education, and secondly equipping them with practical skills which would enable them to take up direct employment as technicians in industry.

Experience has shown that at the end of Form 4, about 75% of graduates from these technical secondary schools proceed to further education and training. Further evidence from the performance of those who proceed to technical colleges shows that the previous training which the students had received in technical secondary schools was adequate. However, the second objective of turning out students who can take up direct employment as technician in industry has not been realized. Since the provision of technical competencies is one of the major national priorities, it is imperative that this objective be realized differently. There is need to re-introduce a 4 year post primary - technical education programme in the school system.

CHAPTER FOUR

4.0 IMPLEMENTATION

4.1 Product and Output

Product in this context describes the project activities such as providing vocational training in order to impart basic life skills to the community youth; Output refers to the actual change in unemployment status among youths due to their ability of being self-employed resulting from the training they receive.

Implementation of the project activities is based on the result findings and recommendations. One hundred youths (100) will have acquired various vocational skills (carpentry, tailoring, molding and batik making) by the end of December 2006. Also four production groups in which youths will be able to produce and sell items will be formed by the end of December 2006.

4.2 Project Planning

This describes the planning set out for the efficient and effective execution of the project.

Table 7. Project Planning Table

No	TITLE	ACTIVITY	RESOURCE	TIMEFRAME
1.	Assistant Project coordinator - Entrepreneurship	i)Entrepreneurship training	Business instructor, communication and stationery, honoraria.	Mar15-June30,2006
		ii) Provision of loan capital to groups.	Business instructor, communication and stationery, honoraria, Funds for capital.	July3-July31,2006
		iii)Monitoring production	Business instructor, communication and stationery, honoraria,	July3- Dec 28,2006
2.	Assistant Project coordinator- Handcraft	i)Batik making course	Instructor for Batik, communication and stationery, honoraria, instructor's salary	Jan16-Feb28,2006
		ii)Tailoring course	Instructor for Tailoring, communication and stationery, honoraria, instructor's salary	Jan16-June30,2006
		iii)Molding course	Instructor for Molding, communication and stationery, honoraria, instructor's salary.	Jan16-June30,2006
		iv)Carpentry course	Instructor for Carpentry, communication and stationery, honoraria, Salary	Jan16-June30,2006
3.	Assistant Project coordinator- Training, Reproductive health & HIV/AIDS Education	v) training youth on HIV/AIDS and	Money for purchase of training materials and venue	Jan 2- Dec 28,2006
		vi) train youth on reproductive health	Money for purchase of training materials and venue	Mar15-June30,2006

4.2.1 Implementation Plan

The implementation plan is based on areas of vocational training on different life skills as well as building HIV/AIDS awareness to the youths. Due to the little capacity at present, the project is aiming at training 40 trainees for year 2006 but the number is subject to change should there be an opportunity to increase the capacity of the project.

Goal: To economically empower the community youth through vocational training in order to make them self employed.

Table 8. Implementation Plan Table

Activities	Project Month												Resource Needed	Responsible Person
	1	2	3	4	5	6	7	8	9	10	11	12		
Training on HIV/AIDS	*	*	*	*	*	*	*	*	*	*	*	*	Flip charts and markers, exercise books and pens and facilitator's salary	Assistant Project coordinator- Training, Reproductive health & HIV/AIDS Education
Training on reproductive health			*	*	*	*							Flip charts and markers, exercise books and pens and facilitator's salary	Assistant Project coordinator- Training, Reproductive health & HIV/AIDS Education
To conduct Tailoring training.	*	*	*	*	*	*							Sewing machines, cloth, flip charts, markers, exercise book and pens & instructor's salary	Assistant Project coordinator- Handcraft

Batik making training.	*	*												Cloth, Barrels, dye, charcoal, strings, exercise books and pens & Instructor's salary.	Assistant Project coordinator-Handcraft
To conduct carpentry training.	*	*	*	*	*	*								Facilitators/instructors for Carpentry, communication and stationery, honoraria, instructor's salary.	Assistant Project coordinator-Handcraft
To conduct molding training.	*	*	*	*	*	*								Facilitators/instructors for Molding, communication and stationery, honoraria, instructor's salary.	Assistant Project coordinator-Handcraft
Training on entrepreneurship education			*	*	*	*								Flip charts, markers, exercise books, pens, facilitator's salary	Assistant Project coordinator-Entrepreneurship
Loan capital to production groups.							*							Flip charts, markers, exercise books, pens, Business instructor's salary, Funds for Loan capital.	Assistant Project coordinator-Entrepreneurship
To Monitor production.							*	*	*	*	*	*		Communication and stationery.	Assistant Project coordinator-Entrepreneurship

4.2.2 Inputs

This is basically a list of things needed to accomplish the objectives. In this regard the most explicit, pertinent and objectively verifiable inputs are as listed below:

- Money
- Working tools
- Learning materials
- Well trained staff
- Youths joining the training classes
- Time in terms of hours of training and supervision

4.3 Project Implementation

Table 9. Project actual implementation Report

Activity	Month												Resource	Responsible Person
	1	2	3	4	5	6	7	8	9	10	11	12		
Tailoring course							☞	☞	☞	☞	☞	☞	Sewing machines, cloth, flip charts, markers, exercise book and pens & instructor's salary	Asst. Project Coord-Handcraft
Batik making course				☞	☞				☞	☞	☞	☞	Cloth, Barrels, dye, charcoal, strings, exercise books and pens & Instructor's salary	Ass. Project Coord-Handcraft

Entrepreneurship course				↻	↻		↻	↻	↻	↻	↻	↻	↻	Flip charts and markers, exercise books and pens and facilitator's salary	Asst. Project coord- Entrepreneurship
Training on HIV/AIDS & Reproductive health				↻	↻		↻	↻	↻	↻	↻	↻	↻	Flip charts and markers, exercise books and pens and facilitator's salary	Asst. Project Coord- HIV/AIDS & Reproductive health

The actual implementation of the project started late compared to the implementation plan due to failure of getting the resources in time.

- (i) The tailoring course started in July'06 instead of January'06 as planned
- (ii) The batik making course started in April'06 instead of January'06 as planned.
- (iii) The entrepreneurship course started in April'06 instead of March'06 due to the fact that it had to be conducted subject to commencement of other courses.
- (iv) HIV/AIDS & Reproductive health course started in April'06 because it also had to be conducted subject to commencement of other courses.
- (v) Other activities such as carpentry and molding could not start due to unavailability of resources
- (vi) The project needs to purchase more equipment to increase its capacity but donors are yet to issue the requested funds.
- (vii) Goals and objectives are expected to be accomplished as soon as there are enough funds to execute all the planned activities.

CHAPTER FIVE

5.0 MONITORING, EVALUATION AND SUSTAINABILITY

5.1 Introduction

This section focuses on planning how to routinely gather the information needed to keep the project on schedule, anticipate problems and formulate solutions, measure progress, and evaluate programme success. Also it focuses on the need to review the project to ensure its capacity to function regardless of changes in external funding sources and staffing.

5.2 Monitoring

Monitoring is a systematic process of collecting and analyzing information to track the efficiency of the organization in achievement of goals. Monitoring provides regular feedback that helps an organization track costs, personnel, and implementation time, and organizational development, economic and financial results to compare what was planned to actual events. In its simplest terms monitoring is collection and analysis of information to track what's going on.

Monitoring will be done by gathering data in a continuous basis concerning day to day activities. This data is both financial and operational depending on the nature of activities. Both qualitative and quantitative data will be gathered by the Monitoring and Evaluation Officer on a day -to -day basis e.g.

- (i) The level of attendance of the trainees will be observed in a daily basis attendance register.
- (ii) Materials to be used in the workshops will be recorded as they are purchased and as they are issued for use.
- (iii) The goods produced by the production groups will be recorded in finished goods register.
- (iv) Repayment of Capital loans given to production groups will be assured through maintenance of a daily income and expenditure book on group production.
- (v) Heads of each department/ Assistant project coordinators will submit progress reports to the project coordinator at the end of every month.

The Monitoring and Evaluation Officer will be issuing monitoring report quarterly.

In the case of financial monitoring the project accountant will be responsible for gathering financial data as part of his daily activities. Another side of monitoring will be done by the project coordinator by simply approving and reviewing the expenditures.

- (i) All expenditures must be raised by the respective departments and given to the project coordinator for approval before they are incurred.
- (ii) The project accountant will record all expenditures on project money.
- (iii) The accountant will prepare monthly report and give it to the project coordinator to verify

- (iv) External Auditors will be hired to track and verify the financial data if they show a true and fair view. The external Auditor will give accounting reports annually at the end of the year and report on any significant discrepancies.

5.2.1 Management Information System

This aspect answers questions such as: How was the needed monitoring information gathered? How the progress was measured and set the stage to evaluate programme success? How is the management information system created to collect and report project data that enables to monitor project performance?

The information management system is formulated based on the organizational chart and the reporting system. The M&E Officer gets all the data needed from the Assistant project coordinators (Departmental heads) who also get the data from the Trainers falling under their departments. The M&E Officer also gets the data from the Community Mobilizer who works directly to the grassroots on matters concerning the project. Both the M&E Officer and the Community Mobilizer are in a horizontal relationship. Information is gathered and disseminated from top down and vice-versa. The different departments can collect necessary information and pass it to the project coordinator, similarly the project coordinator passes down information deemed to be important to his subordinates when necessary. For example when the coordinator or any member of staff attends any meeting on behalf of the organization, he/she is supposed to pass the information to other members.

The assistant project coordinators, the technical advisor and the project accountant, the M&E Officer and the Program Officer directly report to the project coordinator. The

above will form a steering committee which will hold meetings on Monday of every week with the project coordinator to discuss the performance trend of the project. The accountant and the project coordinator are the signatories of the project account.

5.2.2 Research Methodology for Monitoring

Monitoring data was collected by using different tools such as interviews, record review and Accounting records. Data was analyzed manually and presented by using written reports, tables and also through oral presentation to the stakeholders who participated in monitoring information gathering.

5.2.2.1 Data collection methods for Monitoring

Monitoring data was collected by using different tools such as Questionnaires, interviews, record review and Accounting records. Data was analyzed manually and presented by using written reports, tables and also through oral presentation to the stakeholders who participated in monitoring information gathering.

Questionnaires

Self administered questionnaires were used especially when record review and interviews could not give adequate information.

Interviews

Interviews were conducted among the organizations members of staff, trainers, trainees and selected community stakeholders. Different sets of questions were used for different groups according to the type of information needed from that particular group.

Record review

A review of records such as attendance registers, trainers' lesson plans and class hours per week, register for training materials purchases, daily sales book and other accounting information were used to determine proper checks and balances.

5.2.3 Monitoring results

Table 10. Monitoring

Objectives	Indicators	Tools	Results	Time frame
i) > 100 youths to acquire vocational skills by Dec 2006	- # of trainees enrolled	-Enrollment registers	- More than 100 youths turned up.	Jan -- Dec 2006
	- # of trainees attending classes	-Attendance registers	- 100% attendance for enrolled trainees	
	- # of hours of class lessons	-Lesson plan	- 5 class hours were spent per day	
	-# of trainees understanding the lessons	-Exam result records -Practical performance records	->80% were able to understand lessons and perform practical duties	
ii) To establish 4 production groups by Dec 2006	-# of trainees understanding the lessons	- Exam result records -Practical performance records	->80% were able to understand lessons and perform practical duties	Jun – Dec 2006
	- The level of artisanship among trainees	- Interviews - Questionnaires	-Trainees displayed a good level of understanding	

iii)To provide working tools to each of the groups by Dec 2006	-Availability of funds to buy tools	- Accounting records	-Proper procedures for cash handling	Jun – Dec 2006
	-Volume of goods production	- Accounting records	-All production was recorded in proper books	
	-Sales turnover	- Accounting records	-Sales were recorded in sales day book	
	- Relationship with financial institutions, donors and government agencies	- Interviews - Questionnaires	-Low credit worthiness due to low capital -Little access to government aids	

5.3 Evaluation

Evaluation is a systematic process of collecting and analyzing information to assess the effectiveness of the project or programs in achieving its goals. The evaluation provides regular feedback that helps project implementers to analyze the consequences, outcomes and results from the action. It also helps to assess the relevance, scope and sustainability of the project.

Evaluation is both summative and formative designed to objectively assess the impact and accomplishment of the project.

5.3.1 Summative evaluation

This is quantitative in nature; interest is on the product or output generated at the end of each process. It will begin by looking at the established baseline data at the beginning of the project and focus on the primary goal of the project and its objectives. It will be

conducted at six months intervals just prior to each group of trainees completing the vocational course or periodically at the end of predetermined timeframe.

For this matter the evaluation will be based on the number of youths who have been able to enroll and complete the course, the number of production groups formed within the specified period of time, the quantity and quality of goods produced, sold and the income generated by the production groups as well as the growing rate of each group.

5.3.2 Formative evaluation

This kind of evaluation is concerned with the process used to undertake the activities of the project. Attention will be focused at: The general level of understanding of the youths under training, the willingness of the community people to give their support to the project in terms of volunteerism as well as the preparedness of the community people to trade with the project in the goods produced. Also the relationship of the organization with the government in one side and the financial institutions on the other side is important to be noted. Performance appraisal will be one way of evaluating staff performance. Generally formative evaluation will be conducted by using interviews and open-ended questionnaires, the vocational trainees will be asked about the day- to- day operation of the training centre as well as the adequacy of the materials being delivered. The aim is to provide feed back for the ongoing improvement of the operation of the project. The project M&E officer will regularly meet with the steering committee and at times with project staff to share findings from the formative evaluation efforts. Periodic

reports will be prepared that identify the major findings of the formative evaluation and how they have been used to improve project operations.

5.3.3 Performance Indicators

Indicators are quantitative or qualitative criteria for success that enable one to measure or assess the achievement of project objectives. There are three types of indicators namely input, output and impact indicators. The following are the indicators that determine the success of the project:

- (i) The number of youths joining the center for training
- (ii) The number of youths completing the vocational training
- (iii) The number of training sessions per programme
- (iv) The ability of production groups to undertake skilled duties
- (v) Collection of the income generated by the groups as revolving fund
- (vi) The number of community people turning up for joining production groups
- (vii) The quantity and quality of goods being produced by various groups
- (viii) The preparedness of the community to trade with the production groups
- (ix) The perception of the government, financial institution and donors towards the organization.

5.3.4 Research Methodology for Evaluation

Evaluation data was collected by using tools such as interviews, record review, observation and group meetings with Project members, trainees and other stakeholders. Data was analyzed manually and presented by using written reports, tables and also through oral presentation to the stakeholders who participated in evaluation information gathering.

5.3.4.1 Data collection methods for Evaluation

Evaluation data was collected by using tools such as interviews, record review, observation and group meetings with Project members, trainees and other stakeholders. Data was analyzed manually and presented by using written reports, tables and also through oral presentation to the stakeholders who participated in evaluation information gathering.

Interviews

Interviews were conducted among nine organizations members of staff, four trainers, forty trainees and fifteen community stakeholders. Different sets of questions were used for different groups according to the type of information needed from that particular group.

Record review

A review of records such as attendance registers, trainers' lesson plans and class hours per week, register for training materials purchases daily sales book and other accounting information like monthly income and expenditure statements were used to determine the quality of trainings offered.

Observation

This was an important tool especially when there was a need to know the actual level of artisanship among the trainees and how much in terms of quality of product they had been able to perform so far. Also the studying environment was a very essential aspect to note through observation.

Group meetings

Group meeting convened with project senior staff was used to supplement and clarify the information supplied.

5.3.5 Evaluation results

Table 11. Evaluation

Objectives	Indicators	Tools	Expected outcome	Actual outcome
i) To examine the viability of the project through internally generated funds and external links	-Income generated by the production groups	-Accounting records	-Enough money from sales to buy tools	-Very little sales
	-Community participation	-Meetings	-People turning up to trade with the groups	-People turn up but no enough goods
	-Government, financial institutions and donors	-Meetings -Interviews	-Eligible for aids and rated as highly	-Inaccessibility

	perception		creditworthy	to aids and low creditworthiness
ii) To explore the capacity of trainees as key elements for project sustainability	-# of youths joining and completing the course	-Enrollment registers -Attendance registers	-High enrollment rate	-High enrollment rate but unable to accommodate
	-# of training sessions per programme	-Lesson plan	-5 class hours per day	-5 class hours per day
	-Ability to undertake skilled duties	-Practical performance records -Observation	-All trainees able to undertake skilled duties perfectly	-80% able to undertake skilled duties
	-Quantity and quality of goods produced	- Practical performance records -Observation	-Large production and high quality goods	-Low production and medium quality due to few and inferior resources

5.4 Sustainability

Sustainability relates to how the project ensures its capacity to function regardless of changes in external funding sources.

5.4.1 Sustainability Elements

This is about the financial, political and social circumstances that may affect the host community and the viability of the project in the future.

- (i) The project is working in collaboration with the Kitunda ward development office in its effort to track the targeted youths/children. The office is a subordinate of Ilala municipal council

- (ii) Parents and guardians are encouraged to become committee members and participate in various workshops and decision making in which their sense of ownership will be felt and practiced.
- (iii) The establishment of production groups and the collection of money through sales of products will enable the project to undertake other progress activities.

5.4.2 Sustainability Plan

Describes how planning should make the project sustainable overtime, the steps taken so far, and the expectations of sustainability for the future.

- (i) The training classes will enroll other interested students from economically able families; these students will pay school fees that will help to run the project.
- (ii) After the youths have undergone the training, the organization will form production groups of ten people each. These groups will be provided with tools such as sewing machines and carpentry tools to enable the graduate youths to employ themselves.
- (iii) A revolving fund will be established so that the production groups borrow capital money and repay it back after they sale their products and this money is loaned to other groups.
- (iv) The established production groups will contribute financially towards increasing the capacity of the project on assisting more disadvantaged youths

and orphans. On the other hand the production groups will offer them employment to reduce the impact of unemployment.

- (v) HIV/AIDS and Reproductive health education will continue being imparted by peer educators who will have received early training from the project thus reducing the high fees to be paid to facilitators.
- (vi) The organization will provide extra training on entrepreneurship and marketing to the youths to make sure they can continue to run the production groups and successfully contribute some amounts of their gains towards sustainability of the project.
- (vii) Project experiences an acute shortage of funds as a result of failure to implement some of its very essential activities; to ensure financial sustainability it is planned to increase the capacity of the already undertaken activities as they do not require huge capital. Also fundraising strategies are being devised in joint effort with the ward councilor's office.

5.4.3 Institutional Plan

Describes how the organization sponsoring the project will address these sustainability elements in order to support the project's long term success and how the project will be institutionalized.

- (i) Tanzania Commission for AIDS (TACAIDS) and the Ilala municipal council both in their effort to combat HIV/AIDS infection are willing to help the organization through LCC organization. It is evident that unemployment is

one of the suspected contributors towards spread of the infections. The project makes a perfect partner to work with the above institutions in mitigating the catastrophe at the grassroots. In the long run the project will be stable enough to support other small groups in the area.

- (ii) The Ilala municipal council on the other hand is working with Kitunda ward in mobilizing and sensitizing parents and youths to view the project as their own and it is for the aim of solving community employment difficulties.
- (iii) The project is institutionalized by first being an integral part of a registered Non governmental organization (LCC) and as a community instrument to alleviate unemployment among youths it is getting affiliated with higher authorities dealing with a similar problem in the country.

CHAPTER SIX

6.0 CONCLUSIONS AND RECOMMENDATIONS

6.1 Results

The goal of the project was to economically empower the community youths through vocational training for the aim of making them self-employed.

The goal has remained the same over the life of the project neither were there any changes in the objectives. However, all the three objectives are yet to be fully achieved since the second and third objective are subject to the successful completion of the first objective. The first objective of the project was to enable more than one hundred youths to acquire different basic life skills such as carpentry, tailoring, molding and batik making by December 2006 but the project has only been able to accommodate 40 students due to its small capacity. Despite the small number and inadequate resources to purchase the working tools for the individual groups there has been a remarkable progress in the tailoring unit.

Had there been enough financial and material resources to allow expansion of the centre and classrooms the project could have been in a better position to achieve the mentioned objectives.

6.2 Recommendations

In light of the Kitunda Youth Entrepreneurship Initiative experience the researcher recommends to others attempting similar projects as follows:

- 1 Strengthening the link between cooperatives, microfinance institutions, government agencies and local governments on entrepreneurship training programs and issuing loan capital to enable self-employment among youth.
- 2 Capacity building for management and staff for the aim of improving the planning, delivery and evaluation of youth employment services
- 3 Establishment of benchmarks with respect to planning, implementation and evaluation of youth employment support services
- 4 Evaluation of current youth employment support programs and services especially with respect to significant improvement in accessibility, cost effectiveness, replication and sustainability.

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